



ASPIRE
TRADE HIGH SCHOOL

Parent & Student Handbook

2026-2027

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School Essentials

Mission & Vision

The mission and vision of Aspire Trade High School is to empower students to explore skilled trades, gain real-world experience, and graduate ready to build successful careers in their chosen industries. We remove barriers so students can succeed.

School Governance

Board of Directors

Aspire Trade High School is a non-profit organization. As a non-profit, Aspire Trade High School is governed by a Board of Directors. The Board of Directors has between five and twelve members. The primary responsibilities include ensuring that the school is achieving its mission, creating and following board policies, overseeing the strategic plan for the school, and approving the annual budget. The Board is also responsible for the hiring and termination of employees at the recommendation of the Executive Director. The Board meets monthly. All board meetings are open to the public. Public comments are allowed at board meetings. Individuals wishing to speak during the public comment period will be given a two-minute time limit. Public comments must pertain to matters related to the school; topics such as personnel issues or student disciplinary matters are not permitted. Speakers are expected to maintain a respectful and civil tone. While Board members will not respond to public comments during the meeting, they may address concerns through other appropriate channels such as: scheduled meetings, email or phone conferences.. Disruptions during a public meeting may result in exclusion of the guest from the meeting. Refusal to exit the premises could lead to removal by law enforcement officials.

2026-2027 Board of Directors

Board Members and Positions

Jennifer Nichols = Superintendent & Non-Voting Board Member

Ana Bertino - Board Chair

Heidi Bertino-Daum - Vice Chair

Vickie Day - Treasurer

Lori Jennings - Secretary

**For the purpose of this document, the term Executive Director refers to the Principal, Head of School, Executive Director and may be used interchangeably.*

Non-Discrimination

Equal Education Opportunities

Aspire Trade High School provides equal education opportunities for all students and does not discriminate on the basis of race, creed, color, national origin, ethnic origin, sex, gender, gender identity, natural hair style, cultural or economic background, or disability. Furthermore, no student, on the basis of sex, gender, gender identity, marital status, pregnancy, or parenthood, will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the school. The school will treat its students without discrimination with regard to course offerings, athletics, counseling, employment assistance, and extracurricular activities. The school adheres to the legal obligations and requirements under all state and federal laws, including, without limitation, the Americans with Disabilities Act and Amendments, Section 504 of the Rehabilitation Act of 1973, and the Individuals with Disabilities Act Amendments of 1997, including identification, evaluation, and provision of an appropriate education. Please visit aspiretradehs.org for Title IX Policies and Grievance Process and for Non-Title IX Bullying and Harassment Policies and Grievance Process.

Any individual who believes that he or she has been discriminated against, harassed, or bullied is strongly encouraged to file a complaint orally or, preferably, in writing to any of the following individuals:

- Director
- For Title IX harassment and discrimination, contact the Title IX Coordinator and review the Title IX policy located at aspiretradehs.org.
- For non-Title IX harassment and discrimination, including bullying, Title VI, and disability discrimination, contact the Director.

Gender Equity Policy (Title IX)

The school certifies compliance with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq. (Title IX), and its implementing regulation, at 34 C.F.R. Part 106, which prohibits discrimination based on sex. The School, as a recipient of federal financial assistance from the United States Department of Education, is subject to Title IX and does not discriminate based on gender in employment or any educational program or activity it operates.

For complaints or grievances regarding discrimination based on gender, please refer to the Non-Discrimination section of this handbook.

Religious Accommodations

Aspire Trade High School respects the religious beliefs and practices of all staff and

students, and will make, on request, an accommodation for such observances when a reasonable accommodation is available that does not create an undue hardship on the school's operations.

Exceptional Children

The mission of the school's Department of Exceptional Children is to ensure that children and youth with disabilities develop educationally, socially, emotionally, and vocationally through the provision of a free, appropriate education and related services in the least restrictive environment. We will continue to educate, support, and advocate for students with disabilities and assist them in achieving their true potential.

Through the Individualized Education Program (IEP) process, ATHS offers a free, appropriate public education to each of its students with special needs.

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) is the federal law. Article 9, Section 115C of the North Carolina General Statutes is the State law concerning the education of students with disabilities.

Who does this Program serve?

Children with disabilities include those with autism, deaf-blindness, deafness, developmental delay, serious emotional disability, hearing impairment, intellectual disability, multiple disabilities, other health impairment, orthopedic impairment, specific learning disabilities, speech and/or language impairment, traumatic brain injury, and visual impairment.

Individualized Education Program (IEP)

The IEP, Individualized Education Program, is a written document developed for each public-school child eligible for services. The IEP is created through a team effort and reviewed at least once a year.

Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act of 1973 is a civil rights law that protects individuals with disabilities from discrimination. Section 504 protects qualifying students by prohibiting them from being excluded from public schools or denied the benefits of public schools because of their disability. For more information, visit the Department of Education website at <http://www2.ed.gov/about/offices/list/ocr/504faq.html>

What is considered a disability under Section 504?

A student must have a physical or mental impairment. The Department of Education describes "physical or mental impairment" as follows:

The disabling condition must substantially limit one or more major life activity: A "major life activity" includes (but is not limited to) learning, concentrating, thinking, communicating, reading, walking, seeing, breathing, eating, lifting, bending, and primary

bodily functions/systems (neurological, immune, respiratory, etc.)

This plan is individualized to the needs of the student.

Child Find

Aspire Trade High School participates in the North Carolina Child Find program, which is designed to identify, locate, and evaluate students with disabilities who may be eligible for special education and related services.

Students may be referred through the school's Multi-Tiered System of Support (MTSS), parent referrals, teacher referrals, or other available data sources. When appropriate, the school will conduct evaluations, determine eligibility in accordance with North Carolina and federal requirements, develop an Individualized Education Program (IEP) for eligible students, and coordinate referrals to outside agencies when necessary.

Parents who have concerns regarding their child's educational progress or believe their child may have a disability should contact the Exceptional Children's (EC) Department, school administration or refer to the Parent's Rights Handbook.

<https://www.dpi.nc.gov/parent-rights-handbook/download>

Manifestation Determination

Students who have an IEP or 504 plan are provided the protections under that plan as outlined in State and Federal statutes. Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that is for 10 school days in a row or less and not a change of placement), the school, the parent, and other relevant members of the IEP Team must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine: If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or If the conduct in question was the direct result of the school's failure to implement the child's IEP or 504. If the school, the parent, and other relevant members of the child's IEP Team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child's disability. If the school, the parent, and other relevant members of the child's IEP Team determine that the conduct in question was the direct result of the school's failure to implement the IEP, the school must take immediate action to remedy those deficiencies.

For additional information on procedural safeguards and due process, please refer to: Parent Rights and Responsibilities in Special Education Notice of Procedural Safeguards at: <http://ec.ncpublicschools.gov/parentresources/ecparenthandbook.pdf>.

Academics & Curriculum

Academic Honesty

Aspire Trade High school is committed to a culture of honesty, integrity, and personal responsibility. Any form of academic dishonesty, including but not limited to cheating, plagiarism, forgery, unauthorized collaboration, or misrepresentation of work, is prohibited and may result in academic and/or disciplinary consequences.

School Honor Code

The purpose of the Honor Code at Aspire Trade High School is to build a community of honor and trust among administrators, teachers, students, parents, and staff.

School Honor Code

School students are good citizens who value honor and demonstrate integrity in all that they do. They help community members by having a positive attitude and respecting other people and school property.

Honor: Having high moral standards of behavior.

Integrity: Possessing the quality of being honest and fair.

Lying: Purposefully being dishonest or misleading.

Cheating: Receiving unauthorized help on work; copying another person's work or answers on assessments.

Submission of non-original work: Passing off another's work or ideas as your own or intentionally failing to cite sources for information that is not widely known is considered plagiarism; which is non compatible with the honor code.

Stealing: Taking another person's belongings or ideas (plagiarism) without permission.

Disrespect: Rudeness, defiance, bullying, or rebellion; vandalism or misuse of school property.

Unauthorized Use of Technology: Do not engage in unauthorized use of technology as outlined in the policy for **Acceptable Use of Technology**. Examples may include loading unauthorized programs or viewing non-approved websites on school laptops, hacking or cyber bullying. Please refer to the policy for the complete description of

unauthorized use.

Student Honor Pledge:

“As an honorable member of Aspire Trade High School, I promise to uphold the Honor Code of my school to promote honor and integrity. I pledge not to lie, cheat, steal, be disrespectful of people or property, or use technology inappropriately. “

Consequences for Violating the Honor Code

Cheating on any assignment, quiz, or exam will result in a zero entered for the grade, and the teacher will contact the parent. Students will not be allowed to make up the assignment or exams. Additional disciplinary actions as outlined in the behavior matrix will be followed.

Grading Policy

The long-term success of our students at Aspire Trade High school is of the utmost importance to us as a school. In keeping with our mission to develop productive citizens who take responsibility for their future, our grading policy requires student accountability. We believe our students should be expected to put forth their best effort daily in the classroom. For consistency and fairness within the school, we believe it is essential to have a clear set of grading expectations clearly understood by students, teachers, administrators, and parents.

Grading Scale:

A	90-100%	=	4.00
B	80-89%	=	3.00
C	70-79%	=	2.00
D	60-69%	=	1.0
F	0-59%	=	0.00

Grade Calculation

Semester Grade Calculation

Each semester grade is calculated as follows:

First Quarter of the Semester = 40%

Second Quarter of the Semester = 40%

Semester Final Assessment = 20%

Semester Grade = (First Quarter of the Semester x 40%) + (Second Quarter of the Semester x 40%) + (Semester Final Assessment x 20%)

For example:

Semester 1 = (Quarter 1 x 40%) + (Quarter 2 x 40%) + (Semester 1 Final Assessment x 20%)

Semester 2 = (Quarter 3 x 40%) + (Quarter 4 x 40%) + (Semester 2 Final Assessment x 20%)

For courses with a state-required End-of-Course assessment, the EOC will serve as the semester final assessment for the semester in which it is administered.

Quarter grades are calculated from assignments completed during that grading period. Semester final assessments are calculated separately and are not included as part of a quarter grade.

A semester final assessment may include, but is not limited to, a traditional exam, End-of-Course assessment, project, essay, oral presentation, performance task, portfolio, practical demonstration, or other cumulative assessment approved by the school.

Final Year Grade Calculation

For yearlong courses, the final year grade is calculated as follows:

Final year grades are calculated as shown below.

Semester 1 = (Quarter 1 x 40%) + (Quarter 2 x 40%) + (Midterm x 20%) Semester 2 = (Quarter 3 x 50%) + (Quarter 4 x 50%)

Final year grade = (Semester 1 x 40%) + (Semester 2 x 40%) + (Final Exam* x 20%)

*If a student is exempt from the final exam, then the final year grade will be calculated as follows:

Final year grade = (Semester 1 x 50%) + (Semester 2 x 50%)

Aspire Trade High School calculates final course grades using quarter grades and a required semester final assessment. Each semester will include a final assessment that measures student mastery of course standards and skills.

Final Assessment Placement

Semester final assessments, including exams, projects, essays, oral presentations, performance tasks, portfolios, practical demonstrations, and EOCs, should not be included as Quarter 1, Quarter 2, Quarter 3, or Quarter 4 gradebook categories. Final assessments must be calculated as separate semester assessment grades.

Quarter Gradebook Categories

Quarter grades should be calculated using gradebook categories that total 100% for that quarter. Quarter gradebook categories:

Formal Assignments = 50%

Examples: tests, labs, presentations, performance tasks, major assignments, exams

Informal Assignments = 50%

Quizzes: 15%

Classwork/Homework/Participation: 10%

Special Projects: 25%

Quarter Grade = (Formal Assignments x 60%) + (Informal Assignments x 40%)

Final Assessment Exemptions

If a student is exempt from a school-based semester final assessment, the semester grade will be calculated as follows:

First Quarter of the Semester = 50%

Second Quarter of the Semester = 50%

Semester Grade = (First Quarter of the Semester x 50%) + (Second Quarter of the Semester x 50%)

Missing, Late, and Make-Up Assignment Policy

Aspire Trade High School believes grades should reflect a student's mastery of course standards while also supporting responsibility, accountability, and timely completion of work. Therefore, it is the expectation that students complete and submit assignments by the assigned due date. Students and families are expected to **monitor Infinite Campus** regularly to monitor assignment submissions, grades, attendance, and GPAs.

Missing Work

An assignment is considered missing when a student does not submit the assignment by the due date and has not made prior arrangements with the teacher.

Teachers will mark missing assignments as "Missing" in Infinite Campus. Missing assignments may be calculated as a zero until the assignment is submitted or the late-work

deadline has passed.

Late Work

Late work will be accepted for credit within **five school days** of the original due date, unless an earlier/later deadline is required due to the end of a grading period, exam window, or administrative deadline.

Late work may receive a deduction of up to 5 points per school day after the due date. Teachers may not deduct more than 5 points per school day for late work.

Assignments submitted after the five-school-day late-work window may receive reduced credit or may remain a zero, unless an extension has been approved due to extenuating circumstances.

Make-Up Work Due to Absence

Students who are absent, whether the absence is excused or unexcused, will be allowed to make up missed assignments.

Students are responsible for checking Infinite Campus, Canvas, Google Classroom, or other teacher-designated platforms and communicating with teachers to obtain missed work.

Students must make arrangements to complete make-up work within five school days of returning to school. Teachers may provide additional time when appropriate based on the length of the absence, the type of assignment, student accommodations, or an approved extenuating circumstance.

Major Assignments, Projects, and Assessments

Major assignments, projects, essays, presentations, performance tasks, tests, and other formal assessments may have separate make-up procedures due to the nature of the assignment.

Teachers may require students to complete make-up assessments during class, advisory, lunch, tutoring, or another scheduled time.

Students who miss a scheduled test, project presentation, or formal assessment must communicate with the teacher to schedule make-up completion within five school days of returning to school, unless an extension is approved.

End-of-Quarter Deadlines

All late and missing work must be submitted by the schoolwide deadline established for each grading period. The school may set a final date for accepting late or missing work

prior to the end of the quarter to allow teachers time to grade assignments and finalize report cards.

Work submitted after the schoolwide deadline may not be accepted unless approved by school administration due to extenuating circumstances.

Extenuating Circumstances

Requests for exceptions due to extenuating circumstances will be reviewed on a case-by-case basis by school administration in consultation with the student's teacher. Documentation may be required before an extension, alternate assignment, make-up opportunity, or exception is approved.

Extenuating circumstances do not automatically excuse a student from completing required assignments. When approved, the school may provide an extended deadline, alternate assignment, make-up opportunity, or other reasonable academic support.

Final decisions regarding extensions, make-up opportunities, and acceptance of late or missing work beyond the standard timeline will be made by school administration in collaboration with the teacher.

Approval of an exception in one situation does not guarantee approval in another situation. Repeated failure to complete work by assigned deadlines may result in parent/guardian communication, academic intervention, administrative review and/or a failing grade.

Minimum Grade for Attempted Work

For assignments that are submitted and demonstrate a genuine attempt to meet the minimum requirements of the task, the lowest grade entered may be a 50. Teachers should enter a comment in Infinite Campus when the entered grade does not reflect the student's actual level of mastery.

Assignments that are not submitted may remain marked as "Missing" and will be calculated as a zero until submitted or until the late-work deadline has passed.

Students with IEPs, 504 Plans, or English Learner Supports

Students with an Individualized Education Program, 504 Plan, or English Learner supports must receive all required accommodations and modifications. Late, missing, and make-up work procedures must be applied in a way that honors the student's documented plan.

Receiving special education services, Section 504 accommodations, English Learner supports, or other academic interventions **does not** automatically exempt a student from completing required assignments, demonstrating mastery of course standards, or meeting

grading expectations. Students who receive services and support may still earn a failing grade if they do not complete required work, do not demonstrate mastery, or do not meet course requirements, provided that the school has implemented the student's documented accommodations, modifications, and supports.

If a student with an IEP, 504 Plan, or English Learner supports has repeated missing work or is at risk of failing, staff should review whether the student's accommodations, supports, interventions, or services are being implemented appropriately.

Schedule Changes

Schedule changes will only be considered under the following circumstances: (1) the student has previously completed the course and received credit, (2) a documented no-contact order exists between students, or (3) a schedule change is necessary to protect the safety and security of the student or others, as determined by the Executive Director. All schedule change requests must be submitted to the Academic Advisor within the first three (3) school days of the academic year.

Requests based on a no-contact order will be evaluated individually. The student requesting the schedule change may be required to adjust their schedule, and the school is not obligated to alter another student's schedule to accommodate the request.

State Testing

All students in grades 9–12 will participate in all North Carolina state-required assessments as applicable. End-of-Course exams and other required state assessments are administered at Aspire Trade High School upon completion of the corresponding course or program requirement. These assessments may include, but are not limited to, Math 1, Math 3, English II, Biology, ACT, WorkKeys, CTE State Assessments, and any additional assessments required by the State of North Carolina.

English Learner students in grades 9–12 will participate in the ACCESS/WIDA assessment as required.

Promotion and Retention

All students will be expected to master the grade-level material each year. The teachers at Aspire Trade High School will assess each student throughout the school year to track their progress towards mastery. All data, work samples, and other academic evidence will be kept in each student's portfolio. If a teacher is concerned about a student's academic progress or behavior, they will bring the concern to the Multi-Tiered System Support (MTSS) Team. The MTSS Team includes the Executive Director, School Counselor, MTSS Coordinator, the Exceptional Children's Director, and any other designee of the Executive Director. The MTSS Team will discuss the teacher's concern and create an intervention

plan. The team will communicate the details of the plan to the parents. If a teacher has a concern about the promotion of a student, the teacher will communicate their concern to the MTSS Coordinator by following the required steps. If necessary, the teacher, parent, student, and MTSS Director will meet to discuss the student's academic progress, and an additional intervention plan will be implemented. At the end of the school year, the Executive Director will review all of the data in the student's file, and a final decision will be made about the promotion or retention of the student.

Outside Providers and Dual Enrollment

The school prohibits outside providers from providing services to students on our campus unless the outside provider is contracted directly with the school to provide such services. Dual enrollment in any program during the regular school day is also prohibited unless approved by the Executive Director and all proper documentation is on file for said schedule. Aspire Trade High School does not partner with NCVPS.

Withdrawal Procedures

If a parent/guardian would like to withdraw their student from Aspire Trade High School, they must complete the school's Withdrawal Form. The Withdrawal Form may be obtained from the school's front office.

Parents/guardians are required to provide the student's next school of enrollment. If the student will be homeschooled, the parent/guardian must provide confirmation of home school registration with the North Carolina Division of Non-Public Education (DNPE), including the home school name, DNPE-assigned home school ID number, name of the Chief Administrator, and home school address.

Student records will not be released until the Withdrawal Form has been fully completed. A legitimate records request from a new school may be used to support the withdrawal process; however, Aspire Trade High school will not finalize the withdrawal or release records until all required withdrawal documentation has been received.

Transcripts

Official transcripts may be requested in person at Aspire Trade High School or by email. Transcript requests require at least **72 hours' advance notice** for processing.

Electronic transcripts will be provided free of charge. Hard-copy official transcripts furnished by the school may be provided for a fee.

Official transcripts needed for scholarship applications, college admissions, final college verification, military enlistment, employment, or other school-approved postsecondary

purposes will be provided free of charge.

Transcript requests must be made by the parent/guardian for students under the age of 18. Once a student becomes an eligible student under FERPA, the student must request the transcript or provide written authorization for the school to release the transcript to a parent/guardian or third party.

Aspire Trade High School will release transcripts only in accordance with FERPA and applicable student records laws.

Student Letters of Recommendation

Students requesting a letter of recommendation must request them a minimum of two weeks prior to the date needed. Staff are not required to write the letter of recommendation but if they agree to do so, they will be expected to furnish the letter to the appropriate party within two weeks.

Daily School Operations Policies and Procedures

Attendance

Every day is essential to the learning process; therefore, we encourage every student to be at school every day. Students are responsible for collecting and making up any work they missed while out of school. Students or parents may arrange to pick up work missed during an absence after they return.

Aspire Trade High School will follow North Carolina attendance requirements when determining whether an absence is excused or unexcused. Absences may be excused when satisfactory documentation or explanation is provided for one of the following reasons:

- Illness or injury that prevents the student from attending school;
- Medical or dental appointment (with doctors note);
- Death in the immediate family;
- Required quarantine or isolation ordered by a health authority;
- Court appearance or administrative proceeding when the student is required to attend;
- Religious observance;
- Approved educational opportunity, when approved by the school in advance;
- School-sponsored activity or school-approved event;

- Hospital/homebound instruction or medically documented need, when applicable;
- Absence related to a parent/legal guardian's military deployment activities;
- Inaccessible roads due to a natural disaster;

Parents/guardians are responsible for notifying the school of the reason for each absence and providing documentation when requested. Absences that do not meet North Carolina excused absence criteria or are not approved by the school will be coded as unexcused.

Transportation Issues

Transportation issues, including but not limited to car trouble, a flat tire, missed rides, oversleeping, traffic, or lack of transportation, are not considered excused absences under North Carolina attendance criteria.

Students and families are responsible for ensuring that students arrive at school on time and remain for the required instructional time. If a transportation issue results in a student arriving late, leaving early, or missing school, the absence, tardy, or early checkout may be coded as unexcused unless another approved excused absence reason applies. Students are still responsible for completing any missed assignments, assessments, or instructional activities.

Absences must be documented to be considered excused. Parents and students are expected to inform the school of absences by emailing absences@aspiretradehs.org by 9:00 am. At any point in the year that a student's excused absences are for an illness or injury, the principal may require a statement from the student's physician to excuse future absences. This action will automatically be recorded in Infinite Campus. Absences will be considered unexcused if a student misses school for any other reason or if the proper documentation is not provided within 48 hours of the absence. Absences will be handled in the following manner:

Number of Unexcused Absences	Follow Up
Three (3)	Communication letter
Six (6)	Communication from Academic Advisor and Letter
Ten (10)	Communication from school Counselor and Letter

Eleven (11+)	Result in additional intervention, including an administrative meeting, attendance support plan, wellness check, referral to student support services, involvement of outside agencies (social services), and/or truancy action as required or permitted by North Carolina law.
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In order to be counted present for the school day, students must be physically present in the school building for the required instructional time.

Students who leave school before **12:00 PM** will be counted absent for the full school day. The absence will be coded as excused only if the reason meets North Carolina excused absence criteria and appropriate documentation is provided. Otherwise, the absence may be coded as unexcused.

All late arrivals and early checkouts must be documented through the front office. Students who arrive late or leave early are responsible for completing any missed assignments, assessments, or instructional activities.

Partial Attendance for Extracurricular and Special Event Participation

Students must be counted as present for the day to participate in any school-sponsored activity/event or special event: field trip, dances, etc. unless the school day's absences have been excused.

Tardy and Early Dismissal Procedures

Late Arrival to School

Students are expected to arrive at school on time each day. Students are considered tardy if they are not in their first block classroom by **8:00 AM**. Tardies may be excused only when the reason aligns with North Carolina-approved excused absence criteria and proper documentation is submitted within **48 hours**. If documentation is not submitted within 48 hours, the tardy will remain coded as unexcused. Students who miss more than **50% of an instructional class period** will be counted absent for that class period rather than tardy. Students arriving after **8:35 AM** will be counted absent for the first block. Unexcused tardies may result in disciplinary action consistent with Aspire Trade High School's Behavior Matrix. Students who arrive late are responsible for completing any missed instruction, assignments, assessments, or activities.

Tardies to Class

Students are expected to arrive at each class on time and prepared to learn. Unexcused tardies to class will result in disciplinary action consistent with Aspire Trade High School's Behavior Matrix. Excused tardies to class require proper documentation to be submitted within **48 hours**. If documentation is not provided within 48 hours, the tardy may be coded as unexcused. Students who arrive late to class are responsible for any missed instruction, assignments, assessments, or activities.

Early Dismissal from School

Early dismissals interrupt classroom instruction. Teachers are instructing until the end of the school day, and families are encouraged to schedule appointments outside of school hours whenever possible.

Early dismissals will only be excused when the reason aligns with Aspire Trade High school's excused absence policy, North Carolina-approved excused absence criteria, driver's education classes, or road tests.

Proper documentation is required within **48 hours** for an early dismissal to be excused. Documentation may be emailed to **absences@aspiretradehs.org** or turned in to the front office. If documentation is not submitted within 48 hours, the early dismissal will remain coded as unexcused.

Parents/guardians should notify the front office in advance when a student needs to be picked up early. Parents/guardians must come into the front office and sign the student out.

Students will only be released to authorized adults listed in Infinite Campus and/or on the student's blue card. If an adult is not listed in Infinite Campus or on the blue card, an authorized parent/guardian must email written permission to **absences@aspiretradehs.org** before the student can be released.

Proof of identity is required in order to pick up a student. Acceptable forms of identification include a driver's license, passport, work ID, student ID, or other official photo identification. Individuals must be **18 years of age or older** to pick up a student. There are no exceptions to this rule.

Student drivers under the age of 18 must have written parent/guardian permission on file before leaving campus for early dismissal. Permission must be emailed to **absences@aspiretradehs.org** or submitted to the front office before school begins. The note or email must include the parent/guardian's contact number.

The latest time a student may be picked up for early dismissal is **2:15 PM**.

Carpool/Dismissal: Students may leave campus with other students during regular dismissal without a separate consent form. If a parent/guardian of a student under the age of 18 does not want their student to leave campus with another student during dismissal, the parent/guardian must notify the front office in writing at **absences@aspiretradehs.org**.

Arrival and Dismissal Procedures

Arrival Procedures

Car Riders

School doors open at **7:40 AM** for student drop-off. Students should not be dropped off before doors open unless a parent/guardian chooses to do so at their own discretion. Please note that students may not be supervised by school staff before **7:30 AM**. Parents/guardians are responsible for ensuring that students arrive safely on campus, including when crossing streets, parking lots, sidewalks, or other areas near the school. All car riders must be dropped off in the designated carpool line. At dismissal, students must be picked up by an authorized adult. If a student is being picked up by someone who is not listed as an authorized pick-up person in Infinite Campus or on the student's blue card, the parent/guardian must provide written authorization by emailing **absences@aspiretradehs.org** before the student will be released.

Walkers/Bikes

Parents of students who walk/bike are responsible for the safety of their child until they arrive on campus. Parents must inform school staff in writing if their student is under 18 and is walking/biking home.

Car Riders

Students must be picked up no later than **3:30 PM**. Parents/guardians are responsible for ensuring that students are picked up on time each day. Students who are consistently picked up after 3:30 PM may be subject to additional school follow-up. Repeated late pick-ups may result in a parent/guardian conference and/or referral to the appropriate authorities, including law enforcement or Child Protective Services, as required or permitted by law.

Car Line Procedures

If you will have a change in who is picking up your child, please email absences@aspiretradehs.org to notify us of the change. If a student will be carpooling with another family, they are asked to notify the front office.

Parent Car Line Expectations

- For the safety of our students, parents must adhere to staff who will be directing traffic.
- Parents are encouraged not to drop off anywhere but school grounds for safety. Parents are responsible for the safety of their students.

Third Party Transportation Providers (Uber/Lyft)

The school does not condone students leaving campus in third-party car services. **If a parent chooses to use a third-party car service, they do so at their own risk.** The school is not required to coordinate pickup or dropoff procedures on behalf of students and third party transportation providers. Coordination efforts are the sole responsibility of the parent/guardian.

Dress Code Policy

Aspire Trade High School enforces a standard dress code to help students prepare for the workforce. All of our partners require students to be in full uniform as apprentices or employees. The dress code policies support both student individuality and partner expectations as it relates to attire. Therefore, **the dress code policy will be strictly enforced.** Parents are encouraged to purchase attire consistent with the expectations outlined in the uniform guidelines below.

General Uniform Guidelines

Acceptable Attire

- Every student must wear an **Aspire Trade High School branded top. Absolutely no hoodies, tank tops, or midriff/crop shirts). Aspire logos must be visible at all times.**
- **Sneakers, Boots, Business casual flats ONLY. Absolutely no open-toes, open heels, sandals, high heels, crocs, slippers, furry footwear, footwear with claws etc.** Administration has the right to determine what is acceptable footwear and to ask students to change footwear if deemed unacceptable.

Inappropriate footwear is a safety hazard. Parents are encouraged to ensure students are in proper attire for their safety and for compliance with dress code expectations.

- **Jeans (no holes, rips, excessive buckles, spikes etc.), Cargo pants, Overalls or Standard uniform pants are the ONLY ACCEPTABLE attire for bottoms. Absolutely NO SHORTS, SWEATPANTS OF ANY KIND, PAJAMA BOTTOMS, SKIRTS, DRESSES, LEGGINGS, JEGGINGS etc.**
- **Clear or Mesh backpacks are REQUIRED.** Students who carry personal feminine products may carry pencil case sized bags to conceal personal items. Any additional purses, man bags, crossbody bags, fanny packs etc. **MUST BE CLEAR!** Bags will be confiscated and held for parent pickup if they are non-compliant with the dress code policy. All bags are subject to search. These measures are in place as part of the school's safety procedures. Please encourage students to ONLY bring items that are conducive for learning to school.
- **Trade Specific Attire:** medical may wear scrubs (no spandex) or standard school uniform, culinary may wear chef jackets or standard school uniform, welding may wear coveralls or standard school uniform.

Disclaimer

Students will be allowed to wear Non-branded coats/rainjackets based on weather conditions. However, the dress code must be followed and Aspire branded shirts must be visible. Shirts should not be tied in knots/tied in rubber bands etc. Students are expected to be presentable as young professionals at all times.

Parents are encouraged to hold students accountable as it relates to the dress code policy. This policy is designed both for safety and adaptation to workforce requirements. Dress code policies will be strictly enforced. Students who repeatedly violate this policy will receive consequences as outlined in the behavior matrix and may include removal from classes, lunch detention, ISS, OSS or trade removal. Employees who are out of uniform at work are sent home. As we cultivate students for the workforce it is imperative that they understand and comply with this policy.

Dress Code Violation Policy

Consequences for violating the uniform policy and/or dress code includes, but is not limited to the following:

Offense Consequence

1st Offense Warning, student corrects attire, and parent/guardian contact.

**2nd
Offense**

**3rd
Offense**

Repeated Offenses

Parent/guardian contact and lunch detention.

One day of In-school Suspension (ISS). with the Behavior Matrix and possible removal from trade program

Additional disciplinary action consistent

Students may be required to correct dress code violations before returning to class, trade, shop, lab, or other school activities. Failure or refusal to correct attire may result in additional disciplinary action.

Students are required to follow the Dress Code Policy unless specified by an administrator.

School/Campus Expectation Policy (Students and Adults)

To maintain a safe, respectful, and productive learning environment, the following behaviors are prohibited on school property, at school-sponsored events, and in communications with school employees, students, families, volunteers, or board members:

- Disrupting or interfering with the operation of classrooms, offices, school events, board meetings, extracurricular activities, arrival and dismissal procedures, or any other school function.
- Using profane, abusive, harassing, intimidating, threatening, discriminatory, or otherwise inappropriate language, gestures, communications, or conduct, including through email, text message, social media, voicemail, or other electronic means.
- Posting or distributing threatening, harassing, discriminatory, defamatory, or otherwise harmful content regarding students, employees, families, board members, or the school that materially disrupts the educational environment or interferes with school operations.
- Engaging in physical aggression, intimidation, threatening behavior, or any conduct that jeopardizes the safety or well-being of students, staff, families, or visitors.
- Using physical discipline towards your student or another, or any form of physical force toward a student while on school property or during a school-sponsored activity. School employees are mandated reporters under North Carolina law and may be required to report suspected child abuse, neglect, or inappropriate physical discipline to the appropriate authorities.
- Directly confronting, disciplining, questioning, or reprimanding a student who is not your own child. Concerns involving students should be reported to school personnel so they may be addressed through appropriate school procedures.
- Damaging, vandalizing, misusing, or attempting to damage school property or the property of others.
- Possessing, displaying, or using weapons, tobacco products, vaping devices, alcohol, illegal drugs, or controlled substances on school property.

- All visitors must check in through the front office upon arrival, present a valid government-issued photo identification upon request, and obtain authorization before entering any area of the school beyond the reception area.

Adult Code of Conduct

Violence/Threats

The school reserves the right to restrict any adult, including parents, from coming onto campus for any reason, including drop off or pick up, if the adult has engaged in Violence/Threats as set forth above or if the school determines that the adult's behavior has created an unsafe or hostile environment. This includes, but is not limited to, intimidating, threatening or hostile behaviors, physical abuse, vandalism, arson, sabotage, use of weapons, carrying weapons of any kind onto school property, or any other act, which may be deemed inappropriate according to North Carolina state laws. While a parent or guardian is restricted from school grounds, their access will be limited based on the measure of their actions. Limitations will be determined by the Executive Director and the administrative team. Refusal to adhere to campus bans will result in the involvement of law enforcement.

Student Code of Conduct

Aspire Trade High School is committed to allowing every student to reach his or her full potential by providing a rigorous academic program, character education, and meaningful parental participation. We must provide a positive, safe, and orderly environment for our students, staff, and families to fulfill this mission. Aspire Trade High School believes that a consistent code of conduct is critical in building that environment. It reflects what the school believes to be reasonable expectations of conduct for all members of our student body.

The importance of a code of conduct is reinforced in North Carolina state law (G.S. 115C-288), stating, “The principal shall have the authority to exercise discipline over the pupils of the school under policies adopted by the local board of education in accordance with G.S. 115C-390.11 through G.S. 115C-390.12.”

Aspire Trade High School’s code of conduct identifies behaviors detrimental to our goal of a positive, safe, and orderly environment. Specifically, it identifies behaviors that interfere with the learning process or disrupt the educational environment for any student at any time. The identified consequences are designed to deter students from engaging in behavior that is counter to the school’s mission, and, in the event that violations do occur, discourage students from committing further violations.

The code of conduct is divided into five classes of violations. The classes are groupings of

violations of similar severity. Because of their similarity, each class of violations contains comparable consequences. While these consequences reflect what Aspire Trade High School believes to be fair and reasonable for that class of violations, the school also recognizes that there are times when mitigating or aggravating factors may result in a change in consequences. The school director or their designees have the authority to assign any alternate reasonable consequence based on either mitigating or aggravating factors. Finally, engaging repeatedly in behaviors in any single class of violations will result in consequences from a higher class. This is intended to reinforce the importance of learning from mistakes. Please visit aspiretradehs.org for the complete description of the Student Code of Ethics.

Media (Utilizing the school name or brand)

All media utilizing the school name or brand (e.g., logo, mascot, etc.) must have approval by the school's Board of Directors and shall be linked to the school's official websites.

Misuse of the Brand (Defined):

The Board of Directors encourages parents and students to voice their concerns. Any concerns you may have must be addressed through appropriate channels as outlined in this handbook. This includes speaking to the class teacher, the principal, or the Board of Directors, so your concerns can be dealt with fairly, appropriately, and effectively for all concerned. We consider using social media websites to fuel campaigns and complaints against the School, board, staff, students, and, in some cases, other parents, not in the best interests of the children or the whole school community.

In the event that any staff member, pupil or parent/guardian of a child/ren being educated at the school is found to be posting libelous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site and may be disinvited or otherwise prohibited from the school's official social media pages, including Facebook.

All social network sites have clear rules about the content that can be posted on the site, and they provide robust mechanisms to report content or activity that breaches these rules. The school will also expect any parent/guardian or pupil to immediately remove such comments.

In serious cases, the school will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly, is the issue of cyberbullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. We will deal with this as a serious incident of school bullying in accordance with the student/parent employee handbook and any other school policies. We may take any of the following steps if a parent/guardian or visitor does not follow the policy:

1. Request a parent meeting on campus.
2. Ban the parent from campus for a period of time.

3. Contact the appropriate authorities.

Parents or visitors who receive consequences based on their behavior shall follow the school's grievance process as set out in this Handbook.

Nothing in this policy is intended or should be construed to interfere with or infringe upon any rights, obligations, or responsibilities under state or federal law, including but not limited to free speech rights. Furthermore, nothing in this policy is intended or should be construed to discourage or interfere with any individual's right or decision to participate in a proceeding with any appropriate federal, state, or local government agency, or to prohibit any individual from cooperating with any such agency in its investigation.

Social Media Citizenship Standards & Expectations

Students should understand that as members of the school community, they represent the school at all times. When using any social media sites, including but not limited to Twitter, Facebook, Instagram, Vine, and Snapchat, they must do so responsibly and are accountable for their actions at all times. Students should also understand that when using social media, they are bound by the rules of student behavior as outlined in the school's student handbooks. The school will only intervene in a student's use of social media if a parent, teacher, staff member, administrator, or student reports an issue that is harmful to the health and well-being of the school community. Cyberbullying, in the form of student-to-student or student-to-teacher, will be handled as any other form of physical or emotional bullying. Students should expect the school administration to take note of and, if necessary, take disciplinary action in response to information communicated digitally that:

- conveys a physical threat toward a student, teacher, or administrator;
- advocates for the immediate violation of any laws or school rules;
- defames or denigrates individuals affiliated with the school community;
- impersonates any member of the school community;
- suggests that one's blog, website, or other digital communication is sponsored by or affiliated with the school.

School Communication

Aspire Trade High School is committed to communicating with its school community. Parents can expect the following communication plan to be followed throughout the school year.

- All parent communication will come through official channels such as: school approved parent apps, email, newsletters, Infinite Campus (student schedules, grades and attendance), and Social Media. Teachers may have alternate methods of

- communication (ie. parent or student group chats or class newsletters).
- All communication sent to staff that require a response will be returned within 72 business hours. If a parent has an urgent or time sensitive matter to discuss with a teacher or administrator, it is recommended that they call the front office and leave a message to schedule an appointment. Please be mindful that our teachers and administrators are not consistently on their email during the instructional day and may not be able to respond to messages immediately.
 - The school does not communicate through any social media sites, regarding personal matters, questions or concerns. Any personal questions or concerns should be addressed via appointments, phone calls, and/or emails.
 - The school's social media pages and website are the main sources of information. Please refer to these platforms with regard to school policies, procedures, upcoming events, up-to-date emergency communication such as: last minute school closures, transportation changes, lock downs etc. or other information.
 - Student communication will come through Google Classroom. We encourage students to handle any questions or issues directly with their teacher either in person, via messaging in Google Classroom or via student email account ONLY. Parents are expected to encourage their students to take personal responsibility for their learning. This aids in preparation for the workforce by encouraging self-advocacy. If parents need to intervene, respectful communication is encouraged.
 - School staff members are not permitted to communicate directly with parents or students through direct text messaging, social media, and/or staff personal email accounts.
 - Communication with staff after 4pm or over the weekend will be addressed within 72 business hours as we respect staff's personal time.

Student Events and Field Trips - Fees/Payments

Field Trips

Field trips are an important part of enhancing a student's learning experience. The school provides field trip opportunities that provide academic value or community-building time for our students. Field trips and overnight trips are a privilege at Aspire Trade High school. Please review eligibility requirements below prior to paying for a field trip or signing a permission slip.

- All students must have a signed permission slip on file in addition to any other required forms completed and turned in to attend trips. If a parent does not wish to have their student attend a particular trip, parents must inform the teacher or a member of administration prior to the trip and prior to payment for the trip. Once payment is received, refunds will not be provided.
- All payments must be submitted by the deadline. Payments can be made via the

online payment system.

- Students will be required to be in appropriate attire as set forth by the school. Students not in proper attire may not be allowed to attend the trip. Refunds will not be provided if a student does not attend the field trip due to violation of school policies.
- Students who arrive late for field trips and are left behind will not be refunded and will spend the day in class.
- Students should follow the lunch requirements for each trip as provided by their teacher or administration. Some trips will return before lunch, others will not and students may be required to pack lunch. Please refer to the trip details for requirements.
- Students will only be permitted to leave a field trip early in the event of an emergency or unless requested by a member of Aspire Trade High School staff for disciplinary or medical reasons.
- All students must remain with their group/chaperone for the duration of the field trip.
- Opportunities for chaperones are on an as-needed basis. Chaperones are chosen on a first-come, first-served basis. All chaperones must be willing to be background checked. Chaperones must pay for the background check, complete the school-based code of ethics training and clear the background check in order to accompany students on field trips. Background checks can take up to two weeks to process. **If a background check has not cleared, the parent/guardian will not be allowed to chaperone.** Background check fees are non-refundable.
- Chaperones may take their students at the end of a field trip as long as the early release trip form is completed.
- Siblings, friends, or other students who do not attend Aspire will not be permitted to attend field trips.
- Students and families should be aware that any student who chooses to participate in a school-sponsored field trip is subject to a search of their room or belongings if there is a reasonable suspicion that the student may be in violation of school policy or law. Local law enforcement may also be called to investigate if there is a belief that the student's behavior violated the law. Students involved in serious disciplinary action may lose the opportunity to participate in future field trips scheduled in the same school year.
- Students not in good academic, attendance or behavioral standing *may* not be allowed to participate in field trips, since they will be missing instruction time. ● Personal devices, including cell phones, laptops, ear buds, headphones, kindles, e-readers, tablets, and iPads, are typically not permitted on field trips unless otherwise allowed by the Principal. This rule is in place to protect all of our students and to keep them engaged during the trip. Staff / chaperones will confiscate personal devices brought on trips if students are not approved to have them. All confiscated items can be retrieved from the school by a parent/guardian.

Students must have a signed permission slip on file in order to attend any school-sponsored field trip, activity, or off-campus event. Verbal permission will not be

accepted in place of a signed permission form. For field trips or events that require payment, the full cost of the trip or event must be paid by the stated payment deadline. Trip and event payments are non-refundable, unless otherwise stated by the school.

If a parent/guardian does not want their student to attend a specific field trip, activity, or school-sponsored event, the parent/guardian must notify the teacher or front office in writing at least **48 hours prior** to the event. All school rules, behavior expectations, dress code requirements, and safety procedures apply during school-sponsored field trips, activities, and events. Students who do not meet eligibility, behavior, safety, permission, or payment requirements may be excluded from participation.

For events or trips that require parent/guardian pick-up after school hours, students must be picked up at the designated time. Parents/guardians are responsible for arranging timely transportation. School staff are not permitted to transport students in personal vehicles, and the school is not responsible for arranging alternate transportation for students.

Students who are not picked up at the designated time may be subject to additional school follow-up. Repeated late pick-ups or failure to pick up a student after a school-sponsored event may result in involvement of appropriate authorities, including law enforcement or Child Protective Services, as required or permitted by law.

School Event Eligibility

Students **may** not be allowed to attend school-sponsored events or trips if they have significant behavioral incidents, academic issues or excessive absences.

****Special Accommodations**

Student accommodations will be made on trips per the student's IEP or 504 Plan based on the availability of staff and the details and demands of the trip, location and activities. Special accommodations for dietary requests *may not* be honored. For special dietary needs and allergies, parents will be required to provide lunch or snacks for their student(s) to ensure safety. Parents with students possessing exceptional needs beyond what staffing can accommodate may be asked to accompany their student(s) to ensure safety.

No refunds will be given for students who become ineligible to attend the trip due to one of the reasons above. All final decisions regarding student participation on field trips are at the discretion of the Principal.

Lunch and Snack Guidelines

Lunch may not be brought in or delivered for students from outside restaurants. Students are not permitted to eat in class. Lunch can be brought from home or purchased from our online food service vendor by 11:59 pm on Thursday for the following week. **Purchases must be made by the deadline to ensure student meals are received by the**

vendor. Lunch is not sold onsite and cash is not accepted at the front office. Students may bring small snacks or purchase snacks from the onsite vending machine to eat during lunch. Students **may not eat in class** unless there is a medical exception on file. Students are allowed to have water bottles in class and throughout the day.

Student Celebrations

Protecting instructional time is a priority at Aspire. Due to the academic rigor and safety / liability of the trades offered, the school does not allow familial celebrations of any kind during the instructional day. The school does not allow outside deliveries of food, balloons, flowers etc. as this contributes to distraction during instruction.

Drivers' Education and Driving Privileges

Driver's Education Classes

Aspire Trade High School does not offer driving education courses. Students attending our school must take Driver's Ed through their driving school of choice or their home school(the public school they are assigned to based on their address). Once students have completed both the classroom portion and the driving portion, they can apply for a Learner's Permit at the DMV when they turn 15 years old. In order to apply for the permit, students must present a Driving Eligibility Certificate (DEC) to the DMV.

Students must obtain the DEC from Aspire. Students must bring the completed form from their driving instructor to Aspire in order to obtain the DEC. **Please note that students with grades below a 70%, excessive absences or behavior issues will not be approved for a DEC as considered by the State.** Please allow **72 hours** from the time you request the certificate in the front office for pickup, as the school must confirm that the student is in good standing and must have the certificate signed by the Principal.

Parking on Campus

Students are eligible to park on campus for a fee. Students must have a parking pass and meet the guidelines below. It should be noted that **parking on campus is a privilege and is NOT a requirement to be provided to students.**

Repeated in/out-of-school suspensions, multiple violations of the Honor Code, Student Code of Conduct, Behavior Matrix, excessive attendance issues, or outstanding financial obligations may result in immediate loss of driving privileges for the remainder of the semester. Driving to school/parking pass privileges may be revoked for more than a semester if deemed necessary in the sole discretion of administration/ Principal.

Student drivers requesting a parking spot are required to bring the following to the office:

1. A copy of proof of insurance for the car or cars they will use while parking on campus.

2. Proof of registration.
3. A copy of the student's driver's license.
4. A copy of the parent's driver's license or the insured's driver's license.
5. A copy of the Driver's Ed completion certificate
6. \$50 for an annual parking pass. Please note that parking pass fees are nonrefundable and non-transferable and that there is a \$5 charge to replace a lost pass.
7. Completed Parking Permit Application Form.
8. **Students who park on school grounds without a valid parking permit will face disciplinary consequences.**
 - 1st offense: Warning and parent contact.
 - 2nd offense: Parent conference and \$50 fine
 - 3rd offense: Vehicle removal from school property. Please note that all towing fees are the parent's responsibility.

Please Note: Parking on campus is not a right but a privilege. To protect the health and safety of all our students and staff, student vehicles parked on school property must follow all legal parameters as well as requirements set forth by the school. Students are expected to follow all safety protocols when on property and in the vicinity of the school. Speeding, reckless driving, tailgating, excessively loud music or revving, drag racing, weapons, drugs and alcohol in vehicles etc. are strictly prohibited. All vehicles are subject to search by any authorized school personnel or law enforcement agencies when there is a reasonable suspicion that a student may be in violation of school policy or law. See Student Search and Seizure Policy, below, for more information.

In addition to the requirements above, student drivers must adhere to the following policies:

- Student drivers must observe all North Carolina General Statutes and all school driving rules; this includes obeying all traffic laws, signs, and noise ordinances, not speeding or making excessive noise by spinning wheels or playing loud music.
- For student drivers under 18 years of age, all state laws shall be followed, including those laws addressing the number of underage students and passengers allowed per driver. Student drivers under 18 are not to use a device (i.e., cell phones, tablets, GPS Nav systems, iPod/device sound systems) while the car is in motion.
- Student drivers cannot sit in their vehicles during the school day. Written permission from the office must be obtained to enter their vehicles during the day to retrieve forgotten items.
- Student drivers must notify the administration immediately if they are involved in an accident on school grounds. This includes any minor damage to another vehicle.

- Students causing an accident on campus may have their parking permit revoked.
- Student drivers must park in their designated space.
- Students and their parents are specifically reminded to be vigilant regarding the contents of their vehicles when they are on school property. The student driver shall not keep illegal, dangerous, or inappropriate items in the vehicle. These include, but are not limited to, alcoholic beverages, drugs, tobacco products, or weapons. NC law prohibits and deals harshly with weapons and illegal substances in vehicles on school property.
- Passengers in vehicles should always adhere to seat belt laws on school property.
- Careless or reckless driving may result in suspension of campus driving privileges.
- The student driver will remain conscious of their presence on a family-oriented campus. Driving habits should demonstrate defensive driving techniques and extreme caution.

Dropout Prevention/Driver's License Legislation

North Carolina House Bill 769 became effective December 1, 1997, and reflects a coordinated statewide effort to motivate and encourage students to complete high school. This legislation requires that a student's driving permit or license be revoked if a student cannot maintain adequate progress or drops out of school. Adequate progress is defined as passing 70% of all courses and is determined by first- and second-semester grades for schools on block scheduling. In rare cases, there may be circumstances beyond the control of the student or his/her parents that qualify as a hardship. If a hardship exists, the student may request a waiver. If the waiver is granted, the legislation would not affect the student. Hardship cases are rare and are reserved for extreme situations. Hardship review forms are available at our school.

Lose Control, Lose Your License Legislation

North Carolina Senate Bill 57, which became effective July 1, 2000, requires that a student's driving permit or license be revoked for one year if a student is given a suspension for more than 10 consecutive days or an assignment to an alternative educational setting for more than 10 consecutive days for one of the following reasons:

- The possession or sale of an alcoholic beverage or an illegal controlled substance on school property.
- The possession or use of a weapon or firearm on school property that resulted in disciplinary action under G.S. 115C-391 (d1) or that could have resulted in that disciplinary action if the conduct had occurred in a public school.
- The physical assault on an instructor or other school personnel on school property. School property is the physical premises of the school, school buses, or other vehicles under the school's control or contract used to transport students, and school-sponsored or school-related activities that occur on or off the physical premises of the school.

Unlike the "Dropout Prevention/Driver's License" law that only affects students under the age of 18, the "Lose Control" law does not stop at age 18. It is possible for a student to have his or her license suspended as a 17-and-a-half-year-old and not be eligible to drive for a full calendar year, reaching 18-and-a-half before again being eligible to drive.

Technology Use at School

Aspire Trade High School provides students, staff, and authorized users access to technology resources to support learning, communication, career readiness, and school operations. These resources include, but are not limited to, school-issued devices, personal devices connected to school systems, internet access, email, Google Workspace, cloud-based tools, learning platforms, educational software, Artificial Intelligence (AI) tools, and trade/industry-specific software.

Use of school technology is a privilege, not a right. All users are expected to use technology safely, responsibly, ethically, legally, and in a manner that supports the mission of Aspire Trade High School.

Technology resources should be used primarily for educational activities, research, school communication, career and technical education, certification preparation, and school-sponsored activities. Users are expected to demonstrate appropriate digital citizenship, protect personal information, respect others online, and report cyberbullying, threats, inappropriate content, or security concerns.

Students may use approved Artificial Intelligence (AI) tools only when authorized by a teacher and in accordance with assignment expectations. Students may not submit AI-generated work as entirely their own, use AI to cheat, generate inappropriate content, or use AI to bypass school security systems.

Users may not attempt to bypass internet filters, access restricted systems, share passwords, use another person's account, install unauthorized software, damage technology resources, spread malware, access inappropriate content, violate copyright laws, engage in cyberbullying or harassment, or use technology in a way that disrupts school operations.

Students issued school devices are responsible for keeping devices in good condition, transporting them safely, and reporting loss, theft, or damage immediately. Families may be held financially responsible for intentional damage, negligence, or lost equipment. If a device is stolen, a police report must be provided within ten (10) business days. Financial responsibility for device-related fees will not exceed \$100 per academic year unless damage is intentional, malicious, or fraudulent.

Personal devices may be permitted on school networks when approved by administration and must follow all school technology expectations. Personal mobile devices, including cell

phones, tablets, smartwatches, AirPods, headphones, and other wireless/Bluetooth devices, must be powered off and stored in the school's designated storage location upon arrival unless an exception is approved by administration.

Users should have no expectation of privacy when using school technology resources, school accounts, school networks, or school-provided systems. Aspire Trade High School may monitor, review, and audit activity within school-owned accounts, devices, networks, and cloud-based services to maintain safety, security, and compliance with legal requirements. The school does not monitor personal files or applications unrelated to school resources.

Aspire Trade High School uses internet filtering and security systems in compliance with the Children's Internet Protection Act (CIPA). Users are expected to practice safe online behavior and immediately report suspicious activity, inappropriate content, lost or stolen devices, unauthorized access, cybersecurity concerns, or threats to a teacher, administrator, counselor, or the Information Technology Department.

Students using trade program software, industry platforms, or certification testing systems must follow all licensing, confidentiality, and testing security requirements. Unauthorized copying, sharing, recording, or misuse of software, exam content, or confidential information is prohibited.

Violations of this policy may result in disciplinary action, including but not limited to verbal warning, parent notification, loss of technology privileges, device restrictions, restitution for damages, school disciplinary consequences, or referral to law enforcement when appropriate. Consequences will be determined based on the severity and frequency of the violation and in accordance with school discipline policies.

For more detailed technology information, please visit the school website at **aspiretradehs.org**.

Video Monitoring

Aspire Trade High School uses video monitoring and surveillance systems to support campus safety, maintain security, protect students and staff, and assist with the enforcement of school policies and rules.

Cameras are placed throughout the school building, common areas, entrances, exits, hallways, and other school property where monitoring is appropriate. Cameras will not be placed in areas where individuals have a reasonable expectation of personal privacy, including bathrooms, nursing or health room areas, or other private spaces.

Video recordings are used only for official school purposes. Recordings may be reviewed by school administration or other authorized personnel to investigate safety concerns, policy violations, disciplinary matters, property damage, or incidents involving students, staff,

visitors, or others on school property.

Video recordings may be used as evidence in student disciplinary matters when the recording is related to conduct occurring on or about school property or during a school-sponsored activity. Recordings may also be used to detect, deter, or investigate criminal activity and may be shared with law enforcement when appropriate.

Video surveillance recordings will not be used for instructional observations of professional staff. This policy does not prevent the school from using other approved methods for instructional observations or professional development. Parents are not permitted to view video footage containing other students even if it includes their student due to FERPA laws. Law enforcement may view footage via a court order or subpoena.

Video recordings are generally maintained on the school's server for 60 days. Footage older than 60 days will be deleted. For the purpose of documentation, footage may be preserved for access and will be released only in accordance with applicable school policies and state and federal laws.

Electronic Device Usage

To minimize distractions, promote a focused learning environment, and support student well-being in accordance with North Carolina law (House Bill 959) [WRAL.com+15North Carolina General Assembly+15WRAL.com+15](https://www.wral.com/story/news/politics/election/2021/03/15/north-carolina-general-assembly-2021-house-bill-959/7000000000/) electronic devices are not permitted in classrooms. Devices (including but not limited to: cell phones, smart watches, air pods, ear buds, headphones, Meta glasses, gaming consoles, any recording devices, other wireless communication devices etc.) must be stored in the student's designated device locker upon arrival to school.

- **Permitted Exceptions:**

- During an **emergency**.
- If permitted by a student's **IEP or Section 504 plan**.
- If required to **manage a documented health condition**, such as blood-glucose monitoring.

- **Communication to Families**

- For urgent matters during school hours, parents/guardians are asked to contact the front office; messages will be promptly relayed to students.

Consequences for Policy Violations will be followed in accordance with the school's behavior matrix. Confiscated devices can be retrieved by parents at the end of the school day.

Student Camera Phones/ Recording Devices

Students are prohibited from audio or visual recording of teachers, classrooms, lessons, or students while on campus during school hours unless express permission is given by an administrator.

Student Technology Acceptable Use Policy

Students are offered access to the ATHS network for creativity, communication, research, and other tasks related to the academic program. All use of computers, tablets, furnished or created data, software, and other technology resources as granted by ATHS are the property of the school and are intended for school business and educational use. Students are to use the computer network responsibly. Using the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for their actions in accessing and using the school's computer network and technological resources.

1. **Privacy:** The school reserves the right to monitor Internet traffic and to retrieve and review any data composed, sent, received, or stored using its network or Internet connections, including e-mail. Users do not enjoy any expectation of privacy when using any technology or transmissions originating within or around school property. Furthermore, students should have no expectation of privacy in any location or on any network while utilizing school-issued technology.
2. **Cyber-Bullying:** The school prohibits cyber-bullying, an act involving the use of information and communication technologies, including but not limited to e-mail, text messages, blogs, instant messages, personal Web sites, on-line social directories and communities (e.g., Facebook, Instagram, Wikipedia, YouTube), video-posting sites, and online personal polling Web sites, to support deliberate or repeated hostile behavior by an individual or group that is intended to defame, harm, threaten, intimidate, or harass students, staff members, or the school during or outside school hours and on or off school premises.
3. **Materials and Language:** Use of or accessing profane, abusive, pornographic, obscene, and/or impolite materials or language is not permitted. Accidental access should be reported to the instructor immediately. Intentional circumvention of web filtering is prohibited, including but not limited to VPN sites, browser extensions, etc.
4. **Installing/Copying:** Students are not to install or download any hardware, software, shareware, or freeware onto any media, devices or network drives. Software installed by anyone other than the network administrator will be removed and disciplinary action will follow. Downloading of non-work-related files is permitted only with an

instructor's permission. Students may not copy other people's work or intrude into other people's files. Please refer to the Honor Code for the consequences for copying the work of another student. All copyright laws must be respected. Use of any other organization's network or technology resources via the network requires the instructor's permission and must comply with the rules appropriate for that network.

5. **Access:** Users may not access the computer network without proper authorization. Attempting to access the network without proper authorization and hacking is expressly prohibited. Users are to use their own username and password when using a school-issued device or student account. Users must log off shared devices when they are finished with their work and are not to log on to a device for someone else or tell others their password. Students are to notify the instructor if someone else is thought to know his/her password.
6. **Data Protection:** Users must not attempt to damage or destroy equipment or files. Though the school makes efforts to ensure the safety and integrity of data, the school makes no warranties of any kind, expressed or implied, for its service. The school will not be responsible for any damage to data.
7. **Storage:** Users are to delete their files and materials they no longer need. Students should not store personal documents, images, videos, or other digital material on school devices or school-maintained accounts (Google Drive, OneDrive, O365, Canvas, etc.).
8. **Passwords:** Students are reminded not to share passwords with anyone except a parent or guardian. Students should not use login IDs and passwords belonging to other students, faculty, or staff members.
9. **Email:** All email correspondence on the school system, the Chromebook/tablet, or in the student's assigned email account is the property of the school. Documents and other files created by the students and located on the laptops or the school computer system are also the property of the school.
10. **Data Sharing:** Students may not transfer, email or air drop photographs or videos. Doing so will be addressed according to the school's discipline policy.
11. **Daily Student Expectations:** Students who are assigned a school electronic device are responsible for making sure the following:
 - a. The device is completely recharged before classes start for the day.
 - b. Students will need to bring their device to school every day. Failure to do so

may result in a failing grade on assignments that require using the device for that day.

- c. Students are only permitted to use Chromebooks/tablets during class when authorized by a faculty member and only for the purpose stated by the faculty member.
- d. Students may not remove electronic devices from the protective cases provided to them. If a student needs to remove the tablet from the case for any reason, they must first have it approved by the IT staff.
- e. Tablets will not be allowed to be used at lunch. The tablet must be stored in the student's backpack.

The following consequences will apply if a student violates this policy. Any of the below consequences may be enforced alone or in conjunction with one another by the school against the violating student.

- Revocation or limitation of electronic device access privileges;
- Temporary or permanent confiscation of the student's electronic device;
- Disciplinary action as provided for in the discipline policy; and/or • Any other sanctions or remedies provided by the law.

Technology Program

Students are **not** permitted to bring/use their personal laptops, ipads, etc. while in school. Students are expected to take excellent care of the equipment provided to them by Aspire Trade High School. Physical damage to any device will be charged back to the student and parent. The charges below will be billed to the parent for damage to the device above and beyond minor issues. Students may also face disciplinary consequences if their negligence caused the damage. Regardless of whether the student believes they are responsible for the breakage, the parent will be responsible for the cost of returning the device to its original state. Students are ultimately responsible for returning the same Chromebook and tablet. Suggesting that another student may have taken or broken it does not release the parent/student for the costs of repair/replacement.

Cost per Repair (includes parts, labor and tax)

- Broken Screen: \$60
- Broken keyboard or keys missing: \$60
- Lost or missing charging block: \$20
- Lost or missing charging cable: \$20
- Broken bottom/side outer casing: \$100
- Missing case: \$100

A replacement fee will be charged if the device is lost or stolen. The replacement cost for a lost or stolen device is \$429.

All outstanding fees must be paid prior to students attending any school events, field trips, including Graduation.

Internet Safety Policy

Introduction Aspire Trade High School is dedicated to supporting student safety as it relates to the Internet and cybersecurity. The school's main focus is to: (a) prevent user access via its technological resources to, or transmission of, inappropriate material on the Internet or through electronic mail or other forms of direct electronic communications; (b) prevent unauthorized access to the Internet and devices or programs connected to or accessible through the Internet; (c) prevent other unlawful online activity; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (e) comply with the Children's Internet Protection Act.

Inappropriate Network Usage

To the extent practical, technology protection measures (or "Internet filters") will be used to block or filter access to inappropriate information on the Internet and World Wide Web. Specifically, blocking will be applied to audio and visual depictions deemed obscene or to be child pornography or harmful to minors. Student access to other materials that are inappropriate for minors will also be restricted. The board has determined that audio or visual materials that depict violence, nudity, or graphic language that do not serve a legitimate pedagogical purpose are inappropriate for minors. The superintendent, in conjunction with a school technology and media advisory committee shall make a determination regarding what other matters or materials are inappropriate for minors. School system personnel may not restrict Internet access to ideas, perspectives, or viewpoints if the restriction is motivated solely by disapproval of the views involved.

A student or employee must immediately notify the appropriate school official if the student or employee believes that a website or web content that is available to students through the school system's Internet access is obscene, constitutes child pornography, is "harmful to minors" as defined by CIPA, or is otherwise inappropriate for students. Students must notify a teacher or the school principal; employees must notify the superintendent or designee.

Subject to staff supervision, technology protection measures may be disabled during use by an adult for bona fide research or other lawful purposes.

All users of the school system's technological resources are expected to comply with the requirements established in the student technology acceptable use policy. Users are prohibited from: (a) attempting to gain unauthorized access, including "hacking" and engaging in other similar unlawful activities; and (b) engaging in the unauthorized disclosure, use, or dissemination of personal identifying information regarding minors.

Parent and Family Engagement

Aspire Trade High School recognizes the value of family engagement in a child's academic success and believes children's education is an ongoing cooperative partnership between the home and the school. Parents and other family members are their children's first teachers; therefore, the continued involvement of parents and family members in the educational process is most important in fostering and improving academic achievement.

Definition of Parent and Family Engagement

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

1. Parents and family members play an integral role in assisting their child's learning;
2. Parents and family members are encouraged to be actively involved in their child's education at school;
3. Parents are full partners in their child's education, and parents and family members are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
4. The school utilizes activities to support parent and family engagement in the Title I programs.

Purpose and Operation of Title I Program

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

Qualified Title I schools will operate as school-wide programs or targeted assistance programs based on federal eligibility criteria. School-wide programs will provide comprehensive support to offer improved opportunities for all students to meet the school's academic standards. Targeted assistance programs will provide services to eligible students most in need of assistance in the school, as determined by objective criteria established by the Director/Executive Director or designee. Eligibility criteria may include, for example, standardized test scores, teacher recommendation, and home-school surveys. School-wide and targeted assistance programs shall be based on effective means of improving student achievement and include evidence-based strategies to support parent and family engagement.

Annual Meeting and Program Evaluation

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

Parent and Family Engagement Efforts

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

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

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

1. Involve parents and family members in the joint development of the Title I program and school support and improvement plan, and the process of school review and improvement by including parents on the school advisory committee and any committees that review the Title I program;
2. Provide coordination, technical assistance, and other support from various central office departments necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities that are designed to improve student academic achievement and school performance;
3. Coordinate and integrate parent and family engagement strategies in the Title I program to the extent feasible and appropriate with parental engagement strategies established in other federal, state, and local laws and programs;

4. With the meaningful involvement of parents, conduct an annual evaluation of the content and effectiveness of the school parent and family engagement policies and program in improving the academic quality of the school and assisting students to meet the schools academic standards;
5. Strive to eliminate barriers to parental participation by assisting parents who have disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;
6. Provide outreach and assistance to parents and family members of children who are participating in Title I programs in understanding the state's testing standards, the assessments used, Title I requirements, and all national, state, and local standards and expectations through such efforts as community-based meetings, posting information on school websites, sending information home, newsletters, workshops, and newspaper articles;
7. Design a parent–student–school–staff compact that sets out respective responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained;
8. With the assistance of parents, ensure that teachers, specialized instructional support personnel, principals, and other staff are educated in the value of parents as partners in the educational process and understand how to work with, communicate with, and reach out to parents as equal partners in education;
9. Distribute to parents information on expected student proficiency levels for their child and the school's academic performance, and provide materials and training to help parents monitor their child's progress and work with educators to improve achievement through such methods as literacy training or using technology, which may include education about the harms of copyright piracy;
10. Coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with federal, state, and local programs, including public preschool programs, and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child;
11. Strengthen the partnership with agencies, businesses, and programs that operate in the community, especially those with expertise in effectively engaging parents and family members in education;
12. Ensure that parents are involved in the school's Title I activities; and 13. Provide such other reasonable support for Title I parental involvement activities as requested by parents.

Notice Requirements

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

format and, to the extent practicable, in a language the parents can understand.

Program for English Learners

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

1. The reasons for the child's identification;
2. The child's level of English proficiency and how such level was assessed;
3. Methods of instruction;
4. How the program will help the child;
5. The exit requirements for the program;
6. If the child has a disability, how does the language instruction educational program meet the objectives of the child's individualized educational program (IEP);
7. Any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal, and selection of a program for English learners; and
8. Notice of regular meetings for the purpose of formulating and responding to recommendations from parents.

School Report Card

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

- Information, both in the aggregate and disaggregated by category, about:
 - o Student achievement,
 - o Graduation rates,
 - o Performance on other school quality and/or student success indicators,
 - o Progress of students toward meeting long-term goals established by the state,
 - o Student performance on measures of school climate and safety, and, as available,
 - o Rate of enrollment in post-secondary education;
 - Performance of the school on academic assessments as compared to the state as a whole
 - Percentage and number of students who are:
 - o Assessed,
 - o Assessed using alternate assessments,
 - o Involved in accelerated coursework programs, and;
 - o English learners achieving proficiency;
 - Per-pupil expenditures of federal, state, and local funds; and
 - Teacher qualifications.

Teacher Qualifications

In accordance with the Every Student Succeeds Act (ESSA), parents have the right to request information regarding the professional qualifications of their child's teachers and

paraprofessionals. Parents may also request information regarding whether their child has been assigned to or taught for four (4) or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements. Requests for this information should be directed to the school administration.

Legal Reference: ESSA, Title I, Section 1112(e)(1)(A)-(B).

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

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

Student's Academic Growth and Achievement

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

Parental Rights and Opportunities for Involvement

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

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

Website Distribution of Information

Annually, school officials shall will post the following information:

1. The school Report Card, as described above; and
2. Information on each assessment required by the state and, where feasible, by the school, organized by grade level. The information must include:
 - a. the subject matter assessed;
 - b. the purpose for which the assessment is designed and used;
 - c. the source of the requirement for the assessment;
 - d. if available, the amount of time students will spend taking the assessments and the schedule of the assessments; and
 - e. if available, the time and format for distributing results.

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

The Protection of Pupil Rights Amendment

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding surveys, instructional materials, and the collection of information from students.

In accordance with federal law, parents have the right to:

- Review certain surveys and instructional materials used as part of the educational program;
- Inspect any survey that requests information concerning protected topics as defined by law;
- Opt their child out of participation in certain surveys, non-emergency invasive physical examinations or screenings, and activities involving the collection, disclosure, or use of personal information for marketing purposes; and
- Receive notice of any policies adopted by the school concerning these rights.

Aspire Trade High School will provide required notices and obtain consent or offer opt-out opportunities as required by applicable law. Parents who wish to review applicable materials or exercise their rights under PPRA should contact the Executive Director.

FERPA

Aspire Trade High School maintains student records in accordance with all applicable federal and state laws, including the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, 34 CFR Part 99, and North Carolina student records law.

FERPA is a federal law that protects the privacy of student education records. Education records may include, but are not limited to, enrollment records, attendance records, grades, transcripts, discipline records, special education records, health-related school records, academic progress information, and other records directly related to a student and maintained by the school.

Under FERPA, parents/guardians have certain rights regarding their student's education records. These rights include the right to inspect and review education records, request correction of records believed to be inaccurate or misleading, and provide written consent before the school releases personally identifiable information from the student's education records, unless FERPA allows disclosure without consent.

Eligible Students Age 18 or Older

When a student turns 18 years old, the student becomes an “eligible student” under FERPA. At that time, FERPA rights transfer from the parent/guardian to the student.

Once a student becomes an eligible student, Aspire Trade High school will communicate directly with the eligible student regarding education-record information. The school will not discuss or release the eligible student’s education-record information to a parent/guardian or other third party unless:

1. The eligible student has provided written consent through a FERPA release form;
2. The disclosure is permitted by FERPA and approved by school administration; or
3. The disclosure is otherwise required or permitted by law.

This includes, but is not limited to, information related to grades, attendance, discipline, transcripts, academic progress, enrollment status, withdrawal status, graduation status, special programs, and other education-record information.

Aspire Trade High School may provide a FERPA release form for eligible students who wish to authorize the school to communicate with a parent/guardian or another designated individual. The eligible student may limit what information may be shared and may revoke the authorization in writing, unless the school has already acted based on the prior consent.

What FERPA Allows Aspire Trade High School to Do

FERPA allows Aspire Trade High School to:

- Maintain official student education records for educational, administrative, and legal purposes.
- Share education-record information with the parent/guardian of a student who is under 18 years old, unless otherwise restricted by law, court order, or official documentation on file with the school.
- Share education-record information directly with an eligible student who is 18 years old or older.
- Share education-record information with a parent/guardian or other designated individual when an eligible student has provided written consent.
- Disclose education records to school officials who have a legitimate educational interest in the information.
- Disclose education records to another school or educational institution where the student seeks or intends to enroll.

- Disclose education records to authorized federal, state, or local officials for audit, evaluation, or compliance purposes.
- Disclose education records in connection with financial aid for which the student has applied or received.
- Disclose education records to organizations conducting studies for or on behalf of the School, when legally permitted.
- Disclose education records to accrediting organizations.
- Disclose education records in response to a lawfully issued subpoena or court order.
- Disclose education-record information to appropriate parties in connection with a health or safety emergency.
- Disclose directory information if the school has designated directory information and provided required notice, unless the parent/guardian or eligible student has opted out.
- Disclose education-record information to parents of an eligible student without the student's consent only when permitted by FERPA, such as when the student is claimed as a dependent for federal tax purposes or when another FERPA exception applies.

What FERPA Does Not Allow Aspire Trade High School to Do

FERPA does not allow Aspire Trade High School to:

- Treat a parent/guardian as the automatic FERPA rights-holder after the student turns 18 years old.
- Discuss an eligible student's grades, attendance, discipline, academic progress, transcript, enrollment status, graduation status, or other education-record information with a parent/guardian without written consent from the eligible student, unless a FERPA exception applies and the disclosure is approved by school administration.
- Release student education records to employers, outside agencies, community partners, apprenticeship programs, colleges, scholarship programs, or other third parties without written consent, unless a FERPA exception applies.
- Share confidential student information with staff members who do not have a legitimate educational interest in the information.
- Publicly post or share personally identifiable student information from education records.
- Release special education, health-related, discipline, or other confidential student information to unauthorized individuals.
- Release records to a non-custodial parent or any other individual when a valid court order, custody document, or legal restriction on file with the school prohibits access. ● Change, remove, or alter accurate education records simply because a parent/guardian

or eligible student disagrees with a grade, disciplinary decision, attendance record, or professional judgment.

Parent/Guardian Communication After a Student Turns 18

Aspire Trade High School values partnership with families. However, once a student becomes an eligible student under FERPA, the school must protect the student's legal privacy rights.

For this reason, parent/guardian communication about an eligible student's education records will require a signed FERPA release from the eligible student unless another FERPA exception applies and the disclosure is approved by school administration.

Without a signed FERPA release, Aspire Trade High School may still communicate general school information that does not disclose personally identifiable information from the student's education records. However, the school will not discuss the eligible student's specific grades, attendance, discipline, transcript, academic progress, graduation status, enrollment status, or other protected education-record information.

Requests to Amend Records

Parents/guardians, or eligible students age 18 or older, may request that the school and education records they believe are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. If the school decides not to amend the record, the parent/guardian or eligible student may request a hearing. If, after the hearing, the school still decides not to amend the record, the parent/guardian or eligible student may place a written statement in the record explaining their position.

Aspire Trade High School may charge a reasonable fee for copies of student records, unless doing so would prevent a parent/guardian or eligible student from exercising their right to inspect and review the records.

Once a student becomes an eligible student under FERPA, parents/guardians no longer have automatic rights to inspect, review, request amendment of, or discuss the student's education records. Any parent/guardian request related to an eligible student's education records, including requests to review, correct, amend, obtain copies of, or discuss records, will only be accepted if the eligible student has provided written authorization to the School, unless another FERPA exception applies and the disclosure or action is approved by school administration.

Access to Education, Student Privacy, and Immigration Enforcement

Student Privacy, Enrollment, and Law Enforcement Access

Aspire Trade High School is committed to providing a safe and supportive learning environment for all students. In accordance with federal law, students have the right to enroll in and attend public school regardless of the student's or family's citizenship or immigration status.

Aspire Trade High School does not deny enrollment or educational access based on immigration or citizenship status. The school will not require families to disclose immigration status as a condition of enrollment or attendance.

Student education records are protected by the Family Educational Rights and Privacy Act (FERPA) and applicable student records laws. Aspire Trade High School will not release student education records, schedules, addresses, contact information, enrollment information, or other personally identifiable information to outside agencies unless the disclosure is authorized by law, required by a valid court order or judicial warrant, permitted under FERPA, or approved by school administration after appropriate review.

If any outside law enforcement agency, including immigration enforcement, comes to campus requesting access to a student, student records, or non-public areas of the school, staff must immediately notify school administration. Staff should not release student information, confirm student information, or grant access to students, classrooms, offices, or non-public areas unless directed by school administration.

School administration will review the request, verify the identity and authority of the requesting official, request any warrant, subpoena, court order, or other legal documentation, and consult legal counsel when appropriate.

Aspire Trade High School will comply with all valid legal requirements while taking reasonable steps to protect student privacy, maintain student safety, and minimize disruption to instruction.

Directory and Photo/Video Permission Granted

Aspire Trade High School may use photographs, video recordings, student work, or other likenesses of students in school publications, promotional materials, social media, websites, yearbooks, and other school-related communications or media.

Parents/guardians will be provided with a Photo and Video Release Form and may choose

to opt out of the use of their student's image, likeness, or work. Consent may be withdrawn at any time by submitting a written request to the school; however, the school may require a reasonable period of time to process the request and cannot remove materials that have already been published or distributed.

Parents/guardians acknowledge that images and videos shared by the school may be viewed, copied, or redistributed by third parties and that the school cannot control the use or misuse of content once it has been publicly released. By not opting out through the Photo and Video Release Form, parents/guardians consent to the use of their student's image, likeness, and work as described above and waive any claims against the school arising from the lawful use of such materials.

Visitors

All ATHS visitors must sign in at the front office. **A valid photo ID is REQUIRED for all visitors, parents, guardians, partners etc.** Visitors will be asked to provide a valid form of ID before they are allowed in the educational area building. All visitors are required to wear a visitor tag while on campus. Once visitors have checked in, they will be escorted to their destination. Visitors are not allowed to roam the building, fraternize with the students or staff, or take photos, video etc. of students without prior approval by the Principal. All visitors must abide by all school policies as set forth in this handbook. Visitors may not at any time have weapons or illegal substances on campus. Concealed carry permits do not apply to school grounds. Weapons may not be on school property. Any weapons presented will be perceived as a threat and the appropriate measures will be taken as required.

Volunteers / Chaperones

All volunteers must adhere to the volunteer requirements outlined below per our Volunteer Policy. Volunteers must sign in at the front office, present a valid ID and a visitor badge must be worn at all times if volunteering during school hours. All volunteers are expected to abide by all of the school policies set forth in this handbook. A volunteer is anyone who provides services, without compensation or benefits of any kind of amount, on an occasional or regular basis at ATHS or ATHS school activities. Aspire Trade High School welcomes volunteers, partners, and community involvement in our school. The following policy assists our volunteers in being effective volunteers while maintaining the integrity of the school and the health and safety of our students and teachers.

All volunteers at Aspire Trade High School are required to:

1. Consent to, pay for and clear a background check, including a Sex Offender Registry Check, performed through the school's third-party vendor on file dated within the last six months.
2. Complete, sign, and date the Volunteer Policy and Confidentiality Agreement

Acknowledgement.

3. Complete the Volunteer Code of Ethics training.
4. Confirm in writing that they have been provided with a copy of, read, understand, and agree to comply with this policy.

The Executive Director or his/her designee will formally approve every volunteer application, and volunteers must be placed on the Authorized Volunteer list before volunteering their services. All administrative staff will have a copy of the Authorized Volunteer list and will prohibit any person not on this list from volunteering. Information collected during the screening process for volunteers will be treated as confidential to the extent allowed by the law.

The Director or her/his designee will review all criminal background checks. No person who has been convicted of crimes against children, sex crimes, or serious crimes of violence will be allowed to volunteer. The Director will evaluate other criminal records on an individual basis. If a criminal history presents itself in a review, the Director shall determine whether the results of the review indicate that the volunteer (i) poses a threat to the physical safety of students or personnel, or (ii) has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as a volunteer. The Director shall document the decision.

All volunteers must be at least 18 years of age unless they are supervised by another responsible adult as approved by the Executive Director or his/her designee. Volunteers work in partnership with, under the supervision of, and at the request of the school's administration and staff. Volunteers are expected to abide by all Board policies, procedures, and school rules when performing their assigned responsibilities. Volunteers will not have access to confidential information in student records except as allowed by federal and state laws and regulations. However, volunteers will be responsible for maintaining confidentiality regarding information seen and heard while working as a volunteer. If there is a safety concern or an emergency, it must immediately be communicated to someone in authority at the school.

Volunteers shall not use information learned or acquired during volunteering for any reason other than in furtherance of their volunteer efforts at the school. For example, if a volunteer is a class parent and receives parent email information to communicate with parents, the volunteer shall not share parent email addresses with others and shall not use such email addresses to communicate with parents about anything other than serving as a class parent.

Volunteers are to serve as positive role models. School volunteers must always:

- Use appropriate language
- Dress appropriately

- Discuss age-appropriate topics
- Refrain from inappropriately touching students, inappropriate conversations with students, engaging in personal conversations about themselves or the student, discussions about students' homelives or familial situations, speaking about one student to other students or other families, recording or photographing students without consent, or befriending students on social media platforms.

Volunteers are prohibited from disciplining students. Behaviors requiring discipline should be reported immediately to the appropriate teacher or staff member.

Volunteers are prohibited from administering medications of any kind to students.

Volunteers should refrain from giving students gifts, rewards, or food items of any kind without the permission of school personnel.

Volunteers are expected to be prompt and dependable. Volunteers should notify the school office if an illness or emergency prohibits them from attending a volunteer assignment.

Volunteers may not take students off school property without the written permission of parents and school personnel.

Volunteers must leave children who are not enrolled in the school at home when volunteering.

The school does not tolerate any kind of racial, ethnic, disability, gender discrimination, or sexual harassment, and it is expected that all volunteers will comply with the school's policies related to such matters. If the volunteer has been an educator, the school will ensure that they are not on the State Board of Education Revoked License list. Any individual on the State Board of Education Revoked License list shall be barred from serving as a volunteer at the school.

Parent Concerns

ATHS encourages the involvement of parents in their child's education. If you have a concern regarding your student, please contact your student's teacher first. As a parent, you may request a conference with the teacher at any time. Please make these arrangements directly with your student's teacher. If you feel that your concern is or has not been handled appropriately by the teacher, you may contact the front office and make an appointment with a member of the administrative team.

Grievance Policy for Parents/Guardians/Students

This policy is in place to respond to parent/guardian/student grievances. Grievances may be submitted by current students or parents/guardians of current students. It is expected that any guardian/parent/student with an issue should try to resolve the issue by using open communication with the teacher. This means that if they disagree with any policy or procedure within the classroom, the first level of grievance is their student's teacher. If they are not satisfied with the teacher's response, they should then set up a meeting with a member of the administration. At that meeting, the teacher, administrative representative and parent/guardian must be present and the issue at hand will be fully discussed. If the parent or student wishes to pursue the matter further, they may then meet with the Executive Director. Similarly, if a guardian/parent/student disagrees or has an issue with a policy or procedure at the school, the guardian/parent/student should set a meeting with the Executive Director. If the guardian/parent/student feels that their issue is still a concern after meeting with the Executive Director and the issue meets the definition of a grievance set forth below, the guardian /parent/student may initiate the grievance procedures as described below. Many issues that a guardian/parent/student has with the classroom, teacher or school will not rise to the level of a grievance and appropriate resolution will be found with the teacher and/or administrative representative.

Definition of a grievance

A grievance is defined as a formal written complaint by a current parent of a student stating that a specific action has violated a school policy, board policy, law, or regulation. Complaints that do not raise an alleged violation of a school policy, board policy, law or regulation do not raise grievance issues and are not subject to these procedures. In addition, a grievance does not include disagreements on day-to-day operations, personnel matters, schedules, or student discipline unless they violate a specific policy, law, or regulation. Additionally, a grievance does not include a complaint covered by certain other policies or procedures, including but not limited to complaints under Title VI, Title IX, the ADA/ADAA, the Parents' Bill of Rights, and the school's non-Title IX harassment and bullying policy which shall be handled in accordance with those policies. Any parent or student who has a complaint covered by those policies must follow the specific policy that addresses their complaints. Even if a complaint constitutes a grievance, a grievance will only be considered eligible for the Grievance Process if the individual demonstrates that they have attempted to have their concerns addressed by their with no resolve or acknowledgement of the grievance. Only current parents/guardians or students may bring a grievance under this Policy.

Time Limits

A grievance will only be heard if the complaint has been filed within fifteen calendar days of the meeting with the Executive Director. The fifteen-day deadline may be extended at

the discretion of the Executive Director.

The grievance process is as follows:

Step 1: If the parties are not satisfied with the decision of the Director, and the grievance meets the definition set forth above, the guardian/parent/student must submit a letter in writing stating the school policy, board policy or law/regulation that was violated including details of the actions and the place, date and time of the violation. The guardian/parent/student should make all efforts to include any details about the event that may be helpful in the decision-making process. The written letter should be submitted to the Director and to the Chair of the Board of Directors. If the Director is implicated in the grievance, the grievance should only be submitted to the Chair or the Vice Chair of the Board of Directors.

Step 2: Where the grievance is filed directly with the Board as set forth above or after receiving the appeal letter, the appeal shall be considered by the Board at its next regularly scheduled board meeting provided such meeting is more than seven days after the filing, or the Chair of the Board of Directors may call a special meeting of the Board to consider the appeal in accordance with the school's bylaws. The Board will consider and discuss the grievance in accordance with Open Meetings laws. At that meeting, the Board of Directors will review the facts and notify the parties in writing (email is accepted) if further action is necessary. If the board decides that it needs additional time to consider the grievance, gather information, and/or conduct an investigation, it may defer its decision until another regularly scheduled board meeting or schedule a special meeting. At the meeting where the board makes a decision on the grievance, the board will give the individual filing the grievance or appeal notice and the opportunity to attend the meeting. Once the board reaches a decision on the grievance, the Board will communicate that decision to the individual who filed the grievance within five school days. The Board's decision concerning the grievance is final. The Board reserves the right to appoint a Board Panel to address the grievance. In such cases, the Board Panel's decision is final and there are no appeal rights to the Board. Notwithstanding any other provision, the Board may conduct an investigation and/or gather additional information regarding the grievance, including interviews or engagement of an investigator, at any time.

Student Health and Wellness

Prevention and Control of State Reportable Communicable Diseases

Students may be suspended/ excluded from school in cases of certain **reportable** communicable diseases. While the list of diseases reportable to the state Division of Public Health is lengthy, the number of such diseases common to the school-age child is not. This

list is available upon request from the school nurse.

When a student is suspected of having one of those **reportable** communicable diseases, it is the responsibility of the parent to take the child to the local health department or primary health care provider for verification and treatment before that student can return to school. Students should be temporarily removed from school if they present symptoms of a reportable disease. In each case, readmission to school should also take into account whether the student is able to participate in school. In some cases, a student with a disabling disease, who is no longer contagious but may require ongoing care, may be eligible for additional services under Section 504 of the Rehabilitation Act. A list of students who have not been vaccinated for bona fide religious or medical reasons or who have illnesses that cause immunosuppression will be maintained in the school health office so that appropriate action can be taken to protect these individuals when serious communicable disease outbreaks do occur.

School staff make every effort to reduce the prevalence of disease-causing organisms by ensuring the environment's cleanliness, emphasizing frequent handwashing of students and staff, and following proper decontamination procedures of items used in mealtime and other activities. Despite those actions, the school-age child is often the source and conduit for communicable diseases ranging from the “common cold” to ringworm, among many. Most such illnesses are not among the diseases for which the state Division of Public Health, following guidelines issued by the Centers for Disease Control and Prevention, has issued mandatory isolation rules.

If a student has a communicable disease—including but not limited to HIV/AIDS, hepatitis B, and tuberculosis—the parents are encouraged to notify the school nurse. This information will be kept confidential in accordance with the law. If notified that a student suffers from such immunodeficiency, the school nurse will request that the notifying party provide information about what types of exposures might put the student at risk and what reasonable practices can be taken in the school setting to minimize the risk to the student. Whenever possible, the school nurse will notify the parents or guardians (or the student himself where appropriate) of an infected or immunodeficient student of the existence of chicken pox, influenza, meningococcus, measles, tuberculosis, or other contagious diseases occurring in the school that may represent a serious threat to the student’s health. Students who are removed from school as a result of such conditions will be provided instruction in an appropriate alternative educational setting.

Immunizations

North Carolina law requires immunizations for every child present in this state. Every parent, guardian, or person in loco parentis is responsible for ensuring their child(ren) receives the required immunizations. It is the responsibility of the parent, guardian, or person in loco parentis to provide **the immunization record of each school-age child to the school no later than 30 days after the child enters school, or the child will be suspended from school until a valid immunization record can be**

provided.

EFFECTIVE JULY 1, 2015, THE FOLLOWING ARE REQUIRED IMMUNIZATIONS:

Required Vaccines

Vaccine	Number of Doses Required Before school Entry*
Diphtheria, tetanus and pertussis	5 doses*
Polio	4 doses*
Measles	2 doses*
Mumps	2 doses*
Rubella	1 dose*
Meningococcal	2 doses*

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Hepatitis B (Hep B)	3 doses*
Varicella (chickenpox)	2 doses*
Tdap	1 dose*

** Please contact your child's healthcare provider for further information.*

**12th graders are required to have an additional dose of meningococcal conjugate vaccine for a total of two doses. A second dose is not required if the first dose was given after the 16th birthday.*

If you have specific questions regarding your child, please contact your child's health care provider, or your local health department.

Garrett's Law

North Carolina law mandates that at the beginning of every academic year, local boards of education shall provide parents and guardians with information about meningococcal meningitis, influenza, Human Papillomavirus (HPV), and their vaccines. This important information is available online for parents/guardians on our website.

First Aid and Emergency Care Procedures

In the event of a serious injury to a student, staff member, or visitor, school staff are responsible for instituting appropriate first aid procedures. **Students with health issues must have an individualized health plan on file so that school staff know how to support students in emergency situations. Health plans must be signed, dated and stamped by a physician to be deemed valid.**

First Responders

A first responder is defined as a staff member who:

- is currently certified in CPR/AED and First Aid by the American Red Cross (ARC) or the American Heart Association (AHA);
- is trained in OSHA procedures;
- is available to aid in school emergencies;
- has been offered the hepatitis B vaccine; and
- agrees to follow the first aid procedures the ARC and AHA set forth.

First Aid Response: General

- School employees are expected to act *in loco parentis*. They are not expected to determine the cause or extent of injury.
- School-designated First Responders will follow procedures in accordance with ARC or AHA certification.
- An Incident Report Form must be completed within 24 hours whenever school personnel provide first aid for an injury serious enough to warrant parental notification, and when the incident occurs during the school day, at school after events, on field trips, or during athletic events or practice. If blood or body fluid exposure occurs, the school nurse must be contacted within 2 hours, or as soon as possible. The school nurse reviews Incident/Injury Reports to ensure adherence to school first aid and OSHA regulations.
- A 911 Call report must be completed and submitted to the superintendent by the supervising adult on the day of transport or by the morning of the next school day for athletic injuries. "911 Call" reports are accessible online to school staff.
- Students with health problems requiring special care shall have an individualized Health Plan on file, available in the school office and health room.
- A sick or injured student can be released only to parent/guardian(s), listed emergency contacts, or Emergency Medical Services (EMS) personnel.

First Aid Response: Emergencies

- Staff members are responsible for calling EMS (911) when necessary in an

emergency. Administrators and parents must be notified as soon as safely possible after EMS has been called.

- School staff or students are not to transport students in their own cars for any circumstances including emergency treatment.
- Under all circumstances, upon arrival at a school, EMS personnel will become the primary care providers of the injured party for whom they were called. School personnel will remove other students and staff from the scene to allow EMS personnel space and safety to deliver appropriate care.
- EMS personnel responding to a school or school-sanctioned event will attempt to contact the school nurse or certified athletic trainer (AT) on site.
- In cases where a school nurse, AT, or administrator who knows of an existing health condition, any Health Plans on file or other documents that contain pertinent medical history, medications, allergies, and special directions that may aid the school system and paramedics in assessing the correct disposition of the child will be provided to EMS staff.
- If transportation of the child is found to be necessary by the paramedic or desired by the person acting in loco parentis, then the destination shall be determined by which facility would be most appropriate for the specific condition of the child as best determined by both parties. In some cases, this may involve bypassing the closest facility for a more distant, yet more appropriate, facility for the child.
- In cases where the parents or legal guardians are not present at the school or event, EMS crews will respect the wishes of the person acting in loco parentis in decisions related to transporting the patient.
- If any student requires EMS transport, and a parent/guardian is not available to accompany the child, school personnel may accompany the student during transport. If personnel accompany the student, they will remain with the student until the parent/guardian assumes responsibility.

First Aid: Loss of Change in Level of Consciousness or Concussion

- A concussion is a traumatic brain injury caused by a direct or indirect impact to the head that results in disruption of normal brain function, which may or may not result in the loss of consciousness.
- First Responders and PE teachers will comply with concussion safety requirements set forth in the Gfeller Waller Concussion Awareness Act of 2011.
 - o Parents/guardians of any student with an injury to the head that results in a change in the level of consciousness, even reported dizziness, will be notified.
 - o Students may not continue in physical education until a note of clearance is received from a licensed healthcare provider.

Any student with a suspected concussion will not be permitted to return to any participation in practice or event until a written release is provided to the school from a healthcare provider with expertise in the management of concussion

- The school will retain records of training and concussion incidents.

Do Not Resuscitate Orders

In accordance with First Aid and Emergency Care Procedures, it is within the scope of the duty of teachers and other employees to give emergency health care when delay would seriously worsen the physical condition or endanger the life of a student or other person.

Because of the complexity and severity of the medical conditions of medically fragile students, parents or guardians sometimes may request that school personnel not resuscitate a child in the event of cardiac or respiratory arrest. However, the school believes that implementation of Do Not Resuscitate (“DNR”) orders is not consistent with the duty to protect the health and safety of students. Therefore, **it is the policy of the school that school employees will neither accept nor honor DNR orders.**

When a student with special health needs is enrolled, appropriate school personnel will determine whether an individualized health plan needs to be prepared for the student. School personnel will consult with the student’s parents, school health officials and the student’s physician, as appropriate, in making the determination. Individualized health plans should be reviewed annually to ensure the student’s health needs are met.

If a school official receives a written DNR request from any student’s parent/guardian and physician, appropriate school personnel will review the student’s current health plan to determine whether it is still sufficient and make necessary adjustments. In the rare event that parents and physicians can demonstrate that special circumstances justify alternate life-sustaining approaches, school personnel, in consultation with the parents and physician, may create an individually-designed medical resuscitation plan for the student. Such a plan shall not prohibit life-sustaining activities, but may describe emergency procedures appropriate to the individual student.

In the event of cardiac or respiratory arrest of a student, the following procedures will apply:

1. Emergency Care will be administered, including CPR.
2. Emergency Medical Services (911) will be activated.
3. EMTs will assume responsibility for the student when they arrive.
4. The parent or guardian will be notified as soon as possible.

It is the intent of the school that the underlying principle of any response to a DNR request is that no student is to be denied the fullest, genuine, appropriate efforts to preserve life and health.

Medication Administration

The school recognizes that students may need to take medication during school hours. School personnel may administer medication prescribed by a health care practitioner upon the written request of a student's parent. In limited circumstances, a student may be authorized to self-administer medications. To minimize disruptions to the school day, students should take medications at home rather than at school whenever feasible. School officials may deny a request to administer any medication that could be taken at home or when, in the opinion of the Executive Director in consultation with any school nursing personnel, the administration of the medication by school personnel would pose a substantial risk of harm to the student or others.

For purposes of this policy, all references to "parent" include parents, legal guardians, and legal custodians. In addition, for purposes of this policy, the term "health care practitioner" is limited to licensed medical professionals who are legally authorized to prescribe medications under North Carolina law, such as doctors of medicine, doctors of osteopathic medicine, physician assistants, and nurse practitioners.

A. Medication Administration by school Employees:

1. Authorized school employees may administer medication to students when all of the following conditions are met. These conditions apply to all medications, including those available over the counter without a prescription.

- a. **Parental Consent:** The student's parent must sign a request that authorizes school personnel to administer the medication to the student.

- Medication Authorization/Order:** A health care practitioner must prescribe the medication for use by the student and provide explicit written instructions for administering the medication.

- c. Certification of Necessity:** The student's health care practitioner must certify that administration of the medication to the student during the school day is necessary to maintain and support the student's continued presence in school.

- d. Proper Container/Labeling:** If the medication to be administered is available by prescription only, the parent must provide the medication in a pharmacy-labeled container with directions for how and when the medicine is to be given. If the medication is available over-the-counter, it must be provided in the original container or packaging, labeled with the student's name.

- e. Proper Administration:** The employee must administer the medication pursuant to the health care practitioner's written instructions provided to the school by the student's parent, and in accordance with professional standards.

The school and its employees assume no liability for complications or side effects of medication when administered in accordance with the instructions provided by the parent and health care practitioner.

2. Procedures for Administering Medications

The following procedures govern the administration of medications to students. These procedures and a copy of this policy must be made available to all students and parents each school year.

- a. The health and welfare of the student must be of paramount concern in all decisions regarding the administration of medication.
- b. Procedures for medication administration must be consistent with recommendations of the school Health Unit of the Children & Youth Branch of the N.C. Division of Public Health, as described in the *North Carolina school Health Program Manual*.
- c. Students with special needs are to be afforded all rights provided by federal and state law as enumerated in the *Policies Governing Services for Children with Disabilities*. Students with disabilities also are to be afforded all rights provided by anti-discrimination laws, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
- d. No student may possess, use, or transmit any drug or counterfeit drug prohibited by policy.
- e. Any medications kept at school for a student must be kept in a locked and secure place. An exception to the requirement for locked storage may be made for emergency medications that must be immediately accessible.
- f. All school personnel who will be administering medications must receive appropriate training.
- g. Only medications clearly prescribed for the student may be administered by school personnel. At the time a parent brings a medication to school for administration, if school personnel have concerns regarding the appropriateness of the medication or dosage for a student, a confirmation should be obtained from the student's health care practitioner or another health care practitioner prior to administering the medication or allowing a student to self-administer the medication.
- h. Although efforts should be made not to disrupt instructional time, a parent has the right to administer medication to their child at any time while the child is on school property.
- i. Written information maintained by school personnel regarding a student's medicinal and health needs are confidential. Parents and students must be accorded all rights provided by the Family Educational Rights and Privacy Act and state confidentiality laws. Any employee who violates the confidentiality of the records may be subject to disciplinary action.

B. Emergency Medication

Students who are at risk for medical emergencies, included but not limited to diabetes, asthma, or severe allergies, must have an emergency health care plan developed for them to address emergency administration of medication. Students must meet the requirements of subsection A.1, above, including providing authorization and instructions from the health care practitioner and written consent of the parent, in

order for emergency medication to be administered by school personnel while the student is at school, at a school-sponsored activity, and/or while in transit to or from school or a school-sponsored event.

C. Student Self-Administering Medications Under a Medical Plan of Care

The school recognizes that students with certain health conditions including but not limited to diabetes, asthma, or an allergy that could result in an anaphylactic reaction, may need to possess and self-administer medication on school property in accordance with their individualized health care plan or emergency health care plan. As used in this section of the policy, “medication” refers to a medicine prescribed for the treatment of medical conditions including but not limited to diabetes, asthma, or anaphylactic reactions. Guidelines for procedures for the possession and self-administration of such medication by students on school property during the school day, at school-sponsored activities, and/or while in transit to or from school or school-sponsored events are listed below.

1. Authorization to Self-Administer Medication

Before a student will be allowed to self-administer medication pursuant to this section, the student’s parent must provide to the principal or designee all of the documents listed below:

- a. written authorization from the student’s parent for the student to possess and self-administer the medication;
- b. a written statement from the student’s health care practitioner verifying that:
 - 1) the student has a diagnosed health condition
 - 2) the health care practitioner prescribed the medication for use on school property during the school day, at school-sponsored activities, or while in transit to or from school or school-sponsored events; and
 - 3) the student understands, has been instructed in self-administration of the medication, and has demonstrated the skill level necessary to use the medication and any accompanying device;
- c. a written treatment plan and written emergency protocol formulated by the prescribing health care practitioner for managing the student’s health condition;
- d. a statement provided by the school system and signed by the student’s parent acknowledging that the school and its employees and agents are not liable for injury arising from the student’s possession and self-administration of the medication; and
- e. any other documents or items necessary to comply with state and federal laws.

Prior to being permitted to self-administer medication at school, the student also must demonstrate to the school nurse, or the

nurse's designee, the skill level necessary to use the medication and any accompanying device.

The student's parent is encouraged to provide the school backup medication that school personnel are to keep in a location to which the student has immediate access in the event the student does not have the required medication.

All information provided to the school by the student's parent must be reviewed by the school nurse and kept on file at the school in an easily accessible location. Any permission granted by the principal or designee for a student to possess and self-administer medication will be effective only for the current school year. Such permission must be renewed each school year. 2.

Responsibilities of the Student

A student who is authorized in accordance with this policy to carry medication for self-administration must carry the medication in the original labeled container with the student's name on the label.

3. Consequences for Improper Use

A student who uses his or her medication in a manner other than as prescribed or who permits another person to use the medication may be subject to disciplinary action pursuant to the Code of Student Conduct. However, school officials shall not impose disciplinary action on the student that limits or restricts the student's immediate access to required medication for conditions included but not limited to diabetes, asthma, or anaphylactic reactions.

The school does not assume any responsibility for the administration of medication to a student by the student, the student's parent, or any other person who is not authorized by this policy to administer medications to students.

Mandatory Reporting Policy

Pursuant to N.C.G.S. § 7B-301, all school personnel are required to report any suspected abuse of any child as per the school's Child Abuse Reporting Policy. These reports should be made directly to the Department of Social Services where the child resides. If a report is made, it must be reported to the Executive Director immediately. All school personnel will receive training on how to report child abuse. If any staff member has a question or concern, they should report it to the school Counselor and Executive Director.

In addition to cases of abuse, neglect, dependency, and maltreatment, under N.C.G.S. §14-318.6, any person 18 years of age or older who knows or should have reasonably known that a juvenile has been or is the victim of a violent offense, sexual offense, or misdemeanor child abuse under N.C.G.S. §14-318.2 shall immediately report the case of that juvenile to the appropriate local law

enforcement agency in the county where the juvenile resides or is found. If a report is made, it must be reported to the Executive Director immediately. All school personnel will receive training on how to report child abuse. If any staff member has a question or concern, they should see the school Counselor and/or Executive Director.

McKinney-Vento

The McKinney-Vento Education of Homeless Children and Youth Assistance Act is the primary legislation dealing with the education of children and youth experiencing homelessness. The Act is also known as Title X, Part C of the Every Students Succeeds Act. The term "homeless children and youths" is defined by the McKinney-Vento Act as

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

(B) includes--

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;* (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C)); (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Children and youth experiencing homelessness have the right to:

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment, or having missed application or enrollment deadlines during any period of homelessness.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in 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), if that is the parent's, guardian's, or unaccompanied youth's preference. If the school district believes the school

selected is not in the student's best interest, then the district must provide the parent, guardian, or unaccompanied youth with a written explanation of its position and inform him/her of the right to appeal its decision.

- Receive transportation to and from the school of origin, if requested by the parent, guardian, or local liaison on behalf of an unaccompanied youth.
- Receive educational services comparable to those provided to other students, according to the student's needs.

These rights are established under the McKinney-Vento Homeless Assistance Act. To qualify for these rights, children and youth must be considered homeless according to the McKinney-Vento definition (see above).

Parent Resources regarding the NC Homeless Education Program (NCHPEP) can be found at <https://ncche.ed.gov/>

NCHPEP is dedicated to ensuring that all children and youth experiencing homelessness have access to the public education to which they are entitled under the federal McKinney-Vento Education of Homeless Children and Youth Assistance Act. NCHPEP works towards this goal by ensuring that North Carolina's state policies are in compliance with federal law, by providing technical assistance to North Carolina's local homeless education liaisons, and by providing informational and awareness materials to educators and other interested community members throughout North Carolina.

Financial Hardships

Every child has the right to fair and equitable education. Hardships should not hinder a student's educational success. Students experiencing financial hardships should speak with the school's counselor or a member of administration to discuss available avenues of support.

General school Policies

Tuition and Fees

In accordance with North Carolina General Statute § 115C-218.50, ATHS shall not charge tuition or fees except as follows:

1. Any fees that are charged by the local school administrative unit in which ATHS is located.
2. The school, upon approval by the board of directors of the charter school, may establish fees for extracurricular activities, except those

fees shall not exceed the fees for the same extracurricular activities charged by a local school administrative unit in which forty percent (40%) or more of the students enrolled in the charter school reside.

Inclement Weather Procedures

The Director in conjunction with the Superintendent will make all decisions regarding school delays or closures due to inclement weather and may not necessarily follow the local school district's decision. School cancellation or a delayed opening will be communicated via social media and email to all parents and staff, and via text through school apps when applicable. The information will also be posted on our website at aspiretradehs.org. Additionally, the Director has the ability to call for an early dismissal if there are concerns about the road conditions or the safety of the students and staff. Parents should ensure that their emergency contact information is updated for communication.

Student Search Policy and Procedures

To maintain order in the school and to protect the welfare of students and the school community, school officials have the authority to conduct reasonable searches of students and to seize students' unauthorized materials. Any searches or seizures must be conducted in accordance with the standards described in this policy and any other applicable legal requirements. All school officials carrying out a search or seizure are expected to be knowledgeable about the legal rights of students and the appropriate procedures for conducting the search or seizure. A search must be justified at its inception, permissible in scope, and conducted using narrowly tailored methods to be minimally intrusive. School officials shall make reasonable and good-faith efforts to investigate allegations of misconduct before a student search is conducted.

Personal Items and Lockers

Personal Items

The school will not accept responsibility for the personal items of students. We expect students to leave at home those belongings that are not necessary for their education. Any personal items that staff members judge to be unsafe, inappropriate for school, or interfering with students' educational focus will be confiscated and held in the office or remain in the possession of a staff member until the parents retrieve them. Such items may be subject to search. ATHS shall not be responsible for any items lost or damaged while in its possession.

Lockers

Students may have the opportunity to apply to use a locker based on trade

programs. All lockers are subject to search at any time.

Reasonable Suspicion

A student or the student's possessions may be searched when a school official has reasonable suspicion that the search will turn up evidence that the particular student has violated or is violating a specific law, expectation, or school rule. This reasonable suspicion must be based upon specific and articulable facts, which have been acquired through reliable and/or corroborated information from employees, students, law enforcement officers, or other credible sources, or upon visual or other evidence (e.g., the smell of alcohol or marijuana, an alert from a metal detector or drug dog) viewed in light of the totality of the circumstances and the school official's professional judgment. The scope of the search must be reasonably related to the objectives of the search, and the methods used to conduct the search must be narrowly tailored to be minimally intrusive in light of the age and sex of the student and nature of the infraction.

Reasonable suspicion is not required if a student's parent or guardian freely and voluntarily consents to the search of their person or possessions.

Seclusion and Restraint Policy

ATHS complies with all applicable laws governing seclusion and restraint. The school has established guidelines for the use of restraint and provisions for training the staff in the

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management of student behavior in accordance with North Carolina General Statute, 115C-391.1 (also known as House Bill 1032 – Deborah Greenblatt Act). This law took effect July 1, 2006, and requires the school to inform parents of the existence of the law, the definitions for the following terms, and how the school will use these forms:

- a. Physical Restraint is the use of physical force to restrict the freedom of movement of all or a portion of a student's body. The school will use a trained crisis team to physically restrain a child only as a last resort to protect the health and safety of the child and others in the area. If a trained team member is not available, staff will intervene using reasonable precautions to restrain the student(s) until a trained team member arrives.
- b. Seclusion or isolation may be used only when necessary to support student safety and behavior management. Seclusion occurs when

a student is placed alone in an enclosed space and is prevented from or incapable of leaving, while isolation occurs when a student is placed alone in an enclosed space but is not prevented from leaving. The school will use seclusion only as a last resort to protect the health and safety of the student or others, and it will be handled by trained staff in accordance with applicable law. Isolation may be used to help a student regain control before rejoining classmates. The school may contact law enforcement or proper authorities for assistance when needed.

Searches of Personal Effects

School officials may search a student's desk, locker, and/or personal effects, including but not limited to purses, book bags, and clothing not currently being worn by the student. School officials may also request that the student empty pockets, remove shoes and outerwear.

Searches of Motor Vehicles

Students are permitted to park on school premises as a matter of privilege, not by right. The school retains the authority to conduct routine patrols of student parking lots and inspect student automobile exteriors on school property. School officials may search the interior of a student's vehicle based on reasonable suspicion. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

"Pat-down" Searches

A school official may conduct a frisk or "pat-down" search of a student's person. A school official must conduct the search in private with an adult witness present. Both the school official conducting the search and the adult witness must be the same sex as the student.

Metal Detectors

All students are required to enter the building through the designated weapons detection screening area each school day. If the weapons detection system alerts while a student is entering the building, school staff may conduct an additional screening using a handheld wand. Students may also be asked to remove items from pockets, bags, or personal belongings to determine the cause of the alert.

If the handheld wand indicates the need for further review, school administration may conduct a pat-down search in a private setting. Pat-down searches will be conducted in accordance as indicated above. Students will **never** be asked to disrobe or have cavity searches performed.

Random General Searches

In an effort to maintain a safe, drug-free, and weapon-free learning environment, school officials may conduct certain types of general searches in the schools. All general searches must be conducted in a minimally intrusive, nondiscriminatory manner and may not be used to single out a particular individual or category of individuals.

Use of Trained Dogs

With the prior approval of the Executive Director, and in conjunction with local law enforcement, school officials may use trained dogs (canines) to locate illegal materials. All dogs must be accompanied by a certified and authorized trainer who is responsible for the dog's actions and who is able to verify the dog's reliability and accuracy in sniffing out illegal material. Trained dogs may sniff lockers, desks, book bags, motor vehicles, and other inanimate objects. Dogs may not be used to sniff students or other persons under any circumstances. Except as set forth above, no students should be present during a dog search. Before a search occurs in a classroom, students will first be moved to a location outside the classroom.

Seized Items

Any illegal contraband seized by school officials shall be turned over to the proper law enforcement authorities.

Failure to Cooperate

A student's failure to cooperate with a reasonable search or seizure as provided in this policy will be considered a violation of the expected standard of behavior, and will subject the student to appropriate consequences.

School Safety

Crisis Management Plan

ATHS has a Crisis Management Plan that outlines the following procedures by outlining the actions and responsibilities of staff and administration in addressing the following issues:

- Evacuation Fire
- Evacuation Non-Fire
- Hazardous Materials
- Lockdown-Perimeter
- Lockdown-Full

- Serious Medical Emergency - Hold in Place
- Severe Weather (tornado; hurricane; etc.)
- Public Health Emergency
- Student in Crisis

The Director oversees the Crisis Management Plan, and it is their responsibility to ensure that the procedures are current and applicable and that all relevant parties are aware of the procedures. It is also responsible to ensure that drills occur on a regular basis. These procedures will be reviewed annually and any changes or revisions will be made as needed. Any new measures will be communicated to the board of directors.

Weapons

Weapons of any kind are expressly prohibited on school grounds or during school events. Weapons are defined to include firearms, knives, destructive devices, and/or any item (regardless of its nature) used to threaten or cause actual harm.

Drugs/Alcohol Possession and Use

ATHS is dedicated to maintaining a safe educational environment. Thus, we have implemented a drug and alcohol-free school policy, which prohibits anyone from being under the influence of alcohol or illegal/misused drugs on school grounds or attending a school-related event. Alcoholic beverages are never to be consumed on school grounds or during field trips. Alcoholic beverages are never to be consumed in vehicles of transportation owned or operated on behalf of the School, or by their drivers while they are responsible for the operation of such vehicles. The use, sale, transfer or possession of alcohol, e-cigarettes, vaping devices, illegal drugs, hallucinogens, stimulants, sedatives, controlled substances, or drug paraphernalia on school property, at school events or on field trips is prohibited. This includes the misuse of prescription drugs, including medical marijuana, or any mood-altering substances while on school, at a school event, on field trips, or in circumstances the school believes will adversely affect the school's operation or safety. Students who violate the drug and alcohol policy will receive disciplinary actions according to the behavior matrix.

Asbestos Management Plan

The Asbestos Hazard Emergency Response Act (AHERA) requires us to annually notify parents, students, staff members, and others who regularly

occupy the school building of compliance with AHERA. An Asbestos Management Plan (AMP) has been developed for the ATHS and is on file in the school office. Parents may schedule an appointment with the Executive Director to review the AMP.

Hazardous Chemicals

The school will take all necessary steps to protect its students and staff from hazardous chemicals or other potentially dangerous materials, and it will comply fully with all required inspections, laws, ordinances, and regulations regarding hazardous chemicals.

Fire and Safety Regulations

The school will submit to all fire and safety inspections by state, county, and municipal authorities as required by law. The school will also obtain all necessary certificates and licenses prior to opening for each school year.

Registered Sex Offenders Policy

Purpose: To clearly identify how registered sex offenders will be expected to respect the boundaries set forth by the school.

Pursuant to Session Law 2008-117, *The Jessica Lunsford Act for North Carolina* (the "Act"), the General Assembly of North Carolina has recognized that sex offenders often pose a high risk of engaging in sex offenses after being released from incarceration or commitment and that the protection of students from sex offenders while on school property and at School-sponsored activities serves an important governmental interest.

The school is committed to the following:

1. Sex offenders are banned from all school property and school events.

In accordance with G.S. 14-208.18, all persons who (1) are required to register under the Sex Offender and Public Protection Program AND (2) have been convicted of certain sexually violent offenses or any offense where the victim was under the age of 16 years at the time of the offense ("Prohibited Persons") are expressly forbidden to be present on any property owned or operated by the school system, including school buildings, athletic

fields, playgrounds, parking lots, school buses, activity buses or other property of any kind for any reason, including attendance at sporting events or other School-related functions, whether before, during or after school hours.

In addition, Prohibited Persons may not attend or be present at any student function or field trip on or off of school property, which is 1) school-sponsored or 2) otherwise under the official supervision or control of school personnel. This policy applies to all Prohibited Persons regardless of their relationship to, or affiliation with, a student in the school system (i.e., stepparents, aunts, uncles, grandparents, etc).

A. Prohibited persons

The Director or designee shall ensure that the administration is familiar with the criminal offenses that qualify an individual as a Prohibited Person under this policy. The Director will also subscribe to electronic notification of Registered Sex Offenders and access the state database as needed.

B. No special permission

There shall be no "special permission" given for Prohibited Persons to be on school grounds or attend events or activities in violation of this policy.

C. Limited exception for prohibited persons who are parents / legal guardians of a student

a. A prohibited person who is the Parent/Legal Guardian of a student may be on school property only for the following reason:

1. At the request of the Director/designee, for any other reason relating to the welfare or transportation of their child.

b. The procedure for making a request is as follows:

1. For each visit authorized the Parent/Legal Guardian must provide the Director with prior written notice of their registration on the Sex Offender Registry.

2. A request for presence at the school must be submitted to the Director in writing, at least 72 hours in advance.

3. The request must include the nature and specific times of the visit. 4. The Director or designee will respond either authorizing or denying the request.

5. The decision of the Director or designee is final.

6. The Director will notify the Board of any such requests and the decision.

c. For each visit authorized the Parent/Legal Guardian must check in at the front office upon arrival and departure. In addition, during each visit, the Parent/Legal Guardian

must be under the direct supervision of school personnel at all times. If personnel are unavailable to supervise the Parent/Legal Guardian, they shall not be permitted on the school property.

- d. For each visit authorized the Parent/Legal Guardian shall comply with all rules and restrictions in place, including any restrictions on the date, time, location, and length of meetings.

2. Enforcement

Any suspected violation of this policy shall be reported by a school administrator to the Director and to law enforcement for immediate investigation. All school personnel should report the presence or suspected presence of a Prohibited Person to a school administrator and take appropriate action. The Director shall immediately notify the Board Chair of any known or suspected Prohibited Person at their school.

Parents' Bill of Rights

Parents have legal rights with regard to their child's education and in accordance with North Carolina State law, S.L. 2023-106; Senate Bill 49. Parents have legal rights with regards to their child's education, including the following:

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 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.

The right to review statewide standardized assessment results as part of the State report card.

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.

The right to access information relating to the unit's policies for promotion or retention, including high school graduation requirements.

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.

The right to access information relating to the State public education system, State standards, report card requirements, attendance requirements, and textbook

requirements.

The right to participate in parent-teacher organizations.

The right to opt in to certain data collection for their child, as provided in Part 5 of this Article and Article 29 of this Chapter.

The right for students to participate in protected student information surveys only with parental consent, as provided in N.C.G.S. § 115C-76.65.

The right to review all available records of materials their child has borrowed from a school library.