

CAROLINA ACHIEVE CHARTER SCHOOL

Parent & Student Handbook 2026-2027 School Year

*Every member of the Carolina Achieve community
will be*
SAFE, CONNECTED, and EMPOWERED
to grow, lead, and make their mark on the world.



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Welcome to Carolina Achieve

Creating the Entrepreneurial Leaders of Our Future

Dear Carolina Achieve Parents and Families,

Welcome to our 2026-27 school year! As we enter our second year, we do so with deep gratitude for the trust and partnership of our families, students, faculty, and board. The foundation we built together in year one is strong, and we are excited to build on it - and to proudly welcome our new 3rd-grade class.

We have already witnessed remarkable growth: academically, socially, and personally. This year, we move from vision to tradition - turning the values and promises that launched Carolina Achieve into the daily experiences that define who we are. We remain committed to learning and improving, and our promise is unchanged: to provide an exceptional education for every student while continuously finding better ways to serve our families.

Thank you for choosing Carolina Achieve. We are honored to partner with you in your child's journey, and we look forward to a year rooted in excellence, innovation, and opportunity. This handbook will be your guide along the way.

Here's to another great year at Carolina Achieve!

Guardians Rise!

Trip Cogburn

Head of School, Carolina Achieve

Vision, Mission & Core Values

Our Vision

A rigorous academic foundation that prepares students for high school, college, career, and life - through an integrated curriculum focused on Entrepreneurial Skills, a Proactive Leadership Mindset, and the Habits of Success, supported by a community grounded in belonging, emotional safety, and restorative relationships.

Our Mission

Carolina Achieve prepares K-12th grade students to achieve their scholastic, personal, and professional goals through a learner-centered educational program focusing on a strong academic foundation, Habits of Success (entrepreneurial skills), well-being, Social-Emotional Learning, and a Home-School Partnership.

Community of Belonging

Our Promise

Every member of the Carolina Achieve community will be SAFE, CONNECTED, and EMPOWERED to grow, lead, and make their mark on the world. Carolina Achieve is a community of BELONGING. All are welcome here.

Habits of Success

The Habits of Success provide a framework for developing an innovative, entrepreneurial mindset and strong social-emotional foundations:

- Teamwork and Collaboration
- Resilience
- Accountability
- Critical & Creative Thinking
- Empathy
- Purposeful Learning and Connections

The CA Code

The CA Code is the moral and ethical heart of our school. It is displayed in every room on our campus and lives in every interaction we have with one another. The CA Code is rooted in a single essential question:

“What does it mean to be Human?”

We share a common Humanity. First and foremost, be **KIND**. Not “Nice”. Truly **KIND**.

Letter	Value & What It Means at Carolina Achieve
H Honor	Do the right thing, even when it's hard. Even when nobody is looking. Tell the truth. At CA, honor means academic integrity, keeping our word, and holding ourselves and each other accountable.
U Understanding	Know yourself. Self-awareness and self-control. Accountability for your actions. At CA, understanding means we pause before we react, reflect on our impact, and take responsibility.
M Miraculous	You are a miracle. When you do the right thing, the whole world conspires to help you. Anything is possible. At CA, we believe in every student's extraordinary potential - unconditionally.
A Adaptability	Change is inevitable. Adjust. Find your place. Lead the change you want to see in the world. At CA, adaptability means resilience, flexibility, and the courage to try something new.
N Nurture	Care for and encourage the development of others. Be a Giver. At CA, nurture means we invest in each other - students, staff, and families - as a true community.
I Innovate	Create something new and different. Be brave and try. At CA, innovation means we take academic and personal risks, knowing that mistakes are part of learning.
T Thankful	Gratitude for what you have provides space for joy and abundance. At CA, thankfulness means we celebrate effort, growth, and one another - not just outcomes.
Y Yes, I Can.	Have courage, confidence, and self-belief. Never give up. At CA, "Yes, I Can" is the mindset we bring to every challenge - academic, social, and personal.

The CA Code in Daily Life

The CA Code is not a poster on a wall - it is a living commitment. Students, staff, and families are called to embody HUMANITY in every interaction: in how we greet each other in the morning, how we handle conflict, how we respond to failure, and how we celebrate one another's growth. When a student struggles behaviorally, we return to the CA Code as our shared touchstone: Which value do we need to practice here? How can we restore what was lost?

Our Whole-School Framework: PBIS, Restorative Practices & SEL

Carolina Achieve uses three interconnected, evidence-based frameworks to create a school culture where every student is known, supported, and able to grow. These frameworks give practical expression to the values of the CA Code - they are how HUMANITY shows up in our systems, routines, and responses every day.

PBIS Positive Behavioral Interventions & Supports	Restorative Practices Repairing relationships & restoring community	SEL Social-Emotional Learning
<i>What it is:</i> A tiered prevention-first framework that starts with clear expectations, strong relationships, and consistent recognition of positive behavior before applying consequences. <i>At Carolina Achieve:</i> School-wide expectations posted everywhere. Regular celebration of positive behavior. Data-driven decisions about which students need additional support.	<i>What it is:</i> A values-based approach that prioritizes repairing harm, restoring relationships, and reintegrating students into the community - rather than focusing solely on punishment. <i>At Carolina Achieve:</i> Restorative conversations after conflicts. Community circles. Re-entry conferences after suspension. Accountability with compassion.	<i>What it is:</i> Explicit, ongoing instruction in the knowledge, skills, and attitudes students need to manage emotions, build relationships, and make responsible decisions. <i>At Carolina Achieve:</i> Daily Morning Meeting with Mood Meter check-ins. Meta-Moment strategies. Class Charters. Blueprint for conflict resolution. RULER skills woven into academic content and daily routines.

How These Frameworks Work Together

PBIS provides the structure and systems. Restorative Practices provide the relational approach when harm has occurred. SEL provides the skills students need to meet expectations and repair relationships. Together, they form a coherent, compassionate, and evidence-based approach to school culture and discipline.

Responsive Classroom

Carolina Achieve is a Responsive Classroom school. Every educator on our campus is trained in the Responsive Classroom approach, a nationally recognized, evidence-based framework developed by the Center for Responsive Schools. Responsive Classroom is built on the belief that the most effective teaching integrates academic and social-emotional learning throughout the school day.

At Carolina Achieve, Responsive Classroom shapes how we begin each day, how we structure our classrooms, how we teach expectations, and how we respond when students need support. Core practices include Morning Meeting - a daily community-building routine that sets a positive, inclusive tone for learning - as well as interactive modeling, logical consequences, and collaborative rule-creation. These practices ensure that every student feels safe, known, and ready to learn from the moment they walk through our doors.

Responsive Classroom is not a separate program layered on top of our work - it is the instructional and relational foundation through which PBIS, Restorative Practices, and SEL come to life in every classroom, every day.

The RULER Approach to SEL

Carolina Achieve uses the RULER approach, developed by the Yale Center for Emotional Intelligence, as the foundation of our SEL work. RULER is an evidence-based framework that teaches the skills of emotional intelligence to the whole school community - students, educators, and families alike. RULER stands for:

R Recognizing	U Understanding	L Labeling	E Expressing	R Regulating
Noticing and identifying emotions in yourself and others through facial expressions, body language, and voice	Knowing the causes and consequences of emotions - why we feel what we feel and how it affects our thinking and behavior	Building a rich vocabulary for emotions so we can precisely name what we and others are experiencing	Sharing emotions appropriately with others, taking into account context, culture, and relationships	Managing emotions effectively to achieve goals, make decisions, and support well-being

RULER is implemented through four anchor tools used across our school community: the **Charter** (a shared agreement about how we want to feel and how we will treat one another), the **Mood Meter** (a tool for recognizing and labeling emotions), the **Meta-Moment** (a strategy for pausing before reacting), and the **Blueprint** (a structured approach to resolving conflict). These tools are woven into daily routines, classroom instruction, and how we respond when things go wrong.

School Governance

The North Carolina Department of Public Instruction, with direction from the NC State Board of Education and in accordance with legislation passed by the NC General Assembly, grants authority to the Carolina Achieve Board of Directors to operate Carolina Achieve.

Board of Directors

The Board of Directors is the governing body of the school, responsible for all policies and procedures. The Board meets monthly; dates are available at www.carolina-achieve.org.

Board Member	Role
John Oxaal	Chair
Charles Lopez	Secretary
Tiffany Alrefae	Member
MaKayla Booker-Johnson	Member
Jeff Clark	Finance Chair
Anjanette Miller	Member
Tom Nechyba	Member

School Leadership Team

The School Leadership Team includes the Chief of Staff, Director of Operations, EC Coordinator, School Counselor, and faculty representatives. The team includes a standing agenda item for school culture, SEL, and PBIS data review at each meeting.

Student Accountability & Expectations

There is a direct correlation between positive school behavior and student achievement. The Student Code of Conduct provides a common understanding of behavioral expectations and is administered in a fair, consistent, developmentally appropriate, and restorative manner. Our Code of Conduct is grounded in the values of the CA Code - it asks every member of our community to live out HUMANITY in their daily choices.

Our approach is prevention-first: we invest heavily in building the conditions in which all students can meet expectations before applying consequences. When students fall short, our first response is always to ask - what does this student need? - alongside - what are the appropriate consequences?

Carolina Achieve Code of Conduct

Students at Carolina Achieve agree to:

1. Focus on learning and never disrupt the learning of others.
2. Pay attention and complete all assigned work.
3. Respect and obey all staff members and other adults, and respect fellow students.
4. Follow all rules, routines, and procedures pertaining to specific areas.
5. Respect school property and that of fellow students, staff members, and neighbors.
6. Cooperate in keeping the school building and premises neat and clean.
7. Use polite, acceptable, professional, and respectful language at all times.
8. Attend school in proper uniform each day.
9. Never lie, cheat, or steal.
10. Follow all state laws.

PBIS Foundation & The CA Code

These expectations are not simply rules - they are skills that reflect the values of the CA Code. When we ask students to Honor their commitments, Nurture others, or say Yes, I Can in the face of a hard task, we are asking them to practice the Code of Conduct. Staff explicitly teach and re-teach what each expectation looks, sounds, and feels like in every setting. Students are regularly recognized and celebrated for living them out.

Disciplinary Infractions

Students who violate any aspect of the Code of Conduct will be subject to appropriate consequences. Before applying consequences, staff will always consider: the student's age and developmental level; whether the student has the skills to meet the expectation; what underlying need the behavior may be communicating; prior behavioral history; and what restorative action is possible. Students who engage in misconduct violating the law may be referred to the appropriate authority.

Specific Prohibited Conduct

Disrespect

Verbal, nonverbal, or physical conduct showing disrespect toward themselves, others, or the school, including failure to follow school policies, rules, or directions of school personnel.

Noncompliance

Disobeying school rules and staff instructions, or being in an unauthorized area.

Skiping Class or School

Not attending a scheduled class or being in an unauthorized area. Once on campus, students must report to the appropriate building and may not leave without being signed out by a parent/guardian.

Plagiarism & Cheating

Failing to give credit to the appropriate source is plagiarism. The offense includes cheating, copying someone's work, or knowingly allowing someone to copy your work.

Forging Notes

Students shall not forge names on any school documents requiring adult signatures.

Class or Activity Disturbance

Any physical or verbal disturbance that interrupts or interferes with teaching, orderly conduct of class, school activities, or school transportation.

Inappropriate Language

Cursing or use of vulgar, profane, offensive, or obscene language is prohibited.

Inappropriate Physical Contact / Horseplay

A hands-off policy applies when students disagree. Horseplay can escalate into injury and will not be tolerated.

Inappropriate Interpersonal Behavior

Kissing, embracing, lewd behavior, and sexual contact are prohibited.

Inappropriate Literature and Illustrations

Creating, possessing, or distributing literature or illustrations (digital or print) which significantly disrupt the educational process is prohibited.

Buying or Selling

Students may not sell or purchase items from another student without written permission from an administrator.

Smoking and Tobacco Products

No student shall possess, display, buy, sell, or use any tobacco product or vaping paraphernalia on school property or at any school-sponsored activity. (NCGS §115C-407)

Cellular Devices

Cell phones are permitted at Carolina Achieve but may only be used with explicit permission from staff or at approved after-school activities. Phones must be completely off and out of sight during the school day. Violations result in confiscation and return only to a parent/guardian.

Communicating Threats

Any threat intended to cause physical, social, mental, or emotional harm is prohibited and may result in suspension, expulsion, and/or referral to law enforcement.

Acts of Violence

Fighting, physical assault, shoving, or hitting is strictly prohibited. Any student who throws a punch making contact with another will be considered to have fought. Students who are provoked should walk away and report to a teacher or administrator.

Bomb Threats & False Fire Alarms

These are serious violations addressed in state law and will be dealt with severely, including referral to law enforcement.

Minor Infractions

Minor infractions are subject to appropriate consequences within the PBIS graduated response framework:

- Failure to cooperate with any aspect of the Code of Conduct
- Disrupting the learning environment (horseplay, excessive noise, throwing objects, etc.)
- Disrespecting a student or staff member
- Failure to complete required homework assignments
- Failure to comply with directions of school personnel
- Improper behavior in class, on transportation, or at a school-sponsored activity
- Failing to return required signed documents
- Dress code violations
- Chewing gum

Major Infractions

Major infractions are subject to more significant consequences and may require administrative involvement, restorative conferences, and/or formal behavioral support planning:

- Fighting, pushing, shoving, or unwanted physical contact
- Repeated dress code violations
- Continual classroom disruptions
- Skipping class
- Violation of the school cell phone policy

- Repeated or extreme disrespect of staff or peers
- Leaving class or the school building without permission
- Theft
- Damage to school property
- Sexual harassment
- Forgery of any sort, including parent signatures
- Bullying or cyberbullying
- Possession or use of alcoholic beverages, tobacco, inhalants, illicit drugs, etc.
- Dishonesty or academic dishonesty/cheating
- Use of inappropriate language
- Any inappropriate display of affection
- Possession of dangerous weapons, look-alike weapons, or personal protection devices
- Gang or gang-related activity
- Violation of the Technology Use and Internet Safety Policy

State Law Notice

State law requires that a student who brings a firearm onto school property be suspended for 365 days, which may in extraordinary circumstances be shortened on a case-by-case basis.

Students with Disabilities

Students identified under IDEA or Section 504 of the Rehabilitation Act of 1973 have certain unique rights under those statutes. Discipline affecting children with exceptionalities may be handled differently. Please contact the EC Coordinator for information.

Bullying & Cyberbullying Policy

Carolina Achieve prohibits any type of bullying or harassing behavior by students. Our approach to bullying prevention is embedded in our PBIS framework, our daily SEL instruction, and our community culture - we build the positive climate that makes bullying less likely, while maintaining clear procedures for when it occurs.

Bullying or harassing behavior is defined as any pattern of gestures or written, electronic, or verbal communications, or any physical act or threatening communication that places a student in actual and reasonable fear of harm, or creates a hostile environment that substantially interferes with a student's educational performance. This includes behavior motivated by perceived differences in race, color, religion, national origin, gender, socioeconomic status, gender identity, physical appearance, sexual orientation, or disability.

Cyberbullying - the use of email, text messages, social media, and other digital platforms to harm, threaten, or harass - is prohibited whether during or outside school hours and on or off school premises.

Reporting Procedures

1. A staff member who witnesses or has reliable information about bullying shall report it to the Principal.
2. A student or volunteer who witnesses bullying should report it to a teacher, staff member, or the Principal. Reports may be made anonymously.
3. Staff members who receive a report will forward it to the Principal, who will ensure a prompt investigation.
4. There will be no reprisal or retaliation against any person who reports bullying - retaliation is itself a Code of Conduct violation.
5. A restorative circle or conference may be convened as part of the response, alongside appropriate disciplinary consequences.

Behavior Support & Intervention Framework

Carolina Achieve uses a graduated, tiered framework rooted in PBIS to support all students. This framework ensures every student receives the level of support they need - and that we intervene early, before small concerns become larger ones. Consequences are always paired with skill-building and, wherever appropriate, restorative action.

Our Core Belief

Behavior is communication. When a student struggles to meet expectations, our first responsibility is to understand what they are communicating and to provide the support they need - while also holding clear, consistent expectations that keep our community safe and our learning environment strong.

TIER 1: Universal Supports - For All Students

Every student in every classroom receives these foundational supports every day. Tier 1 is proactive and preventive, focused on building the positive culture in which all students can succeed.

1

School-Wide Behavioral Expectations (PBIS)

Clear, positively stated expectations are posted in every room and setting and explicitly taught at the start of the year and revisited regularly. Students know what is expected of them in every context: classroom, hallway, cafeteria, restroom, and field trips.

2

Daily Morning Meeting (RULER & SEL)

Every class begins with a structured Morning Meeting that includes a Mood Meter check-in, community-building, and social skill practice. Students learn to recognize and label their emotions before the academic day begins. Morning Meeting is the cornerstone of our daily RULER practice and one of the most powerful preventive tools we have.

3

Habits of Success & Positive Recognition (PBIS)

Staff regularly acknowledge students who are demonstrating the Habits of Success and living out school expectations. Positive recognition is specific, timely, and frequent. Research shows a minimum 5:1 ratio of positive to corrective feedback is associated with the best behavioral and academic outcomes.

4

Community Agreements (Restorative Practices)

Each classroom develops community agreements together at the start of the year, co-created by students and teachers. When these agreements are breached, the class can return to them as a shared reference point - not as a punishment tool, but as a genuine expression of community values.

5

Integrated SEL Instruction

SEL is integrated into academic content, classroom routines, and daily interactions. Students practice naming emotions, perspective-taking, conflict resolution, and responsible decision-making throughout every school day.

TIER 2: Targeted Supports - For Students Who Need More

When a student shows a pattern of behavior suggesting they need more support than Tier 1 provides - typically identified through behavioral data, teacher observations, or office referrals - Tier 2 supports are activated.

1 Verbal Warning & Private Redirection

The teacher addresses the behavior privately and calmly, naming the expectation and the reason for it. The student is given an opportunity to self-correct. No formal record is created. This is always the first response for minor, in-the-moment behavior concerns.

2 Restorative Conversation / Reflection

If the behavior continues or recurs, the student completes a brief restorative reflection - spoken or written. Key questions: What happened? Who was affected? What can I do to make it right? What will I do differently? The teacher documents this conversation.

3 Loss of Privilege

The student loses a privilege as a natural consequence of the behavior. Depending on the nature of the action and whether the behavior is habitual, parents may be contacted to share the concern and the steps being taken.

4 Parent Contact & Action Plan

The teacher or administrator contacts the parent or guardian to discuss the behavior, share what has already been tried, and develop a collaborative plan moving forward. This is a partnership conversation, not a punitive call - the goal is to align home and school so the student has consistent support and clear expectations from all adults.

5 Check-In / Check-Out (CICO) - PBIS Tier 2 Intervention

A targeted PBIS intervention in which a student checks in with a trusted adult at the start of each day to set goals, receives structured feedback from teachers throughout the day, and checks out with the adult at the end of the day to reflect on progress. CICO provides additional adult connection, accountability, and recognition.

6 Small-Group SEL Support

The school counselor facilitates small-group SEL sessions targeting specific skill areas - such as emotion regulation, conflict resolution, friendship skills, or self-advocacy - for students who need more explicit instruction than Tier 1 provides.

TIER 3: Intensive Supports - For Students with Persistent or Serious Needs

Tier 3 is reserved for students whose behavior has not responded adequately to Tier 1 and Tier 2 supports, or whose behavior is serious enough to warrant immediate administrative involvement. Tier 3 is intensive, individualized, and collaborative.

1 Office Referral & Administrator Conference

The student is referred to the Principal, who will: (1) investigate facts and hear the student's perspective; (2) offer the student the opportunity to be heard (due process); (3) determine whether a policy was violated; (4) assign an appropriate consequence; and (5) may contact the parent/guardian by phone and/or in writing. A restorative conversation is facilitated as part of this conference wherever possible.

2 Individual Counseling & Support Planning

The school counselor meets individually with the student to identify underlying triggers and needs, provide coping strategies, and connect the student and family with appropriate resources. A formal support plan may be developed.

3 Formal Behavior Improvement Plan (BIP)

A written BIP is developed collaboratively by the student, parent/guardian, teacher, counselor, and administrator. The BIP includes: the specific behaviors of concern; the function those behaviors serve; replacement behaviors to be taught; support strategies; measurable goals and benchmarks; reinforcement strategies; and a regular review schedule.

4 In-School Suspension (ISS)

The student is removed from the regular classroom but remains on campus in a supervised, structured learning environment. ISS time includes completion of assigned work, a restorative reflection or conference, and planning for re-entry. A student in ISS may not participate in school-sponsored events on those days.

5 Out-of-School Suspension (OSS) with Re-Entry Conference

Reserved for major infractions or when previous steps have not produced necessary change. Before returning, a re-entry conference is held with the student, parent/guardian, teacher(s), and administrator to review expectations, identify needed supports, and build a clear plan for success. (See Short-Term and Long-Term Suspension procedures.)

6 Long-Term Suspension, Expulsion, or Exclusion

Reserved for the most serious violations or persistent failure to meet behavioral expectations after intensive interventions. Full due process rights apply at every stage. (See dedicated sections below.)

Administrator's Discretion

The steps outlined in this framework are intended as a guide, not a rigid sequence. The school reserves the right to skip steps, combine steps, or apply any level of support or consequence at any time in order to best serve the student and protect the school culture. For example, an In-School Suspension does not have to be preceded by a Behavior Improvement Plan, and a serious incident may warrant immediate OSS regardless of prior interventions. The goal is always to respond in the way that best supports the student's growth and the safety and well-being of the school community.

Abbreviation	Full Term	Description
CICO	Check-In / Check-Out	Daily structured adult connection and feedback - Tier 2 PBIS
ISS	In-School Suspension	On campus, supervised learning environment with restorative components
OSS	Out-of-School Suspension	Removal from campus; includes mandatory re-entry conference
BIP	Behavior Improvement Plan	Formal individualized written plan with goals, strategies, and review

Restorative Practices at Carolina Achieve

Restorative Practices shift the core question from “What rule was broken and what is the punishment?” to “Who was harmed? What do they need? How can the person who caused harm take responsibility and make things right?” This approach is deeply aligned with the CA Code - particularly the values of Honor, Understanding, Nurture, and Thankfulness - because it calls students to be accountable with integrity, to understand the impact of their actions on others, and to actively repair what was broken.

This approach does not replace accountability - it deepens it. Students who engage restoratively are asked to do the harder and more meaningful work of understanding the impact of their actions and actively contributing to repair.

Core Restorative Tools

Restorative Questions

Used in one-on-one conversations or small groups after an incident. Staff are trained to facilitate dialogue using:

- What happened from your perspective?
- What were you thinking at the time?
- Who has been affected by what happened, and how?
- What do you think needs to happen now to make things right?
- What support do you need to make sure this does not happen again?

Community Circle

A structured facilitated conversation involving a group - a class, a grade level, or a specific group of students - to address a shared concern, rebuild trust after a significant incident, or proactively build community. Circles are led by trained staff and ensure all voices are heard equally.

Restorative Conference

A facilitated meeting between the student who caused harm and the student(s) or staff member(s) affected, with the goal of repairing the relationship and creating a shared plan going forward. Participation is voluntary for the harmed party.

Re-Entry Conference

After any suspension, a re-entry conference is held before the student returns to the classroom. The conference focuses on acknowledging what happened, identifying what support the student needs, and building a clear plan for success - not on re-litigating the incident.

Restorative + Accountability

Restorative practices work alongside consequences - they do not replace them. A student may receive a suspension and participate in a restorative conference. The suspension communicates the seriousness of the behavior; the conference repairs the relationship and builds skills for the future.

Social-Emotional Learning at Carolina Achieve

At Carolina Achieve, Social-Emotional Learning (SEL) is not a separate subject or a one-time lesson - it is embedded in the culture, routines, relationships, and curriculum of every classroom, every day. We believe that when students and adults have the language and skills to understand and manage their emotional lives, they are better equipped to learn, connect, and thrive.

How SEL Shows Up Every Day

When	What It Looks Like
Morning Meeting	Students check in emotionally, building the habit of recognizing and labeling feelings before the academic day begins. Class Charters are reviewed and celebrated.
Classroom Transitions	Students pause and regulate between high-demand activities - taking a breath, noticing how they feel, and choosing a thoughtful response.
Academic Instruction	SEL skills - empathy, perspective-taking, emotional vocabulary - are woven into read-alouds, science, social studies, and LEAP projects.
Conflict & Repair	Staff use restorative questions and conflict resolution tools to help students understand the emotions involved, express themselves constructively, and reach resolution.
Closing Circle	Students reflect on their emotional experience of the day, practice gratitude, and prepare for the transition home.
Counselor-Led Groups	Small-group SEL skill-building for students who need more explicit instruction in recognizing, labeling, expressing, or regulating specific emotions.
Family Engagement	Families receive regular communication about the SEL skills their child is practicing, with suggestions for how to use the same language and strategies at home.

How Families Can Partner in SEL

SEL skills are most powerful when reinforced at home as well as at school. Families can support their child's social-emotional growth by:

- Asking their child how they are feeling and naming emotions together
- Pausing before reacting in stressful moments and modeling that practice for their child
- Using the same emotion vocabulary their child is learning at school
- Discussing how to handle conflict and repair relationships with care
- Celebrating emotional growth and regulation, not just academic achievement
- Contacting the school counselor if their child needs additional support

Suspension & Expulsion Procedures

These procedures align with Article 27 of Chapter 115C of the North Carolina General Statutes. At every stage, Carolina Achieve is committed to maintaining both student rights and school safety - and to pairing formal consequences with restorative and supportive responses wherever possible.

I. Short-Term Suspension (10 Days or Fewer)

1. Notice: The principal or designee notifies the student of the alleged misconduct.
2. Opportunity to Respond: The student is given the chance to respond and provide context.
3. Decision: The principal decides based on evidence, severity, developmental level, and prior history.
4. Parent/Guardian Notification: Written notification including reason, duration, and appeal procedure.
5. Assigned Work: Parents may collect homework from the main office after 4:00 p.m. on the day of suspension.
6. Appeal: The student or parent/guardian may appeal to the school's designated appeal authority.
7. Re-Entry Conference (REQUIRED): Before the student returns, a restorative re-entry conference is held with the student, parent/guardian, teacher(s), and administrator to identify needed supports and create a clear plan for success.

II. Long-Term Suspension (More than 10 Days)

1. Notice of Charges: The principal provides the student with a written notice of the alleged misconduct and the basis for long-term suspension.
2. Due Process: The student and parent/guardian are given the opportunity to respond to the charges, present information on the student's behalf, and provide witnesses or evidence.
3. Principal's Hearing: The principal conducts a fair and impartial hearing, considering the nature of the offense, the student's disciplinary history, and any mitigating factors - including trauma, disability, and behavioral history.
4. Decision: The principal issues a written decision including the length of suspension, conditions for re-entry (if applicable), and appeal procedures.
5. Alternative Education: The school will ensure appropriate alternative educational services are provided during the suspension.
6. Appeal: Parents/guardians may appeal the decision to the school's governing board.
7. Re-Entry Conference and Plan (REQUIRED): Includes a formal discussion of supports, a BIP update if applicable, and restorative action where appropriate.

III. Expulsion (Permanent Removal)

1. Recommendation: The principal recommends expulsion to the Board of Directors when the student's actions are deemed a persistent and serious threat to the safety and well-being of others or the school community.
2. Due Process: The student receives notice of charges and an opportunity to respond.
3. Expulsion Hearing: Formal hearing before the governing board or hearing officer; the student has the right to present evidence, be represented by an attorney (at their own expense), and cross-examine witnesses.
4. Decision: Written decision including reasons for expulsion, re-entry or alternative enrollment process, and appeal rights.

5. Parent/Guardian Notification: Written notification detailing the expulsion and related conditions.
6. Appeal: The parent/guardian may appeal to the local board of education or designated appeal body.

General Guidelines

- All procedures comply with state and federal law, including IDEA and Section 504 protections.
- Records of all suspensions and expulsions are maintained in the student's permanent file.
- Alternative educational services will be provided to suspended or expelled students in accordance with law.
- Students shall not be suspended for truancy, tardiness, or minor infractions unless repeated or serious.
- A student in ISS or OSS may not participate in any school-sponsored events on those days.
- A re-entry conference is required before any student returns from OSS.

Long-Term Suspension & Exclusion

Carolina Achieve Charter School is committed to maintaining a safe, orderly, and productive learning environment for all students. While the school seeks to address behavioral concerns through positive interventions, restorative practices, and collaboration with families, certain conduct may result in long-term suspension or exclusion from school.

A student may be recommended for long-term suspension or exclusion when the student's conduct violates the Carolina Achieve Code of Conduct, endangers the safety of students or staff, substantially disrupts the educational environment, involves serious misconduct, or demonstrates a pattern of behavior for which documented interventions have been unsuccessful.

Before a long-term suspension or exclusion is imposed, the school will conduct an investigation, provide written notice to the parent or guardian, provide the student and parent or guardian an opportunity to be heard, and follow all applicable federal and state laws.

Parents or guardians may appeal long-term suspension decisions to the Carolina Achieve Board of Directors in accordance with Board policy. Exclusions require review and approval by the Board of Directors.

Disciplinary actions involving students identified under the Individuals with Disabilities Education Act (IDEA) or Section 504 will be conducted in accordance with all applicable federal and state laws.

The school may immediately remove a student whose presence poses an immediate threat to the safety of students, staff, or school operations. Due process procedures will follow as required by law.

Carolina Achieve Charter School administers student discipline, long-term suspensions, and exclusions in accordance with applicable federal and North Carolina law, including Chapter 115C of the North Carolina General Statutes, IDEA, Section 504 of the Rehabilitation Act, and other applicable laws. The complete Student Discipline, Long-Term Suspension, and Exclusion Policy is available upon request and on the school's website.

Search Policy

To promote safe and orderly operations, school officials may conduct reasonable searches of persons and materials in accordance with students' constitutional rights. If an authorized school official reasonably suspects that a student has an item posing a risk of serious harm, a more intrusive search may be conducted as necessary - in private, by an official of the same sex, with a same-sex adult witness present. (§115C-391.2)

Locker Searches

Student lockers are school property. School officials may inspect any locker without a search warrant for any reason deemed reasonable to maintain safe and orderly operations.

Use of Dogs

School officials may use trained dogs to aid in inspections of lockers, student motor vehicles, and other objects. Dogs will not be used in random searches of individual students.

Student Dress Code

All students in grades K-12 are required to wear the approved school uniform every day. Uniform checks are conducted each school day. Wearing a school uniform is a way of belonging to and representing our community with pride.

Item	Requirement
Top	Classic Navy or White polo with collar and Carolina Achieve or Guardians logo.
Bottoms	Khaki or Classic Navy pants, knee-length shorts, knee-length skirts/skorts, or Classic Navy plaid jumper.
Shoes	Tennis shoes/sneakers only. No shoes with lights, noise-makers, or wheels.
Belt	Required for all bottoms with belt loops.
Sweatshirt	Carolina Achieve or Guardians logo sweatshirt, or plain navy blue, may be worn inside over the uniform shirt.
Hats/Coats	Hats not worn inside the building during the school day. Coats not worn inside the building during the school day; no large graphics on coats. Exceptions for medical or religious reasons.

Dress Code Violations

Offense	Consequence
1st Offense	Parents contacted to notify them of the dress code concern.
2nd Offense	Parents contacted and asked to bring the appropriate uniform item to school.
3rd+ Offense	Conference with parent/guardian and student; Principal's discretion.

Attendance & Tardiness Policy

Regular daily attendance is one of the strongest predictors of student success. When students are chronically absent, they miss not only academic content but also the relationships and community that support their social-emotional development and sense of belonging. We know that chronic absenteeism is often a symptom of underlying challenges. Our counselor is available to support families in addressing those barriers early.

Parents or guardians must contact the school office prior to 8:15 a.m. on the day of any absence.

Excused Absences

- Illness or injury
- Death in family
- Doctor or dental appointments that could not be arranged outside school hours
- Educational opportunities (prior approval required)
- Court or administrative procedures
- Local board or policy circumstances

Tardiness

Students arriving after 8:15 a.m. are considered tardy. Three tardies convert to one unexcused absence. Tardiness is cumulative and taken as seriously as absences.

Unexcused Absences & Truancy

North Carolina compulsory education laws (NC General Statutes §115C-378) require that children between the ages of 7 and 16 attend school. If a student misses more than three (3) days without excuse or accumulates more than five (5) tardies, the parent will be contacted. Excessive absences may result in appearance before the School-Based Truancy Court — a collaborative, problem-solving model. If attendance does not improve, the school may refer the matter to the appropriate authorities.

Make-Up Work

Students have one school day to make up work for each day absent. For prolonged illness, parents should contact the teacher to arrange picking up assignments.

Homework Philosophy & Guidelines

At Carolina Achieve, we believe homework should have a clear purpose. Homework is assigned to reinforce concepts that have already been taught in class or to prepare students for upcoming learning. We do not believe in assigning busy work. Every assignment should contribute meaningfully to a student's growth and understanding.

We also recognize that learning happens within the context of a child's full life. Students need time for family, dinner, extracurricular activities, play, rest, and a healthy night's sleep. With this in mind, homework expectations are designed to be age-appropriate and respectful of a child's overall well-being.

As a general guideline, students should have no more than 10 minutes of homework per night for each grade level. For example, a 1st grade student should have no more than 10 minutes of homework, a 3rd grade student no more than 30 minutes, and a 5th grade student no more than 50 minutes.

This guideline does not include daily reading. Reading independently, with a family member, or being read to is one of the most important things a child can do to support academic success. All students are expected to read, or be read to, for at least 30 minutes each evening.

Our goal is to ensure that homework supports learning while preserving the balance children need to thrive both in and out of school.

Daily Procedures & Schedule

Daily Schedule

★ KINDERGARTEN	
8:15–8:30	Morning Meeting
8:30–9:00	Phonics
9:00–11:15	ELA
11:15–11:55	Specials
11:55–12:25	Lunch
12:25–12:55	Recess
12:55–2:20	Math
2:20–3:00	Science / SS / GPS (Tu/Th)
3:00–3:15	Pack Up / Closing Circle
GPS – Guardian Pathway to Success (MTSS)	

★ 1ST GRADE & 2ND GRADE	
8:15–8:30	Morning Meeting
8:30–9:00	Phonics
9:00–11:15	ELA
11:15–11:55	Science / SS / GPS (Tu/Th)
11:55–12:25	Lunch
12:25–1:05	Specials
1:05–1:35	Recess
1:35–3:00	Math
3:00–3:15	Pack Up / Closing Circle
GPS – Guardian Pathway to Success (MTSS)	

★ 3RD GRADE	
8:15–8:30	Morning Meeting
8:30–9:00	Phonics
9:00–10:30	ELA
10:30–11:10	Specials
11:15–11:45	Lunch
11:45–12:15	Recess
12:15–1:50	Math
1:50–2:30	Science / SS / GPS (Tu/Th)
2:30–3:00	Writing
3:00–3:15	Pack Up / Closing Circle
GPS – Guardian Pathway to Success (MTSS)	

Arrival

Morning carpool begins at 7:55 a.m. and concludes at 8:15 a.m. All students should ideally be in their classroom by 8:10 a.m. in preparation for Morning Meeting.

Dismissal

School dismisses at 3:15 p.m. All students should be picked up by 3:35 p.m. unless attending AfterCare. No student will be released to an adult not on the emergency contact list or without a valid photo ID.

Snacks & Lunch

Snacks must be brought from home and should be nutritious. Candy, sodas, and sweets are not acceptable. A nutritious lunch is available for purchase each day. Parents and guardians are welcome to eat lunch with their students.

Breakfast from Home

Students who bring breakfast from home should finish eating before entering the building. Consuming breakfast in the classroom is disruptive to the start of the school day and is not permitted.

School Security

All visitors must check in at the front office with a valid photo ID. No student will be dismissed after 2:00 p.m. unless the parent/guardian has notified the office by 1:00 p.m.

Internet & Computer Use Policy

All students are responsible for their actions involving school-issued computers and computer services. By enrolling at Carolina Achieve, students and families acknowledge:

Student Acknowledgment

My Chromebook, tablet, and email account are owned by the school and are not private. Carolina Achieve has the right to access my information at any time. My ability to have any personal electronic device at school is a privilege, not a right.

Acceptable Use

School computers are provided for educational purposes and research consistent with our mission. Students must comply with all Board policies and staff instructions when using devices, whether on or off school property.

Prohibited Uses

- Accessing, submitting, or displaying defamatory, obscene, threatening, or harassing materials
- Copying, downloading, or sharing copyrighted materials without permission
- Downloading apps or personalizing school-issued devices
- Plagiarism - representing internet materials as your own work
- Sharing passwords or accessing others' accounts
- Hacking, jailbreaking, or creating and uploading computer viruses
- Videotaping staff or students without their knowledge or consent
- Cyberbullying in any form

Monitoring & Compensation

Appointed personnel may monitor student Chromebook and tablet screens. Students and parents are responsible for compensating Carolina Achieve for any damages incurred through willful or negligent damage to school devices.

Academic Policies & Procedures

Grade Scale

Grades K–5	Grades 6–8
4 - Exceeds grade-level proficiency	A 90-100 (Superior)
3 - Meets grade-level proficiency	B 80-89 (Above Average)
2 - Meets with instructor support	C 70-79 (Average)
1 - Not meeting grade-level proficiency	D 60-69 (Below Average)
	F Below 60 (Failing)

Report Cards

Report cards are issued quarterly. Specific dates will be communicated at the start of the school year and via the school calendar. Mid-quarter progress reports are issued at the halfway point of each grading period. Report cards are distributed electronically within 10 business days after the close of each grading period.

Promotion & Retention

Grades K–2: Students must demonstrate adequate progress - at or above grade level in reading, writing, and mathematics, and meeting grade-level expectations in at least half of academic and behavioral standards.

Grades 3–8: Students must earn Level III, IV, or V on NC End-of-Grade Tests (EOGs) in Reading and Math. Students earning Level II or below may retake an alternate form before the last day of school.

8th Grade Graduation: Students must earn a passing grade (D or higher) in all core subjects, Level III or higher on EOGs, meet behavioral standards, and comply with attendance and tardy policies.

Academic Integrity

Students are expected to complete their own work and give credit to all sources. Cheating, plagiarism, and dishonesty are major infractions subject to significant disciplinary consequences.

Note: Carolina Achieve will finalize the High School Grade Scale and Graduation requirements in the years ahead.

Parent/Student Grievance Policy

Carolina Achieve provides a formal, transparent process for addressing concerns raised by parents or students. Our restorative values guide this process - we seek to understand, listen, and resolve concerns fairly and collaboratively wherever possible.

Step 1: Informal Resolution

Before submitting a formal grievance, parents and students are encouraged to resolve the issue directly with the individual involved. If unresolved, the parent or student may contact the Principal to facilitate a discussion.

Step 2: Formal Written Grievance

If informal steps fail, submit a written grievance to the Principal within 10 business days of the incident, including: a clear description of the concern, relevant dates, parties involved, the specific policy believed to have been violated, and the resolution being sought.

Step 3: Investigation

The Principal will acknowledge receipt within 5 business days and conduct an impartial investigation, aiming to resolve the matter within 15 business days. The parent/student may bring a representative to any meetings.

Step 4: Final Decision & Appeal

The Principal issues a written decision. If the parent/student is dissatisfied, they may appeal to the Board of Directors within 10 business days. The Board's decision is final and binding.

Grievance Against the Principal

Grievances against the Principal are submitted directly to the Board of Directors or the Board Chair. The Board may involve a third-party mediator to ensure impartiality.

Confidentiality & Non-Retaliation

All grievance proceedings are confidential. Carolina Achieve strictly prohibits retaliation against any person who files a grievance or participates in an investigation.

Communication & Parent Partnership

The Home-School Partnership is a central tenet of Carolina Achieve. Research consistently shows that strong family engagement improves academic outcomes, attendance, and social-emotional well-being. We do not just welcome parent involvement - we depend on it.

Communication Channels

- School Website: www.carolina-achieve.org
- Classroom Newsletters: weekly
- School Newsletters: weekly
- Report Cards: quarterly
- Email and text notifications
- Parent Partnership Days: mandatory conferences in September and January
- Student Success Coach Reports: monthly
- SEL Family Updates: regular communication about the SEL skills students are practicing so families can reinforce them at home

Contact

Carolina Achieve Front Desk: 919-323-8166. Teacher email addresses are distributed at the beginning of each school year. Faculty and staff aim to respond to emails within 24 hours and no more than 48 hours.

Health, Safety & Emergency Procedures

Mental Health & Well-Being

Carolina Achieve takes the mental health and emotional well-being of our students as seriously as their physical health and academic achievement. Our school counselor is available to all students and families. If you are concerned about your child's emotional well-being, please contact us - early support makes a significant difference.

If your child is experiencing a mental health crisis, please contact the school immediately or call 988 (the Suicide & Crisis Lifeline). We are partners in supporting your whole child.

Illness at School

Students with a fever, vomiting, cough, or communicable disease should be symptom-free without the aid of medication for at least 24 hours before returning to school. If a child becomes ill at school, they must be picked up immediately.

Medication Administration

All medications require a completed Medication Administration form signed by a physician. The school does not administer over-the-counter medications. (G.S. 115C-375.1)

Emergency School Closings

Decisions to close, delay, or dismiss early will be announced by 6:00 a.m. when possible. Parents are encouraged to make advance childcare plans.

Immunization Requirements

Immunization records must be on file for every student within the first 30 days of school. (G.S. 130A-441; G.S. 130A-155)

Parent Bill of Rights (N.C.G.S. § 115C-76.20 et seq.)

Carolina Achieve is fully committed to the rights of parents and families as established in North Carolina's Parent Bill of Rights (Senate Bill 49, codified at N.C.G.S. § 115C-76.20 et seq.). This section summarizes those rights, our compliance obligations, and the procedures parents may use to exercise them. The full Parent Bill of Rights Compliance Policy is posted on the school's website at www.carolina-achieve.org and is available directly at: <https://carolina-achieve.org/wp-content/uploads/2025/07/Parent-Bill-of-Rights-1.1.docx-1.pdf>

A. Parent Rights

Every parent of a student enrolled at Carolina Achieve has the following rights:

1. To direct the education and care of their child.
2. To direct the child's upbringing and moral or religious training.
3. To enroll their child in a public or nonpublic school and in any school choice option for which the child is eligible.
4. To access and review all education records relating to their child, as authorized by FERPA (20 U.S.C. § 1232g).
5. To make health care decisions for their child, unless otherwise provided by law.
6. To access and review all medical records of their child, as authorized by HIPAA, except where disclosure is prohibited by law or restricted due to an active investigation.
7. To prohibit the creation, sharing, or storage of a biometric scan of their child without prior written parental consent, except as authorized by court order or law.
8. To prohibit the creation, sharing, or storage of their child's blood or DNA without prior written parental consent, except as authorized by court order or law.
9. To prohibit the creation by the State of a video or voice recording of their child without prior written parental consent, except for safety demonstrations, academic/extracurricular activities, classroom instruction, photo ID cards, or security surveillance of buildings or transportation.
10. To be promptly notified if a school employee suspects a criminal offense has been committed against their child, unless the incident has already been reported to law enforcement or child welfare and parental notification would impede the investigation.

B. Limitations

These rights do not authorize a parent to engage in unlawful conduct or to abuse or neglect a child. They do not prohibit school officials or courts from acting within their lawful authority.

C. Parental Rights Regarding Education (N.C.G.S. § 115C-76.25)

Carolina Achieve posts the following parental rights on its website and in this handbook:

1. The right to consent or withhold consent for participation in reproductive health and safety education programs (G.S. 115C-81.30). A consent form will be provided to parents prior to such programming.
2. The right to seek a medical or religious exemption from immunization requirements (G.S. 130A-156 and G.S. 130A-157). Please consult the school website and this handbook.
3. The right to review statewide standardized assessment results as part of the State report card. The school will provide such information following assessments.

4. The right to request an evaluation of their child for an academically or intellectually gifted program or for identification as a child with a disability, as provided in Article 9 of Chapter 115C. Please consult the school website under Child Find or review this handbook.
5. The right to inspect and purchase public school textbooks and supplementary instructional materials (Part 3, Article 8, Chapter 115C). Please review the school website and the Curriculum, Textbooks & Library Materials policy.
6. The right to access information relating to the school's policies for promotion or retention, including graduation requirements. Please consult this handbook.
7. The right to receive student report cards on a regular basis clearly depicting academic performance, conduct, and attendance. Please consult this handbook.
8. The right to access information relating to the State public education system, State standards, report card requirements, attendance requirements, and textbook requirements. Please consult the school website, this handbook, and the NC Department of Public Instruction.
9. The right to participate in parent-teacher organizations. This information is provided directly by the parent-teacher organization.
10. The right to opt into certain data collection for their child, as provided in Part 5 of Article 21A and Article 29 of Chapter 115C.
11. The right for students to participate in protected student information surveys only with prior parental consent (see Part L of this section and the PPRA section of this handbook).
12. The right to review all available records of materials their child has borrowed from a school or classroom library. Contact the school administrative assistant at frontdesk@carolina-achieve.org.

D & E. Parent Guide for Student Achievement (N.C.G.S. § 115C-76.30)

Carolina Achieve ensures the following information is available in this handbook and on the school website:

- Requirements for students to be promoted to the next grade (see Promotion & Retention section)
- School entry requirements, including required immunizations and the recommended immunization schedule (see Health & Safety section)
- Ways for parents to strengthen their child's academic progress, especially in reading
- Ways to strengthen their child's citizenship, social skills, and respect for others (see SEL section)
- Ways to help their child set lifelong learning goals and high expectations
- Ways to enhance communication between the school and the home (see Communication & Parent Partnership section)
- Services available for parents and children, including mentoring, tutoring, counseling, and after-school programs
- Opportunities for parental participation, including parenting classes, school advisory councils, and volunteer programs
- Educational choices available to parents, including other public charter schools, traditional district schools, non-public schools, home schools, and scholarship grant programs. Information on opportunity scholarships is available at: <https://www.ncseaa.edu/k12/opportunity/>
- Rights of students identified as students with disabilities (see IDEA & Section 504 section)
- Contact information for school offices: 919-323-8166 | frontdesk@carolina-achieve.org

F. Efforts to Increase Parent Involvement (N.C.G.S. § 115C-76.35)

Carolina Achieve develops and adopts policies to promote parental involvement and empowerment, in consultation with parents, teachers, administrators, and community partners. These efforts include:

- Providing links to parents for community services via the school website
- Establishing opportunities for parental involvement in developing, implementing, and evaluating family involvement programs
- Providing opportunities for parents to participate in school advisory councils, volunteer programs, and other activities
- Parent Partnership Days (required twice per year) and open houses
- Regular newsletters, email updates, and social media communication

G. Parental Participation in Curriculum & Instruction

Carolina Achieve has established policies to:

1. Provide for parental participation in their child's education to improve cooperation in areas such as homework, school attendance, and discipline. See this handbook and the school website.
2. Effectively communicate to parents the way textbooks are used to implement the school's curricular objectives. See the Curriculum, Textbooks & Library Materials Policy on the school website.
3. Establish a procedure for parents to learn about their child's course of study and the source of any supplementary instructional materials, including the process for parents to inspect and review all textbooks and supplementary materials used in their child's classroom. Parents may review materials at Open House, Curriculum Night, parent-teacher conferences, or by appointment with the teacher.
4. Establish a means for parents to object to textbooks and supplementary instructional materials. See the Textbook & Materials Challenge Process (Section P of the full Parent Bill of Rights policy on the school website).
5. Establish a process for parents to review materials for and to consent or withhold consent for participation in reproductive health and safety education programs (G.S. 115C-81.30).
6. Establish a process for parents to learn about the nature and purpose of clubs and activities offered at the school, including curricular and extracurricular activities. See the school website and school communications.

H. Teacher Qualifications & School Choice

The qualifications of teachers - including licensure status, degrees, and other relevant information - will be made available to parents at the beginning of each school year and updated as needed, in compliance with N.C.G.S. § 115C-76.30(1)(d).

Carolina Achieve is a school of choice. Parents have other educational options available, including traditional district schools, non-public schools (religious and secular), other charter schools, and home schools. Information on opportunity scholarship programs is available at www.ncseaa.edu/k12/opportunity/.

I. Student Health Notifications (N.C.G.S. § 115C-76.45)

- Carolina Achieve does not prohibit school employees from notifying a parent about their child's mental, emotional, or physical health or well-being, or a change in related services or monitoring.
- The school does not encourage or have the effect of encouraging a child to withhold from their parent information about their mental, emotional, or physical health or well-being.
- School personnel shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health, except where a reasonably prudent person would believe that notification would result in the child becoming an abused or neglected juvenile (as defined in G.S. 7B-101), or would jeopardize the student's safety.
- At the beginning of each school year, the school nurse or administrative assistant will notify parents about each healthcare service offered at the school and provide information on how parents can consent to such services.
- The building Principal shall notify parents of kindergarten through grade three students of any student well-being questionnaire or health screening form prior to administration, and shall provide information on how parents may consent.
- The School Social Worker shall provide notice prior to any changes in the name or pronoun used for a student in school records or by school personnel, except where a reasonably prudent person would believe that notification would result in abuse, neglect, or jeopardize the student's safety.

J. Timelines for Parental Requests for Information (N.C.G.S. § 115C-76.40)

A parent may request in writing from the Principal any information the parent has the right to access under the Parent Bill of Rights. Requests must be submitted via email to the building Principal.

1. Within 10 business days, the Principal will either provide the requested information or issue an extension notice stating that the information will be provided within 20 business days.
2. If the Principal denies or fails to respond within 10 business days, or fails to provide information within 20 business days following an extension notice, the parent may request the information in writing from the Managing Director of the School, with a statement specifying the timeline of the denial or failure.
3. If the Managing Director denies or does not respond within 10 business days, the parent may appeal to the Board of Directors no later than 20 business days from the date of the request to the Managing Director. The Board will place the appeal on the agenda for the next regularly scheduled board meeting occurring more than three business days after submission. The Board's decision is final and not subject to judicial review.

K. Student Support Services Training (N.C.G.S. § 115C-76.50)

All student support services training developed or provided by Carolina Achieve to school personnel adheres to student services guidelines, standards, and frameworks established by the NC Department of Public Instruction.

L. Protected Information Surveys - Opt-In Required (N.C.G.S. § 115C-76.65)

A “protected information survey” is any survey, analysis, or evaluation that reveals information concerning: political affiliations or beliefs; mental or psychological problems; sex behavior or attitudes; illegal, antisocial, or self-incriminating behavior; critical appraisals of family members; legally recognized privileged relationships; religious practices or beliefs; or income (except as required by law).

No student shall be permitted to participate in a protected information survey without the parent's (or adult student's) prior written or electronic consent. At least 10 days before administration of any protected information survey, the school will make available to parents: (a) the process for providing consent; and (b) the full text of the survey, both electronically and in person. These requirements are in addition to rights provided under the Protection of Pupil Rights Amendment (PPRA).

M. Procedures & Remedies for Parent Concerns (N.C.G.S. § 115C-76.60)

A parent who has a concern about the school's procedure or practice under the Parent Bill of Rights (SB49) should follow this process:

1. Submit a detailed written description of the concern via email to the building Principal, clearly stating the SB49 procedure or practice of concern.
2. Within seven (7) business days of receiving the concern, the Principal will either: (a) resolve the concern and notify the parent of the resolution; (b) develop and communicate a plan to resolve the concern within 30 days; or (c) notify the parent of why the concern cannot be resolved.
3. If the concern is not resolved within 30 days, the parent may: (a) notify the State Board of Education and request a Parental Concern hearing; or (b) bring a civil action for a declaratory judgment that the school's procedure or practice violates N.C.G.S. § 115C-76.45, § 115C-76.50, or § 115C-76.55. The court may award injunctive relief and shall award reasonable attorneys' fees and costs to a parent awarded injunctive relief.

N. Annual Reporting (N.C.G.S. § 115C-76.70)

Carolina Achieve will report annually by September 15 to the State Board of Education the most current version of its Parent Bill of Rights policies, along with the following data from the prior school year: the number of information appeals to the governing body and their outcomes; the number of parental concern statements provided; the number of parental concern hearings; and the number of civil actions brought against the school and any declaratory judgments entered.

O. Curriculum, Textbooks, Supplementary Materials & Library Materials

As a charter school, Carolina Achieve has the sole authority to select and procure its curriculum, textbooks, supplementary instructional materials, and library materials. All materials are aligned with NC Standards and SB49. Supplementary materials do not displace or replace basic textbooks.

Curriculum on gender identity, sexual activity, or sexuality shall not be included in grades K-4, regardless of whether provided by school personnel or third parties. This provision is implemented consistent with Title IX; where a conflict arises, federal law controls. Students may discuss these topics with the school counselor, social worker, or any trusted adult.

Parents may inspect and review all textbooks and supplementary instructional materials at Open House, Curriculum Night, parent-teacher conferences, or by appointment. To request a record of your child's classroom library checkout history, contact the school administrative assistant at frontdesk@carolina-achieve.org.

P. Process for Challenging Textbooks or Supplementary Materials

Parents may challenge textbooks or supplementary instructional materials on the following grounds only: the material is educationally unsuitable, pervasively vulgar, or inappropriate to the age, maturity, or grade level of the students.

- 1.** Submit a detailed written challenge using the Textbook and/or Supplementary Material Challenges Form on the school website (under the Parent Rights tab). The challenge must clearly identify the material, specify what content is of concern, and suggest alternatives.
- 2.** The Managing Director or designee will review and respond within ten (10) business days.
- 3.** If unresolved, the parent may file a written appeal to the Managing Director within five (5) business days. The Managing Director will respond within five (5) business days.
- 4.** If still unresolved, the parent may file a written appeal to the Board of Directors within five (5) business days. The Board Panel will review and communicate its decision within twenty (20) business days. The Board Panel's decision is final. There are no hearings on appeal; decisions are based solely on written submissions.

General Information

Student Records (FERPA)

All student records are maintained in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA). Parents and eligible students (18+) have the right to inspect, review, and request amendments to education records. Contact the Principal in writing to request access.

Non-Discrimination

Carolina Achieve does not discriminate on the basis of race, color, national origin, gender, disability, sexual orientation, gender identity, or age in its programs or activities.

Title IX

Carolina Achieve is in compliance with Title IX of the Education Amendments of 1972. Complaints regarding gender discrimination should be submitted in writing to the Principal.

Students with Disabilities (IDEA & Section 504)

Federal law requires that the school provide special education services to all students diagnosed with or suspected to have mental, physical, or emotional disabilities. Contact the EC Coordinator for information.

Volunteers

All volunteers must have a current Sex Offender Registry Check and background check on file, be at least 18 years of age, sign in at the front office, wear a visible badge, and abide by all school policies. Volunteers may not discipline students or administer medications.

Field Trips

Students must have a signed permission slip on file for each field trip. All behavior expectations apply on field trips. All chaperones must have a current background check on file.

Campus Traffic

Speed limit on campus is 10 mph. Traffic should stay to the right with the passenger side next to the building. Students should exit vehicles from the right side only.

Conclusion

At Carolina Achieve, we provide students with the gift of high expectations within a community that is committed to supporting them as people and learners. This handbook is a guide, not an exhaustive list. The administration reserves the right to add or update policies as needed. Parents and students are always encouraged to reach out with questions. We are honored that you have chosen our school to be part of your life, and we look forward to partnering with you to help all children reach their incredible potential. Guardians Rise!

Carolina Achieve Charter School

6920 West Ten Rd. Mebane, NC 27302 | 919-323-8166 | frontdesk@carolina-achieve.org