

STUDENT HANDBOOK 2024-2025

Quick Reference Guide

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INTRODUCTION

Our Mission

Raleigh Charter High School challenges college-bound students in a creative and supportive atmosphere to become knowledgeable, thoughtful, contributing citizens.

We, of RCHS, intend to cultivate the understanding and practices that sustain individual self-determination and equitable, self-governing communities. We have adopted the following principles in order to ensure that all who pass through our halls can imagine, create, and govern a more perfect world.

We believe:

That a foundation of knowledge and ethics must precede all intellectual inquiry;

That if we

encourage self-awareness

build and maintain local communities

develop an awareness of our membership in ever larger communities

work consciously towards equity and against oppression and injustice

recognize and embrace the dignity of every human being

engage in common enterprise

facilitate problem solving

foster balance in life and

take ownership and responsibility for learning

We shall become good citizens.

Message from Administration

Welcome to the 2024-2025 school year. The faculty and staff at Raleigh Charter High School are committed to creating a community where students have fun working and learning together. Our mission of educating knowledgeable, thoughtful, contributing citizens guides everything we do from the classroom to our club activities, from community service to athletics. We seek to help students gain the knowledge and skills that they need to contribute to our school community and beyond.

As our Mission Statement states, our emphasis is on each of us learning and growing as citizens. We will work together as a community of students, parents, teachers, and administrators to help our students become independent, act with integrity, seek balance in their lives, persevere through adversity, and build relationships with the people and communities around us.

Our Founding

Raleigh Charter High School was founded by a Board of Directors made up of business professionals, experienced educators, and college professors who were parents of rising eighth graders at The Magellan Charter School. These founders wished to continue the nurturing, academically enriched education that their students experienced and to expand this opportunity to include more Raleigh-area students. The founders of the school wrote the Charter Application which, when formally approved by the State Board of Education in February 1999, became the School's Charter. RCHS opened in August 1999 in Pilot Mill, a former textile factory north of downtown Raleigh. During the summer of 2011, RCHS relocated to its permanent home at 1307 Glenwood Avenue. The school is managed by a Board of Directors of a non-profit corporation, Raleigh Charter High School, Inc.

Our Work Towards Equity and Antiracism

Raleigh Charter High School feels strongly that our school must take a clear stand in support of antiracism and equity. We join national protests in echoing that Black Lives Matter. We affirm our commitment to dismantling systemic racism. We stand with our Black, LatinX, and Native American students, families, and faculty and staff.

We invite all members of our school community to join us in these ongoing efforts. The Raleigh Charter High School Administration and Board of Directors shares the following:

Commitment to Equity and Antiracism

In this moment of reckoning, our nation's history of systemic racism has come into the spotlight. We recognize that historically, schools have engaged in and reinforced inequitable practices. Our school is committed to evaluating our current practices and bringing them into alignment with antiracist work. We view this antiracist work as fundamental to our mission of educating knowledgeable, thoughtful, contributing citizens.

The purpose of this statement is to lay out our commitments to continuing and *strengthening* our work towards equity, inclusion, and antiracism.

1. We will work towards antiracist teaching in terms of both our pedagogy and our course content. We will engage in ongoing analysis of content within departments, with special attention to the inclusion of voices that have been systematically silenced.
2. We will provide diversity and sensitivity training as a fundamental part of professional development for all faculty and staff.
3. We will provide ongoing support for our Black, LatinX, and Native American students, families, and faculty and staff, in particular, because they are underrepresented in our school community. This includes sustaining and creating safe spaces for those students to share experiences and receive support. We will continue to build our Diversity Parent Network.
4. We will work towards diversifying our community in terms of both race and economic status. We will use our admissions lottery to provide greater access to our school for students of low socioeconomic status, and we will continue our outreach to Black, LatinX, and Native American families. We will bolster our support for our Black, LatinX, and Native American faculty and staff. We will strengthen our efforts towards diversifying our faculty.
5. We will provide equitable access to all aspects of a Raleigh Charter education. We will continue to provide funding for food, supplies, testing, and extracurricular activities, and we will work towards

providing even greater access to transportation.

6. We will continue to partner with organizations that have common goals in areas of equity and antiracism, including community organizations and traditional public schools.

Staff, Board, and Faculty

Board of Directors

Rob Fenoglio	Jessica McDonald, <i>Vice Chair</i>
Catherine Finch, <i>Secretary</i>	Paul McSorley, <i>Chair</i>
Jonathan Green, <i>Treasurer</i>	Yasha Rao
Sandra Headen	Peter Smith
Lisa Huddleston, <i>Principal</i>	Lisa Stephenson, <i>Phoenix Parents Representative</i>
Alex Karsten	Dwight Thompson
Amy Koch, <i>Faculty Representative</i>	

Administration & Staff

Principal	Lisa Huddleston	(lhuddleston)
Academic Deans	Shayne Klein Caio Setubal	(sklein) (csetubal)
Director of Operations & Technology	David Ennis	(dennis)
Bookkeeper	Jessica Oehlich	(joehlich)
College Counseling	Myles Robinson Dave Palmieri	(mrobinson) (dpalmieri)
Director of Student Support	Akilah Govan	(agovan)
Interventionist	Rebecca Flammia	(rflammia)
Director of School Culture	Sarita McIver	(smciver)
Athletic Director	Bobby Lyons	(blyons)
Director of Development & Communications	Margaret Barnett	(mbarnett)
Development & Communications Specialist	Mimi Tomei	(mtomei)
Community Liaison & Testing Coordinator	Hannah Fatool Anne Foglia	(hfatool) (afoglia)
Office Manager	Loretta Goldenberg	(lgoldenberg)
Data Manager	Angela Cooper	(acooper)
Technology Coordinator		
Administrative Assistant	Cyndi Lynn	(cblynn)

Teaching Faculty

English

Sera Arcaro	(ssarco)
Nina Foster	(nfoster)
Singer Gianini*	(sgianini)
Mary Molloy	(mmolloy)
Miguel Rios	(marios)
Becky Schmitz	(bschmitz)

Mathematics

Leigh Boggs	(lboggs)
Shayla Coleman	(scoleman)
Joyce Felder	(jmfelder)
Kenny Felder	(kfelder)
Angela Kraft	(akraft)
Caio Setubal	(csetubal)
Hikaru Wajima	(hwajima)
Kevin Yang*	(kyang)

World Languages

Shannon Hess	(shess)
Petra Martignoni	(pmartignoni)
Damien Sauzet	(dsauzet)
Mark Slattery*	(mslattery)
Kendra Stenzel	(kstenzel)
Adriana Velasquez	(avelasquez)

Science

Scott Caudill*	(scaudill)
Magdalen Crist	(mcrist)
Eric Grunden	(egrunden)
Whit Hames	(whames)
Amy Koch	(akoch)
Olivia Owens	(oowens)
Tom Ricci	(tricci)
Colin Russell	(crussell)
Troy Weaver	(tkweaver)

History

Owen Asplundh	(oasplundh)
Shayne Klein	(sklein)
Petra Martignoni	(pmartignoni)
Charles Montague	(cmontague)
Betsy Newmark	(bnewmark)
Hannah Page*	(hpage)
Karima Radwan	(kradwan)

Fine Arts

Dr. Cynthia Brown*	(cbrown)
Hannah Fatool	(hfatool)
David Kilbride	(dkilbride)
Maggie Rasnick	(mrasnick)
Bill Thelen	(bthelen)

Special Programs

Rachel Volpe*	(rvolpe)
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* denotes
departmental chair

COMMUNICATION

Contacting Staff and Faculty

Email address for staff and faculty is the userID in parentheses in the table above followed by @raleighcharterhs.org. For example, to contact Ms. Koch, use akoch@raleighcharterhs.org. For phone conversations with school staff, please call the school office (919-715-1155). (Teachers are often difficult to contact by phone because of their teaching schedules. We encourage you to use email first.)

For issues involving teaching, grading, and classroom curriculum, please contact teachers to get information, to ask questions, and to express concerns. Administrators will direct parents and students to communicate with teachers first if this important step is omitted. In order to arrange a conference with an individual teacher, emailing the teacher directly is usually the quickest way to set this up.

To request a teacher conference with all of a student's teachers, including the advisor, parents should contact the school office (office@raleighcharterhs.org or 919-715-1155) and leave a date or possible dates convenient for the meeting. Once the conference has been scheduled, the office staff will contact the parent.

Announcements

School-wide announcements are read by students over the phone system Monday and Thursday during the advisory period. For student-submitted announcements, students should type up their announcement(s), print it out, and have their club sponsor sign it to indicate approval. Announcements should be placed in the announcement envelope outside of Mimi Tomei's office (room 113) by the Friday before Monday announcements or by the Wednesday before Thursday announcements.

Contacting Families with Important Information

When the need arises, we contact families via email to inform them of school closings, schedule changes, emergency situations or other important information that will impact them. It is imperative that the contact information that we have for your family is always current. **To update your contact information, please send a detailed email to office@raleighcharterhs.org** with any changes to your contact information.

If the student is under the care of multiple parents or guardians, it is vital that **all parents or guardians** complete or update this information so that we are able to reach a family member quickly in the event of an emergency.

Website

Please be sure to check the school website frequently (www.raleighcharterhs.org) as it is maintained and updated throughout the year with school news, information, and announcements. Our Google Calendar is available on the website by hovering your cursor over the "Calendars" tab and then selecting "School Calendar." This calendar reflects the most current date and time information for school events, so please be sure to check it often.

The Phoenix News

RCHS communicates with families through a weekly digital newsletter, *The Phoenix News*. This message is shared each Friday by email. Submissions to the newsletter (articles on student achievements, athletics, or news) should be emailed to communications@raleighcharterhs.org and are due by noon on Wednesday for publication on Friday. All parents are automatically subscribed to *The Phoenix News*. In August, you will begin receiving the newsletter at the email address we have on file for you. **To update your email address, please see “Contacting Families with Important Information” on the previous page.**

Social Media Accounts

Raleigh Charter High School has a Twitter and Facebook account to communicate news, school events, and resources with families, students, alumni, and the broader Raleigh community. You may view both of these social media accounts at www.twitter.com/raleighcharter and www.facebook.com/raleighcharter.

Student Information

During the school year, Raleigh Charter High School will—from time to time—release information about students through *The Phoenix News*, local media (announcements of student achievement), athletic competitions, and other school publications. This information may include the student’s name, address, telephone listing, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. *Parents who do not wish to have this information released should email office@raleighcharterhs.org during the first week of school.*

If your address, phone number, email or any other contact information changes, please notify the school. For instructions, please see the “Contacting Families with Important Information” section.

OPERATIONAL POLICIES AND PROCEDURES

Expectations of Students by the School

At Raleigh Charter High School, a college-preparatory school, we have set high standards for our students. In order to graduate citizens of the world, we have designed a challenging, rigorous curriculum, but we also seek to create a welcoming learning community. This community depends upon the responsible participation of our students, parents, faculty, and administration.

We have developed guidelines to clarify our expectations for our students:

- Students will focus on their academic work during school hours.
- Students will be civil and kind to each other, to the staff, and to the larger community.
- Students will dress appropriately. Dress should not be disruptive, obscene, or offensive. Teachers reserve the right to set standards for their classrooms.
- Students will attend class regularly. They will be on time and prepared every day.
- Students will accept responsibility for helping to maintain our facilities.

Unacceptable Behavior

While we expect and trust each Raleigh Charter High School student to exhibit exemplary behavior, we inform our parents and students of the consequences of unacceptable behavior. As part of our discipline process, we consider IEPs and 504 plans to determine whether a behavior issue is a manifestation of the disability.

All students at RCHS must abide by the regulations set by the Raleigh Charter High School Board and administration. The following behaviors are not permitted and will result in **immediate suspension** and may also result in the contacting of legal authorities as required by law:

- Illegal activity, including but not limited to assault, fighting, and theft or damage to personal or school property
- Making threats, such as a false fire alarm, or threats of violence.
- Possession or use of a weapon or other object that could reasonably be considered a weapon.* Students may not bring knives, stun guns or other weapons or weapon-facsimiles to school or any school events.
- Possession and/or use of alcoholic beverages and/or drug paraphernalia, as well as any drug listed in Schedule I - VI of the North Carolina Controlled Substances Act. This includes the unauthorized possession of a prescription drug.
- Leaving the school or failing to attend class without permission
- Not complying with a teacher's or staff member's directive to go to the office because of the student's unacceptable behavior.

The following behaviors are not accepted at Raleigh Charter High School and will be addressed on an individual basis by the teachers and administration:

- Noncompliance with teacher or staff member expectations and rules
- Insubordination to staff members
- Engaging in harassing behavior
- Disruption of learning
- Tardiness to class or activity or leaving class before dismissal
- Use of inappropriate language
- Using or having tobacco products, electronic cigarettes, or their paraphernalia during school hours, on school property, or at school events. School hours include the times when the student has arrived in the vicinity of the school. No student may go off-campus to smoke before, during, or after school.
- Possession or use of over-the-counter medications without the express permission of school staff.
- Eating and drinking in the classrooms without the express consent of the teacher.
- Using a cell phone, Chromebook, or headphones/earbuds at an unapproved time. Cell phones, Chromebooks, and headphones/earbuds may **ONLY** be used before and after school and during lunch (not between classes or in advisory). Cell phone, Chromebook and headphone/earbud use during class or advisory is only permitted with the express consent of a teacher.
- Cell phones must be turned off or in silent mode during class. If students need to use a phone during the school day, they should ask to use the phone in the main office.
- Using an electronic device during class without permission. Electronic devices may be used at school with permission of teachers or administrators (including headphones/earbuds).

- Recording or photographing classes or students without specific permission from a faculty or staff member.
- Using the school phones, computers, or other school technologies without permission
- Violations of the Acceptable Computer Use Policy
- Academic dishonesty, including cheating and plagiarism
- Gambling
- Using the elevator without permission
- Noncompliance with school arrival, departure, and study hall policies
- More than one student in a bathroom stall, or in a single-stall bathroom

Consequences for failing to meet behavioral expectations may include detention, parent involvement and/or suspension. Our expectations for our students during the school day apply to all extracurricular and co-curricular events both on campus and off campus.

Students who are experiencing or witnessing bullying or harassment are encouraged to reach out to a trusted adult. Students are encouraged to speak with Ms. Klein (sklein), Mr. Ennis (dennis), Ms. Huddleston (lhuddleston), Mr. Setubal (csetubal) or Ms. McIver (smciver) about these issues. Students may also use the Say Something anonymous reporting app or website to report concerns

(<https://www.sandyhookpromise.org/say-something-tips/>).

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination on the basis of sex in any education program or activity receiving Federal financial assistance. Specifically, Title IX provides in part that “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance” As such, Raleigh Charter High School (“RCHS”) shall not on the basis of sex, exclude from participation in, deny the benefits of, or subject any person to discrimination under any RCHS program or activity. The school's designated Title IX Coordinator is Sarita McIver. Please direct any concerns or inquiries regarding discrimination on the basis of sex to Ms. McIver at smciver@raleighcharterhs.org or 919-715-1155.

Information related to Suspensions and Expulsions

Please be aware that any student under suspension from school is trespassing if he/she appears on RCHS property or anywhere during any school activity during the suspension period without the express permission of the principal. Trespassers may be prosecuted if they do not leave when instructed to do so.

Please see the Appendix for the full text of the following North Carolina general statutes:

- 115C-390.5 Short-term suspension**
- 115C-390.6 Short-term suspension procedures**
- 115C-390.7 Long-term suspension**
- 115C-390.8 Long-term suspension procedures**
- 115C-390.9 Alternative education services**
- 115C-390.11 Expulsion**
- 115C-390.12 Request for readmission**

Attendance

School attendance is a critical element of school achievement and learning and families should make every effort to have students attend school every day. Whenever possible, families should schedule appointments and travel during non-school hours and at scheduled breaks. However, during times of illness and family emergencies, missing school is appropriate. Students should remain home when they are sick. Our goal is to provide structure to support students as they have absences. Maintaining regular, open communication lines between school officials and families is an important part of this structure.

Raleigh Charter High School and its students are subject to the North Carolina Compulsory Attendance Law which imposes attendance requirements and recognizes specific reasons for a school to excuse absences. All other absences are labeled unexcused. At Raleigh Charter, we allow students to make up academic work whether absences are excused or unexcused. However, because students miss out on the richness of instruction and participation when they are absent, student learning suffers with frequent absences whether excused or unexcused.

School administrators will work within the North Carolina statutes and policies to develop specific steps to take as student absences accumulate. These steps will include verbal and/or written contact with parents or guardians, meetings to develop an Attendance Action Plan designed to support school attendance, and an investigation conducted by the school to determine if a good faith effort has been made to comply with compulsory attendance and truancy laws. The outcome of the investigation may trigger legal proceedings under the Compulsory Attendance Law and the North Carolina Administrative Code as approved by the State Board of Education. If either families or school officials feel that additional communication or intervention is warranted, we will take additional steps as our goal is to create a reasonable framework for helping students who are missing class time.

Tardiness

Tardiness has a negative impact not only on the tardy student's education, but also on that of his or her classmates because of the disruption to the classroom learning environment. Students should arrive at class on time and be ready to participate.

Arrival

School begins at 9:00 a.m. To accommodate parents' schedules, students may arrive at school as early as 8:10 a.m. Any student arriving on campus between 8:10 and 8:40 a.m. must come into the building and will be required to stay in a silent study hall unless he or she is enrolled in a seventh-period class. Students should come directly in the main entrance of the school and go to silent morning study hall. Students must remain in silent study hall so that teachers can prepare for the school day. After 8:40 a.m., students are free to meet with teachers, prepare for class, and socialize with their friends and classmates until class time.

Once a student has arrived on campus (no matter what time, including before classes begin) that student must stay in the immediate vicinity of our building until the end of the school day or until the student checks out in the office. When students arrive at school, they must come into the building. Students must not stay in the school parking lot or in their vehicles parked on or near the campus before school. This includes students parked off campus on Washington Street or near Fletcher Park. For the safety of students,

access to the parking lot during the day is limited to emergencies. Students must obtain permission from the office staff and a pass before going to their car.

Late Arrival

A student who arrives at school after 9:00 a.m. must provide a note from a parent or guardian explaining the tardiness and must sign-in in the office. Office staff will give the student an admittance form to enter class. On the following day, students should show that form to any teacher whose class was missed.

Departure

School ends at 2:40 p.m. and all students must be picked up by 4:00 p.m. Students may stay after school for athletics, club meetings, or extra help from a teacher. Also, between 3:00 until 4:00 p.m., Monday through Friday, students may attend a study hall that rotates among several classrooms or, Monday through Thursday, work in the supervised computer lab. The weekly room list is posted throughout the hallways for student reference and includes options for silent and collaborative study.

Any student remaining on campus after 3:10 p.m. must be in a study hall or working directly with a teacher. Students not complying with study hall policy are subject to disciplinary action. All students should be off campus by 4:00 p.m. unless they are participating in athletics, attending an organized school event, or working directly with a teacher.

Early Departure

Students who leave school early must bring a note from a parent or guardian explaining the reason for the departure. When it is time to leave school, the student should show the note to the teacher before taking the note to the office. The student must then sign out before leaving the building. (If a student leaves school for an appointment, he or she must sign out and sign back in again when returning to campus.) If a student gets sick during the school day and needs to leave school, the student should go to the office and call a parent or guardian from there. Office staff will speak to the parent or guardian before the student is allowed to sign out.

Absence Procedures

The NC Department of Public Instruction considers absences for these reasons to be lawful:

1. Illness or injury
2. Quarantine by the local health official or the State Board of Health
3. Death in the immediate family
4. Medical or dental appointments
5. Court or administrative proceedings
6. Religious observance
7. Educational opportunity if approval is given by an administrator *prior* to the absence
8. Local School Board Policy
9. Absence related to deployment activities
10. Child Care due to illness of a child for whom the student is the custodial parent

In case of an absence, parents will need to inform the office. There are two possibilities for how this can occur:

1. Parents can email with details of the absence including the date and reason that the student will miss class.
2. Parents can first call the office and then follow up with either an email or a written note that includes the details of the absence including the date and reason that the student will miss class.

Emails should be directed to absences@raleighcharterhs.org (from an email account we have on file for the parent) before 10 a.m. on the morning of the absence. This phone call or email is designed to ensure the safety of our students in case of a problem or accident. We would appreciate emails and calls as early as possible so as not to unnecessarily burden our office staff. Parents may leave messages on the school's voicemail (919-715-1155). ***In addition, when the student returns to school, he or she must go to the main office upon arrival on campus to turn in a written note (or let the office know about the prior email) from a parent or guardian explaining the absence and receive an admission slip for class.*** The parental written confirmation (email or on paper) of the absence will be kept on file for state auditing purposes.

If a student returns to school from an absence WITHOUT a parental note (on paper or by email), the student must still go to the main office upon arrival on campus to get an admission slip. The student will also receive an after-school detention. If the student brings the note from a parent the following day, the detention will be forgiven. Detentions related to absences are usually held in the afternoon from 2:45 to 3:15 p.m. If a student brings a note listing a reason other than one of the ten lawful reasons for absence, a detention will not be assigned. Parents will be notified as absences accumulate.

Educational Opportunity Absences

If a student plans to be absent for an educational opportunity, he or she should come to the office one week before the absence and complete a pre-approved absence form to be approved by an administrator. After the absence has been approved, then the students' teachers must sign the pre-approval form. Then the form must be returned to the main office. *The pre-approved absence form is also located in the Appendix for your use.*

Absences and Extracurricular Activities

Students must be present at school the day of (or the day before in case of a Saturday event) in order to participate in or attend an extracurricular activity. This includes athletics, club activities, and other school-sponsored activities and events. To be counted as present, students must attend at least half of the school day.

Medical Issues

We strive to care for our students at Raleigh Charter when medical issues arise. Please email Akilah Govan (agovan@raleighcharterhs.org), Director of Student Support, about any medical issues, including concussions, that may affect student learning, participation, or attendance. Raleigh Charter has Return-to-Learn and Return-to-Play plans for supporting students who suffer concussions.

Make-Up Work

Students are responsible for making up work when they are absent and should work with their teachers to make arrangements to complete assignments, tests, and quizzes in a timely fashion. Students who are absent or anticipate being absent for two or more days may arrange to get assignments from their teachers at school or via email.

Physical Plant

In order to maintain excellent relations with our neighbors, students must respect the boundaries of our space and help to maintain the facilities. Our grounds include the building and the parking lot surrounding it. Students should not enter the property of the Jordan Children's Center, the Methodist Home for Children, or the

neighboring housing areas. Because these areas are not school property, students found loitering off of school property are subject to disciplinary action. Students walking to and from Washington Street before or after school should take care to avoid the lawn of the Methodist Home for Children.

Students have a responsibility to help keep the Raleigh Charter High School facilities clean and free of litter. This includes classroom space, bathrooms, hallways, and outdoor areas.

Security video cameras are installed on the school premises. Students may be recorded by these cameras for safety purposes.

Two single-stall gender neutral restrooms are available to students. They are located on the first floor near the drama room.

Lunch

Because RCHS does not have a cafeteria, students eat lunch in designated classrooms and outside in the mulched triangle in the back (with the large trees) and the mulched area on the north side of the building. Students may eat in the designated lunch area (DLA) of their choice. Once lunch begins, students should have selected a DLA and should remain there until the end of the lunch period. Students must ask permission to leave their DLA.

Because classrooms are used immediately following lunch, students should take extra care to make rooms ready for the incoming class. Students are expected to be respectful and responsible for the cleanliness of their DLA.

NOTE: *Students are not allowed to have food delivered to the school unless organized through a teacher or club sponsor.*

Distribution of Medication

If a student needs to take any medication (prescription or over-the-counter) during the school day, the student should bring the medicine to the office. Medication must be in the original container and have written instructions for dosage and frequency. **A physician's note is now required before any medication can be dispensed to students.** Please check with office staff members to see if additional paperwork is necessary. It is the student's responsibility to come to the office at the specified time to receive his or her medication from a member of the office staff. Medication will be taken in the presence of a staff member. The student must sign the medication log provided by the office staff.

Students are not allowed to carry any medication with them unless office staff members are aware of the issue and have agreed to the necessity. This circumstance only occurs in potentially life-threatening situations such as epi-pens for allergic reactions. Even medications as common as over-the-counter headache medication must be held in the office.

Visitors

Any visitors to RCHS, including parents, must check in at the front office and receive a visitor name tag. Students who attend other schools are not permitted to visit RCHS. Parents who need to meet with teachers should make an appointment. RCHS alumni may visit during lunch or after school and must sign in at the front office. Alumni may only visit during class time if they have been invited by a faculty member.

Inclement Weather Procedure

Should the weather interfere with our normal school schedule as is sometimes the case in North Carolina, please listen to WRAL-TV (Channel 5) or WRAL-FM (101.5 FM) or log on to www.wral.com for information on Raleigh Charter High School's either closing or delaying the opening of school. We will email all families and post announcements on the homepage of our website, via Twitter (www.twitter.com/raleighcharter) and on our Facebook page (www.facebook.com/raleighcharter). We decide independently of other schools or systems whether to alter our regular schedule.

We make our decisions about closing due to weather based on the best information we have. We consider weather conditions for most of our families, but this can be difficult since our students come from many parts of Wake County and some other counties. We understand that parents need to make decisions about travel for their students based on conditions near their homes and how comfortable they are with traveling under the conditions they find. Therefore, if RCHS is open but a student is not able to get to school because of local weather conditions, we will fully support that decision.

RCHS may hold asynchronous digital learning days when we face inclement weather. Students will need to submit an attendance form on these days. By using digital learning days, these inclement weather days will not need to be made up.

Emergency Procedures

In the event of an emergency at school, such as a fire, that requires the evacuation of the building, students will initially gather with their teachers in the designated evacuation zones on campus. Should the emergency be of a nature that the administrative team decides to move the students farther from the building; teachers will escort students to Fletcher Park. If classes are not able to resume, the school will notify parents through our email system (using all available email addresses) about the situation. In addition, students will be able to contact their parents using cell phones to arrange pick up. Raleigh Charter will publish information on our website, social media accounts (www.twitter.com/raleighcharter and www.facebook.com/raleighcharter), and work through WRAL-TV5 and WRAL-FM to publicize emergency information as quickly as possible.

Transportation

Student Parking

Students with valid parking permits are allowed to park in assigned spaces while attending school or school-related events. Parking permits are awarded in a lottery at the end of each school year and can be purchased on Orientation Day in August by selected students. Families are encouraged to carpool whenever possible. Nearby public streets are not the properties of the school, and students who choose to park there will be subject to city parking rules. Students or parents should never park or drive through the parking lot of the Methodist office building or the Jordan Center daycare. Students should also be courteous to residents in the neighborhood when parking on local city streets.

Route for Student Drivers with parking spots on campus

Morning: All student drivers enter via the Washington Street entrance and drive counter-clockwise around the school following the carpool route. Student drivers may use the outside lane around the carpool line to reach their spot, but are reminded to drive slowly and carefully.

Afternoon: Students parked in a yellow parking space must exit (turning right, south) onto Glenwood Ave. The City of Raleigh stipulates no left turn or U-turn until Peace Street. All other students will exit via the Washington Street exit.

Students who do not follow these rules risk losing their parking privileges.

Visitor Parking

Visitors to the school should park in parking spots numbered 38 through 42 or 120 through 125 (marked as Visitor) and must check in at the front office before going to any other school facilities. If these spots are full, visitors should park on Washington Street. (See map inset on the following page.)

Carpool Route

Raleigh Charter High School has worked with the city of Raleigh to develop a traffic plan designed to help ensure the safety of RCHS students and residents of the surrounding community. Use of the Glenwood Ave and Wade Ave entrances is prohibited from **8:00 to 9:15 a.m.** and **2:00 to 3:30 p.m.** It is essential that all members of our school community comply with the carpool routes. Thank you for your cooperation.

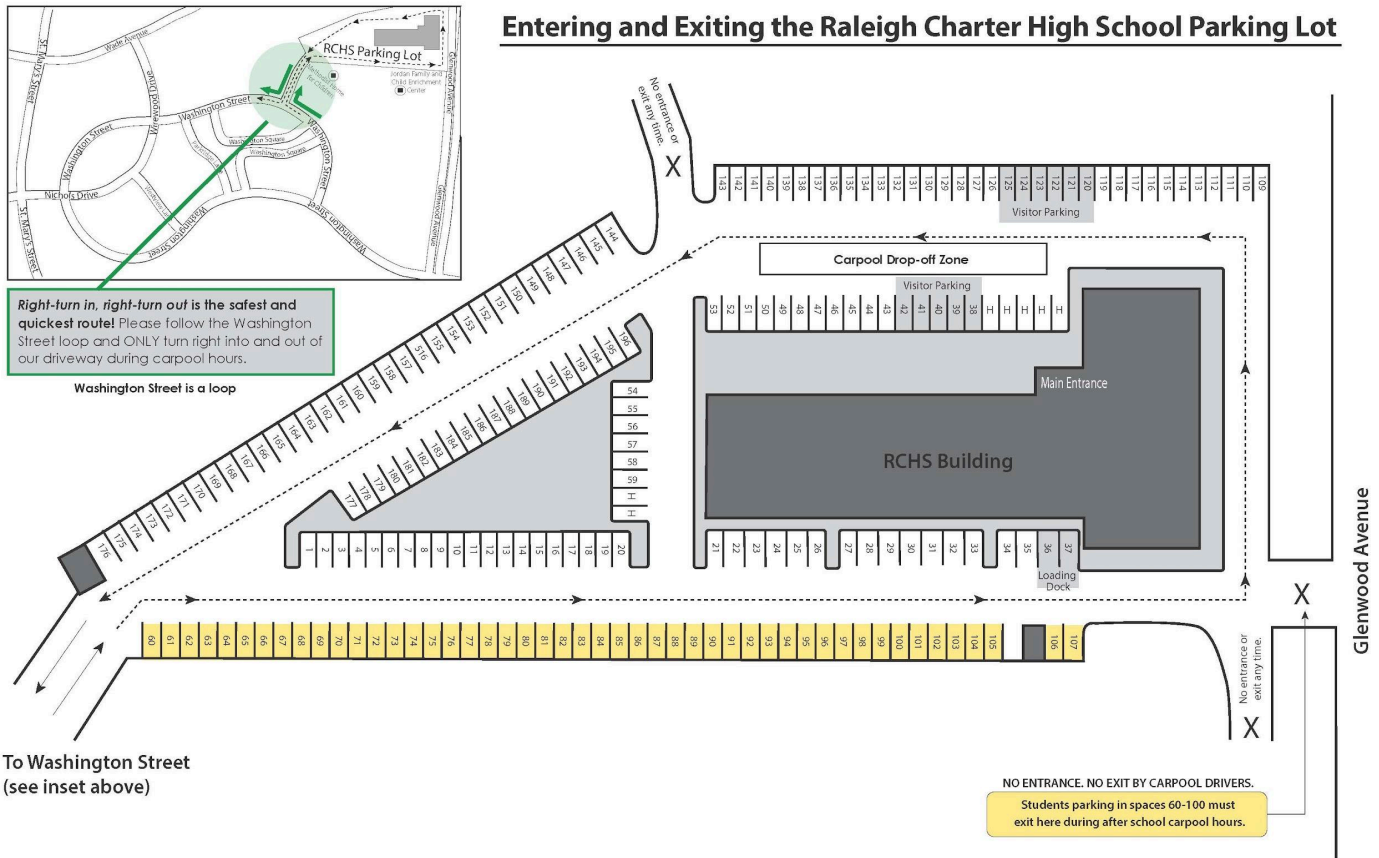
Morning Drop-off

All parents and students must use the Washington Street entrance. Once on campus, everyone drives counter-clockwise around the south side of the school (the right side facing Glenwood), and parents let students off at the front office (on the north side).

Afternoon Pick-up

All parents must use the Washington Street entrance. Once on campus, parents drive counter-clockwise around the south side of the school (the right side facing Glenwood) and pick students up in front of the covered walkway by the front office (on the north side). Cars must exit onto Washington Street.

Entering and Exiting the Raleigh Charter High School Parking Lot



Other Forms of Transportation

Biking to School

Students must wear appropriate helmets with a chin strap when riding bicycles, scooters, skateboards, or similar vehicles on or near school property. These vehicles may only be used on campus for transportation to and from school and may not be used for recreational purposes while on school property.

Buses

A variety of public transportation options exist in Wake County and nearby counties. GoRaleigh operates fixed-route buses within the city of Raleigh, including service to area colleges, universities and libraries. Hours of operation are 6 a.m. to 10 p.m., Monday through Saturday.

Youth ages 13-18 may ride the GoTriangle bus system for free. Students must obtain a [Youth GoPass](#) to be eligible for free rides. Applications are available online at <https://gotriangle.org/discount-fare-qualifications> and in the school office. For more information about GoRaleigh, including bus routes, check their web site at <http://www.raleighnc.gov/transit/>.

ACADEMIC POLICIES AND PROCEDURES

Grading

The grading scale at Raleigh Charter High School is as follows:

A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

There are six grading periods—three before Winter Break, and three after. In each semester, cumulative grades will be reported at the end of the grading period. Report cards are sent home with students either digitally or on paper at the end of each grading period. Numeric grades will be recorded on report cards.

Midyear exams will be held the week before winter break. Two exams will be held each day. The last day of exams will be the make-up exam day. Attendance on that day is required only if students miss one of the regularly scheduled exams. Exams count as 20% of the first semester grade.

Finals, including EOC state tests, will be held during the last two weeks of school. One exam will be held each day. The last day is the final exam make-up day. Final exams will count as 20% of the second semester grade. Due to state policy, final exams that are EOC state tests will count as 20% of the final grade for the year.

In 2024-2025, EOC state tests will be given for Math 1, Biology, English 2, and Math 3.

Advanced Placement (AP) exams are taken in May, and the scores are reported in mid-July. AP students will take a final exam for each course at the normal time.

The school uses unweighted grades to determine athletic eligibility and National Honor Society membership, among other qualifying competitions.

Progress Reports

At the end of the first six weeks, a progress report detailing assignment grades for each class will be sent home in addition to the report card that shows course grades.

Homework

We have an efficient school day, and we believe that focused homework assignments are required for student growth. Therefore, in an enriched honors, honors, or standard ability-level class, students should expect 20 to 30 minutes of work per course per night. In an AP class, the homework may take from 30 to 45 minutes per night. Students should be aware of individual teachers' homework policies.

Late Assignments

Teachers set their own late-work policy, and it is the **student's responsibility** to make arrangements regarding any late work with the individual teacher. The student should approach the teacher at an appropriate time and discuss the time limit for turning in late work.

Course Weights

The Standard Course of Study of North Carolina Public School assigns different quality-point weights to courses. Raleigh Charter High School offers a variety of courses.

- Standard courses receive 4 quality points for an A.
- Honors/Honors Enriched (H) courses receive 4.5 quality points for an A.
- Advanced Placement (AP) courses receive 5 quality points for an A.

	AP	Honors/Honors Enriched	Standard
A (90-100)	5.0	4.5	4.0
B (80-89)	4.0	3.5	3.0
C (70-79)	3.0	2.5	2.0
D (60-69)	2.0	1.5	1.0
F (<60)	0	0	0

RCHS Graduation Requirements

Mathematics	4 units (at minimum, Math 1, Math 2, Math 3, and one higher math course) OR (at minimum, Algebra 1, Geometry, Algebra 2, and one higher math course)
Science	3 units (Biology, Chemistry, and Environmental Science)
History	4 units (World History, Civic Literacy or AP US Government and Politics, US History or AP US History, and Economics & Personal Finance)
English	4 units (English 1, 2, 3, 4)
World Languages	2 units (in the same language including one course beyond the first year)
Healthful Living	1 unit
Electives	4 units (including a Computer Science elective for the Class of 2028)
Total	<hr/> 22 units

A unit equals the successful completion of a yearlong course or two semester courses. All units must be completed while in high school.

Grade Promotion

	<i>To Be Promoted to Grade 10</i>	<i>To Be Promoted to Grade 11</i>	<i>To Be Promoted to Grade 12</i>	<i>To Graduate</i>
RCHS units	5 (including at least one math course, one English course, and one History course)	10 (including at least two math courses, two English courses, and two History courses)	16 (including at least three math courses, three English courses, and three History courses)	22

For more information about our academic policies and procedures, please see the Appendix.

Registration

Registration will be discussed in advisory groups, and individual students will be able to discuss their four-year plan with their advisor at this time. Students who register for a seventh course (meeting at 8:10 a.m. each morning) must pay tuition for that seventh course.

Important Points about Course Registration at RCHS:

- Registration will take place in the spring semester.
- The student's four-year plan should be considered when choosing courses.
- Each student will choose 6 classes and 2-3 alternates.
- It is critical to choose alternates; otherwise, classes will be selected for the student.
- All registration forms need the signatures of the student and the parent. Students taking AP courses must also have the AP contract signed.
- Most classes need the signatures of current teachers indicating their recommendation.
- If a family does not agree with a teacher's recommendation, the family may appeal to the administration to take a different level of the course. The appeal includes an override meeting with the student, a parent, and an administrator.
- Electives can include a fine arts course, a foreign language course, or another choice in the core

classes (i.e. second history, science, English or math).

- Course offerings may change from year to year according to interest and availability of resources.

Honor System

Students, faculty, staff, administrators and parents at Raleigh Charter High School create a community founded on trust and nurtured by honorable action. However, the internal condition of integrity does not spring forth fully formed as students cross the threshold of the high school on the first day of class. Rather, students must be challenged to commit to integrity. Just as academic classes encourage the development of the intellectual capacities of students, a well-constructed honor system encourages the growth and development of integrity in students. Students must be challenged to honorable action by the educational community of which they are a part.

Any honor violation in an academic setting—be it the falsification of data, copying of homework, plagiarizing of an essay, or forging of sources for a term paper—serves only to erode the quality and vigor of the learning community. An active honor system exists at Raleigh Charter High School in order to maintain and enhance the quality, intellectual intensity, and productivity of the school’s academic pursuits.

An honor system commits Raleigh Charter High School to a unified vision of what it means to be a part of a community founded on trust and nurtured by honorable action. This system creates a clear sense of expectations—it educates students about their responsibilities and rights as members of the greater school community.

The Honor Code

Instances of cheating and lying not only break down a community, but also subvert the purpose of an academic institution and distract students, teachers, and administrators from the tasks of teaching and learning.

Therefore, it is vital to the academic community that all students and staff members understand and abide by the Raleigh Charter Honor Code.

The Honor Code

Membership in a community carries responsibilities and rights, and the Honor Code serves to protect the rights of all by requiring standards of academic integrity. As a citizen of the Raleigh Charter High School community, I understand that engaging in academic dishonesty, no matter the degree or form, undermines my character and that of the school at large. I will uphold the standard of academic integrity through my attitudes and actions.

The Honor Code exists to encourage academic integrity and extends to all subjects, media and assignments. The Code addresses academic dishonesty in any form. Examples of Honor Code violations are, but are not limited to

Cheating—The use of unauthorized sources for academic work

- Attempting to use or using unauthorized materials on a test or assignment
- Copying from another student (not limited to a testing situation; copying includes homework and class work)
- Giving or receiving unauthorized aid (this includes asking for or giving information pertaining to quizzes or tests before or after they have been taken). Students are not allowed to share copies of their assignments, either digitally or on paper, with other students without the explicit consent of the teacher.)

Plagiarism—Presenting the words or ideas of another as one’s own work

- Using information not considered common knowledge without citation
- Submitting the work of another (including AI) as your own, in part or in entirety
- Copying the words or ideas of another (including AI) without giving proper credit to the source

NOTE: Plagiarism is not always intentional; accidental plagiarism shall also be considered a violation of the Academic Honesty policy. Not knowing how to cite sources is not a reasonable defense for plagiarism.

Falsification—Oral or verbal statement of untruth

- Creating data
- Falsifying reasons for absence
- Placing your name on someone else's work
- Submitting work (in its entirety or in part) that was previously submitted for another class without prior approval of both teachers

All members of the Raleigh Charter High School student body and faculty are bound by this Honor Code. While teachers may choose to highlight subject-specific elements which relate to the Honor Code, all students in all courses are bound by the same set of expectations.

In order for this system to maintain its integrity and perform its intended purpose, members of the community must deal with violations as they arise. Members of the community are expected to report all violations in the manner outlined below and should do so in a timely fashion. Anyone who knowingly witnesses an Honor Code violation is honor bound to report the violation.

Students are expected to self-report honor violations and disciplinary actions during the college application process. This includes any violations or actions occurring after college applications have been submitted. College counselors are available to support students throughout the process as questions and concerns arise.

The Honor Pledge

A shortened version of the Honor Code, known as the Honor Pledge, will be used throughout the year at the discretion of individual teachers. The writing and signing of the pledge is a reminder of the system at large and will generally be reserved for use on tests, papers, projects and other major assignments. While daily work or homework may not require the writing and signing of the pledge, it is understood that all work done by an individual student is covered under the Honor System. Any violation of the Honor Code—whether on a small homework assignment or on an exam—will be subject to consequences recommended by the Honor Council or assigned by the administration.

The Honor Pledge

On my honor, I have neither given nor received any unauthorized or unacknowledged help on this assignment.

Honor System Structure

The Honor System at RCHS involves two interrelated student groups associated with it, the Honor Committee and the Honor Council.

- The *Honor Committee* is the larger group, consisting of five student members from each class.
- The *Honor Council* consists of the junior/senior representatives on the Honor Committee and is responsible for adjudicating potential honor violations.

The Honor Committee includes two faculty representatives who help guide the committee and also play a significant oversight role on the Honor Council.

Process

Potential violations of the Honor Code will be brought to the attention of the Honor Council through members of the faculty. Anyone in the RCHS community who suspects that a violation of the Honor Code has occurred should contact a faculty member who will then report the incident to one of the two faculty advisors to the

Honor Council. The faculty advisors will supervise an investigation of the allegation and, in consultation with the administration, will determine whether a violation of the Honor Code has occurred.

Note that all grade-related penalties of honor violations will be determined by departmental policy.

When a violation has occurred, one of the faculty advisors will contact the student and the student's parents to explain the issue. The student and his or her parents will then have the option of participating in the Honor Council process or dealing directly with the RCHS administration to have the consequences for the violation determined. This decision should be made within 24 hours. The student and parents will then sign a consent form giving permission for the student to take part in an Honor Council meeting. Students have the option of selecting a member of the school community (student or teacher) to appear with the student at the Honor Council meeting as the student's advocate.

Prior to a meeting of the Honor Council, the faculty advisors will gather any relevant information, including documentation and statements from witnesses. A meeting time will be set that is no later than ten school days after notifying the accused student and his or her parents. Meetings will be held before or after school or on teacher workdays in a classroom at the school. Those present at the meeting will include the accused student, his or her advocate, one faculty advisor to the Honor Council, and four student members of the Honor Council. Additional faculty members and students may be called to Honor Council meetings to provide relevant information to the Council.

Normally, one of the student co-chairs of the Honor Council will preside at an Honor Council meeting. In the event that neither co-chair is available, the faculty advisors will appoint another student member of the Honor Council to serve as chair of the meeting. During the meeting, the faculty advisor will assist the student chair as needed.

The chair will call the meeting to order and explain the proceedings to those present, making sure that everyone in the room is introduced and understands the confidential nature of the meeting. The faculty advisor will present the information that has been gathered in the preliminary phase both orally and in writing.

The accused student will be invited to tell his or her story, and then the Council will conduct a question and answer session to clarify the nature of the incident and the perspectives of those involved. (To protect confidentiality, the accused student may be excused from the meeting room during statements from other students.) The student's advocate will be given the opportunity to speak on his or her behalf.

The accused and his or her advocate will be excused from the meeting while the Council deliberates on the appropriate consequences to recommend to the administration in the particular case. The Council will then inform the accused and the advocate of its recommendation. The student chair will read a final statement reminding everyone present of the confidential nature of the meeting.

Any paper documents used or generated in the meeting will be gathered by the faculty advisor who will place all documentation about the case in a secure file in the main office. This file will then be used only by the RCHS administration and will not be used by the Honor Council in future meetings that address separate incidents.

The faculty advisor will inform the RCHS administration of the Honor Council's recommendation, and will contact the student and his or her parents to discuss the final disposition of the case.

National Honor Society

The National Honor Society recognizes students for outstanding scholarship, leadership, character, and service. Throughout the year, NHS students participate in a variety of activities such as providing tutoring to students requesting additional help, organizing an occasional fundraiser, or assisting in graduation.

Students are invited to apply for admission to the National Honor Society based on their unweighted grade-point average (GPA) in the spring of their junior year. In his or her application, the student will illustrate how he or she meets each of the four criteria, and the student must demonstrate all four characteristics to be offered admission into the Society. Once a student is accepted, he or she will be inducted in a ceremony. For students who are not accepted, the characteristic that was not sufficiently demonstrated will be identified, and the student can work to improve in this area over the next year and reapply for admission the following year. Completing the application with care is essential. Membership in the Society is a national honor that recognizes students for more than just grades.

Acceptable Digital Technology and Internet Usage Policy

The Raleigh Charter High School community depends upon the responsible participation of all members of the school community. This expectation extends to all aspects of technology use, including digital devices and the internet, in areas related to security, privacy, and personal interactions. The philosophy underlying this approach is more completely spelled out in the Raleigh Charter High School Digital Citizenship Code.

Digital technology and internet usage at RCHS and on Raleigh Charter's network are intended to further educational goals and objectives. Non-instructional activities that distract from the learning environment are prohibited.

Students should understand the following when connecting to Raleigh Charter's network:

- Internet activity may be tracked and monitored and made available for parental or law enforcement review.
- RCHS faculty and staff members may be silently observing student workstation and network activity at any time and may intervene in or interrupt this activity at any time.
- Communications and information accessible through Raleigh Charter's network are not considered private or confidential.

Students are expected to maintain healthy, courteous, and respectful relations with others.

Actions and behaviors that are prohibited include but are not limited to:

- Posting, sending, or disclosing over the Internet information that insults, defames, or harasses.
- Using profanity, obscenity or language that is considered offensive or threatening to persons of a particular race, gender, religion, sexual orientation, gender identity, or to persons with disabilities is not allowed. This includes retrieving, viewing, producing, posting, or sending (or attempting to post or send) material that is profane, obscene, lewd, sexually explicit or suggestive or pornographic in purpose, advocates or engages in illegal acts, threats, hate or violence, or potentially disrupts, causes damage, threatens or endangers students or staff.

Students are expected to operate in a safe, secure and appropriate manner in regards to digital technology and internet usage.

Actions and behaviors that are prohibited include but are not limited to:

- Logging on as another user or allowing another individual the use of one's accounts.
- Installing unauthorized software on any workstation or anywhere on the network.

- Stealing, vandalizing or defacing hardware (including keyboards, monitors, and headphones) and removing or replacing hardware or cables without authorization.
- Intentionally uploading, creating, or spreading computer viruses or worms.
- Using technologies in support of any illegal purposes.
- Attempting to gain unauthorized access to Raleigh Charter’s network, or any other network, or any secure data is considered hacking activity and thus is prohibited. “Hacking activity” includes students attempting to log on to the network/Internet as a faculty member or an administrator, and possessing, using or attempting to use hacking tools, including keystroke loggers and password/encryption tools.
- Downloading and storing files on the network without authorization. (Students are authorized to store course-related documents in their home directory folder on the S drive.)
- Connecting any non-approved hardware or device to the network without specific advance permission.
- Providing access to the RCHS network to unauthorized individuals via one’s own account, another’s account, or otherwise.
- Using technology to copy commercial software in violation of state, federal, or international copyright laws.
- Using Raleigh Charter’s technology for financial gain or for the transaction of any business, commercial or lobbying activities.
- Using technology for off-task activities during class (games, videos, music, or visiting non-instructional websites).

Students are expected to protect their own privacy in digital interactions and respect the privacy and work of others.

Actions and behaviors that are prohibited include but are not limited to:

- Posting personal or private information about yourself or other people on the Internet.
- Violating any aspect of a student’s right to privacy by disclosing confidential information, including but not limited to a student’s grades or test scores.
- “Re-posting” or forwarding personal communications without the author’s prior consent.
- Using chat or instant messaging during school hours for non-educational purposes without prior specific permission from a teacher or administrator.
- Using technology to cheat, including but not limited to misrepresenting someone’s work as one’s own or passing work on to another for the purpose of cheating.

Students are expected to adhere to all local, state, and federal laws. Any violations of this Acceptable Digital Technology and Internet Usage Policy will be subject to school disciplinary actions which may include suspension, loss of computer privileges and referral to law enforcement in accordance with local, state and federal laws. Acts of vandalism that require the replacement of equipment will require financial recompense by the student or the student’s parents.

Raleigh Charter High School makes no warranties of any kind, whether expressed or implied, for the service it is providing. RCHS reserves the right to block or filter Internet content that has no educational purpose, is obscene, contains pornography, or is harmful to minors. RCHS makes no guarantee that the functions of services provided by or through the RCHS network will be error-free or without defect. Raleigh Charter High School will not be responsible for any damages a user may suffer including but not limited to loss of data, delays, nondeliveries, misdeliveries, or service interruptions caused by provider/user negligence, errors or omissions. RCHS is not responsible for the accuracy or quality of the information obtained through or stored in

the system or network. RCHS will not be responsible for financial obligations arising through the unauthorized use of the system. Use any information obtained via the Internet at your own risk. RCHS adheres to the standards and requirements of the Children’s Internet Protection Act (CIPA); therefore, internet access at RCHS is filtered in accordance to the requirements of CIPA while students are connected to the school’s network.

The signatures on the Acceptable Computer Use Agreement are legally binding and indicate that the parties who signed have read these terms and conditions carefully and understand their significance.

Digital Citizenship

Responsible use of technology requires discipline and thoughtfulness. We aspire to better ourselves and our community with our resources. Technology should enhance our lives, learning, and relationships with others. To this end, RCHS has adopted the following standards from the International Society for Technology in Education (ISTE)*:

Students of our community cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.	
Dispositions and actions that are conducive to digital citizenship	Dispositions and actions that are deterrents to digital citizenship
<ul style="list-style-type: none"> • Being respectful and considerate while interacting with other people online • Being mindful that anything you publish electronically may last forever 	<ul style="list-style-type: none"> • Posting inappropriate photos or words without awareness of their permanence • Posting personal information about self or others that could result in identity theft
Students of our community engage in legal and ethical behavior when using technology, including social interactions online or on networked devices.	
Dispositions and actions that are conducive to digital citizenship	Dispositions and actions that are deterrents to digital citizenship
<ul style="list-style-type: none"> • Understanding the laws regarding use of technology • Being aware of bias and credibility of sources consumed or quoted • Taking action when witnessing cyberbullying 	<ul style="list-style-type: none"> • Cyberbullying another student • Posting or submitting inappropriate, malicious or illegal content • Downloading inappropriate, malicious or illegal material • Using the internet to violate the Raleigh Charter honor code
Students of our community demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	
Dispositions and actions that are conducive to digital citizenship	Dispositions and actions that are deterrents to digital citizenship
<ul style="list-style-type: none"> • Consulting others for feedback on your writing while maintaining authorship of it • Respecting another student’s choice to not share their work • Citing your sources--giving credit where credit is due 	<ul style="list-style-type: none"> • Sharing intellectual property without the permission of a teacher • Pressuring someone to share their work with you • Taking the intellectual property of others without correctly citing it

Students of our community manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

Dispositions and actions that are conducive to digital citizenship	Dispositions and actions that are deterrents to digital citizenship
<ul style="list-style-type: none"> ● Visiting safe and secure websites in order to protect your identity ● Being mindful of the effects of password insecurity ● Being responsible when sharing personal information on the internet (address, phone number, for example) 	<ul style="list-style-type: none"> ● Visiting unsafe websites that may be harmful to your privacy and security ● Downloading dubious content that may install viruses on the computers ● Being careless when sharing personal information on the internet (address, phone number, for example)

**International Society for Technology in Education (ISTE): www.iste.org/. We have adapted the ISTE Standards for Students and added the dispositions that are conducive or deterrent to those standards.*

Driver’s Education and Eligibility Certificates

Raleigh Charter High School does not offer driver’s education classes. Driver’s education is offered through Jordan Driving School and is available through some of the local school systems. Generally, older students are scheduled first. Students should contact Jordan Driving School directly for more information about classes at 919-772-4877 or at <http://www.jordandriving.com/>. There may be a fee for the driver’s education class, and families should be aware that if a student signs up for a class and then does not attend, the student will need to pay to register for another class. You may only enroll in one Jordan Driving School class at a reduced fee.

Dropout Prevention/License Revocation

North Carolina has established legislation that reflects a coordinated statewide effort to motivate and to encourage students to complete high school. This legislation requires that a student’s driving permit or license be revoked if a student is unable to maintain adequate progress or drops out of school. Adequate progress is determined by first semester grades and end-of-the-year grades and is defined as passing 70% of courses. At Raleigh Charter High School, this means a student must be passing five of his or her six courses. A student is exempt from this law when he or she reaches the age of 18 or has obtained a high school diploma, GED, or an adult high-school diploma. RCHS is required to notify the Division of Motor Vehicles after each semester if a student fails to meet this requirement.

A student’s driving permit or license must also 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: 1) possession or sale of alcoholic beverage or an illegal controlled substance on school property, 2) possession or use on school property of a weapon or firearm, or 3) the physical assault on a teacher or other school personnel on school property. School property includes the physical premises of the school, including the parking lot, any vehicles under the school’s control that are used to transport students, and school-sponsored or school-related activities that occur on or off the physical premises of the school.

Driver’s Eligibility Certificates

A Driver’s Eligibility Certificate (DEC) will be issued to a student when the student completes the driver’s education class and meets the above requirement. The student and a parent should present the form stating

he or she has completed the class to the office staff at RCHS. Both the student and a parent must be present when the DEC is signed and issued by the RCHS office staff. After grades have been verified, the DEC will be issued. The DEC is only good for thirty days from the date issued.

DISTINCTIVE SCHOOL PROGRAMS

Flex Days

We believe that students learn more when they are *active, social, and creative* learners. **Flexible Schedule Days**, an important innovation at RCHS, allow teachers and students to explore topics in depth and often to study across disciplines. They usually occur over two successive Fridays during which regular classes are not held. Students instead meet in small groups to pursue projects in a subject area or to engage in citizenship activities. Seventh period classes do not meet on Flex Days.

Attendance on Flex Days is mandatory and all normal attendance and tardy procedures will apply. Tardiness for an off-campus program may cause the student to miss assigned transportation. This will result in assignment to another program. Students who are absent for a Flex Day should see their subject-area teachers about make-up assignments.

RCHS has established wonderful working relationships with organizations and businesses in the community through our Flex Day program. We expect that students will maintain excellent behavior and decorum in Flex Day programs. Unsatisfactory behavior will be handled by the administration. The Flex Day coordinator will inform administrators about tardiness and unacceptable behaviors. Administrators will enforce consequences for tardiness, skipping, and other unacceptable behaviors. Flex Day dates are shown on the school calendar.

For each set of Flex Days, students will rotate through the subject area programs. Flex Day assignments will be distributed through advisories.

Parents looking for a way to help are of great service on Flex Days. On any given Flex Day, about one-half of our student population leaves campus. In order to make this happen, we need volunteers to drive students to and from Flex Day activities.

Ex Days

Ex(tended-Period) Days lengthen the usual 45-minute class period to 95 minutes. Students meet periods 1, 3, and 5 on the first Ex Day and 2, 4, and 6 on the second Ex Day, allowing teachers to do in-depth labs, rehearsals, seminars, simulations, practice sessions, or group work. (Seventh period classes meet on both days at the regular times.) Ex Day dates are shown on the school calendar.

Occasionally, we will hold Mini Ex Days. Mini Ex Days are early dismissal days of school where three classes will meet for 45 minutes. Students meet periods 1, 3, and 5 on the first Mini Ex Day and 2, 4, and 6 on the second Mini Ex Day. Mini Ex Day dates are also on the school calendar.

Citizenship Education and Community Work Days

Citizenship education is central to the mission of Raleigh Charter High School. We seek to develop good citizens by working with our students to encourage self-awareness, build and maintain local communities,

develop an awareness of our membership in ever larger communities, work consciously towards equity and against oppression and injustice, recognize and embrace the dignity of every human being, engage in common enterprise, facilitate problem solving, foster balance in life and, take ownership and responsibility for learning. We will focus on these goals in our classrooms, on Flex Days, and through extracurricular activities.

In addition, to give students and faculty opportunities to work together serving our community, RCHS has dedicated two separate Community Work Days—one each semester—to service activities. A wide variety of activities will be available, and students will have an opportunity to express their preferences. In making student assignments, we will try to honor these preferences as much as possible, particularly for seniors and juniors.

We assign students and teachers to small groups of around fifteen people. These groups meet a total of three times each semester: twice for hour-long planning or reflection meetings and once for a shortened school day to participate in their service project. RCHS modifies the schedule on the Community Work Days to accommodate the variety of activities.

Extracurricular Activities

Providing students with rewarding extracurricular activities is important to us at Raleigh Charter High School. We offer a wide range of academic, social, athletic and service activities to meet our students’ needs and interests.

Student Clubs

Clubs at Raleigh Charter vary a great deal in terms of the time commitment for the students, allowing most students to find some activity that fits their schedule. Club meetings are held before school, during lunch, or after school. Clubs may vary slightly from year to year to suit the interests of our students and faculty. Each fall, there is a club fair on the third Friday of the school year to inform students about club offerings and opportunities.

Phoenix Athletics

Raleigh Charter High School offers 11 varsity sports. Tryouts are open to students of all grade levels. Below are the sports offered at Raleigh Charter High School:

Fall	Winter	Spring
Cross Country - Men & Women Women’s Tennis Men’s Soccer Women’s Volleyball	Men’s Basketball Women’s Basketball Swimming - Men and Women	Track and Field - Men & Women Men’s Tennis Women’s Soccer Golf - Men and Women

Raleigh Charter is a member of the 2A Super Six Conference in the North Carolina High School Athletic Association. Conference members include East Wake Academy, Falls Lake Academy, Franklin Academy, North Carolina School of Science and Math, and Research Triangle High School.

Please be aware that athletics are a significant cost to Raleigh Charter High School. The cost per athlete per sport is greater than \$500. In previous years, we had a participation fee of \$225 for a sport. Current state law does not allow us to charge a fee. Contributions from families to help defray this expense are needed and appreciated.

Eligibility for Participation in Athletic Activities

Enrollment

Students who are new ninth graders and students who attended Raleigh Charter for the previous school year are eligible to participate in athletic activities.

Transfer Policy

After initial entry into the ninth grade, and absent a bona fide move as provided in the Residence section of the NCHSAA Handbook (See 1.2.10):

1. A student transferring from one member school to another member school within the same LEA* must sit out 365 days for athletic participation. The LEA can create criteria for immediate athletic eligibility for transfers within the LEA.
2. A student transferring from one member school in one LEA to another member school in a different LEA must sit out two consecutive semesters, or 365 days, whichever is less, for athletic participation.
 - a. By mutual agreement that the transfer is not for athletic purposes, a student's first transfer from LEA to LEA, and absent a bona fide move, is not subject to the NCHSAA Transfer Policy.
 - i. Absent mutual agreement, and in consideration of the above, exceptions for immediate athletic eligibility for transfers from one LEA to a different LEA will be heard by a NCHSAA Transfer Committee.

*Local Educational Agency

Required Forms

1. Athletic Participation Form, including a current physical exam (physicals are valid for one calendar year)
2. Transportation Release Waiver
3. Student-Athlete & Parent/Legal Custodian Concussion Statement

Athletic Academic and Attendance Requirements

- Students who have two or more F grades either for their first semester or for their final-year grade are ineligible for the entire next semester based on NCHSAA regulations. These students will NOT have their grades reevaluated at the six-week marks.
- All other student athletes will have their grades evaluated at the end of each six weeks to determine eligibility for the next six weeks. Students excluded from participation based on RCHS requirements will be reevaluated at the end of the following grading period. Six-week grades will be used for grading periods one, two, four, and five. However, the first semester and final-year grade will be used for the third and sixth grading-period eligibility checks, respectively.
- Students who have one or more F grades for a six-week grade check will be ineligible for the following six-week grading period.
- Students who have no more than one D and no failing grades AND a 2.0 unweighted grade-point average in the grading period prior to athletic participation are eligible to participate.

- Students who have no failing grades and a 3.0 unweighted GPA AND any combination of grades in the grading period prior to athletic participation are eligible to participate.
- Students who were not enrolled at Raleigh Charter High School during the grading period prior to athletic participation must submit their grades from the previous school. The above standards would apply to those grades.
- Students must have been in attendance for at least 85% of the previous semester at an approved school.

NOTE: *In some instances, RCHS athletic policies are more restrictive than NCHSAA policies. However, in all other areas, RCHS abides by general NCHSAA policies.*

STUDENT SUPPORT SERVICES

Below you will find descriptions of the various services created to foster support among the members of the RCHS community.

Advisory System

Every student at RCHS is in an advisory group with a faculty member. This group meets daily to listen to and discuss announcements and to address issues such as registration, citizenship, and Flex Day planning. Students usually stay in the same advisory group for their entire career at RCHS, enabling one faculty member to see the broader academic and social picture for each advisee. Advisors not only monitor academic progress, but also facilitate teacher-parent conferences as needed. One day a week (every Tuesday), advisory is thirty minutes long. On all other days advisory meets for five minutes.

Director of Student Support

RCHS faculty member Akilah Govan serves as the Director of Student Support. In this role, Ms. Govan works with students who are facing academic, social, or emotional difficulties. Ms. Govan is available to meet with students at various times during the day.

College Counseling

Raleigh Charter High School is a college-preparatory high school with a rigorous academic program. We are committed to providing a comprehensive college counseling program with personalized service to the students and their families. Our goal is to help students identify colleges and universities that best match their needs and abilities. Our counselors assist the students throughout the college search and admissions process. We encourage students to take advantage of the curriculum offered at RCHS and to develop interests outside the classroom by taking advantage of the many extracurricular opportunities offered here. Since our mission is to graduate citizens of the world, college counselors also encourage students to become involved in their communities. The College Counseling office is located in Room 224 on the second floor.

Assigned College Counselors and Asking for Help

College counselors are available to answer broad, general questions from any student. Simply visit Room 224 and ask. The best times to drop in are before 1st period, during the advisory period with your advisor's explicit permission, and during lunch to talk with any available college counselor.

However, your assigned college counselor will be your main point of contact for individualized advising as well as specific tasks and requests. Every student is assigned based upon their advisory to their college counselor, who will guide the student throughout their time at Raleigh Charter. Mr. Robinson works with students in advisories on the first floor, and Mr. Palmieri works with students in advisories on the second floor. Students are strongly encouraged to develop their own rapport with their assigned college counselor independently of their parents and guardians.

Aside from dropping into the College Counseling office, students can email specific questions or concerns to their assigned college counselor and expect a timely response. Students can also ask how to schedule an appointment with their college counselor outside of instructional time for longer conversations and/or more personalized attention.

Transcripts

A transcript is a school record of a student's classes and their final grades for each year of high school. Unlike progress reports, transcripts only display the final grade calculated at the end of each year. Transcripts also display a student's academic performance using two grade point averages—weighted and unweighted (see page 19 for Grading and Course Weights). Students may request copies of their transcript from their assigned college counselor. Students can also find their GPAs displayed in their Scoir account.

Academic performance is one of many factors that colleges take into account when making admissions decisions, but it is the most significant factor among them. Therefore, colleges seriously consider transcripts as part of the college application process. College counselors are available to answer questions and address concerns students may have about transcripts.

College Visits

Colleges and universities across the state, the nation, and even the world visit Raleigh Charter and to recruit our students and to assist them in their own college search and exploration process. Through the College Counseling website, morning announcements, emails through Scoir, and postings near the College Counseling office, students are informed when college representatives visit throughout the year. The purposes for college visits are for students to expose themselves to diverse educational opportunities, to research colleges on their lists, to ask more personalized questions, and to connect with college admissions during the application process. These sessions provide valuable perspectives as students consider their options and then expand or narrow their choices. Juniors and seniors are encouraged to attend college visits by signing up in Scoir. Sessions are typically offered before school, during lunch, and after school. In addition, college counselors will alert students about upcoming college fairs and open houses held in the surrounding community and external to RCHS.

Scoir

In today's modern educational landscape, there are many apps and online tools available for people to use, especially in college counseling for high school students. Our high school utilizes an online platform called Scoir (pronounced "score"), which is intended to be a collaborative space for students and college counselors. Introduced to students near the end of 10th grade, college counselors demonstrate how students can use Scoir to discover colleges, to document extracurricular activities, and to sign up for college visits. Students can use Scoir to create and refine their college list with advice from their college counselor. During their final year, seniors and college counselors use Scoir to track and manage the entire college application process from submission to admissions decisions to matriculation. Academic data in Scoir, such as GPAs and standardized

test scores, is not shared with college admissions and is only intended to facilitate personalized college counseling.

Four-year College Plan

While any student can request to schedule a college counseling appointment, students in higher grade levels typically meet more frequently than students in lower grade levels. In other words, 12th graders meet more often than 11th graders, 11th graders meet more often than 10th graders, and 10 graders meet more often than 9th graders. Below are some important milestones in your college planning process throughout high school and when students can generally expect to engage with the College Counseling Department. Please refer to the Registration section (page 21) for how course planning and registration works for an upcoming year. See the College Counseling website for more detailed guidance for each year.

9th Grade

The best advice from your college counselor for your first year is to do your best in all of your classes and focus on your successful transition from middle school to high school. Ninth graders are encouraged to foster working relationships with faculty and to develop the academic skills, habits, and mindset needed to succeed in collegiate studies, including adherence to academic integrity and the Honor Code. Please refer to Raleigh Charter's Philosophy of Deliberate Learning in the Appendix for further context. In the spring of freshman year, college counselors visit classrooms to introduce ninth graders to the high school transcript and to plan ahead for summer enrichment opportunities.

10th Grade

Along with developing relationships with teachers and improving upon academic skills and habits, tenth graders are encouraged to get more involved in the community life at RCHS through clubs, sports, and/or other extracurricular activities. These are opportunities to extend learning beyond the classroom and can inform college-going students about what they want their postsecondary experience to be. This is also an opportune time to begin or continue exploring possible plans after high school graduation. College counselors introduce Scoir, a valuable, web-based college search tool, to students.

11th Grade

Beginning with an orientation at the start of the school year, juniors begin working more closely with their assigned college counselor in the search and exploration of colleges. College counselors will provide general guidance for juniors both to explore the variety of postsecondary education options and to connect those options with possible career paths and areas of study of interest to them. Eleventh graders and their families are invited to attend a college night where representatives from several colleges will talk about the college admissions process in general. In the spring, college counselors begin to meet individually with juniors to formulate their college search plan.

12th Grade

Seniors are expected to actively engage with their college counselor throughout the entire school year. College counselors guide twelfth graders through decision-making processes related to college applications, essays, portfolios, interviews, letters of recommendation, need-based financial aid applications like FAFSA and CSS Profile, searching and applying for merit scholarships, financial aid awards, and college matriculation or post-graduation plans. Students and college counselors are expected to report Honor Code violations and behavioral disciplinary actions as part of the college application process. This includes any violations or actions

occurring after college applications have been submitted during the senior year. College counselors are available to support students in self-reporting previous discipline issues as questions and concerns arise.

Special Programs

Raleigh Charter offers support services to students who are state-identified. The level of support is dependent on the student's IEP. For more information, contact Dr. Rachel Volpe in the Special Programs Department. *In the Appendix is the Raleigh Charter EC Complaint Form should you need it.*

Phoenix Parents

Phoenix Parents —Raleigh Charter's parent organization — exists to support our teachers, staff, and students and to encourage active parent participation by providing meaningful ways to support the mission and goals of the school—as stated in our charter application. Phoenix Parents are always looking for ways to enhance the high school experience. Please join, be active and supportive, and share new ideas. Every family is encouraged to join for an annual membership fee of \$25. Our goal is to have 100% of our families join because 100% of our students directly benefit from the efforts of Phoenix Parents.

All current parents are invited to attend Phoenix Parents meetings. Meetings are held every six weeks at RCHS or virtually. In addition to meetings, Phoenix Parents coordinate volunteers for a variety of committees related to Flex Days, communications, volunteer coordination, fundraising, and building and grounds upkeep.

Throughout the school year, volunteer opportunities are announced in *The Phoenix News* and on the website. All parents are encouraged to contact the Phoenix Parents co-presidents to discuss ways to get further involved.

A contact list of Phoenix Parents officers is included in the Appendix. A complete list of committee chairs is available on the school website under the Parents tab.

APPENDIX

Phoenix Parents Officers for 2023-2024

Co-Presidents	Lisa Stephenson Alexandra Flynn	lmkrenz@hotmail.com alexandraflynn@gmail.com
Secretary	Tara McGee	taramcgee123@gmail.com
Treasurer	Kimberly Dickey	kimberlyfelmet@yahoo.com
Faculty Rep	Margaret Barnett	mbarnett@raleighcharterhs.org

RCHS Academic Enrichment Policy

At Raleigh Charter High School, we encourage our students to enrich themselves and explore the world through opportunities available outside of our school. However, these programs are supplemental to, not in place of, a student's educational program at Raleigh Charter.

Summer Opportunities

Students may choose to enroll in summer programs through other schools, institutions, and programs to enrich their lives and learning. However, students may not use these programs or courses to accelerate their high-school education or replace classes that they would take at Raleigh Charter High School. The required Healthful Living class is the only exception to this rule. At the discretion of school officials, students may take Healthful Living as a summer course at another institution for credit toward Raleigh Charter High School's graduation requirements.

Opportunities Concurrent to the School Year for Ninth, Tenth, and Eleventh Graders

Students in grades nine, ten, and eleven take six classes at Raleigh Charter High School. During the academic year between the first and last days of school, students in the ninth, tenth, and eleventh grade may not enroll in academic programs with other schools, institutions, or opportunities that require school officials to sign permission or recommendation forms. This prohibition includes, but is not limited to, other high schools, virtual schools, international programs, community colleges, colleges, and universities. Raleigh Charter High School does not allow students in the ninth, tenth, or eleventh grade to concurrently enroll in another institution or take classes for credit with another institution during the school year.

Opportunities Concurrent to the School Year for Twelfth Graders

Students must enroll in a minimum of four courses at Raleigh Charter High School in their twelfth-grade year. During the academic year between the first and last days of school, students in the twelfth grade may request release time and permission to enroll in programs with other schools, institutions, or opportunities that require school officials to sign permission or recommendation forms. At the School's discretion, students may be allowed to take a reduced course load (from the normal six classes to four or five classes) and/or enroll in these programs. These opportunities are supplemental to, not in place of, a student's educational program at Raleigh Charter and will not be applied to credits needed for graduation. Any such courses will not appear on students' transcripts or satisfy Raleigh Charter High School graduation requirements.

Exceptions to these Guidelines

At their discretion, school officials may allow an exception for a particular student. Exceptions typically fall into one of four categories.

1. Students who have completed all courses that Raleigh Charter High School offers in a specific subject area, prior to their senior year, may be allowed to enroll at another institution and be granted release time to do so. (For example, a student may have taken all math classes offered.)
2. Students in danger of not graduating from high school in four years may be allowed to recover credits through remediation programs.
3. Students' Individual Education Plans or 504 Plans, developed through the prescribed process under federal and state guidelines for these plans, may require programs and coursework outside of Raleigh Charter High School classes.
4. Students faced with medical exigencies may require programs and coursework outside of Raleigh Charter High School classes.

Approved June 2017

RCHS Policy for Credits for Repeated Courses

In accordance with pertinent legislation and State Board of Education regulations, Raleigh Charter High School allows students to repeat courses for credit. This policy is designed to govern credit for classes in which credit can only be assigned once. (There are a few classes such as Band in which students may receive credit more than once.)

As required by State Board of Education regulations, when a class is repeated after a student receives a failing grade, the second grade will replace the first grade for the course. The earlier failed attempt at the course will not appear on the student's transcript or be used in calculating the student's grade-point average.

When a class is repeated after a student receives a passing grade, all attempts at the course will appear on the student's transcript. The grade for the final attempt at the class will appear on the student's transcript and be used in calculating the student's grade-point average. Grades for previous attempts at the course will appear as audits and will not be used in grade-point average calculations.

Approved June 2017

RCHS End-of-Course Test Score Use Policy

For End-of-Course (EOC) Tests that have not yet been normed by the North Carolina Department of Public Instruction (NCDPI), Raleigh Charter High School teachers will use the EOC results in the same manner that they use teacher-generated final exams. Under these specific circumstances, EOC Tests will count for 20% of the second-semester grade which is 10% of a student's grade for an entire year-long course. Teachers will use the raw scores generated by the EOC Tests and provided by NCDPI and will have the same discretion to curve or scale the exam results as they deem appropriate in fairly grading student coursework.

If EOC Test raw scores are not available from NCDPI in a timely fashion, generally within two weeks of the end of the school year, the school may need to finalize grades for the year without using these particular EOC Tests. In this situation, the school will calculate students' overall course grades by using each student's second semester 18-week grade as their second semester exam grade, too.

Teachers will then calculate students' grades using the same scoring scheme that they use for courses with teacher-generated exams.

RCHS Graduation Credits and the Philosophy of Deliberate Learning

From the founding of Raleigh Charter High School, our faculty has concentrated on learning and growth with our students. We emphasize to them that their education is about much more than checking the necessary boxes for graduation or college acceptance. We want them to delve deeply into material, explore new topics, and ignite passions in unknown areas. We encourage them to question, wonder, and debate with their teachers and with one another in a community focused on ideas and intellectual curiosity. We believe that this deep engagement with our learning community is a key element in the Raleigh Charter High School educational experience.

This deep learning takes time, energy, and deliberate steps, and this approach to education influences our decision-making on both the individual and school level. We encourage our students to enrich themselves and explore the world through other opportunities whenever they can. However, these programs are supplemental to, not in place of, a student's educational program at Raleigh Charter.

When students come to us with ideas and opportunities for learning outside our walls, we consistently encourage them to use these classes and programs to enrich their lives. However, we consistently insist that they not use these opportunities to accelerate their high school education or replace classes that they would take at Raleigh Charter.

At times, we receive requests from students to replace courses at Raleigh Charter with classes taken in another setting. While we support students in registering for outside learning opportunities, these classes are in addition to, not in replacement of, their course work at RCHS. Frequently, these requests come in reference to our language requirement. When students have had an exposure to another language such as Latin or Japanese, they often request to continue the study of that language as a replacement for their Raleigh Charter language credit. Although we encourage students to continue their study of the additional language if they are passionate about it, we do not allow these studies to replace the Raleigh Charter language courses.

While our students need 22 credits in order to fulfill their graduation requirements, the vast majority of students amass 24 or 25 credits in their four years of high school because they take six classes each year and have the option of enrolling in Healthful Living through other avenues, such as our seventh period or a summer program. Therefore, when they begin their senior year, the typical RCHS student only needs three or four credits to graduate.

Students learn more in 185 days of class and homework than they possibly can in a few weeks of a summer program, even a very good one. Despite the many requests that we get from families for students to take summer classes, particularly in math and science, for credit, we do not allow students to replace a full year course with one that they take in a summer program (with the exception of Health). Students are left with gaps in the curriculum and in their learning, and, therefore, this acceleration is not in their best interest in the long term. Some students choose to enroll in summer programs such as science research, robotics, or design, which expose them to wonderful applications of their learning. Other students participate in programs like Boys' and Girls' State, Governor's School, or various university studies. However, these programs are separate from their Raleigh Charter course work and do not appear on their transcripts.

Sometimes students have the resources and opportunity for international travel. We have students who spend significant parts of their summers abroad, taking classes and refining their skills in world languages and cultural studies. Often when these students return, they have progressed so far in their language studies that, after an assessment, our teachers move them up a level (or two) in that language; however, credit is not awarded. The students' transcripts reflect the courses that they take at RCHS but do not include anything about the extra program that they have attended. Students submit that information to colleges directly from the program that maintains it. Our college counselors assist with this process.

When students want to extend these programs and spend an entire year abroad, we willingly give them release time to learn and study through whatever program they choose. Before they go, we explain that we do not offer credit for whatever coursework they take. A student who leaves after two years of high school must return to Raleigh Charter to complete the remaining two years. A student who leaves before senior year must return for one additional year. We have had students who have participated in these programs and then returned to Raleigh Charter to complete their diploma requirements.

During their senior year, we do allow students to take a reduced course load to pursue internships or course work through other institutions, and some students take advantage of this option. Students must enroll in a minimum of four courses with us, and we work with them individually to determine if the opportunity that they are interested in exploring warrants a release period or two from Raleigh Charter. In a typical year, we will have anywhere from two to seven students who choose this approach to their senior year. These opportunities do not appear on their transcripts or satisfy graduation requirements.

Because of course failures or health issues, students are sometimes at risk for not graduating within the four year window prescribed by the North Carolina Department of Public Instruction for high school graduation. When these situations occur, we may offer the student other options for receiving credits in order to assist the at risk student in reaching graduation successfully. These credits have included summer school, online classes, and dual enrollment with postsecondary schools. In most cases, these credits are for the same course that the student has already taken at RCHS. Decisions are made on an individual basis with the goal of helping the student to achieve enough credits to reach high school graduation, rather than drop out. Typically, we have one or two students who fall into this category in a given year. Credits and programs for transfer students who are accepted to Raleigh Charter are evaluated on a case by case basis. There are times when transfer students come to us with nontraditional high school backgrounds. In these situations, we analyze the information available to us and award credit for work done prior to enrollment with us in as fair a manner as we can. There are times when we require a transfer student to repeat a course, for example in a world language or in math, when they are clearly not prepared to move on to the next level in our program.

We believe that colleges understand our deliberate approach to learning and that our students benefit from this understanding. When students have earned a diploma from Raleigh Charter High School, we believe that they have done far more than check the boxes necessary for high school graduation. They have fully participated in a learning community with all the benefits that this approach entails.

RCHS Policy on Courses Taken for High-School Credit in Middle School

Students at Raleigh Charter High School take year-long courses that explore their subjects in depth and breadth. Compared with a semester-long or virtual-school course, a year-long course exposes the student to more knowledge at a more appropriate pace. A student has a chance to digest information and to see that information in many contexts. Over a year, a student has the opportunity to reflect on concepts and to construct those concepts in a scaffold that not only makes sense and creates connections in the short term, but also empowers the student in the long term with conceptual tools and frameworks. Middle-school students who take high-school courses receive credit toward high-school graduation requirements in accordance with North Carolina Department of Public Instruction regulations. Only courses taken in high school are used to calculate the high-school Grade Point Average (GPA). School administrators ultimately determine student schedules and placement in courses.

Math: Students who have taken high-school math courses in middle school will continue in the sequence at Raleigh Charter High School. Typically, online courses do not adequately prepare students for year-long math courses. RCHS requires students to take four math courses in high school unless the student exhausts all math courses that the school offers.

Science: All students must pass courses in biology, chemistry, and environmental science to graduate from RCHS. Earth science may replace the environmental science requirement for transfer students only. Students who have previously taken high-school biology, not including a virtual biology course, during middle school may place out of introductory biology if they earned a score of 94% or higher on the North Carolina End-of-Course test. Students who place out of introductory biology must pass AP Biology to fulfill RCHS graduation requirements. All entering ninth graders are strongly encouraged to enroll in either Honors or Enriched Honors Biology, and those placing out of biology are not guaranteed a space in an upper-level science course. Incoming students cannot take a chemistry class and AP Biology concurrently in the ninth grade.

English: Students who have taken English 1 in middle school will take Enriched Honors English 1 at Raleigh Charter High School. The first English course at RCHS develops the student's skills in reading, thinking, and composition and lays the foundation for future courses at RCHS.

History: Raleigh Charter High School requires every student to take either Honors or Enriched Honors World History at RCHS regardless of whether or not they have taken a World History class in middle school. The skills, content, and distinct collaborative learning experience provided by the RCHS course make it a necessary prerequisite for other history courses at RCHS.

World Languages: Raleigh Charter High School students are required to take two years of the same world language in high school. Students who have taken a world language in middle school will take a placement test prior to enrolling in the next course at RCHS. Based on the testing results, RCHS teachers will determine the student's next appropriate course. A student who qualifies to begin in an upper-level language class will still need to complete at least two different years of the same language while in high school. An RCHS student must begin taking a world language by tenth grade.

RCHS Grievance Policy

Members of the Raleigh Charter High School community should deal with conflict and disagreement within our school community in an open and proactive manner. The procedures below outline the appropriate steps for staff, students, and parents to take in order to express grievances concerning members of the school community or actions taken by members of the school community.

1. Anyone who feels aggrieved should begin an open and respectful dialogue by bringing the matter to the attention of those involved.
2. If the matter is not resolved when addressed directly with those involved, an aggrieved person may bring the matter to the attention of the Principal promptly. The Principal will then attempt to resolve the situation working with the parties involved.
3. If the Principal is not able to resolve the issue working with the parties involved or if the grievance concerns an action or decision of the Principal, the aggrieved person may bring the situation to the attention of the Chair of the Raleigh Charter High School Board of Directors through a written request. The request should include a description of the incident, a rationale for concern, a description of the steps taken to resolve the issue, and the remediation that is being requested. Upon the receipt of a written request following these guidelines, the Chair will take the matter under advisement and, in his or her discretion, may bring the item to the Executive Committee of the Board of Directors, add the item to the agenda of an upcoming Board meeting, or convene a committee of the Board to address the issue. Decisions by the Board of Directors will be the final step in the grievance process.
4. Grievances, including disciplinary matters dealing with Short- and Long-Term Suspension, will be dealt with in accordance with all applicable laws and regulations.

RCHS Policy Against Harassment

It is the policy and practice of Raleigh Charter High School (RCHS) to maintain and foster an environment in which all employees, students and other community members are treated with decency and respect. Accordingly, RCHS has adopted a zero-tolerance policy toward discrimination and all forms of unlawful harassment, including but not limited to sexual harassment. This zero-tolerance policy means that no form of unlawful discriminatory or harassing conduct towards any employee, student, contractor, or other person in our school will be tolerated. RCHS is committed to enforcing its policy at all levels within RCHS, and any community member who engages in prohibited discrimination or harassment will be subject to appropriate discipline, up to and including immediate discharge from employment for a first offense.

This policy is equally applicable to RCHS students, volunteers, parents, directors and vendors, and RCHS reserves the right to preclude such individuals from participation in or doing business with RCHS to the extent they engage in conduct prohibited by this policy.

Every employee should be aware that all managers and supervisors are absolutely prohibited from making any decision regarding job assignment or reassignment, performance evaluation, compensation, promotion or demotion, termination or commencement of employment, or any other decision involving any tangible employment action, based in whole or in any part on any person's exposure to, submission to, acquiescence in, or complaint about, sexual harassment or any other form of unlawful harassment or discrimination.

Conduct Covered by this Policy:

This policy applies to and prohibits all forms of illegal harassment and discrimination, not only sexual harassment. Accordingly, RCHS ***absolutely prohibits*** harassment or discrimination based on sex, age, disability, perceived disability, marital status, personal appearance, sexual orientation, gender identity, race, color, religion, national origin, veteran status or any other legally protected characteristic.

Because confusion often arises concerning the meaning of sexual harassment in particular, it deserves special mention. Sexual harassment may take many forms, including the following:

- Offensive and unwelcome sexual invitations, whether or not the employee submits to the invitation, and particularly when a spoken or implied quid pro quo for sexual favors is a benefit of employment or continued employment;
- Offensive and unwelcome conduct of a sexual nature, including sexually-graphic spoken comments; offensive comments transmitted by e-mail or another messaging system; offensive or suggestive images or graphics whether physically present on RCHS's premises or accessed over the Internet; or the possession of or use of sexually suggestive objects; and
- Offensive and unwelcome physical contact of a sexual nature, including the touching of another's body; the touching or display of one's own body, or any similar contact.

Computer Messaging and Information Systems:

All members of the RCHS community are particularly cautioned that the use of e-mail, voice mail, or other electronic messaging systems, or the Internet, may give rise to liability for harassment. Community members may not generate, should not receive, and must not forward, any message or graphic that might be taken as offensive based on sex, gender, or other protected characteristic. This includes, for example, the generation or forwarding of offensive "humor" which contains sexually-offensive terms, or terms which are offensive to any race, religion, national origin group, or other protected group.

Anyone receiving offensive messages over RCHS computer equipment, or receiving other unlawfully offensive messages or graphics over RCHS computer equipment, should report those messages to an administrator (principal or academic dean) or Board member.

Everyone is reminded that RCHS computers and the data generated on, stored in, or transmitted to or from RCHS computers remain the property of RCHS for all purposes. No one is authorized to use any RCHS computer, computer system, network, or software for the preparation, transmission, or receipt of sexually offensive messages or graphics, or for other messages or graphics which might be taken as offensive based on any other protected characteristic.

All users are reminded that RCHS retains the right to monitor its computers, computer systems, and networks to ensure compliance with this requirement.

Mandatory Procedures in Cases of Harassment:

Any RCHS community member who believes that she or he has been subjected to unlawful harassment of any kind has the responsibility to report the harassment immediately to an administrator or a Board member.

RCHS is committed to taking all reasonable steps to prevent harassment, and will make every reasonable effort promptly and completely to address and correct any harassment that may occur. However, RCHS cannot take prompt and effective remedial action unless each person assumes the responsibility of reporting any incident of harassment immediately.

RCHS School Health Assessment Requirement Policy

In accordance with pertinent legislation and State Board of Education regulations, Raleigh Charter High School requires that all new Raleigh Charter High School students, who have not previously been enrolled in a North Carolina public school, complete and submit to the principal a copy of the statewide standardized health assessment transmittal form. This form must be submitted within 30 calendar days of the child's first day of attendance.

The principal will provide the form to the parent, guardian, or person standing in loco parentis on or before the child's first day of attendance.

If the form is not submitted to the school on or before the child's first day of attendance, the principal will issue a deficiency notice explaining that the child will not be allowed to attend school if the form is not submitted appropriately. The deficiency notice will indicate the timeframe in which the form must be submitted and include an explanation of how the child may make up missed work.

If the form is not submitted within the requisite 30 calendar days, the student will not be permitted to attend school. Any absences resulting from the failure to submit the health assessment will not be suspensions. The absent student will have the opportunity to complete any missed assignments or tests and will be able to take all textbooks and, if needed, a school-furnished digital device home to use in completing this work.

When the form is submitted, a notice indicating the date of receipt will be placed in the student's permanent record. The information on the form is not a public record, and the form will be stored with other medical records in a separate location from the student's permanent record.

RCHS Disciplinary Policy

Expectations of Students by the School

At Raleigh Charter High School, a college-preparatory school, we have set high standards for our students. In order to graduate citizens of the world, we have designed a challenging, rigorous curriculum, but we also seek to create a welcoming learning community. This community depends upon the responsible participation of our students, parents, faculty, and administration.

We have developed guidelines to clarify our expectations for our students:

- Students will focus on their academic work during school hours.
- Students will be civil and kind to each other, to the staff, and to the larger community.
- Students will dress appropriately. Dress should not be disruptive, obscene, or offensive. Teachers reserve the right to set standards for their classrooms.
- Students will attend class regularly. They will be on time and prepared every day.
- Students will accept responsibility for helping to maintain our facilities.

Unacceptable Behavior

While we expect and trust each Raleigh Charter High School student to exhibit exemplary behavior, we inform our parents and students of the consequences of unacceptable behavior. As part of our discipline process, we consider IEPs and 504 plans to determine whether a behavior issue is a manifestation of the disability.

All students at RCHS must abide by the regulations set by the Raleigh Charter High School Board and administration. The following behaviors are not permitted and will result in immediate suspension and may also result in the contacting of legal authorities as required by law:

- Assault, fighting, making threats, theft, or any other illegal activity
- Issuing a fire alarm or threat of violence
- Possession and/or use of narcotics, alcoholic beverages, stimulant drugs, and drug paraphernalia
- Theft or damage to personal or school property
- Possession or use of a weapon or other object that could reasonably be considered a weapon.* Students may not bring knives or other weapons or weapon-facsimiles to school or any school events.
- Leaving the school or failing to attend class without permission
- Not complying with a teacher's or staff member's directive to go to the office because of the student's unacceptable behavior.

The following behaviors are not accepted at Raleigh Charter High School and will be addressed on an individual basis by the teachers and administration:

- Noncompliance with teacher or staff member expectations and rules
- Insubordination to staff members
- Engaging in harassing behavior
- Disruption of learning
- Tardiness to class or activity
- Use of inappropriate language
- Using or having tobacco products, electronic cigarettes, or their paraphernalia during school hours, on school property, or at school events. School hours include the times when the student has arrived in the vicinity of the school. No student may go off-campus to smoke before, during, or after school.
- Eating and drinking in the classrooms without the express consent of the teacher
- Using a cell phone, Chromebook, earbuds, smartwatches, or other electronic device at an unapproved time. These items may ONLY be used before and after school and during lunch (not between classes or in advisory). Cell phone, Chromebook, or smartwatch use during class or advisory is only permitted with the express consent of a teacher. If students need to use a phone during the school day, they should ask to use the phone in the main office.
- Using an electronic device during class without permission. All electronic devices, including, but not limited to, cell phones, smartwatches, earbuds, headphones, and Chromebooks, must be put away unless teachers or administrators have explicitly given permission for these devices to be taken out and used. Electronic devices may be used at school only with permission of teachers or administrators.
- Recording or photographing classes, students, or staff without specific permission from a school official.
- Using the school phones, computers, or other school technologies without permission
- Gambling
- Violations of the Acceptable Computer Use Policy
- Academic dishonesty, including cheating and plagiarism
- Using the elevator without permission
- Noncompliance with school arrival, departure, and study hall policies

Consequences for failing to meet behavioral expectations may include detention, parent involvement and/or suspension. Our expectations for our students during the school day apply to all extracurricular and co-curricular events both on campus and off campus.

Information Related to Suspensions and Expulsions

Please be aware that any student under suspension from school is trespassing if he/she appears on RCHS property or anywhere during any school activity during the suspension period without the express permission of the principal. Trespassers may be prosecuted if they do not leave when instructed to do so.

The following North Carolina general statutes are listed here:

115C-390.5 Short-term suspension

115C-390.6 Short-term suspension procedures

115C-390.7 Long-term suspension

115C-390.8 Long-term suspension procedures

115C-390.9 Alternative education services

115C-390.11 Expulsion

115C-390.12 Request for readmission

115C-390.5 Short-term suspension

- A. The principal shall have authority to impose short-term suspension on a student who willfully engages in conduct that violates a provision of the Code of Student Conduct authorizing short-term suspension.
- B. If a student's short-term suspensions accumulate to more than 10 days in a semester, to the extent the principal has not already done so, he or she shall invoke the mechanisms provided for in the applicable safe schools plan adopted pursuant to G.S. 115C-105.47(b)(5) and (b)(6).
- C. A student subject to short-term suspension shall be provided the following:
 - a. The opportunity to take textbooks home for the duration of the suspension.
 - b. Upon request, the right to receive all missed assignments and, to the extent practicable, the materials distributed to students in connection with the assignment.
 - c. The opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period. (2011-282, s. 2.)

115C-390.6 Short-term suspension procedures

- A. Except as authorized in this section, no short-term suspension shall be imposed upon a student without first providing the student an opportunity for an informal hearing with the principal. The notice to the student of the charges may be oral or written, and the hearing may be held immediately after the notice is given. The student has the right to be present, to be informed of the charges and the basis for the accusations, and to make statements in defense or mitigation of the charges.
- B. The principal may impose a short-term suspension without providing the student an opportunity for a hearing if the presence of the student creates a direct and immediate threat to the safety of other students or staff, or substantially disrupts or interferes with the education of other students or the maintenance of discipline at the school. In such cases, the notice of the charges and informal hearing described in subsection (a) of this section shall occur as soon as practicable.
- C. The principal shall provide notice to the student's parent of any short-term suspension, including the reason for the suspension and a description of the alleged student conduct upon which the suspension is based. The notice shall be given by the end of the workday during which the suspension is imposed when reasonably possible, but in no event more than two days after the suspension is imposed. The notice shall be given by certified mail, telephone, facsimile, e-mail, or any other method reasonably designed to achieve actual notice.
- D. If English is the second language of the parent, the notice shall be provided in the parent's primary language, when the appropriate foreign language resources are readily available, and in English, and both versions shall be in plain language and shall be easily understandable.
- E. A student is not entitled to appeal the principal's decision to impose a short-term suspension to the superintendent or local board of education. Further, such a decision is not subject to judicial review. Notwithstanding this subsection, the local board of education, in its discretion, may provide students an opportunity for a review or appeal of a short-term suspension to the superintendent or local board of education. (2011-282, s. 2.)

115C-390.7 Long-term suspension

- A. A principal may recommend to the superintendent the long-term suspension of any student who willfully engages in conduct that violates a provision of the Code of Student Conduct that authorizes long-term suspension. Only the superintendent has the authority to long-term suspend a student.
- B. Before the superintendent's imposition of a long-term suspension, the student must be provided an opportunity for a hearing consistent with G.S. 115C-390.8.

- C. If the student recommended for long-term suspension declines the opportunity for a hearing, the superintendent shall review the circumstances of the recommended long-term suspension. Following such review, the superintendent (i) may impose the suspension if it is consistent with board policies and appropriate under the circumstances, (ii) may impose another appropriate penalty authorized by board policy, or (iii) may decline to impose any penalty.
- D. If a teacher is assaulted or injured by a student and as a result the student is long-term suspended or reassigned to alternative education services, the student shall not be returned to that teacher's classroom unless the teacher consents.
- E. Disciplinary reassignment of a student to a full-time educational program that meets the academic requirements of the standard course of study established by the State Board of Education as provided in G.S. 115C-12 and provides the student with the opportunity to make timely progress towards graduation and grade promotion is not a long-term suspension requiring the due process procedures described in G.S. 115C-390.8. (2011-282, s. 2.)

115C-390.8 Long-term suspension procedures

- A. When a student is recommended by the principal for long-term suspension, the principal shall give written notice to the student's parent. The notice shall be provided to the student's parent by the end of the workday during which the suspension was recommended when reasonably possible or as soon thereafter as practicable. The written notice shall provide at least the following information:
 - a. A description of the incident and the student's conduct that led to the long-term suspension recommendation.
 - b. A reference to the provisions of the Code of Student Conduct that the student is alleged to have violated.
 - c. The specific process by which the parent may request a hearing to contest the decision, including the number of days within which the hearing must be requested.
 - d. The process by which a hearing will be held, including, at a minimum, the procedures described in subsection (e) of this section.
 - e. Notice that the parent is permitted to retain an attorney to represent the student in the hearing process.
 - f. The extent to which the local board policy permits the parent to have an advocate, instead of an attorney, accompany the student to assist in the presentation of his or her appeal.
 - g. Notice that the parent has the right to review and obtain copies of the student's educational records before the hearing.
 - h. A reference to the local board policy on the expungement of discipline records as required by G.S. 115C-402.
- B. Written notice may be provided by certified mail, fax, e-mail, or any other written method reasonably designed to achieve actual notice of the recommendation for long-term suspension. When school personnel are aware that English is not the primary language of the parent or guardian, the notice shall be written in both English and in the primary language of the parent or guardian when the appropriate foreign language resources are readily available. All notices described in this section shall be written in plain English, and shall include the following information translated into the dominant non-English language used by residents within the local school administrative unit:
 - a. The nature of the document, i.e., that it is a long-term suspension notice.
 - b. The process by which the parent may request a hearing to contest the long-term suspension.
 - c. The identity and phone number of a school employee that the parent may call to obtain assistance in understanding the English language information included in the document.
- C. No long-term suspension shall be imposed on a student until an opportunity for a formal hearing is provided to the student. If a hearing is timely requested, it shall be held and a decision issued before a long-term suspension is imposed, except as otherwise provided in this subsection. The student and parent shall be given reasonable notice of the time and place of the hearing.
 - a. If no hearing is timely requested, the superintendent shall follow the procedures described in G.S. 115C-390.7(c).
 - b. If the student or parent requests a postponement of the hearing, or if the hearing is requested beyond the time set for such request, the hearing shall be scheduled, but the student shall not have the right to return to school pending the hearing.

- c. If neither the student nor parent appears for the scheduled hearing, after having been given reasonable notice of the time and place of the hearing, the parent and student are deemed to have waived the right to a hearing and the superintendent shall conduct the review required by G.S. 115C-390.7(c).
- D. The formal hearing may be conducted by the local board of education, by the superintendent, or by a person or group of persons appointed by the local board or superintendent to serve as a hearing officer or hearing panel. Neither the board nor the superintendent shall appoint any individual to serve as a hearing officer or on a hearing panel who is under the direct supervision of the principal recommending suspension. If the hearing is conducted by an appointed hearing officer or hearing panel, such officer or panel shall determine the relevant facts and credibility of witnesses based on the evidence presented at the hearing. Following the hearing, the superintendent or local board shall make a final decision regarding the suspension. The superintendent or board shall adopt the hearing officer's or panel's factual determinations unless they are not supported by substantial evidence in the record.
- E. Long-term suspension hearings shall be conducted in accordance with policies adopted by the board of education. Such policies shall offer the student procedural due process including, but not limited to, the following:
 - i. The right to be represented at the hearing by counsel or, in the discretion of the local board, a non-attorney advocate.
 - ii. The right to be present at the hearing, accompanied by his or her parents.
 - iii. The right of the student, parent, and the student's representative to review before the hearing any audio or video recordings of the incident and, consistent with federal and State student records laws and regulations, the information supporting the suspension that may be presented as evidence at the hearing, including statements made by witnesses related to the charges consistent with subsection (h) of this section.
 - iv. The right of the student, parent, or the student's representative to question witnesses appearing at the hearing.
 - v. The right to present evidence on his or her own behalf, which may include written statements or oral testimony, relating to the incident leading to the suspension, as well as any of the factors listed in G.S. 115C-390.2(g).
 - vi. The right to have a record made of the hearing.
 - vii. The right to make his or her own audio recording of the hearing.
 - viii. The right to a written decision, based on substantial evidence presented at the hearing, either upholding, modifying, or rejecting the principal's recommendation of suspension and containing at least the following information:
 - 1. The basis for the decision, including a reference to any policy or rule that the student is determined to have violated.
 - 2. Notice of what information will be included in the student's official record pursuant to G.S. 115C-402.
 - 3. The student's right to appeal the decision and notice of the procedures for such appeal.
- F. Following the issuance of the decision, the superintendent shall implement the decision by authorizing the student's return to school or by imposing the suspension reflected in the decision.
- G. Unless the decision was made by the local board, the student may appeal the decision to the local board in accordance with G.S. 115C-45(c) and policies adopted by the board. Notwithstanding the provisions of G.S. 115C-45(c), a student's appeal to the board of a decision upholding a long-term suspension shall be heard and a final written decision issued in not more than 30 calendar days following the request for such appeal.
- H. Nothing in this section shall compel school officials to release names or other information that could allow the student or his or her representative to identify witnesses when such identification could create a safety risk for the witness.
- I. A decision of the local board to uphold the long-term suspension of a student is subject to judicial review in accordance with Article 4 of Chapter 150B of the General Statutes. The action must be brought within 30 days of the local board's decision. A person seeking judicial review shall file a petition in the superior court of the county where the local board made its decision. Local rules notwithstanding, petitions for judicial review of a long-term suspension shall be set for hearing in the first succeeding term of superior court in the county following the filing of the certified copy of the official record. (2011-282, s. 2.)

115C-390.9. Alternative education services.

- A. Students who are long-term suspended shall be offered alternative education services unless the superintendent provides a significant or important reason for declining to offer such services. The following may be significant or important reasons, depending on the circumstances and the nature and setting of the alternative education services:
 - a. The student exhibits violent behavior.
 - b. The student poses a threat to staff or other students.
 - c. The student substantially disrupts the learning process.
 - d. The student otherwise engaged in serious misconduct that makes the provision of alternative educational services not feasible.
 - e. Educationally appropriate alternative education services are not available in the local school administrative unit due to limited resources.
 - f. The student failed to comply with reasonable conditions for admittance into an alternative education program.
- B. If the superintendent declines to provide alternative education services to the suspended student, the student may seek review of such decision by the local board of education as permitted by G.S. 115C-45(c)(2). If the student seeks such review, the superintendent shall provide to the student and the local board, in advance of the board's review, a written explanation for the denial of services together with any documents or other information supporting the decision. (2011-282, s. 2.)

115C-390.11. Expulsion.

- A. Upon recommendation of the superintendent, a local board of education may expel any student 14 years of age or older whose continued presence in school constitutes a clear threat to the safety of other students or school staff. Prior to the expulsion of any student, the local board shall conduct a hearing to determine whether the student's continued presence in school constitutes a clear threat to the safety of other students or school staff. The student shall be given reasonable notice of the recommendation in accordance with G.S. 115C-390.8(a) and (b), as well as reasonable notice of the time and place of the scheduled hearing.
 - a. The procedures described in G.S. 115C-390.8(e)(1)-(8) apply to students facing expulsion pursuant to this section, except that the decision to expel a student by the local board of education shall be based on clear and convincing evidence that the student's continued presence in school constitutes a clear threat to the safety of other students and school staff.
 - b. A local board of education may expel any student subject to G.S. 14-208.18 in accordance with the procedures of this section. Prior to ordering the expulsion of a student, the local board of education shall consider whether there are alternative education services that may be offered to the student. As provided by G.S. 14-208.18(f), if the local board of education determines that the student shall be provided educational services on school property, the student shall be under the supervision of school personnel at all times.
 - c. At the time a student is expelled under this section, the student shall be provided notice of the right to petition for readmission pursuant to G.S. 115C-390.12.
- B. During the expulsion, the student is not entitled to be present on any property of the local school administrative unit and is not considered a student of the local board of education. Nothing in this section shall prevent a local board of education from offering access to some type of alternative educational services that can be provided to the student in a manner that does not create safety risks to other students and school staff. (2011-282, s. 2.)

115C-390.12. Request for readmission.

- A. All students suspended for 365 days or expelled may, after 180 calendar days from the date of the beginning of the student's suspension or expulsion, request in writing readmission to the local school administrative unit. The local board of education shall develop and publish written policies and procedures for the readmission of all students who have been expelled or suspended for 365 days, which shall provide, at a minimum, the following process:
 - a. The process for 365-day suspended students.
 - i. At the local board's discretion, either the superintendent or the local board itself shall consider and decide on petitions for readmission. If the decision maker is the superintendent, the

superintendent shall offer the student an opportunity for an in-person meeting. If the decision maker is the local board of education, the board may offer the student an in-person meeting or may make a determination based on the records submitted by the student and the superintendent.

- ii. The student shall be readmitted if the student demonstrates to the satisfaction of the board or superintendent that the student's presence in school no longer constitutes a threat to the safety of other students or staff.
 - iii. A superintendent's decision not to readmit the student may be appealed to the local board of education pursuant to G.S. 115C-45(c). The superintendent shall notify the parents of the right to appeal.
 - iv. There is no right to judicial review of the board's decision not to readmit a 365-day suspended student.
 - v. A decision on readmission under this subsection shall be issued within 30 days of the petition.
- b. The process for expelled students.
- i. The board of education shall consider all petitions for readmission of expelled students, together with the recommendation of the superintendent on the matter, and shall rule on the request for readmission. The board shall consider the petition based on the records submitted by the student and the response by the administration and shall allow the parties to be heard in the same manner as provided by G.S. 115C-45(c).
 - ii. The student shall be readmitted if the student demonstrates to the satisfaction of the board or superintendent that his or her presence in a school no longer constitutes a clear threat to the safety of other students or staff.
 - iii. A decision by a board of education to deny readmission of an expelled student is not subject to judicial review.
 - iv. An expelled student may subsequently request readmission not more often than every six months. The local board of education is not required to consider subsequent readmission petitions filed sooner than six months after the previous petition was filed.
 - v. A decision on readmission under this section shall be issued within 30 days of the petition.
- B. If a student is readmitted under this section, the board and the superintendent have the right to assign the student to any program within the school system and to place reasonable conditions on the readmission.
- C. If a teacher was assaulted or injured by a student, and as a result the student was expelled, the student shall not be returned to that teacher's classroom following readmission unless the teacher consents. (2011-282, s. 2.)

RCHS Title IX Policy

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination on the basis of sex in any education program or activity receiving Federal financial assistance. Specifically, Title IX provides in part that “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance” As such, Raleigh Charter High School (“RCHS”) shall not on the basis of sex, exclude from participation in, deny the benefits of, or subject any person to discrimination under any RCHS program or activity.

I. Title IX Policy Statement

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination on the basis of sex in any education program or activity receiving Federal financial assistance. Specifically, Title IX provides in part that “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . .” As such, Raleigh Charter High School (“RCHS”) shall not on the basis of sex, exclude from participation in, deny the benefits of, or subject any person to discrimination under any RCHS program or activity.

In providing any aid, benefit, or service to a student, Title IX also prohibits RCHS from doing any of the following on the basis of sex.

- A. Treating one person differently from another in determining whether such person satisfies any requirement or condition for the provision of any aid, benefit, or service RCHS proposes;
- B. Providing different aid, benefits, or services or providing aid, benefits, or services in a different manner;
- C. Denying any person any such aid, benefit, or service;
- D. Subjecting any person to separate or different rules of behavior, sanctions, or other treatment;
- E. Applying any rule concerning the domicile or residence of a student or applicant, including eligibility for in-state fees and tuition;
- F. Aiding or perpetuating discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;
- G. Otherwise limiting any person in the enjoyment of any right, privilege, advantage, or opportunity; and
- H. Treating complainant or respondent equitably in response to a formal complaint.

II. Definitions

- A. Actual knowledge – Notice of sexual harassment or allegations of sexual harassment to RCHS Title IX Coordinator or to any employee of RCHS.
- B. Complainant – An individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- C. Education program or activity - Includes locations, events, or circumstances over which RCHS exercises substantial control over both the respondent and the context in which the sexual harassment occurs.

- D. Formal complaint – A document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that RCHS investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of RCHS.
- E. Respondent – An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment
- F. Sexual harassment – conduct on the basis of sex that satisfies one or more of the following:
 1. A RCHS employee conditioning the provision of an aid, benefit, or service of RCHS on an individual's participation in unwelcome sexual conduct;
 2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to RCHS' education program or activity; or
 3. "Sexual assault" as defined in [20 U.S.C. 1092\(f\)\(6\)\(A\)\(v\)](#), "dating violence" as defined in [34 U.S.C. 12291\(a\)\(10\)](#), "domestic violence" as defined in [34 U.S.C. 12291\(a\)\(8\)](#), or "stalking" as defined in [34 U.S.C. 12291\(a\)\(30\)](#).
- G. Supportive measures – Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to RCHS' education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or RCHS' educational environment, or deter sexual harassment.

III. Response to Sexual Harassment

If RCHS' Title IX Coordinator or any employee has actual knowledge of sexual harassment in any RCHS education program or activity against a person in the United States, RCHS must respond promptly in a manner that is not deliberately indifferent. RCHS would be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. All employees are responsible for immediately reporting allegations of Title IX violations to the Title IX Coordinator.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. All communications between RCHS and the parties and advisors in a Title IX Complaint shall go through

the Title IX Coordinator. The Title IX Coordinator shall be responsible for providing communications to the necessary parties within 24 hours of receipt.

IV. Grievance Process

- A. During the grievance process, RCHS shall treat complainants and respondents equitably by providing remedies to a complainant when there is a determination of responsibility for sexual harassment, and by following this grievance process before imposing disciplinary sanctions against respondent.
- B. RCHS shall objectively evaluate all relevant evidence and avoid making credibility determinations based on a person's status as a complainant, respondent, or witness. The Title IX Coordinator, any investigators, decision-makers, or any person facilitating an informal resolution process, shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.
- C. RCHS shall ensure that the Title IX Coordinator, investigators, decision-makers, and any person who facilitates the informal resolution process, receive training on the definition of sexual harassment in Title IX, the scope of RCHS' education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.
- D. RCHS shall ensure that decision-makers receive training on issues of relevance of questions and evidence, including when questions about the complainant's sexual predisposition or prior sexual behavior are not relevant.
- E. RCHS shall ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in Title IX.
- F. RCHS shall also ensure that the materials used to train the Title IX Coordinator, investigators, decision-makers, and any person who facilitates the informal resolution process do not rely on sex stereotypes and shall promote impartial investigations and resolution of formal complaints of sexual harassment. Unless a determination regarding responsibility is made at the conclusion of the grievance process, the respondent is presumed not responsible for the alleged conduct constituting sexual harassment. When making a determination regarding responsibility, RCHS shall use the preponderance of the evidence standard.
- G. Process After Receipt of a Formal Complaint

1. Once the complainant submits a formal complaint, within (3) three business days of receipt of the written complaint, RCHS shall include the following information in the written notice to the known parties.
 - a. Notice of RCHS' grievance process and informal resolution process.
 - b. Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in Title IX. The notice of allegations shall include sufficient details known at the time. The notice of allegations shall be provided with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the specific conduct allegedly constituting sexual harassment under Title IX, and the date and location of the alleged incident, if known. General, nonspecific facts are not sufficient for the written notice.
 - c. The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney.
 - d. The written notice shall notify the parties of their right to inspect and review evidence.
 - e. If during the investigation, RCHS decides to investigate allegations that were not included in the written notice, RCHS shall provide an amended written notice that includes the additional allegations to the known parties.
2. RCHS has the authority to consolidate formal complaints about sexual harassment against more than one respondent; by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.
3. RCHS shall investigate the allegations in a formal complaint, unless the formal complaint is dismissed for one of the following reasons.
 - a. Even if the alleged conduct is true, if the alleged conduct does not meet the definition of sexual harassment as defined in Title IX, RCHS shall dismiss the formal complaint with regard to that specific conduct.
 - b. If the alleged conduct did not occur in a RCHS program or activity as defined above, RCHS shall dismiss the formal complaint with regard to the specific conduct that did not occur in a RCHS program or activity.
 - c. If the alleged conduct did not occur against a person in the United States, RCHS shall dismiss the formal complaint.
 - d. If a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or withdraw any specific allegations in the formal complaint, RCHS has the discretion to dismiss the Title IX formal complaint.
 - e. If the respondent is no longer enrolled or employed at RCHS, RCHS has the discretion to dismiss the Title IX formal complaint.

- f. If specific circumstances prevent RCHS from gathering evidence sufficient to reach a determination as to the formal complaint or the allegations in the formal complaint, RCHS has the discretion to dismiss the Title IX formal complaint.
4. Upon dismissal based on one of the above factors, RCHS shall promptly provide written notice of the dismissal with the rationale simultaneously to the parties.

H. Informal Resolution Process

1. If a formal complaint is filed, RCHS offers the opportunity for the parties to participate in an informal resolution process based on the following requirements.
 - a. Respondent is willing to accept responsibility for each allegation in the formal complaint or respondent is amenable to a mutually agreeable outcome without accepting responsibility for any allegation.
 - b. Both parties voluntarily provide written consent to the informal resolution process.
2. RCHS will facilitate an informal resolution process at any time prior to reaching a determination regarding responsibility. Either party has the right to provide written notice of withdrawal from the informal resolution process at any time prior to a written resolution. Withdrawal from the resolution process will result in the grievance procedure being resumed.
3. This informal resolution process provides an alternative to the full investigation and adjudication of the formal complaint.
4. RCHS will use an agreement-based resolution. An agreement-based resolution is a proposed agreement that is fully formed from a party or from RCHS that provides an outcome agreeable to both parties that would resolve the formal complaint.
5. If the parties agree to a written resolution, the parties are precluded from bringing a formal complaint arising from the same allegations that are the subject of the written resolution.
6. RCHS shall provide ten (10) business days from the latest date that either party provided written consent to the informal resolution process to agree to a written resolution. If the parties are not able to agree to a written resolution within ten (10) business days, RCHS shall resume the grievance process.

I. Investigation of a Formal Complaint

1. Throughout the investigation of a formal complaint and throughout the grievance process, RCHS shall ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination on responsibility rests on RCHS and not on the parties.
2. RCHS shall provide an equal opportunity for the parties to present witnesses, including expert witnesses and other evidence suggesting or implying responsibility as well as evidence suggesting that respondent is not responsible.
3. RCHS shall not restrict the ability of either party to discuss allegations under investigation or to gather and present relevant evidence.
4. RCHS shall allow the parties the same opportunity to have others present during any grievance proceeding. The parties are allowed to be accompanied by an advisor of their choice to any meeting or investigative interview where the party is invited. The advisor also has the right to inspect and review any evidence related to the formal complaint. During any meeting or investigative interview, advisors are limited to advising the party to which the advisor is advising and is not permitted to speak for the party to which the advisor is advising.
5. RCHS shall provide written notice of the date, time, location, participants, and purpose of all meetings or investigative interviews to which either party is invited. The written notice must be provided to the parties with sufficient time for the parties to prepare to participate.
6. RCHS shall provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint. RCHS shall provide evidence upon which RCHS does not intend to rely in reaching a determination regarding responsibility. RCHS shall also provide both parties an equal opportunity to inspect and review any evidence suggesting or implying responsibility as well as evidence suggesting that respondent is not responsible so that both parties can meaningfully respond to the evidence prior to the conclusion of the investigation.
7. Before the investigation report is complete, RCHS shall send to each party and to each party's advisor the evidence subject to review in an electronic format or via hard copy.
 - a. Each party shall have ten (10) calendar days to submit a written response to the evidence. The parties shall submit any written response to the Title IX Coordinator.
 - b. The investigator shall consider timely received written responses to the evidence before completing the investigation report.

8. The investigation report shall fairly summarize relevant evidence. The Title IX Coordinator shall send the investigation report in an electronic format or via hard copy to each party and to each party's advisor.
 - a. The Title IX Coordinator shall send the investigation report at least ten (10) business days prior to completion of the written determination regarding responsibility.
 - b. Both parties shall be permitted to provide a written response to the Investigation Report to the Title IX Coordinator within ten (10) calendar days of receiving the investigation report.

J. Written Determination Regarding Responsibility

1. The decision-maker, who cannot be the same person(s) as the Title IX Coordinator or Investigator(s) shall issue a written determination regarding responsibility using the preponderance of the evidence standard.
2. Before reaching a determination regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.
 - a. The parties shall submit initial questions to the Title IX Coordinator within fifteen (15) calendar days of receiving the Investigation Report. The parties shall specify the individual to which each question is directed.
 - b. Parties and witnesses shall provide answers to the question(s) to the Title IX Coordinator within three (3) business days of receiving the question(s).
 - c. Parties shall have two (2) business days from receipt of the responses to submit follow-up questions to the Title IX Coordinator. Follow-up questions shall be limited to questions related to the answers received from the questions raised in the initial set of questions. Any follow-up questions not related to the answers received from the questions raised in the initial set of questions will not be submitted for an answer.
 - d. Parties and witnesses shall provide answers to the follow-up question(s) to the Title IX Coordinator within three (3) business days of receiving the question(s).
 - e. This question and answer period shall not exceed ten (10) business days from the date the Title IX Coordinator received the parties' question(s).
3. Questions and evidence about complainant's sexual predisposition or previous sexual behavior are not relevant except under the following circumstances.
 - a. The questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant.
 - b. The questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

4. If the decision-maker excludes a question for lack of relevance, the decision-maker(s) shall explain to the party proposing the questions any decision to exclude a question as not relevant. The decision-maker shall provide the explanation to exclude a question in writing within five (5) business days of receiving the question from the party.
5. The written determination regarding responsibility shall include all of the following.
 - a. Identification of each allegation potentially constituting sexual harassment as defined above;
 - b. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence;
 - c. Findings of fact supporting the determination;
 - d. Conclusions regarding the application of RCHS' code of conduct to the facts;
 - e. A statement of, and rationale for, the result as to each allegation;
 - f. A determination regarding responsibility for each allegation;
 - g. Disciplinary sanctions RCHS imposes on the respondent;
 - h. Whether remedies designed to restore or preserve equal access to RCHS' education program or activity will be provided by RCHS to the complainant; and
 - i. A copy of RCHS' Title IX Appeal policy.
6. The Title IX Coordinator shall provide the written determination to the parties simultaneously.
7. The determination regarding responsibility is final when neither of the parties have submitted a timely appeal or when the written determination on appeal is provided to the parties after remand, if any. If there is no remand, then the determination regarding responsibility is final when the written determination is provided to the parties.

K. Timeline for Completion of Formal Complaint Resolution

RCHS shall endeavor to complete the Title IX grievance process within forty-five (45) business days after a formal complaint is filed using the following reasonably prompt time frames as a guide for completing the Title IX grievance process. Requests for informal resolution may delay completion of the Title IX grievance process within forty-five (45) business days. Completion of the Title IX grievance may also be delayed for good cause with written notice of the delay and the rationale for the delay being submitted to both parties.

Day 1-3	Day 4-18	Day 19-21	Day 22-34	Day 35-55
Title IX Coordinator receives formal complaint, provides written notice to	<u>Day 4-7:</u> Investigator gathers statements, video footage, email	Investigator completes investigation report after considering	<u>Day 22-32:</u> Parties are permitted to ask questions to each	<u>Day 35-45:</u> Either party can appeal the decision.

<p>parties, and offers supportive measures, implements supportive measures, and alerts Investigator(s).</p>	<p>exchanges, other evidence etc. and shares with parties and advisors.</p> <p><u>Day 8 -18:</u> Parties have ten calendar (10) days to review the evidence and provide written statements. Investigator is working on investigation report.</p>	<p>written response to the evidence.</p> <p>Completed investigation report is shared with the parties and advisors via Title IX Coordinator. Decision-maker receives a copy as well.</p>	<p>other and respond. Allow 10 business days from submission of questions for this process. Decision-maker is working on written determination.</p> <p><u>Day 32-34:</u> Complete the Written Determination after considering investigation report, written responses to investigation report, and the questions and answers. Send written determination to both parties via the Title IX Coordinator. A copy shall also be provided to the Head of School, and Executive Director.</p>	<p><u>Day 46-55</u> If appealed, the case will then be reviewed by the Board of Directors, and the Board of Directors will issue a written decision describing the result.</p>
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L. Emergency Removal

RCHS is permitted to remove a respondent from RCHS' education program or activity on an emergency basis under the following conditions.

1. RCHS undertakes an individualized safety and risk analysis;
2. RCHS determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal; and
3. RCHS provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

M. Title IX Appeal Policy

The RCHS Board of Directors (“Board”) shall offer both the complainant and the respondent (“the parties”) the opportunity to appeal the determination regarding responsibility in a Title IX case. The Board shall serve as the appellate body in Title IX cases. When an appeal is filed, RCHS shall provide written notice to the other party that an appeal has been filed. The following appeal procedures shall apply.

1. RCHS shall only allow the parties to appeal the following:
 - a. A determination regarding responsibility;
 - b. RCHS’ dismissal of a formal complaint; and
 - c. RCHS’ dismissal of any allegations in the formal complaint.
2. RCHS shall only allow the parties to appeal on one or more of the following bases:
 - a. Procedural irregularity that affected the outcome of the matter;
 - b. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - c. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against the parties generally or against individual complainant(s) or individual respondent(s).
3. Appeals not based upon one or more of the bases identified above in Paragraph IV.M.2. will be dismissed.
4. The parties shall provide information to support each basis for appeal identified. Simply listing the appeal basis without any information to support the basis will result in the appeal being dismissed.
5. The RCHS Principal shall have the authority to dismiss any appeals that do not meet the requirements of Paragraphs IV.M.1 and IV.M.2 above.
6. The parties shall have ten (10) business days from receipt of the written determination regarding responsibility to file an appeal. The appeal must be in writing to the Title IX Coordinator with a copy to the Principal and the Decision-Maker. Failure to file an appeal within ten (10) business days following receipt of the written determination regarding responsibility will result in the determination regarding responsibility being final. The non-appealing party shall have the right to submit a written statement in support of the determination of responsibility to the decision-maker with a copy to the Executive Director and the Title IX Coordinator within ten (10) days of receipt of the written determination regarding responsibility.
7. The Board shall have ten (10) business days after receipt of the appeal to meet to consider the appeal.

- a. If both parties appeal and submit their appeals on different dates within the ten (10) day time frame for filing an appeal, the Board may consolidate the consideration of both appeals.
 - b. Notwithstanding Paragraph IV.M.6 above, the Board is authorized to consider both appeals within ten (10) business days after receipt of the latest filed appeal.
 - c. The Board shall have the authority to waive the ten (10) day requirement in Paragraph IV.M.7 only to extend the time that the Board can meet to consider the appeal(s). The Board shall only waive the ten (10) day requirement in Paragraph IV.M.7 based on unexpected circumstances warranting an extension of time or to promote fairness towards one or more of the parties.
8. The Board shall review the formal complaint, the investigation report, any written responses from the parties, the written determination regarding responsibility, information provided in support of the appeal and written information submitted by the non-appealing party in support of the determination regarding responsibility. Using a preponderance of the evidence standard, the Board shall take into consideration all of the documents reviewed and evaluate each factor identified by either party to determine whether there is sufficient evidence to overturn the written decision regarding responsibility. After consideration, the Board shall adopt, modify, overturn the determination regarding responsibility, or remand the case back to the Administration with specific instructions on what to address.
 9. Within ten (10) business days of the Board's consideration of the appeal(s), the Board will simultaneously provide the parties with a written decision specifying whether the Board adopted, modified, overturned, or remanded the determination regarding responsibility. The written decision shall provide the rationale for the Board's decision.
 10. If the Board remands the determination regarding responsibility back to the RCHS Administration, within ten (10) business days of the written decision, the Administration shall determine a timeline for addressing the areas specified in the remand and communicate that timeline to the parties.

Adopted: August 28, 2023

Pre-Approved Absence Form

Please use the form on the back of this page for times when a student knows in advance that an absence will occur. Copies of this form are also available at the school office.

Request for Pre-Approved Absence

Submit your request **FIVE DAYS PRIOR TO THE REQUESTED DATE OF ABSENCE**. The sections on this form should be completed in order. Do not move onto the next section until the previous sections are complete.

Students and parents should complete Section 1, then bring this form to the office so that an administrator can complete Section 2. Students will then need to retrieve the form and have all of their teachers initial in Section 3.

Section 1: Reason for Absence

Students, complete this section **FIRST**. Once you have completed **everything** in this section, bring the form to the office so that an administrator may complete SECTION TWO.

Student Name: _____

Today's Date: _____

Date(s) of Proposed Absence: _____

The purpose of the absence (or attach note): _____

It is the responsibility of the student to obtain work from teachers and to make up all missed assignments.

Student Signature

Parent/Guardian Signature

Section 2: Administrative Approval

An administrator will review and approve or deny the request. Retrieve the form from the office and, if the request has been approved, you should move on to SECTION THREE.

Administrator Signature

Date

Section 3: Teacher's Initials

Have all of your teachers initial below and then RETURN this form to the office.

7th Period:	1st Period:	Advisory:	2nd Period:
3rd Period:	4th Period:	5th Period:	6th Period:

"Educating knowledgeable, thoughtful, contributing citizens"

1307 Glenwood Avenue, Raleigh, North Carolina 27605 • 919-715-1155 • www.raleighcharterhs.org • office@raleighcharterhs.org

Special Programs: EC Complaint Form

If you have concerns about the Exceptional Children's program, there is a form on the back of this page to help address them. For more information, contact Rachel Volpe in the Special Programs Department.

Raleigh Charter EC Complaint Form

Submit this form to:

Principal
Raleigh Charter High School
1307 Glenwood Avenue
Raleigh, NC 27605

Name of Complainant

Name of Student

Street Address

City

State

Zip

Home phone no.

Cell phone no.

Email address

Relationship to Student*

Student's Area of Disability

*If complainant is someone other than the child's parent, he/she must submit contact information for the parent and parental consent to release confidential information. If Raleigh Charter does not receive signed parental consent, Raleigh Charter cannot send investigation to the complainant.

1. Complaint and Supporting Facts: Write a statement about the violation of IDEA, federal regulations, Article 9 of GS 115C, or North Carolina Policies Governing Services for Students with Disabilities that occurred.

2. Proposed Solution: Describe a proposed solution to the problem to the extent known and available to you at this time.

Signature of Complainant

Date

State-Required Health Information

North Carolina law requires our school to inform parents and students about certain health-related issues. We have included the text of the law below to help you understand your rights and our obligations. The website links listed below will direct you to additional information. We encourage you to have discussions with your students to help them understand the law, the issues, and the information.

NC General Statute 115C-218.75

Chapter 115C Article 14A Charter Schools

115C-218.75 General operating requirements.

(a) Health and Safety Standards. – A charter school shall meet the same health and safety requirements required of a local school administrative unit. The Department of Public Instruction shall ensure that charter schools provide parents and guardians with information about meningococcal meningitis and influenza and their vaccines at the beginning of every school year. This information shall include the causes, symptoms, and how meningococcal meningitis and influenza are spread and the places where parents and guardians may obtain additional information and vaccinations for their children.

The Department of Public Instruction shall also ensure that charter schools provide parents and guardians with information about cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases. This information shall be provided at the beginning of the school year to parents of children entering grades five through 12. This information shall include the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and the places where parents and guardians may obtain additional information and vaccinations for their children.

The Department of Public Instruction shall also ensure that charter schools provide students in grades seven through 12 with information annually on the preventable risks for preterm birth in subsequent pregnancies, including induced abortion, smoking, alcohol consumption, the use of illicit drugs, and inadequate prenatal care.

The Department of Public Instruction shall also ensure that charter schools provide students in grades nine through 12 with information annually on the manner in which a parent may lawfully abandon a newborn baby with a responsible person, in accordance with G.S. 7B-500.

Links to Health-Related Information

Meningitis

- Page link <http://www.immunize.nc.gov/family/vaccines/meningococcal.htm>
- PDF link https://www.immunize.nc.gov/family/pdf/mcv_fact_sheet.pdf

Influenza

- Page link: <http://www.wakegov.com/humanservices/flu/Pages/default.aspx>
- PDF: <https://www.cdc.gov/flu/pdf/freeresources/family/flu-guide-for-parents-2018.pdf>

Cervical cancer, cervical dysplasia, Human Papillomavirus (HPV)

- Page link: <http://www.immunize.nc.gov/family/vaccines/hpv.htm>

- PDF link: http://www.immunize.nc.gov/family/pdf/hpv_get_vaccinated_color.pdf

For more information about immunization and vaccine-preventable diseases visit www.immunize.nc.gov

Preventable risks for preterm birth

- Page link: <https://www.cdc.gov/reproductivehealth/maternalinfanthealth/PretermBirth.htm>
- PDF link: <https://www.cdc.gov/reproductivehealth/MaternalInfantHealth/PDF/PretermBirth-Infographic.pdf>

Safe surrender laws

- Page link: <https://www.ncdhhs.gov/assistance/pregnancy-services/safe-surrender>
- PDF link: <https://www2.ncdhhs.gov/dss/safesurrender/safesurrenderfactsforeveryone.pdf>

RCHS Schedules

Students should always move to class 5 minutes before the start of the first period.

REGULAR SCHEDULE (45-MINUTE PERIODS)

Silent study hall	(8:10 - 8:40)
7 th period	8:10 - 8:55
1 st period	9:00 - 9:45
Advisory	9:50 - 9:55
2 nd period	10:00 - 10:45
3 rd period	10:50 - 11:35
4 th period	11:40 - 12:25
Lunch	12:30 - 1:00
5 th period	1:05 - 1:50
6 th period	1:55 - 2:40

ONE-HOUR DELAY (35-MINUTE PERIODS)

Silent study hall	(9:10 - 9:40)
7 th period	9:20 - 9:55
1 st period	10:00 - 10:35
Advisory	10:40 - 10:45
2 nd period	10:50 - 11:25
3 rd period	11:30 - 12:05
4 th period	12:10 - 12:45
Lunch	12:50 - 1:20
5 th period	1:25 - 2:00
6 th period	2:05 - 2:40

TWO-HOUR DELAY (25-MINUTE PERIODS)

Silent study hall	(10:10 - 10:40)
7 th period	10:30 - 10:55
1 st period	11:00 - 11:25
Advisory	11:30 - 11:35
2 nd period	11:40 - 12:05
3 rd period	12:10 - 12:35
Lunch	12:40 - 1:10
4 th period	1:15 - 1:40
5 th period	1:45 - 2:10
6 th period	2:15 - 2:40

HALF-DAY SCHEDULE (25-MINUTE PERIODS)

7 th period	8:30 - 8:55
1 st period	9:00 - 9:25
Advisory	9:30 - 9:35
2 nd period	9:40 - 10:05
3 rd period	10:10 - 10:35
4 th period	10:40 - 11:05
5 th period	11:10 - 11:35
6 th period	11:40 - 12:05

MID-YEAR EXAM SCHEDULE (1 HOUR, 55 MIN)

Exam Block	9:00 - 10:55
Break	11:00 - 11:25
Exam Block	11:30 - 1:30

FINAL EXAM SCHEDULE (2 HOURS, 30 MIN)

Class Block	9:00 - 9:30
Exam Block	9:35 - 12:05

EXTENDED ADVISORY SCHEDULE (40 MINUTES)

Silent study hall	(8:10 - 8:40)
7 th period	8:10 - 8:55
1 st period	9:00 - 9:40
Advisory	9:45 - 10:15
2 nd period	10:20 - 11:00
3 rd period	11:05 - 11:45
4 th period	11:50 - 12:30
Lunch	12:35 - 1:05
5 th period	1:10 - 1:50
6 th period	1:55 - 2:40

EX DAY SCHEDULE (95-MINUTE PERIODS)

First Day (Odd) / Second Day (Even)	
Silent study hall	(8:10 - 8:40)
7 th period	8:10 - 8:55
1 st / 2 nd period	9:00 - 10:35
Advisory	10:40 - 10:45
3 rd / 4 th period	10:50 - 12:25
Lunch	12:30 - 1:00
5 th / 6 th period	1:05 - 2:40

FLEX DAY SCHEDULE (2 HR 30 MIN SESSIONS)

Silent study hall	(8:10 - 8:40)
(No 7 th Period)	
1 st session	9:00 - 11:30
Lunch	11:35 - 12:05
2 nd session	12:10 - 2:40

WORKDAY MEETING SCHEDULE (35 MINUTES)

Silent study hall	(8:10 - 8:40)
7 th period	8:10 - 8:55
1 st period	9:00 - 9:35
Advisory	9:40 - 9:45
2 nd period	9:50 - 10:25
3 rd period	10:30 - 11:05
4 th period	11:10 - 11:45
Lunch	11:50 - 12:20
5 th period	12:25 - 1:00
6 th period	1:05 - 1:40
Workday Meeting	1:45 - 2:35

MINI-EX DAY SCHEDULE (55 MINUTES)

First Day (Odd) / Second Day (Even)	
Silent study hall	(8:10 - 8:40)
7 th period	8:10 - 8:55 (odd day only)
1 st / 2 nd period	9:00 - 9:55
Advisory	10:00 - 10:05
3 rd / 4 th period	10:10 - 11:05
5 th / 6 th period	11:10 - 12:05