



2025-2026
Family Handbook

4150 McKee Rd
Charlotte, NC 28270

3130 Campus Ridge Road
Matthews, NC 28105

Foreword

Welcome to the 2025-2026 School Year at Telra Institute!

Telra was founded because we believe there is a different way in education, and that children can achieve far more than others may expect. Children rise or fall to the level of the expectations in front of them. At Telra, we have high expectations for your children and confidence in their ability to achieve them. Our unique model is centered on optimizing the conditions in the classroom so that teachers can drive the greatest learning among our students.

In the fall of 2025, over 700 students will walk through Telra's doors at two locations, and 30 years from now, these children will be the engine of the world. What we do now in these precious moments we have with them will determine that future. At Telra, here's what we believe:

- We can build our students into *individuals* with the skills and capability to tackle the world's most challenging and important problems.
- We can build our students into *leaders* with the fortitude to look adversity in the eye and charge ahead for the sake of a greater good.
- We can build our students into *visionaries* who set audacious goals and are prepared to achieve them.

While we learn from the experiences that we all bring to the table, we take a first-principles approach to education which means every orthodoxy and conventional wisdom is open to question. Telra at our core is meant to disrupt the educational scene and change the landscape of what instruction can and should look like.

Telra believes in the power of partnership with parents and families. As a member of the Telra community, we invite you to contribute your talents and energies to help us realize our mission. This Student and Parent Handbook should provide answers to most of the questions you may have about our program, policies, and procedures. You are responsible for reading and understanding this Handbook. If at any time, anything within this Handbook is unclear and/or you have questions, please reach out to the principals.

We look forward to an amazing year! Welcome to Telra! We are so glad you are on this journey with us!

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Mission

Telra Institute nourishes the minds and bodies of students with a rigorous, differentiated educational environment that cultivates the intellectual, academic, social, and emotional skills that enable highly gifted children to achieve their full potential.

Vision

Telra Institute supports the long-term growth of our students as whole individuals through a rigorous curriculum promoting critical thinking & reasoning, mathematical & literary fluency, and a problem-solving mindset. We foster a vibrant environment with a spirit of innovation and continuous learning and a set of mutual commitments to all members of the Telra Institute family:

- To our students: We will instill in you a lifelong sense of curiosity, passion, initiative, and tenacity, along with high expectations and the capacity to achieve them.
- To our staff: We value the experience, talents, and dedication you bring to the calling of education, and we commit to support your growth and develop you as professionals.
- To our parents: We are humbled by the trust you place in us to educate your children, and we pledge to engage you as partners in our mission with openness and fellowship.

School Organization

Board of Directors

Telra Institute has a [Board of Directors](#), who governs the school. Click [here](#) for a guide to the function and support of a NC Charter School Board.

Leadership Team

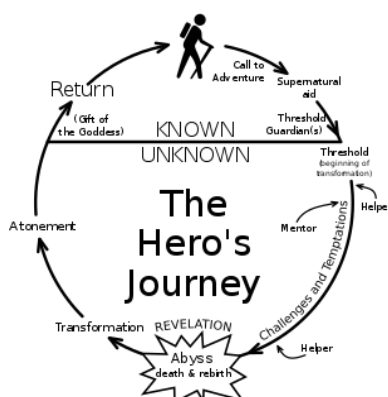
Role	Individual	@telra.org email
Founder & Chancellor	Dr. Ronak Bhatt	Ronak
K-8 Principal	Mrs. Elisha Rearick	Elisha.Rearick
High School Principal	Mr. John Ozer	John.Ozer
Chief of Operations	Mr. Mark Bosco	Mark.Bosco
K-8 Site Director	Mrs. Sharilyn Strain	Sharilyn.Strain
Academic Coordinator of Instruction, Intervention and ML	Mr. Matthew Lamb	Matthew.Lamb
Academic Coordinator of Instruction, EC, and 504	Mrs. Karly Lucas	Karly.Lucas
Dean of Students	Mr. Johnny McCray	Johnny.McCray

Curriculum & Instruction

The Hero's Journey

Every child at Telra should see themselves as the hero in the narrative of their own life. The story of that life is their Hero's Journey.

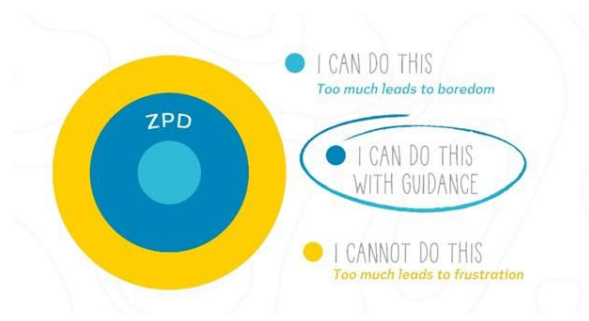
The Hero's Journey is a monomyth, according to Joseph Campbell - a recurring pattern of stages found in nearly every heroic tale, present across cultures and through millennia of history. You'll see it embodied everywhere from the stories of Gilgamesh and Ulysses to Katniss and Harry Potter. There are multiple interpretations of the Hero's Journey, but most include a progression of stages taking the hero from the familiar world into the unknown, finding mentors & allies, facing & overcoming challenges, and returning home, transformed.



Campbell believed that the reason so many cultures converged on the monomyth is because it touches something common in the human heart. The Hero's Journey inspires and emboldens, while contextualizing the virtues and strengths that a hero should embody. It's about embracing ordeals and obstacles as opportunities to learn and grow, with people walking alongside us who will help us navigate times of triumph and productive struggle.

Zone of Proximal Development

At Telra Institute, we know that advanced learners thrive when they are supported in their ZPD - The Zone of Proximal Development. By balancing activities that students know how to do with infusions of more advanced content that they can master with guidance, we nurture challenge and maximize learning, confidence, & growth.



Telra Institute believes that all students should be challenged in their Zone of Proximal Development. The use of placement tests allows us to determine the best instructional level for each individual student for the subject areas of English Language Arts and Math. Students are placed in instructional groups with peers who can be taught in a similar Zone of Proximal Development. This allows the teacher to meet all students' needs in the most effective way possible.

Instructional Model

At Telra, we use curriculum-based grouping as much as possible to maximize learning in accordance the following 3 principles:

1. Zone of Proximal Development - By balancing activities that students know how to do with infusions of more advanced content that they can master with guidance, we nurture challenge and maximize learning, confidence, & growth.
2. Explicit Direct Instruction - Structured and teacher-led instruction that involves delivering clear and explicit lessons to students. In this method, teachers systematically present new information, guide students through practice and examples, and provide immediate feedback to reinforce learning. Explicit direct instruction is particularly effective for introducing new concepts, building foundational skills, and providing targeted support for struggling learners.
3. Homogeneous Groups - Students within an instructional group share common academic levels, strengths, and challenges, which allows teachers to focus and tailor their instructional strategies to better meet the specific needs of the group.

Telra Course of Study

At Telra, all students follow the Telra Institute Course of Study across the four core subject areas. Our course of study, and thus our standards, look different than a traditional school. Telra Institute Standards rise to a higher level than the NC Standard Course of Study and are based in our rigorous curriculum. We believe in being fully explicit regarding our course of study as our students' families are our partners in their education. Please visit www.telra.org/curriculum to access the Course of Study for each content area.

We scour the globe to identify knowledge-rich, cognitively complex curriculum materials and then thoughtfully combine and sequence them to construct a challenging, accelerated, and

differentiated experience for advanced learners.

Placement Process

Students' instructional starting point for each content area will be determined through placement tests. Students new to Telra will take their placement tests prior to the start of the school year when possible or during student orientation if testing over the summer does not occur, and the results of these placement tests may have implications for both grade level and instructional group placements. During the first few weeks of instruction, additional testing may be needed to determine the most appropriate placement of students. Placement tests will be given for the following curricular areas:

- Reading Skills and Comprehension
- Math Conceptual Knowledge & Fluency

The placement tests will inform the starting placement for instruction for each student. Groupings are not fixed. Teachers will continually use formative data and learn checks to ensure that group placement is correct. At regular check points, we will use assessment data to adjust student placement as needed based on student need. It is not unusual for students to change groups throughout the year as teachers learn more about their zone of proximal development. Flex time and interventions specials will provide opportunities for targeted support in the form of remediation if needed and extension for students who are ready. When making an instructional group change, we look for 6 weeks of consistent data and often administer additional testing prior to making an instructional group change.

Multilingual Learners (ML) - formerly known as English Learners (EL)

Kindergarten students who have been identified as Multilingual Learners (ML) through the Home Language Survey will receive further screening through the W-APT test in the first 30 days of school. Any other student who enrolls in Telra, from out of state or country will be given their grade level screener as per state regulations. ACCESS testing will be given in January for identification of services for the following year.

Students who have already been identified as ML, in PowerSchool, will receive services from the beginning of instruction. The ML Coordinator, with guidance from the School Principal and Leadership Team, will work with lead teachers and teachers to ensure best practices are followed. Telra will provide professional development to all teachers on supporting students who are ML.

Student Work

Grading

The concept of the Zone of Proximal Development (ZPD) is critical to Telra's instructional model. Students learn best while experiencing the "productive struggle" of working in their Zone of Proximal Development – not so easy that it leads to boredom, not so hard that progress is

hopeless. In Telra's grading system, scores of 70-89% typically indicate that a student is working within this zone.

This can require some adjustment and recalibration for those who are new to Telra and have expectations of students scoring 95% and above. At Telra, scores in that range indicate a student is not being sufficiently challenged. Scores beyond the ZPD may indicate that a student would benefit from an instructional group change or additional extension work to ensure they are being appropriately challenged.

The following is the Telra Grading Scale

<u>Letter Grade</u>	<u>Description</u>	<u>Percentage Score</u>
B+	Beyond Zone of Proximal Development +	95-100%
B	Beyond Zone of Proximal Development	90-95%
Z+	Zone of Proximal Development +	80-89%
Z	Zone of Proximal Development	70-79%
S	Sub Zone of Proximal Development	60-69%
O	Out of Zone of Proximal Development	<59%

Homework

Telra Institute believes that homework can be an essential part of a student's educational program. Through homework, classroom instructions and mastery of content is reinforced, high expectations are supported, students are motivated toward self-direction, and the relationship of the school and home in the learning process are strengthened. Homework at Telra is not graded. Homework can be assigned upon the following objectives and guidelines:

- To serve as an extension of the learning process
- To reinforce skills taught through practical application
- To improve study skills and work habits
- To develop self-discipline, work ethic, and sense of responsibility.
- To enhance home/school communication by providing parents with the opportunity to monitor their child's progress on a regular basis.

It is important to note that, while not graded itself, completion of homework contributes to success in a graded assignment. For example, students may be asked to practice certain skills, conduct research, complete readings, or write drafts at home prior to the day of the graded work.

Study Guides

Telra Institute does not provide study guides to students. Instead, all course material is posted on Teams in the Classwork modules for families to reference. To learn more about what your child is learning in class and to guide study, please visit the class Team and view the posted

materials.

Report Cards

Telra Institute will share students' progress in their learning journey through trimester report cards. Report cards will list instructional grouping assignments and that student's overall performance during that trimester, calculated for each subject as:

- 80% of Grade
 - Quizzes
 - Unit/Chapter Assessments
- 20% of Grade: End of Trimester/End of Book Assessments

Office Hours

As part of our commitment to fostering open communication and providing support to our students, teachers hold office hours for meetings with parents. Teachers offer a minimum of one hour per week for their office hours (on average). All teachers communicate their office hour schedule with parents and students at the beginning of the year in the Classwork section of Microsoft Teams and will update that information whenever there are changes to the schedule.

Because every teacher's schedule is unique, each teacher sets their office hours individually. These office hours may take place during teacher planning, before school, or after school. Teachers may offer virtual or in-person office hours, depending on preferences and circumstances. Parents can sign up for office hours to speak with teachers throughout the school year rather than waiting until the end of the trimester to have conversations around student performance. To find a teacher's link for office hours, please visit the Home Page of the individual class Team.

Instructional Group and Grade Level Changes

All of our students follow the Telra Institute course of study. However, each student follows their own trajectory through that course of study.

That means students can progress at different rates in different subject areas, some may go faster or slower at times, some may need extra support or enrichment, some may skip over content they already know, and some may need to repeat content to gain mastery.

Instructional group change and grade level promotion, retention, and acceleration decisions are advised by a team with knowledge of the student and their performance. The team may include members such as school leadership, classroom teachers, interventionists, exceptional children's teachers, and parents.

Standard Grade Level Promotion

Standard promotion at Telra is the default for all students. For students to move to the next grade level under standard promotion, we must be able to answer yes to the following questions.

1. Does data suggest that the student has performed in their Zone of Proximal Development or above in all subject areas?
2. Are appropriate instructional groups available to the student with standard promotion?
3. Does data suggest that the student would be able to continue to perform in their Zone of Proximal Development in each subject area in the proposed grade level?

If the answer to any of the above questions is no, we proceed through our other options for students which include grade level retention and acceleration. This begins with our intervention process.

When answering these questions, we also look to the trajectory for the student over multiple years. Additionally, we consider many sources of data when determining readiness, including course grades, i-Ready scores, and EOG results. Acceleration decisions will be made over the summer prior to the start of the next academic school year.

When considering course grades, if students do not meet the threshold of at least 60% in the course, we also look at i-Ready diagnostic results as another way for students to show proficiency. Below is a table that shows the thresholds for each grade level by subject area and course for standard promotion for the 2025-2026 school year.

Subject	Minimum Course for ELA	Minimum ELA i-Ready Score (Pre-ACT for 9 th Grade)	Minimum Course for Math	Minimum Math i-Ready Score (Pre-ACT for 9 th Grade)	Science/Social Studies Course
Kindergarten	Primary ELA 1	396	Telra Math 0	373	Kindergarten
1st Grade	Primary ELA 2	458	Telra Math 1	413	1st Grade
2nd Grade	Primary ELA 3	513	Telra Math 2	441	2nd Grade
3rd Grade	Primary ELA 4	545	Telra Math 3	464	3rd Grade
4th Grade	Intermediate ELA 1	579	Telra Math 3.5	482	4th Grade
5th Grade	Intermediate ELA 2	609	Telra Math 4	498	5th Grade
6th Grade	Middle School ELA 1	616	Telra Math 5	514	Earth Science; 6 th Grade Social Studies
7th Grade	Middle School ELA 2	632	Telra Math 6	531	Biology; World History
8th Grade	Advanced English 1	642	Telra Math 7	541	Physical Science; American History

All grade level promotion, retention, and acceleration decisions are made by a team with knowledge of the student and their performance. The team may include members such as school leadership, classroom

teachers, interventionists, exceptional children's teachers, and parents. Ultimately, all grade level promotion, retention, and acceleration decisions are at the discretion of the principal.

Grade Level Retention

Grade level retention conversations begin when students enter our intensive intervention cycle. When intensive interventions are unable to close gaps to allow a student to be successful under standard promotion, grade level retention is considered. When considering grade level retention, we ask the following questions:

- Does data suggest the student has not demonstrated proficiency in one or more subject areas?
- Are better fitting instructional groups unavailable to the student under standard promotion?
- Does data suggest that the student is unlikely to meet performance expectations across subject areas if promoted?
- Is standard promotion with intervention unlikely to close gaps within the academic year?
- Does the proposed grade offer a better fit in terms of ability to access appropriate curriculum content and support academic growth in the student's ZPD than standard promotion?

When answering these questions, we also look to the trajectory for the student over multiple years. Additionally, we consider many sources of data when determining readiness, including course grades, placement testing, and standardized test scores.

We understand that the topic of grade retention can be fraught, and that some schools have different perspectives on the matter. Similarly, many families have widely divergent takes on the practice; some welcome giving their children more time to master material, while others are concerned about "keeping up" with an age group. At Telra, we are working to normalize the idea that every student needs to follow their *own* trajectory in the same way that we are normalizing mixed-age grouping for instruction.

Academic considerations (the student's ability to access their ZPD) drive Telra's instructional group and grade-level placement decisions.

- Social promotion, while seemingly empathetic in the short-term, does a disservice to children in the long-term. Moreover, social promotion is not supported by North Carolina State Law (see [§ 115C-83.7](#) - Elimination of social promotion). Accordingly, Telra *does not* engage in social promotion.
- The promotion and retention criteria discussed here apply uniformly to all students. There are no exceptions to this requirement. This means that students who may have been retained before and students who receive special services (such as Individualized Education Plans or 504 accommodations) must also meet these expectations for promotion.

Family Involvement

The Importance of Family Involvement

Thank you for choosing Telra Institute and entrusting your child/ren to us. Telra Institute has a strong commitment to family and community engagement, and we are excited about the

opportunity to serve you and your family this school year. Research indicates that when the triad partnership between student, family and school is strong and cohesive, student achievement soars. Students learn best when families and schools echo the same values and supports.

Family and school relationships are crucial to student success. Countless research papers support that notion. Telra Institute strives to ensure that the triad of student, family and school relationships are in place so that we can best serve students and families and maintain a strong school family culture for the success of Telra. We strongly encourage parents and family members to be active participants in our school community. There are many ways for parents to volunteer and partner with us throughout the school year.

Supporting Telra – Multiple Ways

At Telra Institute, we believe in fostering a strong sense of community and partnership between our school, students, parents, and guardians. We understand that collaborative effort is essential for providing our students with the best possible educational experience. We also know that families have different means, schedules, and interests, so we try to create multiple ways for you to contribute to the school's success.

Telra Annual Use Fund - $\tau\alpha\upsilon$

Per-pupil funding at charter schools is typically \$2,000-3,000 lower than traditional district schools. This makes it very challenging to create a robust, high-quality program. The top charter schools overcome this through a combination of hard work, innovation, and monetary contributions. We ask families to donate **\$1,200 per student** (or more or less as they can afford) to the $\tau\alpha\upsilon$ fund to help us close this funding gap and deliver on the full potential of a Telra education for our students. [Please visit the Telra Annual Use Fund page](#) on our website to learn more about charter school finances, why this is a smart investment for families, how the funds are used, and how you can donate.

Volunteering

While some families will want to donate to $\tau\alpha\upsilon$, others will prefer to volunteer at the school. We've set a family target of **40 hours per student** throughout the school year in support of school initiatives. These hours can be fulfilled through various opportunities provided by the school, such as morning and afternoon carpool, recess and lunch supervision, fundraising activities, chaperoning field trips, supporting school events, and a variety of other school improvement initiatives. Our school Family Council will maintain a system to record each family's volunteering hours throughout the school year. We ask that families report their completed volunteer hours to the designated personnel in Family Council.

Volunteers who will be working regularly with students inside the building (including parents) must complete the application process which includes the following:

1. Completion of a Telra Volunteer form (which includes a copy of a government issued ID)
2. Completion of a background check (which includes clearance from the US Department

of Justice Sex Offender Registry)

3. Volunteer training with our Principals and Director of Operations

Volunteer validation must be renewed every three (3) years. Our Operations Team will maintain a list of approved volunteers.

If at any time a volunteer's conduct conflicts with the values, policies, and expectations of Telra Institute, they will no longer be able to volunteer at Telra Institute. This will be communicated in writing by the Principal or Site Director.

Birthdays and Cultural Celebrations

Parents are invited to join their child for lunch at school to celebrate their child's birthday or for significant religious or cultural observances. We will have a special lunch table designated for families. Space is limited so families must request a specific date with the front desk team at least one week in advance.

On arrival, parents must sign in at front office and receive your name tag. After this you may join your student for 30 min lunch in the lunchroom at the designated birthday table. You may bring a treat for your child, only (NOT for their classmates. There are too many allergies and specific dietary restrictions). Sign out at front office at the end of your student's lunch period.

To minimize disruption of the school day, we will not celebrate birthdays and holidays during class time. However, we strongly encourage families to celebrate holidays and share their cultural traditions with the Telra community by volunteering to organize after school or weekend events. This is an opportunity to bring more students and families together.

Giving and Staff Appreciation

We are blessed with a population of Telra families that are kind and generous towards Telra staff and show their appreciation in numerous ways. On many occasions, such as birthdays, holidays, and teacher appreciation week, that can take the form of gifts. However, the Code of Ethics for North Carolina Educators and the IRS impose certain requirements regarding gifts. Moreover, as a public charter school, Telra can be subject to greater scrutiny (and the stakes of noncompliance are higher) than most public schools.

The preferred giving channel is through the [Telra Supporting Organization](#), a nonprofit that maintains the Telra Annual Use Fund in support of the Telra mission. As families may want to give in other ways as well, our Board has established certain guidelines:

- Gifts from individual families - It is consistent with ethics and tax law for students and families to provide staff with gifts of "minimal value." Gifts of homemade crafts and food items, cards, hand-picked flowers, a child's artwork, and the like are meaningful and very much encouraged.

- Gifts from a class - Staff members are permitted to accept a gift (or several gifts during the school year) from students and/or their parents and guardians with an aggregated value of up to \$150, if the gift is identified only as being from the class, and the identity of the givers and the individual amounts given are not identified to the recipient
 - Note - the \$150 limit is per staff member, aggregated across all classes and occasions over the course of the school year
 - Class gifts should *never include cash or cash equivalents such as gift cards*. These are always reportable for tax purposes and thus should be routed through the staff appreciation fund
- Consumable items - Individuals or groups of individuals may donate consumable food items without a taxable impact, so providing staff with coffee, donuts, soft drinks, and occasional meals is fine

Operating Hours

Front office Hours

7:45 AM-4:00 PM Monday-Friday

K-8 School Hours

8:15 AM – 3:30 PM Monday-Friday

School doors will open for morning arrival at 7:55 AM Monday-Friday. School is dismissed at 3:30 PM Monday-Friday.

9-10 School Hours

8:30 AM – 3:00 PM Monday-Friday

School doors will open for morning arrival at 8:10 AM Monday-Friday. School is dismissed at 3:00 PM Monday-Friday.

Before and After School Enrichment (BASE)

Before-school care is available Monday through Friday from 6:45 AM to 7:45 AM. Participating students must be dropped off by 7:45 AM. Afterschool care is available Monday-Friday from 3:30 PM – 6:00PM. Participating students must be picked up by 6:00 PM. Please visit this [page](#) to learn more or enroll in BASE.

Transportation

K-8 Car Riders

A map of the Car line route and flow is available on our [website](#). As an increased safety measure and an effort to reduce wait time in the student pick-up area, the outlined procedures should be followed:

1. Follow the signs, cones, and directives of school staff at all times.
2. Be sure seats are clear, and students are ready to load/unload from the driver's side.
3. Always remain in your vehicle. School staff will walk students to your vehicle, open the door, and help them get in safely.
4. Do not blow your horn or yell out of the window and ensure all passengers are seated safely in your car.
5. For dismissal, place your family identification tag in your windshield. (If you do not have one, a piece of paper with your tag number and children's names will suffice.)
6. We need our car line to be compact to prevent traffic from spilling onto the road. Pull forward to within 6-12 inches of the car in front of you and keep this distance as you move through the line.
7. Cars that need extra time will be asked to pull forward to our Cone 0 zone. If you anticipate needing this, tell the staff attendant as you pull in
8. If you are in the middle or far lane, please keep your children in the car until a staff member approaches to open your door or indicates it is safe to cross. If you need to help your child into a car seat, wait until you can pull forward around the curve and the off to the side (in the exit line area)

Bus Riders

Telra Institute offers free morning and afternoon bus service to help safely transport our students between school and home. All students of Telra Institute are eligible to ride the school bus, though capacity may be limited. When school bus ridership demand is higher than supply, Telra Institute Transportation Team will use a lottery process to select students for bus ridership. Telra draws students from a wide geographic area, so the Telra buses make stops at cluster meeting points. The stops and routes are designed based on safety, efficiency, timing, and proximity to students' homes.

Families must know the expectations for behavior and safety at bus stops and onboard the bus. In the event a student's behavior on the bus jeopardizes the safety and well-being of others on the bus, temporary or permanent suspension off the bus may be administered. More information about our bus services is available on our [website](#).

K-8 Walkers

Pedestrian arrival and dismissal entrance to school is intended to be used by families that live close enough to the school to walk without crossing McKee Rd, i.e., those that live within ~1 mile north of the school. Charlotte transportation authorities have advised us that families should not regularly cross McKee Rd on foot, as it is a heavily trafficked thoroughfare without a designated pedestrian crossing in the vicinity of the school.

Our neighboring churches and the school across the street have also asked that Telra families not park in their lots. Our front desk can arrange exceptions during special events at Telra and will

inform families when these apply. To reiterate, we want to be good neighbors. Nearby parking lots are not a “car line bypass” for families that want to drive to the school’s vicinity, park, and walk their child to the door.

Any student who is walking home must be accompanied by a family member over the age of 13. For dismissal, this family member must come to the walker pickup area.

K-8 Late Arrivals

Students arriving to their classroom after the morning bell (8:15 AM at K-8) has rung are considered tardy. Please park in the main parking lot of the school and walk your child to the front door. The Operations team will sign your child in, mark them as tardy, and take them to their classroom.

K-8 Early Dismissal

Parents can sign their children out of school early prior to 3:00 PM. To preserve the learning within classrooms and minimize disruptions at the end of the school day, students will not be released for early dismissal after 3:00 PM.

Dismissal/Transportation Changes

We understand that dismissal changes are necessary when family plans alter, however changes to regular dismissal method will not be made after 1:00 PM. Dismissal or transportation changes may ONLY be submitted via the [Telra Institute Dismissal App](#) following the procedures below.

1. Dismissal changes must be submitted by 1:00 pm on the day of dismissal (24-hours notice is preferred and appreciated.)
2. If a same-day emergency change after 1pm is required, please call the front desk to ensure the change has been received and can be accommodated.

Communication

Communication with parents/guardians is essential to an effective school community and educational experience for students. Teachers are responsible for establishing and maintaining clear and ongoing communication with parents/guardians throughout the school year. Our teachers will:

1. Communicate with parents regularly:
 - a. Class wide communication via the Classwork section of Microsoft Teams
 - b. Personal 1:1 communication via email or by school phone
2. Respond to parent communication within 24 business hours (even if it is to let you know they will respond fully later).
3. Establish regular office hours where families can schedule time for conversations throughout the school year.
4. Act competently and communicate in a courteous and respectful manner.
5. Set and communicate communication expectations to parents at the beginning of the

school year.

Alma

Telra Institute and teachers use Alma Student Information System (SIS) as a means of posting school-wide and class-wide announcements. Teachers will post important announcements and updates on whole group learning as they move from unit to unit.

Microsoft Teams

Students (and parents/guardians using their child's account) have access to see individual assignments, relevant resources, and grades using the Microsoft Teams platform. Students will be placed in a "Team" for each class and teachers post resources there that students can access on or off campus.

School Website

Telra Institute will share information and resources through our website. Be sure to check our website often for updates. Note that links to some newsletters intended just for enrolled families are hidden on the website and will only be accessible via emails or Alma. Please do not share these links outside of the Telra community.

Social Media

Telra Institute has a social media presence on Facebook and Instagram. These platforms are great ways for Telra families to connect and see posts by Telra Institute. Social media platforms are not monitored and any requests for information or 1:1 communication with Telra Staff members should be redirected to Staff Members' emails.

Civility Expectations

All members of the Telra community are expected to treat each other, parents, and other members of the public with respect and expect the same in return. Telra is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school grounds.

This promotes mutual respect, civility, and orderly conduct among Telra employees, parents, and the public. Stressing the use of civil language is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for our students and staff. In the interest of presenting Telra staff members as positive role models to the children of this school as well as the community, Telra encourages positive communication and discourages volatile, hostile, or aggressive actions and speech. Slander, libel, defamation, and discrimination against Telra Staff members, parents, and students is not tolerated in any form. Telra Institute seeks parent and public cooperation with this endeavor.

When it is determined that someone has violated this expectation, the employee will

immediately notify his/her manager and fill out the incident report for breach of civility. Written notice will be sent to anyone who is in violation of this policy and disciplinary action, or legal action may be pursued.

Urgent notices

When urgent communication is required, such as inclement weather or other sudden changes to school schedules or operations, Telra will send notices using Alma via both email and text message. Please ensure your phone number as listed in Alma is enabled to receive text messages from the school. (Note that text messages may be sent from a 503 area code.)

Field Trips

Field trips are planned throughout the year for various academic enrichment and extracurricular purposes. Parents will receive advance notice of all such trips. A signed Field Trip form (typically electronic) must be submitted for your child(ren) for them to participate in the scheduled field trips for the school year. This form must be completed for each field trip. Parents are invited and encouraged to join field trips with your child(ren) when possible. Students may not earn field trip privileges if there is a safety and/or behavior management concern.

Lunch

Telra Institute participates in the National School Lunch Program and provides nutritionally balanced, low-cost or free lunches to children each school day.

Free lunches are available for those who qualify based on income or participation in certain other programs such as SNAP or Medicaid. Apply [online](#) or reach out to the Front Office for a paper form.

Telra Institute partners with Two Guys N a Kitchen for hot lunches. Lunch orders must be placed in full-week increments. You can place your students' lunch orders on our [website](#).

Health and Safety

The following information describes the precautions taken by Telra to protect the well-being of all students. If your child has any specific health, safety, and/or security needs, please let us know so that appropriate accommodation can be made.

Health Manager

Telra has access to the services of an on-site health manager at the K-8 campus to assist students who are ill or injured.

Wellness Center Coordinator: Sandra Czerkas (WellnessCenter@telra.org)

Parents or students may also wish to consult with the wellness center coordinator on matters related to hygiene, nutrition, or other issues of concern.

Parents must inform the school in writing of any allergies or medical conditions that their children might have. Also, please notify the health manager in writing if your child has a chronic illness that may affect their performance at school.

Read more about our Student Health procedures on our [website](#).

Child Illness Procedures

The following illness procedures will be enforced for the health, well-being, and safety of all children and staff.

Under no circumstances may a parent bring/send a sick (contagious) child to school. If the child shows any signs of illness see (symptoms requiring removal of child from school) or is unable to participate in the normal routine and regular school day, please don't bring/send your child to school. Sick children can expose all others that they encounter.

We realize that children can become ill after leaving home, in this case we will attempt to reach you by phone. We must always have current contact information for you concerning your child. (Please update the teacher AND the front office with new contact information.) We ask that all children be picked up within 60 minutes of being notified. If we are unable to contact a parent/guardian after 30 minutes, we will then call the contacts on file. If the child is showing signs of needing emergency care, 911 will be called.

Health authorities strongly recommend that children stay home from school if they show any of these symptoms <https://www.nationwidechildrens.org/family-resources-education/health-wellness-and-safety-resources/helping-hands/school-and-illness-should-your-child-stay-home>:

- Oral temperature of 100.4° Fahrenheit or higher. Child should be fever free for 24 hours before returning to school (without fever-reducing medication).
- Nausea, vomiting, or diarrhea (not related to a single event such as gagging, positioning, mucus, or running after eating); All students must be free from vomiting and/diarrhea for 24 hours without the aid of any medication before returning to school.
- Uncontrolled coughing
- Distracting pain that makes them unable to function at school – earache, headache, sore throat, or injury
- Shortness of breath or wheezing
- Yellow or green discharge from eyes
- Suspicious skin rash with unexplained origin
- Extreme fatigue

- Signs or symptoms of a communicable disease that cannot be contained at school
- Pinkeye (conjunctivitis) in one or both eyes. The whites of the eyes will appear pink or red and feel painful and itchy. There may be yellow, green, or white matter in or around the eye or lashes.
- Live Lice are immediate exclusion from school. Students must be rechecked after treatment and obtain a note from their pediatrician in order to re-enter school.

In addition, school staff will consider the following symptoms in conjunction with a totality of circumstances to determine whether to send a child home from school.

- Earache, ear drainage
- Runny nose if the discharge is yellow or green
- Headache, stomachache, or low-grade fever in combination with other symptoms (i.e., cough or sore throat)

Upon school staff's assessment, if staying in the classroom is counterproductive to the student's education or the safety and wellness of others, a decision may be made to send the student home.

Health Physical

North Carolina mandates physical exams (conducted within the last 12 months) for all students new to NC public schools. See more on our [student health](#) website.

Immunizations

North Carolina state law also mandates that an immunization record be submitted to the school within 30 days of the start of school. The following immunizations are required:

Vaccine	Number of doses	Vaccine	Number of doses
DTap (diphtheria, tetanus and acellular pertussis)	5 doses	Rubella	1 dose
Polio	4 doses	Hib (haemophilus influenza type B)	3-4 doses
Measles	2 doses	Hepatitis B (Hep B)	3 doses
Mumps	2 doses	Varicella (chickenpox)	2 doses

North Carolina state law also mandates additional immunization updates in 7th and 12th grade.

Medications

For prescription and over-the-counter medications to be given at school, state law requires that we have the following:

1. Written permission from the doctor
2. Written permission from the parent

3. Direct, personal delivery of the medication in its original container (labeled with the student's name, the name of the medication, the date of expiration, and the proper dosage) by parent or legal guardian.
4. The relevant forms can be found [here](#).

Injury at School

In the case of an injury, the school health manager will administer first aid and assess the situation. An incident report will be completed, and the parents/guardians will be contacted. The health manager will advise the parents/guardians if additional medical attention is needed. Another staff member may administer first aid if the health manager is not available.

Scope of health services

Student well-being (mental, physical, emotional) is critical for the success of a student. As adults, we can do a great deal by creating a safe environment, modeling healthy habits, setting clear, consistent expectations, and providing encouragement to create an environment where students can thrive. At the same time, it is important to understand the distinction between our domain as educators in an institution of learning (primarily academic), the domain of health/medical service providers (such as physicians, psychiatrists, dentists, and mental health experts), and parental responsibility for the whole child.

When acute issues occur, we can provide “band-aid” solutions to keep students safe and/or enable them to go back to class. However, if a child is experiencing persistent physical or emotional distress, we will call parents to come pick up their child. (Note that, in emergency situations, we may seek outside help directly.)

Many of our staff are trained to provide first-aid services for physical or emotional issues that students and staff may face on campus. However, Telra Institute does not regularly employ health service providers and are we are not prepared to provide more extensive or specialty health services as part of our general educational mission. There are many different, equally valid professional approaches to resolve physical or mental health issues, and their selection and use need to align with a family's preferences and principles. At Telra, we believe it's better to focus our efforts on core education and leave it to families to make personal choices about the health care of their children.

Fire Drills/Emergency Drills/Evacuations

Telra Institute will have approximately 1 fire drill per month during school hours. Specific signals and procedures have been established for all types of disaster drills (i.e., tornado, earthquake, lock-down, lock-out, shelter in place, etc.), and safety areas have been designated. Teachers are equipped with instructions, and all drills will be practiced with students on a regular basis. Please note that drills are practiced as procedures would be followed in the event of true emergencies.

Students may not stop at alternate locations to get personal items, including jackets, during drills.

US Environmental Protection Agency (EPA) – Asbestos Hazard Act

The US EPA Asbestos Hazard Emergency Response Act (AHERA) requires all schools to inspect building materials for the presence of asbestos. AHERA excludes schools from the inspection requirement if the school was constructed after October 12, 1988, and has a signed statement from the project engineer or architect responsible for the construction of the school stating that no asbestos-containing building materials were specified for use in the construction of the school. Our school has been provided such a statement, and is, therefore, exempt from the requirement to conduct an asbestos inspection.

The EPA requires us to annually notify you that we are aware of the AHERA regulation, and that we are complying. Our building was constructed in 2021-2022, and no asbestos-containing materials were used in its construction. Our Chief of Operations can answer any other questions you may have on this topic.

Admissions/Re-Enrollment

Admission

Telra Institute is a nonprofit tuition-free public charter school authorized by the State of North Carolina. We adhere to an open admissions and enrollment policy. More information on admissions is available on our [website](#).

Re-Enrollment

Once your child(ren) is a student at Telra Institute, their enrollment continues with us. However, to help us best prepare for each school year, we ask families to confirm your child(ren)'s continued enrollment with us through the re-enrollment process in spring. If there are any questions about this process, please contact our Registrar.

Transfers

In the event your child(ren) transfers to another school, please let our front desk know as soon as possible so that we can provide the necessary records and documentation in a timely manner. We reserve two weeks to process transfer requests.

Multimedia Recording

Purpose

Multimedia (audio and video) recording is a ubiquitous technology with multiple uses in school settings – for education, staff development, and for safety & security. As a school, we must balance the beneficial uses of this technology with the requirements of student privacy.

Education

Students and teachers may create multimedia recordings in class as part of project, artistic, performance, and presentation work. Examples might include a voice-over for a video presentation on a scientific concept, a recording of a historical re-enactment performed by students, or to review and critique interactions in a Socratic seminar.

As student-owned recording devices are not permitted at Telra, multimedia recordings such as these must remain on school-owned devices, on the Telra network, or in files secured by staff. School leadership can grant permission to share certain recordings more widely once privacy concerns have been addressed case-by-case.

Staff Development

Telra will, from time to time, record teachers and their interactions with students in a classroom environment as a tool for teacher feedback and improvement. Like actors and professional athletes, watching oneself perform from a third-person perspective can be a valuable means of identifying strengths and areas for improvement. Access to these recordings is restricted to a subset of school administrators and the subject teacher.

Audio and Video Surveillance

Telra Institute implements audio and video surveillance cameras in common areas in and around the building to promote the safety and security of the Telra community, the protection of school property, and for deterrence and the prevention of criminal activities.

Camera Location, Operation and Control

- School buildings, grounds, and buses may be equipped with audio and video monitoring devices (cameras).
- Cameras shall not be used to monitor inside bathrooms.
- The Chief of Operations is responsible for managing and auditing the use and security of monitoring cameras, monitors, computers used to store images, computer files, and all other video records.
- Only individuals authorized by the Chief of Operations and School Principal in accordance with the policy, shall have access to the multimedia recordings.

Use of recordings

- The school may use surveillance to detect or deter criminal offenses that occur in view of the camera, and the resulting recordings may be used for inquiries and proceedings related to law enforcement or investigations related to school policies.
- A recording of actions by students may be used as evidence in any disciplinary action brought against students arising out of the student's conduct in or about school property.
- Recordings of students, staff, or others may be reviewed or audited for the

purpose of determining adherence to Board Policy and school rules.

Protection of Information

- All multimedia records not in use should be securely stored.
- The Chief of Operations and/or School Principal must authorize access to all multimedia records.
- Multimedia records will be routinely retained for a minimum of thirty (30) calendar days. Telra Institute may decide to retain an individual multimedia record for a longer period if deemed necessary.
- Multimedia recordings will not normally be considered nor retained as a portion of a student's educational record but may be designated as such under specific direction from the Principal.

Solicitation

Solicitation of or by any student, family member, or staff member on school property for any reason without the expressed approval of the Leadership Team is strictly prohibited.

Attendance

Daily Attendance

Every minute of our school day is intentionally planned and essential to a student's success. When a child arrives at school late and/or is picked up early they miss critical learning and development opportunities. Outside of excused tardies and absences, it is imperative your child comes to school on time and remains at school for the full day. We ask you to make every effort to schedule appointments outside of school hours.

Students with excellent school attendance perform better academically and socially. Research continues to prove that fact. At Telra Institute, we expect our parents and guardians to partner with us to ensure students attend school daily, are here on time, and for the full time.

Consistent attendance, punctuality, and participation for the full day reinforces the importance of learning and the character traits of responsibility, initiative, and perseverance.

We understand that there are times when your child will be absent from school. It is important to note that ALL ABSENCES, excused or unexcused, lawful, or unlawful are considered absences.

If your child will be absent from school, please complete the [Absence Form](#) to report it and upload any required documentation.

The state of North Carolina recognizes the following circumstances below as excusable if the required documentation is provided.

1. Illness or Injury: if your child(ren) is sick or injured and cannot physically attend school

- (i.e., fever, vomit, flu, conjunctivitis (pinkeye), a contagious sickness or rash, and/or physical injury, etc.) A doctor's or hospital note may be required.
2. Quarantine: If the absence results from a determined infection disease or when isolation is ordered by a health officer
 3. Medical or Dental Appointment: If your child has a medical or dental appointment that cannot be scheduled outside of school hours. A doctor's note is required.
 4. Death in the Family: If your child(ren) is absent due to the death of a member of your immediate family (i.e., grandparents, aunts/uncles, siblings, parents, etc.). An obituary or funeral home letter on letterhead is required.
 5. Court or Administrative Proceedings: If your child participates/is involved in court proceedings (i.e., court subpoena) or administrative tribunal. A letter from the court of administrative tribunal is required.
 6. Religious Observance: If your child(ren)/family participates in a religious observance. Following state regulations ([S.L. 2010-112](#)), students are permitted a minimum of two (2) excused absences for religious observances each school year. A letter from the parent/guardian is required.
 7. Educational Opportunity: When the purpose of the absence is to take advantage of a valid educational opportunity, and only if approval for the absence has been granted prior to the absence.
 8. Deployment Activities: In accordance with state regulations ([G.S. 115C-407.5 Article V\(E\)](#)), if your child(ren) is absent due to visiting parent(s)/legal guardian(s) who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat supporting posting. A letter from the parent/guardian is required.

Note: All absences are considered unexcused or unlawful until the school receives the required documentation listed. Documentation should be given to the Operations team by uploading using the [Absence Form](#) or by providing a paper copy. For the excused absences listed above, students will be given the opportunity to make up all missed assignments.

Absences due to family trips or vacations are generally not excused.

Please note: If a child(ren) is absent from school consecutively for three (3) or more days without any notification or contact from the parents/guardians, Telra Institute is mandated to report these absences to the Department of Social Services (DSS).

Under North Carolina State Law ([G.S. 115C-378](#)) students are required to attend school, and it is the responsibility of parents/guardians to ensure their child(ren) attends. The actions below outline how Telra Institute will partner with parents/guardians in the event of chronic absences.

1. Three (3) to (6) unexcused absences within the school year: The Site Director or other members of the Telra's Leadership Team will notify parents/guardians of the absences and section 1 of the Attendance Support Report will be completed.
2. Six (6) to Ten (10) unexcused absences within the school year: The Site Director or other member of the Telra's Leadership Team will notify parents/guardians in writing that they

may be in violation of the Compulsory Attendance Law and may be prosecuted if the absences cannot be justified. Section 2 of the Attendance Support Report will be completed which will outline specific supports and possible program modifications to help improve attendance.

3. Ten (10) to fifteen (15) unexcused absences within the school year: Parents/Guardians will be asked to meet with the School Principal for a mandatory meeting to discuss the support outlined in section 2 of the Attendance Support Report. During this meeting the team will discuss the potential need for any additional supports for your child/family, possible grade retention (depending on your child(ren)'s academic and character development), and the legal ramifications of the unimproved attendance. This meeting will be documented in Section 3 of the Attendance Support Report.
4. Fifteen (15) or more unexcused absences within the school year: Truancy Court/Legal Actions-Telra Institute's review board will determine whether the parents/guardians have received proper notification regarding the student's absences and if it is found that good faith effort to comply with the law has not been upheld, the Attendance Review Board will notify the Department of Social Services (DSS) and the District Attorney's office. If the absences cannot be justified the parents/guardian may be prosecuted according to [G.S. 115C-378.](#)

Per State Board policy, students who accumulate 10 consecutive unexcused absences will be disenrolled from the school.

Tardiness

Telra Institute believes that part of learning to be a responsible student is being on time, both at the beginning of the school day, as well as for the individual classes throughout the day. Any student not in their classroom at the scheduled start time will be considered tardy for the start of the school day. If car line students have not arrived at school prior to [morning arrival cutoff](#), parents will be required to park and come to the office with their student to sign them into school. Without this signature, students will be considered absent for the day.

Tardies will reset at the end of each trimester. Excessive tardies will result in a conference between parents and administration and loss of extracurricular privileges. In-class tardies are solely the responsibility of the student and are addressed as part of the Code of Conduct.

Early Pickup

Once students have arrived on campus, they are not permitted to leave school unless a parent, guardian, or person listed on the child's Permission to Pick Up form is physically present in the school's front office and presents a valid picture ID. We understand that when plans change, parents may need to pick up students early from school. Students must be present for at least 50% of the school day in order to be considered present. To preserve the learning within classrooms and minimize disruptions at the end of the school day, students will not be released

for early dismissal after 3:00 PM.

Dress Code

Telra Institute recognizes the benefit that dress code and uniform standards have in creating a distraction-free environment for learning and contributing to school identity and spirit. Students are expected to wear complete uniforms each day of school, unless otherwise stated. Students who are not within dress codes standards may receive consequences as outlined in the Student Code of Conduct behavior policies. Coats and jackets which are not a part of the school uniform, must be stored in an assigned location when students are inside the school building.

Telra's Dress Code Principles

Support active students: Children will be physically active every day. Ensure clothing, shoes, and accessories are safe and appropriate for students running, playing, and jumping.

Minimize distraction: All clothing items (with the exception of shoes and coats for outside wear) must be solid color and free of patterns, graphics, logos, or text. Visible tattoos, hair coloring, or glitter are not allowed. Subtle make-up or nail polish colors are acceptable but should be free of symbols or designs.

Reinforce pride in self and in school: All clothing must be neat, clean, well-fitting, and in good condition (no holes or rips).

Standards

The basic Telra uniform is a solid-colored polo top and neutral-colored dress bottoms (see specific colors below). Parents may purchase uniform components from any vendor. Outfit components must follow the style, length, and color standards as listed on our website.

Polo Shirt and Dress Colors	Pants, Shorts, and Skirts
<ul style="list-style-type: none">• Telra Teal• Orange• Navy• Red• Light Blue• Pink	<p>Telra Neutrals</p> <ul style="list-style-type: none">• Medium Gray• Khaki

Uniform Angels

We never want financial constraints to prevent a child from taking advantage of the unique education that Telra can provide. If you need some assistance in purchasing a school wardrobe for your child or if you would like to be a Uniform Angel to help another family, please reach out to frontdesk@telra.org.

Spirit Days

Telra Institute holds special dress days in the form of Sprit Days. On those days, students and

teachers may wear a Telra Spirit shirt with their uniform pants. Please keep in mind that rules around the permissibility of hoodies (even Telra hoodies) inside the building still apply on Sprit Days.

Technology Use

Students are offered access to Telra's computer network for creativity, communication, research, and other tasks related to the Telra academic program. All use of devices furnished or created data, software, and other technology resources as granted by Telra Institute and are the property of Telra Institute and are intended for school business and educational use. Students are to use the internet network in a responsible, efficient, ethical, and legal manner. The use of the network is a privilege, not a right, and may be revoked if abused.

Personal cell phones and smart watches

Cell phones, smartwatches, and similar communication devices can be a distraction at school and can also, often unintentionally, cause some unhappiness to others through inappropriate or regrettable photographs and messaging. While at school, we want students to focus on their learning without distractions, and we want them to learn how to make face-to-face connections and socialize in person with peers.

Therefore, use of student cell phones, tablets, communication-enabled watches, or similar devices is **not allowed at school, on Telra school buses, or during Telra extracurricular programs**, unless specific permission has been given. We recommend these devices stay home. If they come to school, they must remain switched off inside backpacks (Not carried in airplane mode. Off.)

Parents should contact the front desk if they need to contact their student in an emergency situation. If teachers see a student with a device outside of their bag, it will be handled according to the Code of Conduct, which may include consequences such as confiscation.

Even outside of school, a multitude of studies have shown that cell phones are detrimental to student learning, mental health, and sleep habits. We recommend that families refrain from providing cell phones to their children as long as possible, and/or strictly monitor and limit their use. Interested families can find more information and support from organizations like [Wait Until 8th](#).

Standards

Students are responsible for abiding by the following standards while using all technology.

1. Empowered Learning: students will leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals informed by the learning sciences.

2. Digital Citizenship: students will recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.
3. Knowledge Construction: students will critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
4. Innovation of Design: students will use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.
5. Computational Thinking: students will develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
6. Communicating Creatively: students will communicate clearly and express themselves creatively for a variety of purposes using their platforms, tools, styles, formats, and digital media appropriate to their goals.
7. Collaborating Globally: students will use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

(Adapted from the [*ISTE standards*](#))

The following misuses of the technological and device systems are not permitted:

1. Sending and/or displaying hateful or pornographic messages, pictures, or content
2. Accessing social networks
3. Using abusive, threatening, or inappropriate language
4. Harassing, insulting, or attacking others
5. Engaging in or promoting violence
6. Accessing inappropriate websites of any kind
7. Receiving or transmitting information pertaining to weapons of any kind
8. Damaging technical equipment
9. Violating copyright laws (copying Internet or other materials without permission)
10. Using other's passwords
11. Trespassing in other students and/or teacher's folders, work, or files
12. Employing the computer network for commercial purposes
13. Transmitting personal information without written parental consent
14. Downloading from the internet without approval from supervising teacher; and
15. Hacking (attempting to gain unauthorized access to files, folders, and/or other systems)

Note: This is not an exhaustive list. Consequences for technology misuse are outlined in the Student Code of Conduct.

Responsibilities of Teachers, Parents, and Students

Appropriate access is the shared responsibility of the school, the student, and the family.

1. Teachers: Telra will provide access to and integrate a thoughtful use of such information throughout the curriculum. Telra educators will provide guidance and instruction in the appropriate use of the Internet. It shall be the responsibility of all members of the Telra staff to educate, supervise, and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act. Teachers may supervise and monitor their students' Internet use and will intervene if the resources are not being used appropriately. As much as is reasonably possible, the educators will structure Internet access from school in such a way that they point students to sites that have been evaluated prior to use.
2. Parents: Parents and guardians are responsible for agreements their children make or actions they take, and outside of school, for setting and conveying standards their children should follow when using any media or information service. Families should be aware that some material that is accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. Although students will be supervised when they use the Internet, this does not guarantee that students will not access inappropriate materials. In addition, it is possible to purchase goods and services via the Internet, which could result in unwanted financial obligations for which a student's parent or guardian would be liable. Parents are also financially responsible for damage to the system, software, or hardware that is incurred by their children through abuse or vandalism or by use of the network or equipment in a way that is inconsistent with this policy or with teacher instructions.
3. Students: Students are responsible for good behavior on these electronic resources just as they are in a classroom or in other areas of the school. Students are responsible for understanding and following the policy as set forth in this document; any use of electronic resources implies a complete understanding of the rules regarding such use. Students and Parents are required to sign an acceptable use policy confirming their understanding, and willingness to abide by, appropriate online behavior.

General Rules

Privacy: Telra Institute reserves the right to monitor Internet traffic and to retrieve and review any data composed, sent, received, or stored using the Telra Internet network or Internet connections, including e-mail. Users do not enjoy any expectation of privacy when using any Telra Institute technology or transmissions originating within or around school property.

Cyber-Bullying: Telra Institute prohibits cyber-bullying, an act involving the use of information and communication technologies, including but not limited to email, text messages, blogs, instant messages, personal Websites, on-line social directories and communities, video-posting sites, and online personal polling Websites, to support deliberate or repeated hostile behavior, by an individual or group, that is intended to defame, harm, threaten, intimidate, or harass students, staff members, or the school during or outside school hours and on or off school premises.

Materials and Language: Use of or accessing profane, abusive, pornographic, obscene, and/or impolite materials or language is not permitted. Accidental access should be reported to the teacher immediately. Intentional circumvention of web-filtering is prohibited.

Installing/Copying: Students are not to install or download any hardware, software, shareware, or freeware onto any media or network drives without staff permission. Software installed by anyone other than the network administrator may be removed. Downloading of non-schoolwork related files is not permitted. Students may not copy other people's work or intrude into other people's files. All copyright laws must be respected.

Access: Students may not access the computer network without proper authorization. Students are to use their own username and password when using a computer. Students must log off the computer when they are finished with their work and are not to log on to a computer for someone else or tell others their password. Students are to notify their teacher if someone else is thought to know his/her password.

Data Protection: Students must not attempt to damage or destroy equipment or files. Though efforts are made by Telra Institute to ensure the safety and integrity of data, Telra Institute makes no warranties of any kind, either expressed or implied, for the service it provides. Telra Institute will not be responsible for any damage to data.

Storage: Students are to delete their files and materials they no longer need, if asked to do so by their teacher.

Internet Rules

The Internet is a vast collection of resources readily available to any student on any computer connected to the Internet. Telra Institute integrates the use of these resources into student instruction. Student Internet usage is permitted only in the presence and supervision of a teacher, the child's parent, or other designated adult school personnel. Telra Institute is not responsible for the accuracy or quality of information obtained through the Internet or the Telra Institute computer network.

Some material accessible via the Internet contains illegal, defamatory, inaccurate, or potentially offensive language or images. While the school uses Internet resources to achieve educational goals, there is always a risk of students accessing other materials. However, we believe that the benefits of using technology outweigh the disadvantages. Teachers are trained in the appropriate use of technology with students, but ultimately, parents of students are responsible for setting and conveying the expectations regarding the use of media and information sources at home and at school.

Telra complies with the Children's Internet Protection Act (CIPA), a federal law enacted by Congress to address concerns about access to the Internet and other information. Under CIPA, schools must certify that they have certain Internet safety measures in place. These include measures to block or filter pictures that (a) are obscene, (b) contain child pornography, or (c) when computers with Internet access are used by minors, are harmful to minors. Schools subject to CIPA must adopt a policy such as this to monitor online activities of minors and to address (a)

access by minors to inappropriate matter on the Internet and World Wide Web, (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications, (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online, (d) unauthorized disclosure, use, and dissemination of personal information regarding minors, and (e) restricting minors' access to harmful materials.

K-8 device assignment

All K-8 students will have access to computers while on the school premises. To prolong the life of Telra-issued computers and to ensure consistent availability of these devices while at school, students' ability to take computers home will be based on need and require parent permission.

*If students **do not** have parent permission, they **will not be allowed** to take a device home.*

*If students **have** parent permission, they **will be allowed** to take a laptop home at their own discretion.*

We recommend that students leave their laptops at school as much as possible. This helps reduce the risk of loss or damage, of forgetting a device at home, or of showing up at school with a discharged battery. However, students will need technology and internet access to complete their assignments and will need reliable access to either a family or Telra-issued device while at home.

If parent permission is obtained to take a laptop home, parents will assume full responsibility for any damage that occurs away from Telra property or in transit, up to the full value of the device (up to \$400). In addition to parent permission, students must have a parent-provided laptop case prior to transporting the laptop anywhere.

High school device assignment

All High School students will be assigned a personal laptop & charger for use during their time as Telra High School students. Students are responsible for:

1. Proper care and safekeeping of the device to prevent damage, spills, drops, or loss
2. Transporting the laptop between school and home each day (safely, in a case)
3. Ensuring the laptop remains charged when needed for educational purposes
4. Adhering to the other provisions of the Technology Acceptable Use Policy

When a high school student graduates with a diploma from Telra, they will have the opportunity to purchase their Telra-issued device at a cost of \$1 to retain for their own use. (This does not apply if they required a laptop replacement during their time as a high school student, nor if they attended Telra for less than 2 years.)

Student and Parent Agreements

Students and parents are required to agree to the following:

Students: I have read, understand, and will abide by the above Acceptable Use Policy when using computers and other electronic resources owned, leased, or operated by Telra. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be initiated.

Parents/Guardians: As the parent or guardian of a Telra student, I have read the Acceptable Use Policy. I understand that this access is designed for educational purposes. Telra has taken reasonable steps to control access to the internet but cannot guarantee that all controversial information will be inaccessible to student users. I agree that I will not hold Telra responsible for materials acquired on the network. Further, I accept full responsibility for supervision if my child's use is not in a school setting. I hereby give permission for my child to use network resources, including the internet, that are available through Telra.

Telra Institute Behavior Policy and Student Code of Conduct

In *Nichomachean Ethics*, Aristotle wrote, “Excellence [or virtue], then being of two kinds, intellectual and moral, intellectual excellence in the main owes its birth and growth to teaching (for which reason it requires experience and time), while moral excellence comes about as a result of habits.”

Our desire at Telra Institute is to cultivate these two kinds of excellences or virtues- moral and intellectual. “Intellectual virtue requires experience and knowledge over time through qualified instructors.” Whereas “Moral virtue attributes to our customs or habits-those repeated practices that form in us character traits or propensities to act in a given situation.”

-A Telra student has a disciplined mind in every area of excellence.

Student Conduct

All students shall comply with the Student Code of Conduct of Telra Institute, federal and state laws, school board policies, and local school rules governing student behavior and conduct. This code applies to any student who is on school property, who is in attendance at school or at any school-sponsored activity, or whose conduct at any time or place has a direct or immediate effect on maintaining order and discipline or protecting the safety and welfare of students or staff in the school.

Students shall comply with all directions of administrators, teachers, substitute teachers, student teachers, teacher assistants, counselors, and all other school personnel who are authorized to give such directions, during any period of time when they are subject to the authority of such

school personnel.

Violation of school policies, the Student Code of Conduct, Dress Code, or regulations issued by Telra Institute may result in disciplinary action. Students shall be informed of local school rules that, if broken, may result in short-term or long-term suspension. Serious or repeated violations of any of the policies listed in this code of conduct may result in long term suspension or expulsion of a student.

When a school administrator or faculty member has reasonable belief that an act has occurred on school property involving assault resulting in serious personal injury, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a weapon in violation of the law, or possession of a controlled substance in violation of the law, the school official shall report immediately such violation to the proper law enforcement agency. In such cases, school officials shall cooperate fully with the law enforcement agency. Internal disciplinary proceedings shall proceed independently from the criminal investigation and prosecution.

Student Behavior Code

Purpose and Description of the School Code of Conduct

Telra Institute is committed to giving every student the opportunity to reach his or her full potential by providing a rigorous academic program, character education, and meaningful parental participation. To fulfill this mission, it is important that we provide a positive, safe, and orderly environment for our students, staff, and families. Telra Institute believes that a common and consistently applied code of conduct is a critical tool in building that environment. It reflects what the school believes to be reasonable expectations of conduct for all members of our student body.

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

Telra’s code of conduct identifies many behaviors that are detrimental to our goal of a positive, safe, and orderly environment. Specifically, it identifies behaviors that interfere with the learning process or disrupt the educational environment for any student at any time. Please note that this is not an exhaustive list of disruptive behaviors and unforeseen disruptions will be dealt with on a case-by-case basis. The identified consequences are designed to deter students from engaging in behaviors which are counter to the school’s mission, and, in the event that violations do occur, discourage students from committing further violations.

The code of conduct is divided into four levels of violations. The levels are groupings of violations

of similar severity. Each level of violations, because of their similarity, contains comparable consequences. While these consequences reflect what Telra Institute believes to be fair and reasonable for that level of violations, the school also recognizes that there are times when there are mitigating or aggravating factors that may result in a change in consequences. The principal or their designated representatives have the authority to assign any alternate reasonable consequence based on either mitigating or aggravating factors. Finally, engaging repeatedly in behaviors in any single class of violations will result in consequences of greater severity. This is intended to reinforce the importance of learning from mistakes.

Classroom teachers will address general classroom disruptions by taking appropriate in-class disciplinary actions. These include but are not limited to personal calls to the parents, parent/teacher conferences, referral to an administrator, etc. If such measures do not put an end to the disruption, a disciplinary referral is appropriate. (Failure to bring notebook, pencil, books, required materials, and equipment to class, or failure to work in class, are not cause for disciplinary referrals unless the behavior is repetitive.)

General Information

The information contained in this section is designed to address common questions and confusions regarding the code of conduct. Providing further clarification on these issues will help parents and students successfully navigate the requirements of the School Code of Conduct.

The Code of Conduct applies to all students at any time they are present on school campus, at any school event, or during any school sponsored activity, including school events or activities that are held off campus. Additionally, it applies to students at any time or any location whose behavior interferes with the learning process, causes serious safety concerns, or disrupts the educational environment. The Code of Conduct will also apply to misuse of school technology to disrupt learning or cause harm to other individuals, including but not limited to cyberstalking and cyberbullying. Certain violations apply specifically to different grade levels. If that is the case, it is noted in the violation. Otherwise, the Code does apply to all students.

The administration will follow investigatory procedures and make a reasonable attempt to contact parents after it has been determined that a violation has occurred. During the investigation, students will be interviewed to determine what may have occurred. A student will be notified of the consequence of a violation, as long as notification of the student does not pose a risk to the safety and security of other individuals on campus.

If a student is suspended from school, the student may not be present on the campus of Telra Institute, at any school function, or at any school sponsored event, whether off or on campus, without the permission of school administration.

Unfortunately, during the school year, conflict will arise between students. It is the expectation of Telra Institute that students will not settle conflict through physical altercation. If there is a physical altercation between two students, both students will be held accountable for the

incident. If a student is attempting to engage another student in an altercation, it is our expectation that the other student will make every reasonable attempt to walk away and notify a school employee. Neither Telra Institute, its employees, nor the governing board assumes any liability for the intentional or unintentional harm caused by any student to another student or to their possessions.

Lockers, desks, school-issued technology, and other school property remain, at all times, the property of the school and are subject to search at the discretion of the school principals or their designee. Be advised that students will be held responsible for prohibited items in their personal control, such as items located in book bags, lockers, clothing, or items belonging to someone else.

Corporal punishment is not permitted at Telra Institute, but there may be times when school employees may need to use reasonable force to control behavior or to remove a person from the scene. Every effort will be made to avoid any physical use of force, however, should it be unavoidable, all care will be taken to protect all parties involved.

These situations may include:

- To quell a disturbance threatening injury to others.
- To obtain possession of weapons or other dangerous objects on the person or within the control of a student.
- For self-defense
- For the protection of persons or property
- To prevent an act of violence on school property, in the classroom, or at a school related activity on or off school property

Definitions

365-Day Suspension - This is an out-of-school suspension for 365 calendar days. It is the maximum allowed by North Carolina law.

Before or After School Detention - This consequence is a period of 30-60 minutes of supervised study either before the beginning of the school day or after school has been dismissed.

Aggravating Factors – Related evidence of a discipline incident that suggest consequences beyond what is recommended in the Code of Conduct. These are determined by the school principal or chancellor, and may include, but are not limited to, repeated violations, lying or refusing to cooperate with school officials in an investigation, severity of any injury sustained during the incident, and imminent danger to self or others.

Inappropriate Contact - Offensive, unwanted, and/or inappropriate touch.

Bullying - Repeated unwanted aggressive, intimidating, insulting, dehumanizing, or threatening

verbal, electronic, or physical behavior or expression that is directed toward another person on school property or at school-sponsored events if it adversely impacts the education at school for students or staff. This may include, but is not limited to, pushing, shoving, name-calling with or without profanity, purposeful exclusion, slander, and verbal cruelty.

Cyberstalking - to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

Cyberbullying - the willful and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social websites (e.g., Facebook, Twitter, and YouTube), chat rooms, instant and text messaging, and cell phone technologies.

Exclusion - This consequence prohibits a student from continuing to attend Telra Institute, although the student may attend another school.

Expulsion- Is the permanent termination of the student-school relationship. This applies only to students 14 years of age or older whose continued presence constitutes a clear threat to the safety of other students or school staff. Students considered for expulsion are entitled to a hearing before Telra Institute's Board of Directors as set forth in North Carolina statutes.

In-School Suspension (ISS) - This consequence is an alternate to the suspension out of school of a student. It is the supervised removal of a student from educational activities to another location on school property.

Short-Term Suspension—An out of school suspension lasting fewer than 10 consecutive days.

Long-Term Suspension - This is an out of school suspension lasting greater than 10 consecutive days, but less than 365 days.

Out of School Suspension (OSS) - This consequence is the prohibition of a student from being on school campus, at school events, or participating in school functions, whether on or off campus. This can be short-term or long-term.

Mitigating Factors – Evidence of disciplinary incident which suggest consequences that are less severe than what is recommended in the Code of Conduct. These may include, but are not limited to, self-defense, provocation, student record, and other factors identified by the school principal or chancellor.

Morning Arrival Tardy Policy

Telra Institute believes that part of learning to be a responsible student is being on time, both at

the beginning of the school day, as well as for the individual classes throughout the day. 8:15 is the first bell for homeroom each morning. Any student not in their classroom at the 8:15 bell will be considered tardy for the start of the school day. The consequences of these tardies are listed below. If students have not arrived at school prior to the 8:15 bell, parents will be required to park and come to the office with their student to sign them into school. Without this signature, students will be considered absent for the day.

Tardies will reset at the end of each trimester. Excessive tardies will result in a conference between parents and administration and loss of extracurricular privileges. Excessive tardies for two trimesters will result in a conference between parents and administration.

In-class tardies are solely the responsibility of the student and are addressed as part of the Code of Conduct below.

Infractions and Consequences

1. Level 1 Behaviors

1.1. Violations Include:

- 1.1.1. Disobeying any teacher's established classroom rules.
- 1.1.2. Inappropriate language not directed at any person.
- 1.1.3. Being out of dress code at any time not authorized by the school administration.
- 1.1.4. Tardiness to class
- 1.1.5. Chewing gum
- 1.1.6. Eating or drinking in unauthorized areas
- 1.1.7. Refusing to follow directions or participate in class activities
- 1.1.8. Unprepared for class – failure to bring necessary materials for instructional period (specific to each teacher's instructions)
- 1.1.9. Any 'body art' including marker and ink drawings, etc. is not allowed; students will not be allowed to join the class until such 'art' is removed; limited exceptions may apply with prior parent request to administration
- 1.1.10. Having any personal item which distracts from teaching and learning in the classroom.
- 1.1.11. Any behavior that may pose a safety risk to the student or to others (i.e., climbing on furniture, running in class or hallway)
- 1.1.12. Lunch misconduct (excessive noise, playing with or throwing food, failure to clean the area before leaving, etc.)
- 1.1.13. Any other minor act of misconduct which interferes with the orderly operation of the classroom including but not limited to excessive or disruptive talking, throwing objects, verbal exchanges, arguing, passing notes
- 1.1.14. Horseplay, roughhousing, clowning, or other disruptive behavior, in the classroom or the school common areas (hallways, neighborhoods, restrooms, etc.)
- 1.1.15. Disrespect or rude behavior: Conduct or behavior that lacks regard, civility, politeness, and/or courteous consideration which goes beyond the bounds of acceptable student behavior. This may include but is not limited to teasing, name-calling, gossiping, spreading or starting rumors, and purposely embarrassing or humiliating another student.

1.2. Consequences may include (in no specific order):

- 1.2.1.Warning
- 1.2.2.Reflection or Think First Sheet
- 1.2.3.Change of Privileges, including but not limited to reflective time at recess or at lunch.
- 1.2.4.Loss of extracurricular activities
- 1.2.5.Confiscation of distracting property or device
- 1.2.6.Detention
- 1.2.7.Parent/Teacher Conference
- 1.2.8.Student/Administrator Conference
- 1.2.9.1 Day ISS

2. Level 2 Behaviors

2.1. Violations include:

- 2.1.1.Repeated violations of Level 1 Rules
- 2.1.2.Unauthorized possession or use of an electronic device during school hours and activities
- 2.1.3.Being absent from class without permission
- 2.1.4.Abusive or inappropriate physical contact of or language directed toward one or more individuals
- 2.1.5.Insubordination or Open Defiance
- 2.1.6.Minor incidents of hitting, fighting, shoving, kicking, horseplay, etc.
- 2.1.7.Intimidation or threats: Threatening a student or staff member in a way that is unrealistic, vague, or poses minimal risk.
- 2.1.8.Lying to school personnel.
- 2.1.9.Stealing, taking without permission, or knowingly having unauthorized possession of property that belongs to the school, a fellow student, or a staff member. (Low value < \$20)
- 2.1.10. Cheating on school tests, quizzes, homework, or other school assignments.
- 2.1.11. Plagiarism/Forgery of Document or Signature
- 2.1.12. Inappropriate contact or public displays of affection
- 2.1.13. Vandalism or willful destruction of school or other person's personal property (including student or staff)

2.2. Consequences may include (in no specific order):

- 2.2.1.Teacher/Parent Conference
- 2.2.2.Administrator/Parent Conference
- 2.2.3.After School or Saturday Detention
- 2.2.4.Loss of Extracurricular Privileges
- 2.2.5.Loss of School-Day Privileges, including but not limited to field trips
- 2.2.6.Confiscation of distracting property or device (to be reclaimed by parent or guardian)
- 2.2.7.Grade of 0 on Assignment (cheating/plagiarism)
- 2.2.8.Behavior Contract
- 2.2.9.Formal Behavior Improvement Plan
- 2.2.10. 1-3 Days of ISS
- 2.2.11. 1-3 Days OSS

3. Level 3 Behaviors

3.1. Violations include:

- 3.1.1.Repeated violations of Level 2 Rules
- 3.1.2.Sharing or posting offensive, obscene, or derogatory pictures, including online, of students, school employees, or volunteers, without permission at any time which interferes with the

- learning process or disrupts the educational environment. (Can be reported to law enforcement)
- 3.1.3. Using force or violence to take, or attempt to take, someone's property.
 - 3.1.4. Inciting or engaging in behavior which either results in or may result in widespread disruption to the educational process.
 - 3.1.5. Participating in lewd, illegal, or sexual acts while on school campus, attending school events, or during school functions.
 - 3.1.6. A logical, specific, and realistic threat of serious violence to a student, staff member, or property.
 - 3.1.7. Conduct that is a felony or serious misdemeanor under NC law where the student would present a safety risk to student health or safety. No conviction or arrest is required to fall under this provision.
 - 3.1.8. Any of the following offenses, reportable to law enforcement:
 - 3.1.8.1. Assault resulting in serious injury
 - 3.1.8.2. Assault involving use of a weapon
 - 3.1.8.3. Assault on students, school officials, employees, and volunteers
 - 3.1.8.4. Making bomb threats or engaging in bomb hoaxes/possession of explosives or explosive devices (other than fireworks)
 - 3.1.8.5. Arson/willfully burning a school building.
 - 3.1.8.6. Unlawful, underage sales, purchase, or provision of alcoholic beverages
 - 3.1.8.7. Possession of a controlled substance in violation of law
 - 3.1.8.8. Possession of a weapon
 - 3.1.8.9. Robbery with dangerous weapon
 - 3.1.8.10. Sexual Misconduct
 - 3.1.8.11. Theft
 - 3.1.8.12. Knowingly possessing stolen property
 - 3.1.8.13. Homicide
 - 3.1.8.14. Kidnapping
 - 3.1.8.15. Possession of a firearm
 - 3.1.8.16. Sexual Assault
 - 3.1.9. Taking indecent liberties with a minor
 - 3.1.10. Intimidation, physical injury, pervasive psychological harm, interferes with student school performance and activity participation – including on the basis of protected characteristics.
 - 3.1.11. Possession of prescription or non-prescription medications on one's person without documented permission with the wellness center
 - 3.1.12. Altering any official school document, including report cards, transcripts, and notes from teachers.
 - 3.1.13. Inciting, leading, or participating in any act that disrupts orderly conduct of school activity or function.
 - 3.1.14. Using profane, obscene, offensive, or derogatory language, gestures, or pictures in reference to or directed at a staff member or another student while on school property
 - 3.1.15. Threatening a student or staff member in a way that is direct, the result of forethought, or can be carried out. While possible, it may not be realistic.

- 3.1.16. Stealing, taking without permission, or knowingly having unauthorized possession of property that belongs to the school, a fellow student, or a staff member. (Medium value \$20-\$100)
- 3.1.17. Fighting that may result in physical injury or destruction of property
- 3.1.18. Using a school-issued device to generate or search for profane or obscene material (at any time).
- 3.1.19. Possession of any object that may be construed as a weapon, other than a firearm, but has not been displayed or used in an intimidating or threatening manner
- 3.1.20. Trespassing – unauthorized entry into the school building
- 3.1.21. Gambling
- 3.1.22. Indecent Exposure
- 3.1.23. Blatant disregard/defiance of school staff or administration directives
- 3.1.24. Possession or use of fireworks on school property
- 3.2. **Consequences may include:**
 - 3.2.1.1-10 Days Out of School Suspension
- 4. **Level 4 Behaviors (Zero Tolerance)**
 - 4.1. **Violations Include:**
 - 4.1.1.Repeated violations of any of the above categories.
 - 4.1.2.Smoking or vaping while on school campus, at school events, or during a school sponsored activity.
 - 4.1.3.Drugs and/or Alcohol (possession or use) or being under the influence on school property (reportable to law enforcement)
 - 4.1.4.Intentional unnecessary activation of a fire alarm.
 - 4.2. **Consequences may include (in no specific order):**
 - 4.2.1. 1-10 days OSS with recommendation for exclusion
 - 4.2.2. 1-10-day OSS with a recommendation for a Long-Term Suspension
 - 4.2.3. Long Term Suspension
 - 4.2.4. Exclusion
 - 4.2.5. Expulsion

Disciplinary Process

Upon receiving a report of a potential occurrence of any of the above violations, school administration will begin an investigation. An investigation may include interviewing witnesses, reviewing camera footage, speaking with staff members, and a search of a student, a student's locker, or a student's belongings. If the violation is an offense which requires a report to law enforcement, the appropriate agency will be notified. Refusal to permit the search will result in the assignment of consequences that are commensurate with the suspected violation. Administration will speak with the student and give the student an opportunity to deny or explain the violation.

Upon completion of the investigation, school administration will review information available and determine if the evidence supports the accusation against the student(s). If that is the conclusion, the student(s) will be notified of the consequence of the violation on the day the

investigation is completed.

The school administrator will make a reasonable attempt to contact the student's parent or guardian by telephone to communicate the results of the investigation and the assigned consequences. The Administration shall also notify the parent or guardian in writing that the student has been suspended from school. The administrator shall provide a description of the incident or incidents that resulted in the suspension and may offer the opportunity for an immediate informal conference with the principal.

There is no appeal of an out of school suspension that is 10 days or less. If a student is determined to have committed a violation for which the possible consequence is exclusion or long-term suspension, the school principal will follow the procedures outlined in the section below.

Long-Term Suspension and Exclusion Procedures

Each school principal or the chancellor may recommend a long-term suspension, exclusion, and/or participation in a behavioral contract.

In the event of an infraction which may result in long-term suspension or exclusion, the principal of the student(s) involved will investigate and may make a recommendation for suspension or exclusion. This recommendation will be reviewed and discussed by a review board, consisting of the remaining members of the disciplinary team, including the Chancellor, remaining Principal, and Academic Coordinator(s). Should this review board concur with the recommendation, the chancellor will present this recommendation to the Telra board of directors, who will make the final determination in such cases.

Once the decision has been made, parents of the student(s) involved may file an appeal with the school's Board of Directors within two (2) days of the decision. The board will appoint a panel of three board members to hear the appeal. Appeals to the board of directors shall be made in writing to the chancellor. No new evidence shall be allowed, and the Board may or may not ask for oral argument. The board panel decision is final and there is no appeal to the full board. The school will follow the requirements set forth in North Carolina's General Statutes for any such exclusion, appeal, and hearing.

Dress Code Violations are a part of the Student Code of Conduct Level 1 Behaviors and will be treated as such.

Search and Seizure Practices and Procedures

Telra Institute will conduct a search if the Leadership Team has a reasonable suspicion that a violation of the Code of Student Conduct has occurred. When determining the nature and scope

of the search, the Principal will consider the age and sex of the student as well as the nature of the act of misconduct. The search may include the student's person, backpack, purse, pockets, shoes, and/or other personal property. A physical search of a student's person will only be conducted when there is a reasonable suspicion that the student has an illegal weapon, drug and/or alcohol on his/her person.

Unforeseen Situations

This behavior code is not to be seen as all inclusive. The administration reserves the right to amend or add to these lists as unique situations arise. The administration further reserves the right to deviate from the stated disciplinary action(s) based on unique or aggravating factors.

Due Process of Procedures

The following due process procedures only govern the suspension or the expulsion of a student from the school's regular educational program. If a student charged with violation of this Code of Student Conduct has been returned to the regular school program pending a decision, then such action of reinstatement shall not limit or prejudice the school's right to suspend or expel the student following that decision.

Suspension of Ten (10) School Days or Less

Generally, prior to any suspension of the student, the School Principal shall provide the student with the following due process:

1. The student will be informed of the charges against him/her, and, if the student denies the charges, the School Principal shall provide the student with an explanation of the evidence.
2. The student shall be provided with an opportunity to explain his/her version of the facts.

If a student's presence in school poses an immediate danger to persons or property or an ongoing threat of disruption to the educational process, the School Principal may immediately suspend the student, and as soon thereafter as reasonable, provide the student with his/her due process rights as set forth in this section.

If, after providing the student with his/her due process rights, the School Principal determines that the student has engaged in a prohibited act under this Code of Student Conduct, then he/she may impose a disciplinary penalty of a suspension not to exceed ten (10) school days. The School Principal shall inform (in person or by phone) the student's parent (in English and in the parent's primary language when readily available) of the suspension and of the reasons and conditions of the suspension. The student shall be provided the right to take home textbooks, complete homework assignments, and an opportunity to make-up assessments. A decision to suspend a student for ten (10) or fewer school days is final and not subject to further review or

appeal.

Miscellaneous Provisions

Request for Re-admission: Students who are suspended for 365 days or who have been expelled may not re-enter the lottery to attend Telra.

Voluntary Agreements: At any time, the School Principal may enter a written contract with the student and his/her parent(s) setting forth the parties' agreement in settlement of disciplinary charges or restitution related to damage to or loss of school property. In such cases, the written agreement shall be final and binding and may not be later challenged by the School Principal or the student or his/her parent(s).

Suspended/Expelled Students on School Property or Attending School Activities: A suspended or expelled student who enters onto school property or appears at a school activity, event, or function without the permission of a building administrator shall be deemed to be trespassing.

Maintaining Class Progress: When practical in the judgment of the School Principal, a student may be permitted to maintain progress during the disciplinary period.

Discipline of Students with Disabilities

Introduction

The discipline, suspension, expulsion, and/or exclusion of students with disabilities is governed both by federal law (Individuals with Disabilities Education Act ("IDEA") and/or Section 504 of the Rehabilitation Act) and its implementing regulations and by state law (N.C. Gen. Stat. §115C-391 and §115C-238.29F(d)(5)) and its implementing regulations. The purpose of this policy is to provide guidelines for school administrators to use in disciplining students with handicaps, disabilities, and/or special needs as those terms are defined in the federal and state laws mentioned above.

Disciplinary Sanctions of Students with Disabilities Resulting in In-School Suspensions

As a general rule, a student with a disability may be assigned to in-school suspension as a sanction if that is the sanction that would be applied to nondisabled students and the student is afforded the opportunity to continue to appropriately progress in the general curriculum, continue to receive the IEP services or Section 504 accommodations, and continue to participate with nondisabled students to the extent the student would in his or her current placement.

Short-Term Suspensions

First Ten Days: As a general rule, students with a disability may be suspended for up to ten (10) school days in a school year to the same extent and for the same misconduct that non-disabled students would be suspended for a violation of the Student Behavior Guidelines. Such short-term suspensions are not considered a "change in placement," and no special education or Section

504 procedures are required. Regular due process procedures for short-term suspensions apply to both non-disabled and disabled students.

Cumulative Short-Term Suspensions Totaling More Than 10 Days: Duty to Determine Whether Cumulative Short-term Suspensions Might Constitute a “Change in Placement” If a school administrator is considering a short-term suspension of a student with a disability and the total number of days suspended in the school year will exceed ten (10) school days, the administrator shall determine whether the cumulative effect of those suspensions would be considered a “change in placement” based on the factors listed below.

After the first ten days of suspension (regardless of whether deemed to be a “change in placement” or not), the school must provide educational services such that the student will continue to progress appropriately in the general curriculum and toward achieving the goals of his/her IEP.

Factors for Determining Whether Cumulative Short-term Suspensions are a “Change in Placement”

- The length of the suspensions: The longer each suspension, the more the cumulative total should be viewed collectively as a “change in placement.” If the average length of all short-term suspensions would be more than five (5) days, then the proposed suspension should be considered to be a “change in placement.”
- The total number of days a student is suspended: There is no specific number of cumulative short-term suspension days that constitutes a “change in placement.” More than 15 days in the same school year should be considered a “change in placement.” Depending upon the total circumstances, less than 15 short-term suspension days might also be such a “change in placement.”
- The proximity of the suspensions to each other: If the short-term suspensions come close together, they should more likely be viewed as a “change in placement.” If, conversely, they are spaced throughout the school year, the short-term suspensions are less likely to be deemed a “change in placement.”
- The similarity of the misconduct: If the student is being given repeated short-term suspensions for the same or similar form of misconduct, the short-term suspensions may be viewed collectively as a “change in placement.” Conversely, if the incidents are dissimilar, the cumulative short-term suspensions are less likely to be deemed a “change in placement.”

Cumulative Short-Term Suspensions – Not a “Change in Placement”

If, based on the above criteria, the administrator determines that the cumulative effect of the additional proposed short-term suspension is **not** a “change in placement,” then s/he shall so notify the student’s parent(s) of that determination.

If the parents have not already been given a copy of the [North Carolina Parents’ Rights Handbook](#) during the current school year, the administrator shall provide a copy at the time of this communication. The administrator may then implement the proposed short-term

suspension. The administrator, in consultation with the student's special education teacher and any other appropriate persons, shall determine what educational services are to be provided during the short-term suspension to comply with the standard set forth above. In no instance may such services be less than what a similarly situated nondisabled student would receive.

Cumulative Short-Term Suspensions – Constitute a “Change in Placement”

If, based on the above criteria, the administrator determines that the cumulative effect of the additional short-term suspension is a “change in placement,” then the appropriate team shall meet within ten (10) school days of the proposed suspension to determine whether the conduct is a manifestation of the student's disability.

Long-term Suspensions (>10 days), Expulsions, and Exclusions

Notice of Misconduct and Due Process Rights

If a student is alleged to have committed an offense under the Student Behavior Guidelines, the school administration may recommend a long-term suspension, expulsion, and/or exclusion. Prior to recommending expulsion and/or exclusion, the school administration must first consult with board counsel.

The school administration is directed to develop notice forms to be provided to the student and his/her parent(s) that will inform them in writing of the alleged violation; the provision(s) of the Student Behavior Guidelines alleged to have been violated; the proposed penalty; their rights to a hearing before an impartial hearing officer; and their rights that accompany such a hearing.

Such notice shall be given to any student (disabled or not) who has been charged with a violation that would draw a long-term suspension. The school administration shall also provide the parent(s) with the appropriate Section 504 or IDEA notice of parents' rights if that has not been done during the current school year.

Weapons and Drug Offenses

If the student is accused of possessing a weapon that could inflict serious bodily injury or of knowingly possessing or using illegal drugs, or of selling or soliciting the sale of a controlled substance, the school administration may (in addition or in lieu of a long-term suspension, exclusion, or expulsion) recommend that the student be placed in an interim alternative setting determined by the IEP or Section 504 team for up to 45 school days pending any appeals. The 45-day interim alternative placement may be implemented for a drug or weapon offense even if the appropriate team determines the misconduct was a manifestation of the disability.

Note: If the student is eligible under Section 504 only, see the provision below relating to drug and alcohol offenses.

Manifestation Determination

Because a long-term suspension or expulsion is defined to be a “change in placement,” the

school shall follow the manifestation determination process set forth below. The 45-day interim alternative placement may be implemented for a drug or weapon offense even if the appropriate team determines the misconduct was a manifestation of the disability.

Standard Due Process Procedures

Students with disabilities have a right to the same due process procedures and appeals as non-disabled students relating to proposed long-term suspensions.

Protection for Students Not Yet Eligible for Special Education Services

Under IDEA and its implementing regulations, a student who has not yet been identified as a student with a disability must be provided the procedural rights and safeguards of the IDEA if the school had “knowledge” of the student’s disability *prior* to the incident that precipitated the disciplinary action. “Knowledge” of the disability is presumed if:

- 1) The parent(s) notified school officials in writing (unless the parent is illiterate) that the child is in need of special education;
- 2) The parents have requested a special education evaluation in writing;
- 3) The child’s behavior or performance demonstrates the need for special education services; or
- 4) The student’s teacher or other professional staff has expressed concern about the student’s behavior or performance in accordance with the procedures for the referral of a student for special education and/or Section 504 evaluation.

If the school had no knowledge (as defined above) of the student’s disability at the time it initiated a disciplinary action and the parent requests an evaluation after the incident, the student shall be subject to discipline as a non-disabled student. The evaluation shall be conducted on an expedited basis. If it is determined that the student has a disability and is in need of special education, the IEP Team shall then determine whether the misconduct was a manifestation of the student’s disability. Once that determination is made, the same rules apply as if the manifestation was made at the time of the incident.

Manifestation Determination Process

The school shall follow the following process for an eligible student when (1) a student is to be suspended for more than 10 consecutive days; (2) the School Principal concludes that a series of short-term suspensions constitutes a “change in placement,” or (3) a student is recommended for exclusion.

- A. Relevant members of the appropriate team shall determine whether the student’s conduct is a manifestation of his/her disability by undertaking a manifestation determination process. The same process shall be followed for both IDEA-eligible students and those covered only under Section 504.

Within ten school days of the proposed suspension constituting a “change in placement,” the school, the parent, and relevant members of the appropriate team (as determined by the parent and the school) must review all relevant information in the student’s file, including the student’s IEP or Section 504 plan, a current BIP, any teacher observations, and any information provided by the parents to determine:

- 1) If the conduct in question was caused by, or had a direct and substantial relationship to, the student’s disability; *or*
- 2) If the conduct in question was the direct result of the school’s failure to implement the IEP or Section 504 plan. The administration is directed to develop appropriate worksheets to guide this process.

- B. If the appropriate team determines that the student’s misconduct is not a manifestation of the student’s disability, the team shall provide the parents a copy of the determination worksheet and appropriate notice of procedural rights.

The suspension may be implemented subject to normal procedural due process rules. Except for the requirement that certain services be provided after the tenth day of suspension, the student may be subject to the same disciplinary consequences and treatment as similarly situated non-disabled students.

- C. If the student’s misconduct is determined to be a manifestation of his/her disability, then the suspension may not be implemented. The team should review the student’s IEP, Section 504 Plan, and/or BIP to determine the continued appropriateness of the student’s educational planning documents and make changes if appropriate.

If the team determines that the conduct is a manifestation of the student’s disability, then the team shall undertake the following steps that address a functional behavioral assessment and behavior intervention plan:

- 1) If the IEP team or Section 504 team has not conducted a functional behavioral assessment and implemented a behavioral intervention plan (BIP) for the student before the conduct resulting in the proposed suspension, the appropriate team shall meet within 10 business days of the proposed suspension to begin the functional behavioral assessment and to develop a BIP to address the student’s behavior. If a BIP exists prior to the proposed suspension, the appropriate team member shall review the BIP (not necessarily in a formal meeting) and its implementation to determine if modifications are necessary. If one or more of the team members believe that modifications are needed, the appropriate team shall meet to consider the request to modify the BIP and its

implementation. If not, the team does not have to meet and the BIP will continue to be implemented as written.

2) A functional behavioral assessment is a method for identifying and assessing factors that reliably predict a problem behavior. The assessment may include interviews with teachers and others who have worked with the student, descriptive observations of the student's behavior, and the completion of behavioral checklists. The assessment involves identifying, if possible, when problem behaviors occur, the causes of each such behavior, and the kinds of interventions that have a positive impact in managing and/or minimizing such behaviors. It also includes a functional analysis of the student's disability to determine how, if at all, it affects the student's behavior.

3) A behavioral intervention plan is a separate document that includes interventions (both positive and negative) that will be used to manage the student's behavior in the school setting and benchmarks to determine when the appropriate team might need to meet to assess the effectiveness of the BIP.

Special Rule Applicable to Section 504-only Students Involved in the Use of Alcohol or Illegal Drugs

Students who are disabled under Section 504 may be disciplined to the same extent as non-disabled students for the use of alcohol or illegal drugs.

Telra's Special Education Policies and Guidelines

It is the goal of Telra Institute to provide appropriate educational opportunities for all students. It is the school's obligation to provide appropriate educational opportunities to all students with suspected disabilities or disabilities, as defined under the Individual with Disabilities Education Act ("IDEA") and state special education rules and regulations.

Child Find

The IDEA includes a Child Find Mandate. Child Find requires all school districts to locate, identify, and evaluate all children with disabilities regardless of the severity of their disability. This obligation encompasses all children who are suspected of having a disability, including children receiving passing grades and "advancing from grade to grade..." A parent who suspects that their child may have a disability and is in need of special education and related services may initiate a free evaluation of their child by contacting the school Principal or EC Coordinator and providing a written request for an evaluation under IDEA and/or Section 504.

Rehabilitation Act of 1973 – Section 504 (General Education)

Section 504 is part of a federal civil rights law known as the Rehabilitation Act of 1973. This law

specifically prohibits discrimination against students with disabilities and guarantees them a free and appropriate public education (FAPE). Discrimination, as defined in Section 504, is the failure to provide students with disabilities the same opportunity to benefit from education programs, services, or activities as provided to their nondisabled peers. Therefore, Telra Institute will not and cannot exclude or deny students with disabilities access to facilities, programs, benefits, activities, or services that are provided to students without disabilities. As a school we must make sure that all students receive equal access to educational opportunities.

Section 504 of the Rehabilitation Act of 1973, 29 USC 794, (sometimes referred to as “Section 504”) prohibits discrimination against individuals with disabilities solely on the basis of their disability. If you have Section 504 questions, please contact Telra’s EC Coordinator, who is responsible for investigating and resolving complaints. In addition, any individual who desires information related to the Rehabilitation Act of 1973, or the Americans with Disabilities Act, may contact the school EC Coordinator or the school Principal.

The Individual Education Program

Telra Institute complies with the IDEA and state regulations. Every student identified as having an eligible disability will be provided an Individual Educational Program (IEP) designed to address their unique needs. Students who already have an existing IEP on arrival at Telra will continue with services from day 1 of school.

At Telra Institute all students with disabilities are considered general education students first. Each IEP is designed to ensure that eligible students receive a free appropriate public education (FAPE) and specialized instruction delivered by highly qualified special education staff within the least restrictive environment (LRE).

Prior to the start of school, enrollment forms are reviewed to identify students with current IEPs from previous schools attended. The parents are informed of their rights, procedures, and responsibilities under special education law. Decisions regarding an IEP are made by student's IEP team which consists of the parents, at least one of the student's Special Education teachers, at least one of the student's General Education teachers, EC Coordinator, related service providers, and any other individuals who have knowledge or special expertise about the student. Parents are a vital part of this team and will receive required notice prior to all IEP meetings.

Educational Placement of Students with Disabilities

Telra Institute is committed to educating students with disabilities in the least restrictive environment (LRE) to meet their educational needs as determined by the student’s Exceptional Children’s Team (ECT). This means that to the maximum extent appropriate, children who are disabled are educated with children who are nondisabled. Special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In an effort to meet with the LRE requirements, the Academic Coordinator of EC and 504 Services, with support from the school principal, must ensure that a continuum of placement options is available to students with disabilities, including services provided within the general education classroom, pull-out services, special classes, home instruction, instruction in hospitals and institutions, and in unique circumstances, access to programs and services located in settings outside the school. Placement decisions are the determination of the ECT.

Special Education Files

Physical files containing confidential student information regarding the Exceptional Children program shall be secured in a locked file cabinet in the office of the EC Coordinator. In accordance with FERPA, outside of legal parents/guardians, files may be accessed by members of the Leadership Team, classroom teachers, enrichment teachers, and related service providers.

Compliance and Accountability

Telra Institute requires that all sections of the special education program are in compliance with all relevant policies adopted by the State Board of Education. All children with disabilities will be provided a free and appropriate education as required by federal and state law. Parents will be provided with information about their rights, the rights of their child, and the responsibility of Telra Institute in meeting the needs of their child.

Confidentiality

Telra Institute requires that all school personnel adhere to North Carolina Policy 1505-2 in maintaining the confidentiality of students with disabilities.

NC Policies Governing Services for Students with Disabilities

The EC Coordinator will maintain the most recent copy of Policies Governing Services for Children with Disabilities provided by North Carolina Public Schools. During in- service training, staff will be made aware of this resource and its location.

Procedural Safeguards

The EC Coordinator will maintain the most recent copy of the Handbook on Parent's Rights. This resource will be provided to all parents of students as a part of the referral for the special education process.

Implementing Classroom and Testing Accommodations

At the beginning of the school year, classroom teachers will be given access to IEPs and 504s for their students. The EC Coordinator will meet with the teaching teams to review the accommodation and specify how they should be implemented. Classroom teachers will sign a statement acknowledging they have reviewed their students' IEP/504 plans.

The EC Coordinator will work collaboratively with classroom teachers to ensure implementation of accommodations.

Classroom teachers are responsible for providing accommodations for regular classroom assessments. They will work with the special education teacher and Director of Special Services to ensure appropriate implementation of accommodations.

The EC Coordinator will work with the Testing Coordinator to ensure that appropriate supports and provisions are given to students during benchmark and state assessments based on accommodations.

Special Education Staff

Telra Institute will employ or contract with Special Education teachers licensed in accordance with State requirements. Additionally, our Exceptional Children's Coordinator supports the oversight of our special education program. Telra Institute uses a combination of directly-employed staff and outside providers for evaluations, therapy, counseling, and related services.

Training and Support

Telra Institute staff will participate in development and training from the state and federal levels. Telra Institute will provide ongoing professional development for our special education staff as well as our general staff.

Notifications

Notification of Rights regarding FERPA, PRPA, and Student Records

Telra Institute adheres to the Family Educational Rights and Privacy Act of 1974 (FERPA), a federal law that affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education record. Telra Institute also adheres to the Protection of Pupil Rights Amendment (PPRA), a federal law that affords parents or guardians of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams.

A full description of these rights is available in Telra's [Student Records policy](#)

No Child Left Behind Act of 2001

Parents of students have the right to know the professional qualifications of Telra Institute's classroom teachers. The No Child Left Behind Act of 2001 governing elementary and secondary education, allows parents to ask for certain information about their child's classroom teachers and requires the school to give this information to parents in a timely manner if they ask for it. Specifically, parents have the right to ask for the following information about each of their child's classroom teachers:

- Whether the State Department of Education has licensed or qualified the teacher for the grades and subjects he/she teaches
- Whether the State Department of Education has decided that the teacher can teach in a

classroom without being licensed or qualified under state regulations because of special circumstances

- The teacher's college major
- Whether the teacher has any advanced degrees, and, if so, the subject of the degrees
- Whether any teachers' aides or similar paraprofessionals provide services to their child and, if they do, their qualifications

Non-Discrimination and Title IX

Telra Institute does not discriminate on the basis of race, color, national origin, sex, disability, or age in admissions, employment, programs, or activities and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding our non-discrimination policies can be directed to our Office of Civil Rights Coordinator at rights@telra.org

Telra Institute certifies compliance with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C 1681 et seq. (Title IX), and its implementing regulation, at 34 C.F.R. Part 106, which prohibits discrimination based on sex. The school, as a recipient of federal financial assistance from the United States Department of Education, is subject to Title IX and does not discriminate based on sex in employment or any educational program or activity it operates. Questions, reports, or complaints regarding Title IX can be directed to the school Principal and Title IX Coordinator TitleIX@telra.org or by calling 704-727-2530.

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.

Complaints or grievances regarding such discrimination should be delivered in writing to the School Principal of the school and should provide specific details regarding the event, the date of the event, and the parties involved. The complaint will be considered confidential and will be expeditiously investigated by the School Principal with the assistance of School Chancellor and Telra Institute's legal counsel as necessary and appropriate.

Unsafe School Choice Option

Title IX, Section 9532 of the No Child Left Behind Act of 2001 provides that a student attending a "persistently dangerous school" or a student who is a "victim of a violent criminal offense" on school property, as defined by law, has the right to transfer to another safe school in the district, if his/her parent requests a transfer. If there is not another safe school in the district providing instruction at the student's grade level, Telra Institute shall contact neighboring districts to request that the student be permitted to transfer to a school in one of those districts.