

Welcome from the Principal

I welcome you with great enthusiasm to Tillery Charter Academy. We anticipate many exciting and new developments this school year.

I am honored to have the opportunity to learn and grow with the students; work with our teachers to ensure academic success; and of course, partnering with the parents of our school to ensure that we meet the needs of every child. One of our top priorities is to ensure that we provide each student with a solid foundation for academic success in a safe, supportive and productive learning environment. I look forward to working with you to develop our students into academically thriving citizens.

Yours for the children,

Teresa Harrison
Principal
Tillery Charter Academy

Mission

Our mission is to provide a rigorous classical education with high academic and personal expectations, that inspires students to be productive and thoughtful citizens in their communities and beyond.

Purpose

Children may not be products of our environments as much as they are products of our expectations. Academic excellence, along with the development of the child's character and life skills, will be our blended and uncompromising objectives. We will teach children classically, in the natural ways they want to learn, but with rigor. Our educators will maintain a purposeful

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cognizance of our academic goals and will deliver the education with undisguised love of their vocations and our children.

Curriculum

Tillery Charter Academy is committed to meeting the needs of every student in the county and surrounding areas. Our instructional program will be anchored by the Core Knowledge Sequence, a classical approach to education.

The Core Knowledge Sequence is a detailed outline of specific content, aligned with the North Carolina State Standards. By offering a challenging back-to-basics approach to education, our targeted demographic will be able to spend time building that bank of knowledge and receiving the help they need along the way, whether it be a modified/scaffold down approach, after-school tutoring, or taking picture walks. The cross-curricular pedagogy with content alignment across disciplines brings strength to the curriculum.

Tillery Charter Academy will support the Core Knowledge sequence with the Core Knowledge Language Arts Program, Core Knowledge Science, Core Knowledge HGCA (History, Geography, Civics & the Arts), Saxon Math, and Shurley English. Additional special classes in art, music, and physical education will also be offered. We will support our English Language Learners through Shurley English's "Stepping Stones to English." This four-phase ELL supplement will complement the Core Knowledge Language Arts and Shurley English programs. Additionally, to support Tillery Charter Academy's commitment to citizenship, the academy also has three core values, Courage, Respect and Spirit of Adventure that will be incorporated in the classroom and out in the community.

Tillery Charter Academy's Board has chosen to use Core Knowledge's Language Arts Program. There is a specific K-3 curriculum and a 4-5 curriculum. The K-3 Language Arts Program is broken up into two strands, the Skills Strand and the Listening & Learning Strand. The Skills Strand has students learning reading and writing together, building language skills and being able to translate that onto paper through spelling (spelling words). The Listening & Learning Strand focuses on comprehension. So, while students are learning how to read and spell, the Listening & Learning Strand allows students to understand the meaning of these words. The 4-5 curriculum focuses on the mastery of the skills learned in grades K-3. Tillery Charter Academy will use DIBELS to assess student progress.

Core Knowledge HGCA is pulled from the Core Knowledge Foundation and aligns perfectly with the sequence. Tillery Charter Academy will also use the Core Knowledge Science curriculum. They provide direct alignment and cross-curricular opportunities. Tillery Charter Academy has chosen to use Saxon Math (recommended by the Core Knowledge Foundation). Saxon Math continually reinforces previously mastered concepts. There is a reduction in knowledge gaps through the spiraling of instruction as students are continually using previous knowledge to master new concepts.

Shurley English will be used to teach students the basics of grammar, syntax, and sentence structure. The Shurley method engages students through songs and jingles, but is structured to

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provide a coherent approach to the subject, ensuring continuity of instruction. This will act to support the Core Knowledge Language Arts curriculum. Teachers will be able to use many methodologies, allowing teachers to use best practices and teach with confidence. Using a variety of teaching techniques will help reach each student in the way that he or she learns best. Teaching methods that Tillery Charter Academy teachers may use include but are not limited to direct instruction, experiential learning, collaborative learning, and directed independent study. To aid in the evaluation of student performance and competencies, we will administer the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) two or three times per year for students in grades 2-5. For grades K-1, we will administer the NWEA MAP for primary grades. Tillery Charter Academy will also administer the EOG's at the end of the year.

Assessments*

Students at Tillery Charter Academy will be assessed using the following assessments on the following dates:

<u>Assessment Name</u>	<u>Description</u>	<u>Dates Administered</u>
W-APT	This assessment is used by educators to measure the English language proficiency of students who have recently arrived in the U.S. and/or are new to Tillery Charter Academy.	August 26-27, 2021
WIDA Screener	The WIDA Screener is an English language proficiency assessment given to incoming students, in Grades 1 or higher, to assist teachers with the identification of students as English language learners (ELLs).	August 26-27, 2021
NWEA Map	This assessment is a computer adaptive test that adjusts to each student's learning level, providing a unique set of test questions based on their responses to previous questions.	September 2-3, 2021 February 1, 2022 May 19-20, 2022
ASSESS Test	ELL Testing	February 3-4, 2021

*Information on student progress is shared with the parents through quarterly progress reports, and tri-annual parent-teacher conferences.

Important School Information



School Hours

In order to ensure that your child arrives to school and gets picked up on time, the following is a schedule of our school's start and end times, including before and after school hours:

Regular School Hours: 8:00am-3:00pm-Monday through Friday.

All Parents will receive a calendar at the beginning of the school year listing all holidays and teacher work days.

Before-School Hours

Tillery Charter Academy will offer before-school care for parents who wish to bring their children to school early. Before-school care begins at 7:30am. Before school hours are from 7:30-8:00am.

Fees: None

After-School Hours

Tillery Charter Academy will offer after-school care for parents who wish to have their children stay after-school. After-school care ends at 6pm and the cost is \$7 per day/per child.

Please note, a minimum of 10 students and sufficient staff members are needed to operate the program. Transportation will not be provided by the school for before or after-school care. Pre-registration is required. If a student needs to stay who is not pre-registered, a call must be

made to the school by 12 pm that day to ensure proper staffing. Drop-in rate is \$10 per child/per day.

Arrival:

Student arrival begins at 8:00am. Students must enter through the main entrance of the school and go directly to class. Teaching assistants will be in the hallway to assist with this transition. Parents are not permitted to bring students to class.

Dismissal:

All students not participating in the after-school care program will be dismissed at 3:00pm.

Dress Code Philosophy

Tillery Charter Academy's dress code is to teach each student neat and appropriate dress. Students are to dress according to the dress code each and every day. We recognize that all students are unique and understand the importance of students expressing their individuality. Adhering to the dress code guidelines is very important. In addition, our dress code is of utmost importance because it is a measure to ensure student safety. Therefore, for your child's safety, please adhere to the following dress code guidelines for Tillery Charter Academy:

While Tillery Charter Academy does not have uniforms, we require that all students wear appropriate, neat, and clean clothes to school. Students should wear proper attire while on campus as well as on field trips when they are representing the school in the community.

Guidelines

- Hairstyles must be neat and trimmed. Extreme or distracting hairstyles are not permitted (i.e. Mohawks or haircuts with designs).
- Bandanas, athletic headbands, and hats are prohibited. Scarves may be worn on a case by case basis (medical, or extenuating circumstances).
- Flashy jewelry is not permitted. All chains should be no longer than 10 inches from tip to tip.
- Dresses, skirts, and shorts must be mid-thigh in length; it is recommended that biker shorts be worn underneath skirts and dresses.
- Tank-tops, spaghetti strap tops, and tops that allow the midriff, back, or undergarments to show are not allowed
- T-shirts with vulgar, violent, or suggestive messages or advertisements for alcohol or drugs may not be worn.

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- Jeans and shorts must be worn at the waistline; if this clothing is too large, a belt must secure the pants at the natural waistline. Torn or ripped jeans are not allowed.
- For safety reasons, all shoes must enclose the entire foot; heels of any height Heelies (shoes with wheels) flip-flops, sandals and Crocs are not allowed on campus; all students wear athletic shoes for P.E.
- Make-up of any kind is not allowed while attending school.

Children who come to school out of dress code compliance may be provided temporary clothing at the discretion of the parents. All clothes loaned must be returned to school the next school day.

Student Attendance

Tillery Charter Academy believes that consistent and punctual attendance is of vital importance and is a prerequisite for completing an education. Attendance requires cooperation and communication among students, parents/guardians, and school. We expect students to attend classes regularly, and to be on time in order to receive maximum benefit from the instructional program; to develop habits of punctuality, respect, self-discipline, and responsibility; and to assist in keeping disruption of the educational environment to a minimum. Our curriculum is a rigorous one; therefore, students need to attend every day to keep pace. We expect parents to send their student/s to school every day, except if there are extenuating circumstances.

Students are expected to arrive at school by 8:10am. Attendance is taken at 8:10, therefore, after 8:10 students are considered late. Students begin their morning routine at 8:10am. This block of time is an integral part of the day and should not be missed. Students who are late miss the most important part of the day's morning meeting, where students learn about community skills and the way to use those skills, have opportunities to interact with and know more about peers and teachers, and discuss instructional and other activities planned for the day. Please remember that report card grades and promotion to the next grade are significantly influenced by attendance and punctuality. 5 unexcused tardies will result in an unexcused absence.

School Visitor Policy

At Tillery Charter Academy, we know that parents are vital partners in the education of our students. We welcome and encourage parents to come visit our school during school events. However, unannounced classroom visits can be disruptive to our educational program and can

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interfere with instruction. If parents would like to schedule a meeting with the teacher, they must call in advance and schedule an appointment to visit. In addition, calls from parents to teachers made during the school day will not be forwarded. Messages will be relayed to the teachers to contact the parent during their first available opportunity.

All visitors & volunteers to the school must sign in and show photo identification at the security desk in the lobby to receive their visitor's pass. Students must be signed out of school in the main office when picked up before dismissal time. It is essential for the safety of the children that we follow this protocol.

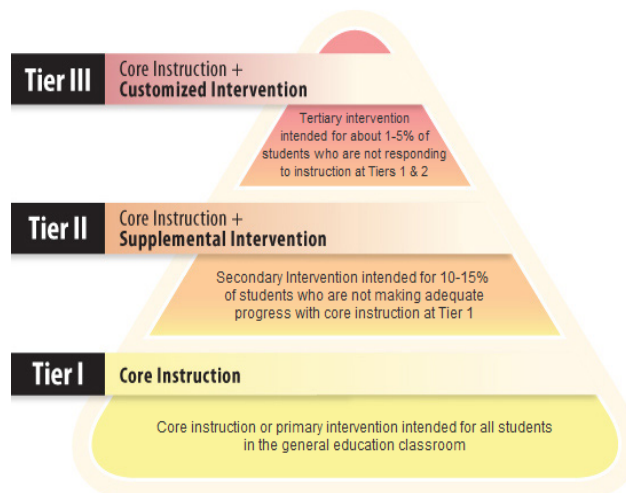
****Anyone found in the school building without a pass will be considered trespassing and treated as such.***

School Lunch Policy:

Students at Tillery Charter Academy will have several options when it comes to lunch at school.

1. Students may bring lunch from home. Milk will be available for purchase.
2. On selected days, students may purchase lunch through an outside vendor.
3. Cold lunches will be available for students who forget their lunch.
4. For students who qualify for free and reduced lunch, Tillery Charter Academy will provide a lunch. On days when vendor lunches are available, Tillery Charter Academy will provide those students on free or reduced lunch with a meal from that vendor. On days when vendor lunches are not available, Tillery Charter Academy will provide a cold meal to students on free or reduced lunch. Lunch must be ordered by 12 pm on Friday for the following week.

Student Support:



Tillery Charter Academy adopted the Response to Intervention (RTI) Model to ensure that all of our students' needs are met.

What is RTI?

RTI is a rigorous implementation of high quality, culturally and linguistically responsive instruction; assessment; and evidence-based intervention. Comprehensive RTI implementation will contribute to more meaningful identification of learning and behavioral issues, improve instructional quality, provide all students with the best opportunities to succeed in school and assist with the identification of learning disabilities and other disabilities (rti4success.org).

When a teacher recognizes that a student is struggling, that teacher will communicate with the student and notify the parents to make some adjustments in the classroom. This could be something as simple as moving the student's desk to the front of the class.

Tier 1: If the student continues to struggle, the teacher will schedule a meeting with the parent/ guardian and discuss what possible interventions are needed. Teachers must not skip this step and must communicate these issues with the parent. Teachers will be strongly encouraged to use both email and telephone to communicate with parents about these issues. We will make sure that teachers document each step they've taken to assist the student in the process. To ensure that this is an effective form of communication, teachers will be asked to submit their documentation if struggles continue.

Tier 2: If a student continues to struggle in the classroom, the teacher or parent may refer the student to the School Support Team. The School Support Team will be made up of a representative from our contracted EC services team and a fellow teacher. The teacher will plan after a full evaluation of the student's abilities. The student's teacher must present all documentation of the classroom struggles and minor interventions to the other members of the SST. From there, the team will develop an appropriate intervention plan that can maximize the student's potential. The parent or guardian must sign off agreeing to the intervention plan. Teacher Assistants will provide support when needed for a student's intervention plan and make sure it is implemented properly.

Tier 3: If those interventions do not prove effective, the student will then be referred to the EC teacher to be evaluated for EC services. The teacher who refers the student to the SST will stay involved and help the team develop the appropriate intervention.

Exceptional Children:

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Tillery Charter Academy is committed to meeting the needs of all enrolled students. It will be our policy that every child has a fair and full opportunity to reach his or her full potential and that no child shall be excluded from appropriate educational offerings. To ensure that the needs of exceptional children are met, Tillery Charter Academy will have an Exceptional Children Department staffed with licensed, highly qualified, well-trained EC teachers. The EC department will be tasked with the screening of all students referred by the School Support Team (SST.) The EC department will further be responsible for developing educational plans and strategies for special needs students.

The EC department will take every reasonable measure to prevent denials of equal educational opportunity on the basis of physical, emotional, or mental handicap; and will assure that the rights of students with special needs and their parents or guardians are protected. The staff of TCA will be aware of students with an Individual Education Program (IEP) or a Section 504 Plan and make sure that all requirements are being met as prescribed. The IEP will be updated regularly and adjustments will be made to accommodate each student. An EC teacher, classroom teacher, parent, and administrator will be given proper notification and invited to attend all meetings. There will be ongoing assessments in classrooms to identify students with special needs.

Students with a Section 504 Plan or identified as being eligible for a 504 plan will be offered accommodations and or services for the identified disability. Accommodations and services for both IEP and 504 plans will include but not be limited to: modification of tests and assignments, supplemental textbooks, adjusted seating, use of study guides and organizational tools, preferential seating, modified recess and PE, and use of necessary health care procedures. The school plans to contract for related services such as speech-language, occupational therapy, and physical therapy with a company that has a proven track record and extensive experience with providing EC services to charter schools.

Gifted students will be served by classroom teachers who have been trained in classroom differentiation and by a rigorous, challenging academic program.

English Language Learners:

A home language survey will be requested from every student at the beginning of each school year. ELL students may be identified by the survey or by classroom teachers or other school personnel. When possible and appropriate, the ELL teacher (through contracted services) will use Stepping Stones to English: ELL. This instructional program uses the Shurley method through a four-phase program. The first phase introduces the Shurley Method (being used through Shurley English) in the student's first language. By introducing the student to the Shurley Method in their first language, a student can grasp the instruction. The second phase introduces a bilingual approach, where English is being eased into the student's vocabulary via the Shurley Method. Phase three is an intensive transition to English and phase four, the student

is fully emerged in English, still receiving assistance when needed by the ELL teacher. Through these phases, the student will only be pulled out of class when needed. The ELL instructor will be able to assist the student in class along with the lesson. Some students may enter the program at different phases depending on their proficiency.

The Shurley Method utilizes spiraled instruction, constantly reinforcing grammar skills, which aligns with the Core Knowledge Language Arts and Shurley English. The ELL teacher will monitor the progress of each student through a weekly or bi-weekly report (depending on the phase) on the student's progress. Parents will be notified of the student's progress, especially when that student has entered a new phase or is exiting from the program. When a student is exiting from the program, we will ask for a parent to sign off, recognizing the successful completion of the program.

Parent/Community Involvement:

Tillery Charter Academy will seek out community leaders, business owners, and other members to come to the school to speak. This community interaction will be through our focus on citizenship and communities. We intend to foster and maintain our relationships to seek new opportunities for our school to grow in the community. Students will also spend time engaging the community through our citizenship focus, seeing how they can add value and a bridge to well-being. We will maintain an open line to parents once the school is opened. Parents will be able to access a member of the PTO and the School Improvement Team. If a parent is unable to be heavily involved through the PTO or the SIT, then they will have the opportunity to attend a "Curriculum Night" or "Back to School Night", just to name a few, to experience our school culture.

PTO

The Parent/ Teacher Organization will operate as a separate organization sanctioned by the Board. The PTO will consist of parent officers, committee chairmen, the principal, assistant principal, and one or two teacher representatives. The PTO will help oversee and facilitate extracurricular, recreational, social, and community service activities of the school. Both the SIT and the PTO will work collaboratively with the principal and school community and give monthly reports to the Board of directors.

Parent Responsibilities

Parents have a right and duty to monitor their children.

Please:

- Send your children to school daily and on time. It's the law!
- Monitor your child's daily work. See that your child does his/her homework.
- Check for and read school notices daily. Note the teacher's methods and pacing.
- Fill out forms and return them promptly.
- Visit the school often and attend conferences and monthly PTO meetings.
- Remain orderly when on school grounds. If there is a concern with your child/children, please come into the main office and request to speak with an administrator.

- Inform the school of any changes in address, telephone number or emergency contact person.
- Only send necessary items, no toys.

Helping Your Child Achieve

As always, the most important things you can do are:

- Make sure your child attends school every day if he/she is healthy.
- Make sure your child arrives on time every day.
- Check to be sure that all homework is completed and returned to school on the day that it is due.

Here are important suggestions for becoming involved with your child's education:

- Make an appointment to talk to your child's teacher. The teacher can give you details about your child's progress and highlight what your child still needs to learn this year.
- Find out what kinds of extra academic support are available in our school.
- After you meet with the teacher, talk to your child about setting some important goals for the rest of the year.
- Review with your child what you and the teacher expect in terms of homework assignments.

Code of Conduct:

It is the goal of Tillery Charter Academy to provide a safe and orderly environment for students, parents, and staff. To this end, we will set high behavior expectations for each student. Teachers will formulate, communicate, and model clear behavior expectations based on the idea that everyone should show kindness and respect. School-wide behavior expectations will be displayed throughout the school, discussed during assemblies, and consistently enforced. The disciplinary process will consist of four levels:

Level 1: Most instances of misbehavior can be addressed by the classroom teacher and every teacher will receive training in classroom management and strategies to address inappropriate or disruptive behavior. Teachers will keep parents informed if their student's behavior is not meeting expectations. If misbehavior persists or rises to a Level 2 offense, then the classroom teacher will refer the student to the administration.

Examples of Level 1 behavior include but are not limited to talking out of turn, refusal to participate, not cleaning up after making a mess.

Level 2: Repeated Level 1 behaviors or more serious misbehavior will result in a referral to the principal. The principal will meet with the student and parents to formulate a corrective action plan that may include disciplinary measures. Possible consequences of a Level 2 offense include but are not limited to after school detention, in-school suspension, writing reflections, and suspension from extra-curricular activities. Examples of Level 2 offenses include leaving class without permission, disrespect of authority, and non-compliance with dress code.

Level 3: If Level 2 misbehavior persists in spite of the corrective action plan or are more serious, the principal will meet with the student and the parents and formulate a corrective

action plan that may include an out of school suspension of no more than 10 days. Examples of Level 3 offenses include disobeying school personnel, cheating, stealing, harassing others, and destruction of school property.

Level 4: If corrective action plans do not result in adjusted behavior, or if the misbehavior rises to a Level 4 offense, the principal will meet with the student and the parents and may recommend long term suspension or expulsion. Examples of Level 4 offenses are possession of drugs, threats to others, possessions of weapons, and assault. A parent may appeal a Level 3 or Level 4 disciplinary action by submitting a written notice of appeal to the principal within 24 hours of being notified of the action. The principal will immediately notify the Board of Directors who will schedule a meeting to hear the appeal. The parents will be notified of the date, time, and place of the meeting and requested to attend. The decision of the Board regarding appeals of disciplinary measures will be final. When considering discipline of students with special needs, the principal, with the help and consultation of the EC teacher, will review the student's file including his or her IEP or 504 plan. The principal will take into account any accommodations or interventions in place and whether or not the misbehavior is a manifestation of the student's disability, and work with the parents to ensure that all of the student's rights are protected.

Suspension Information

Due Process:

Tillery Charter Academy sets forth the progression of interventions and disciplinary measures that will take place in the event that disciplinary measures need to be taken. In the event of a Level 2 infraction, guardians may be notified and may be asked to participate in a behavioral support conference. In the event of a Level 3, or 4 infractions, guardians will be notified immediately and asked to attend a disciplinary conference where they will be able to discuss the actions taken.

Disciplinary Conference: At a student's disciplinary conference, the administrative staff will present to the lawful parent/guardian accounts from witnesses, documentation, and evidence to support the disciplinary actions taken.

There will also be time allotted for an informal response to the evidence from the parent/guardian. After hearing the parent/guardian response, the Principal will make a final decision about the consequence given.

Short-Term Suspension*: The Principal may suspend a student for a period up to five days with serious cause. A follow-up, re-entry conference in school will be required prior to the student returning to school. Classwork missed as a result of suspension must be made up by the student.

Long-Term Suspension*: In the case of a very serious Level 3 or 4 infraction, the Principal has the ability to suspend a child for a period of more than 5 days. The final decision about the student's long-term suspension status will be made by the Principal depending on the student's involvement in the situation at hand. The student's lawful guardians have the right to appeal the decision to the school Board.

Expulsion: In the case that the Principal decides that a student's violation of the Code of Conduct warrants an expulsion, a hearing will take place. Based on the evidence presented in the hearing, the Principal will make the recommendation to the school Board, who will reserve the right to make the final decision. The student's lawful guardians hold the right to appeal the decision to the Board.

* A follow-up, re-entry conference in school will be required prior to the student returning to school.

**Please note that suspensions will only be given after all of the guided interventions have been put in place for the student, except in cases in which the student exhibits behaviors that endanger their safety and/or the safety of others; in which case the suspension will be discussed with the student's parent by the school principal.

Parental Role in Suspension

The role a parent plays when a child is suspended is most important. Usually when the parent and the school support each other in measures taken during a suspension, the student benefits from the discipline. The parent's role includes support of the school's authority, helping to counsel the student regarding the infraction that led to the suspension, providing the necessary supervision during the period of an out-of-school suspension and participating in the re-entry conference after an out-of-school suspension. The re-entry conference may be conducted by telephone, at the discretion of the Principal. In addition, the child is entitled to alternative instruction on each day of his/her suspension. You are advised to bring your child to school to receive the two-hour instruction. The individualized instruction will be provided from 1:00 p.m.-3:15 p.m. An adult will be required to wait for your child and take him/her home at 3:15 p.m. If your child does not appear at the scheduled time he/she will be marked absent.

Depending on the nature, time and place of the infraction, suspension may be limited to or extended to exclusion, for a determined and possibly extended period of time, from extracurricular activities and other events on school property, whether sponsored by the school or another organization.

Discipline Policy for Students with Disabilities

Discipline of a student identified as having a disability will be in accordance with the following:

1. Students for whom the Individualized Educational Plan ("IEP") includes specific disciplinary guidelines (a Behavioral Intervention Plan or goals and objectives related to student behavior) will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the matter will be immediately referred to the SST of the student's district of residence for consideration of a change in the guidelines.
2. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with standard school policy relating to each infraction. The SST of the student's district of residence shall be notified immediately of any suspension from classes and the school shall work with the SST to arrange appropriate alternate instruction.

If there is any reason to believe that the infraction is a result of the student's disability, the student will immediately be referred to the SST of the student's district of residence. If a connection is found, no penalty may be imposed and the school will work with the SST to consider a possible program modification.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the SST of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than 10 days during the school year without the specific involvement of the SST of the student's district of residence prior to the 11th day of suspension, because suspensions of such cumulative length are considered to be a change in placement.

Student Privacy and Records

PROCEDURES FOR ENSURING THE SAFETY OF STUDENT ACADEMIC, ATTENDANCE, DISCIPLINARY AND OTHER SCHOOL RECORDS

The school shall conform in all respects to the requirements of state and federal law regarding gathering, maintaining, securing, disclosing and using student records.

The principal shall be responsible for the security of student records. He/she shall assure the safety and security of all student records and provide authorized persons and organizations access to those records at a convenient place and time within the limits stipulated by law.

Student records shall include all those mandated by North Carolina State regulations or statutes or authorized by administrative directives, and such permitted records as the Board of Trustees shall authorize.

Student records shall contain only such information as is relevant to the education of the student and is objectively based on the personal observations or knowledge of the originator of the record.

All anecdotal information and assessment reports collected on a student shall be dated and signed by the individual who originated the data.

Such rights include:

- A. Notification of rights in writing, in dominant language of parent/guardian, if possible;
- B. Copies of applicable state and federal laws and local policies made available on request;
- C. Should the parental rights of one or the other parent/guardian be terminated by a court of appropriate jurisdiction, it is the responsibility of the person/agency having legal custody to notify the school that the right to review student records should be denied the person whose rights have been terminated;
- D. Parents/guardians have the right to seek to include in the records material they think pertinent or to seek exclusion from the records of material that is untrue, irrelevant to the student's present educational situation or otherwise improperly contained in the student's record.

School Review of Student Records

The Principal shall require all permitted student records of students currently enrolled in the regular educational program to be reviewed annually by certified school personnel to determine the educational relevance of the material contained therein. The reviewer shall cause to be deleted from the records data no longer descriptive of the student or educational situation.

Such information shall be destroyed and shall not be recorded elsewhere; nor shall a record of such deletion be made. Such data may not be removed from the record of an educationally disabled student without prior parental notice.

Records of Classified Students

All records of educationally disabled students shall be maintained in accordance with regulations and established procedures that will ensure proper accessibility and confidentiality.

Parents/guardians or designees shall be permitted to inspect and review the contents of the student's record maintained by the school without unnecessary delay and before any meeting regarding the student's IEP

Transfer of Student Records

- A. The Principal shall request records of a newly enrolled student from the school of previous attendance as soon as possible.
- B. The Principal shall forward mandated student records as soon as possible upon receipt of the request from the Principal of the school to which the student has transferred. Permitted records shall be forwarded in the same manner at the same time if parental permission was given at the time the student's parents/guardians informed the school of the transfer.

Permitted Access to Student Records

A student may assert rights of access only through his/her parent/guardian. However, certified school personnel may, in their discretion, disclose student records to non-adult students or to appropriate persons in connection with an emergency, if such knowledge is necessary to protect the health or safety of the student or other persons.

A parent/guardian shall either have access to or be specifically informed about only that portion of another student's record that contains information about his/her own child or himself/herself.

A student record may be withheld from a parent/guardian only when the school obtains a court order or is provided with evidence that there is a court order revoking the right to access. Only that portion of the record designated by the court may be withheld.

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Only authorized organizations, agencies or persons as defined in regulations shall have access to student records.

Particular attention shall be paid to the development safeguards whereby student records are made accessible to assigned secretarial and clerical staff in the performance of their duties, and to compliance with requirements for the security of computerized student records, which will prevent access by unauthorized persons. Limited access shall be granted to secretarial and clerical personnel, under the direct supervision of the Principal, to those portions of the record and to the extent necessary to record data and conduct routine clerical tasks.

Conditions of Access

No student record shall be altered or destroyed during the time period between a request to review the record and the actual review of the record. Those from outside the school whose access requires consent of parents/guardians must submit the request in writing, together with any required authorization, to the Principal.

I have read the Parent Handbook and reviewed it with my child/ren.

Printed Parent Name: _____

Date: _____

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Child/ren Name: _____

Grade Level/Teacher: _____

Parent Signature: _____