



Student/Parent Handbook & Code of Student Conduct

2020 - 2021

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Section 1: Introduction to East Voyager Academy

Mission

The mission of the East Voyager Academy is to graduate its students with English-Chinese bilingual proficiency, strong academics, and intercultural competence.

Vision

Vision East Voyager Academy strives to become an educational, cultural, and international hub of the greater Charlotte area while nurturing a community of learners who are academically ready for high school and are culturally and linguistically prepared for college and beyond.

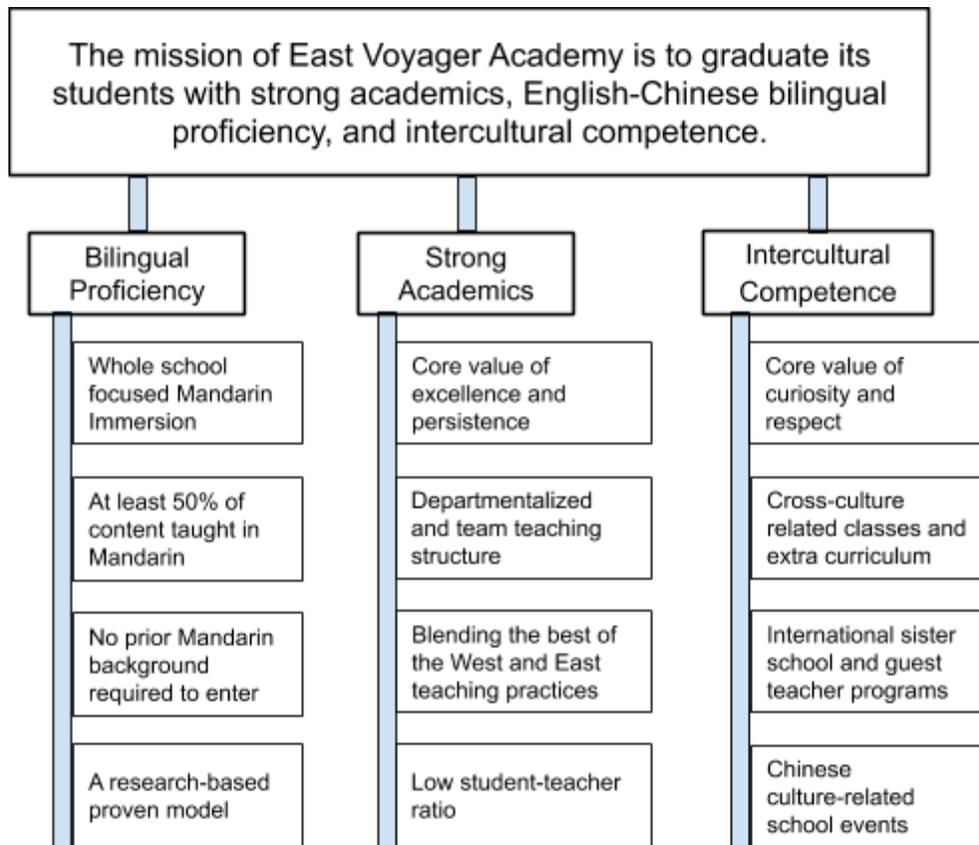
Overview

EVA recognizes the whole-school language immersion model as the most efficient platform for children to achieve bilingual proficiency. We firmly believe that allowing children the opportunity to learn a second language while they are young not only produces stronger students academically, but also teaches them the value of their global citizenship.

EVA strives to serve families across the Charlotte region who desire the rich experience offered through a culture and language immersion education. Our education plan is a whole school Mandarin immersion model. Unlike the traditional method of teaching a second language, the basis of an immersion program requires the target language, which is Mandarin at EVA, to be taught through content rather than as a foreign language. Certain subjects, such as mathematics and science, are specifically taught in the targeted language. Students gain a working knowledge of Mandarin as they are studying subject content. This is the same natural process that occurred as they learned their native language. In the Mandarin instructed classes, no spoken English will be allowed as students are totally immersed in the targeted language.

Research data has shown that a well-designed whole school language immersion model not only offers the most efficient platform for children to achieve bilingual proficiency, but also produces better academic results from its students than traditional one language programs. A second language stimulates different parts of the brain such that bilingual students gain additional cognitive benefits. EVA takes advantage of this fact by aiming for rigorous academic standards. The use of the immersion model gives our students an advantage that will help them better attain the NC standards. Moreover, rich cultural content will be naturally integrated into our program as students learn the new language.

EVA Charter



EVA's 5 Core Values

Curiosity – I strive to understand and to learn more about the world around me. I will push myself forward academically and emotionally. I will look forward to differences and difficulties as learning opportunities instead of being scared by them.

Persistence – I will persist through challenges. I will persist to listen to, speak, read, and write Mandarin even when I am unsure and even when it's difficult. I will ask for help when needed and recognize asking for help isn't a weakness but instead is an important skill to learn.

Service – I will contribute to my class, my school, and my community by doing my part, trying my best, and by volunteering my talents and time. I recognize that I have a responsibility to both myself and my community because we are all connected. I recognize that we are a community and that we are stronger together.

Respect – I will respect myself and others, I respect others by listening and learning to understand despite and because of our differences. I will respect myself by recognizing my own strengths and weaknesses. I recognize that what I do and say matters and affects others (including myself) and will take responsibility for my actions and words.

Excellence – I will strive for excellence in my academics and actions. I will work for excellence by having a willingness to learn from my mistakes instead of expecting perfection. I will work the best of my abilities in what I set out to do.

Section II: Character Education

East Voyager Academy strives to provide direct and intentional instruction of what it means to exhibit good character. Character Education instruction is woven into our daily activities in and outside of the classroom. The North Carolina Student Citizen Act of 2001 identifies 8 core character traits for inclusion in character education instruction:

1. **Courage** - Having the determination to do the right thing even when others don't; having the strength to follow your conscience rather than the crowd; attempting difficult things that are worthwhile.
2. **Good Judgement** - Choosing worthy goals and setting proper priorities; thinking through the consequences of your actions; and basing decisions on practical wisdom and good sense.
3. **Integrity** - Having the inner strength to be truthful, trustworthy, and honest in all things; acting justly and honorably.
4. **Kindness** - Being considerate, courteous, helpful, and understanding of others; showing care, compassion, friendship, and generosity; and treating others as you would like to be treated.
5. **Perseverance** - Being persistent in the pursuit of worthy objectives in spite of difficulty, opposition, or discouragement; and exhibiting patience and having the fortitude to try again when confronted with delays, mistakes, or failures.
6. **Respect** - Showing high regard for authority, for other people, for self, for property, and for country; and understanding that all people have value as human beings.
7. **Responsibility** - Being dependable in carrying out obligations and duties; showing reliability and consistency in words and conduct; being accountable for your own actions; and being committed to active involvement in your community.
8. **Self-Discipline** - Demonstrating hard work and commitment to purpose; regulating yourself for improvement and restraining from inappropriate behaviors; being in proper control of your words, actions, impulses, and desires; choosing abstinence from sex, drugs, alcohol, and other harmful substances and behaviors; and doing your best in all situations.

9. Being Self-Aware - Having the ability to focus on your actions, thoughts, and emotions; being in control of your behavior and understanding how others might perceive you.
10. Being Humble - Understanding that no one is perfect; realizing that you do not have all the answers and that listening to others and learning from others make us better people; admitting when you are wrong and realizing that you can learn from your mistakes.

At East Voyager, we not only provide character education instruction, but we also make sure that all staff and teachers model these traits for our students. Students don't just watch our every move in the classroom. They also watch how we treat and interact with other adults and students. They watch our day-to-day words and actions, our facial expressions and our body language. They look to see if we are demonstrating the traits of good character that we are expecting from them.

Not only do students watch the adults at school, they also watch their parents. They watch how you, as parents, speak to other adults, especially their teachers. They watch how you handle conflict with others. It is important for parents to model these character traits, because if their parents don't, why should they?

Section III: Parent Expectations

School Readiness

Parents are expected to work with their students daily on reading skills and basic math skills. Parents lay the groundwork for education at home. Students who only practice academic skills at school often fall behind the level of their peers. We need your help and reinforcement to ensure your student's success.

Morning Arrival

Morning arrival occurs between 7:00 and 8:00 am daily. Outside gates and doors are locked at 8:00 am. Tardy students must be signed in at the front office. Parents are permitted to walk their students to class, if desired, but must be out of the building no later than 8:00.

Online Google Classroom Arrival and Participation

Students are expected to be signed into their Google Classroom on time every morning. Attendance will be taken. Students who are reported as absent will receive a notification from the school. All absences will require a doctor's note that will be kept on file. Participation in the online class each day is mandatory. Grades will be given by the teachers for tests, quizzes and assignments throughout the year. All students must participate in State mandated testing. Parents are encouraged to provide a designated "classroom" space in their home. Allow the children to decorate their space and fill it with school supplies. This will encourage students to differentiate learning time from family or playtime. Parents are asked to encourage their child to remain focused and participate in all classroom activities.

Attendance Procedures While Attending Classes on Campus

Parents are expected to bring their students to school on time. If you are late, you must sign your student in at the front office. All late students must be escorted to class by a staff member. Please keep in mind that when your student must be escorted to class, not only does this interfere with office staff members' work schedules, but also the activities in the classroom. Upon receiving late students, teachers have to stop what they are doing to reset their classes and re-deliver instruction which is unfair to both the teachers and the other students. Please be respectful of everyone's time.

Students are allowed 4 tardies each school year. Students who receive 5 or more tardies will be identified as a Chronically Tardy Student. Parents of these students will receive a letter of notification. If the student continues to receive tardies after the letter is given to the parent, a conference will be scheduled to discuss what can be done to improve the student's attendance.

As required by the State of North Carolina, students must be present in the school for the school day or at a place other than the school with the approval of the appropriate school official for the purpose of attending an authorized school activity. *A student must be present at least one-half of the school's instructional day in order to be recorded present for that day.*

Examples of Excused Tardies**	Examples of Unexcused Tardies
Car broke down	
Wreck blocking traffic	
Doctor's Appointment	
Examples of Excused Absences**	Examples of Unexcused Absences
Illness or Injury	Willful Absence (i.e. skipping)
Doctor's Appointment	Improper Immunizations
Legal Proceedings	Missing Health Assessment
Religious Observances	
Educational Opportunity (requires approval)	
Deployment Activities	
Death in the Family	
Illness or Injury of Parent	

**Please provide a note for documentation

Dismissal

Dismissal occurs between 3:00 and 3:30 pm daily. Any time after 3:30pm is considered “Sunset Academy”. If you are late picking up your child, you will receive an invoice for Sunset Academy for that day.

Dismissal is a great time to ask your child’s teacher how their day was or other simple questions. Please remember that our teachers instruct multiple groups of children and have 20+ students at any given time in each class. It is impossible for teachers to converse with all parents in a 30-minute time frame. That being said, if you need to speak with your child’s teacher regarding grades, classwork, behavior, etc, each teacher is able to schedule parent/teacher conferences as needed.

Parent/teacher conferences

Parent/teacher conferences are available upon parent request, teacher request, and other designated occasions throughout the year. If you would like to schedule a conference, please speak to your student’s teacher first to set up a time. Teachers only have one small block of time away from students each day during which to schedule conferences, review grades and assignments, etc. Once your meeting has been scheduled, please arrive on time.

Concerns

Parents are encouraged to provide feedback to staff members regarding what is going well and what is not going well. Our ultimate goal is for our students to succeed and we need your help to achieve this goal. When concerns arise, your student’s teacher should be the first point of contact. Conferences should be scheduled during a mutually agreed upon time. In the event the concern cannot be resolved between the teacher and the parent, the parent should contact the main office to be connected with the appropriate administrator. If the concern cannot be resolved by the parent and administrator, the parent will be referred to the Principal for further communication.

Behavior

Parents are encouraged to be active participants in their child’s education. A partnership between parents and the school requires meaningful and appropriate communication. As such, we must be civil in our conversations. This requires that:

1. No one disrupts or attempts to interfere with the operation of a classroom or any other area of a school.
2. School rules for access and visitation are strictly enforced.
3. Legitimate obligations and time constraints are respected.
4. Information that might help reach our common goal is shared. This includes information about safety issues, academic progress, changes that might impact a student’s work or events in the community that might impact the school.

In the event of a violation of the above guidelines, the following steps are available:

1. Students who believe they have been treated in an inappropriate manner should report the behavior to the school administrator.

2. Parents/guardians or community members who believe they have been treated in an inappropriate manner should report the behavior to the staff member's immediate supervisor.
3. Employees who believe they have been treated in an inappropriate manner by a student or parent shall report the incident to the school administrator.
4. Anyone on school property may be directed to leave the premises by an administrator or other authorized staff. Anyone who threatens to, attempts to, or actually disrupts school or school district operations may be directed to leave the premises by an administrator or other authorized staff and may have limitations placed on their campus access. Disruptive behavior is conduct that creates or may reasonably be expected to create a material and substantial disruption to the educational environment or to the operation of the school, or that poses a threat to the safety of students, staff or visitors. It includes, but is not limited to:
 - a. Profane, lewd, obscene or abusive language, gestures or other written or electronic communication;
 - b. Rude or riotous noise;
 - c. Disorderly or assaultive behavior;
 - d. Vandalism or defacement of public property;
 - e. Threats to the health or safety of others; and
 - f. Any other conduct that violates any applicable law or policies of the Board.

Section IV: Student Rights and Responsibilities

<i>Safe and Orderly Educational Environment</i>	
Student Rights	Student Responsibilities
To attend school in a positive educational environment	To only engage in behaviors which support a positive educational environment
To have school staff that is willing to hear the needs and concerns appropriately needs and concerns of students	To express needs and concerns appropriately
To feel safe from crime, violence, intimidation, bullying, harassment, racism and other discrimination at school	To understand and follow school behavior expectations and to report instances of bullying and dangerous/unsafe situations to school administrators
Student Rights	Student Responsibilities
To be informed of school board policies and school rules about absences and tardiness	To attend school and class daily and to be on time

Student Expectations

Universal Behavior: In all settings, students are expected to follow directions the first time. They are expected to speak to others using polite language, volume, and tone and keep all hands, feet, and objects to themselves. Students are expected to be in their designated location and walk quietly so they do not disturb the learning of others. Students are expected to take care of school property and personal belongings.

Classroom Behavior: Students are expected to listen and follow all teacher directions

Hallway Behavior: Students are to walk quietly in an orderly fashion through the halls at all times. This quiet will be respected during the instructional school day and with consideration for others who are working.

Behavior in Restrooms: Students are expected to respect the rights of others and act responsibly in restrooms. Any misuse of towels, toilet paper, soap, defacing of restroom facilities, and the like, constitutes destruction of property.

Cafeteria Behavior: The lunchroom should be a safe, comfortable, inviting, and clean environment where all interactions between students and adults are respectful. They must keep voices low while enjoying their lunch, stay seated unless given permission to move by an adult, keep their eating space clean, and practice good manners. For health reasons, children are not allowed to share food of any kind with others.

Behavior on Playgrounds/Recess: Students will walk in an orderly fashion to the playground, use the equipment responsibly, show respect for others by using appropriate language, and leave the playground only when permission is given by an adult in charge.

Activities/Field Trips: Students are expected to conduct themselves in a respectful and responsible manner during school-sponsored activities, programs, and field trips. Behavioral expectations are consistent with school policies. The same standards also pertain while boarding, riding, and unloading school busses during field trips. Students must respect the rights of others and must not pose a threat to anyone's safety. Students must remain seated at all times while riding the school bus. Students must not distract the bus driver.

Behavior on Bus: The same standards of behavior that apply at school also pertain at the bus stop or while boarding, riding, and unloading school buses. Students must respect the rights of others and must not pose a threat to anyone's safety. Students must remain seated at all times while riding the school bus. Students must not distract the bus driver.

Excessive Tardiness, Truancy, Leaving School Without Permission: Students are expected to be on time for school and in their classrooms by 8:00 a.m daily. Late arrivals interrupt

instruction and the focus of other students. Students are to remain on school grounds in their scheduled classroom locations.

Dress Code/Uniforms: Students are to wear the East Voyager Academy uniform every day unless a designated “dress down” day is scheduled. Students will not be disciplined for style or grooming unless it is:

- in violation of the school uniform policy
- likely to cause or causes a disruption to school activities or the educational environment;
- endangers health and safety;
- associated with gangs;
- lewd, vulgar, obscene, or revealing;
- promotes the use of drugs and/or tobacco.

East Voyager Academy Discipline Policies and Procedures

East Voyager Academy strives to provide a safe and orderly school environment for students and staff. Discipline policies establish standards and expectations of student behavior and procedures for addressing willful violations of these standards. Students are expected to make positive behavior choices that promote their safety, the safety of others, and a productive learning environment.

School discipline is a collective and collaborative effort between parents, guardians, students, and staff. The EVA Discipline Policy is used to promote positive behavior choices by recognizing students who engage in consistent positive behavior. We teach and model positive behavior including listening, cooperation, and mutual respect. We encourage students to make independent decisions and act responsibly towards others and their property. While most students consistently observe these standards and behave safely and appropriately, we do understand that mistakes are part of life and student maturation and sometimes warrant intervention and consequences. When this occurs, we help students reflect on errors in judgment and behavior and support them in learning how to make better decisions.

EVA teachers and staff use a variety of classroom and behavior management strategies to address inappropriate behavior. When these strategies are not successful in changing that behavior and/or serious incidents occur, it is necessary for additional action to be taken. These actions may include: parental involvement, conferences, isolation or time-out, behavior improvement agreements, instruction in conflict resolution and anger management, peer mediation, counseling sessions, referrals to community organizations, academic intervention, In-School suspension (ISS), Out-of-School suspension (OSS), and expulsion.

Please Note: Careful consideration is given to individual situations, so that the school's response to the student is appropriate. Consequences may be increased in cases of repeat offenses. Suspensions will be considered when behavior is disruptive and detrimental to the operation of the school.

DESCRIPTION OF BEHAVIORAL VIOLATIONS

Inappropriate Language/Gestures

This is the use of profanity, obscene language, or gestures, which are not acceptable in school or on the school grounds. All students and staff are entitled to an environment free from profane, hateful, racist, prejudice or obscene language and gestures.

Disruptive Behavior

This is causing or engagement in behavior that interrupts the learning of others. Examples include, but are not limited to: calling/blurting out, being out of one's seat without permission, and persistent noise-making.

Insubordination/Disrespect

This is wilful refusal to obey a lawful request of a staff member (e.g., principal, teacher, secretary, etc.).

Teasing/Harassment

This includes name-calling, put downs, making fun of the way someone talks or walks, making fun of someone's clothing or customs. Non-verbal examples include making faces, drawing inappropriate pictures, poking or pointing, and inappropriate hand gestures. **Note:** Please review the differences between teasing/harassment and bullying as these two behaviors are not the same.

Bullying

This is threatening, stalking, or seeking to coerce or compel a person to do something; engaging in the nonverbal, verbal, written, cyber, or physical gestures and/or conduct that threatens another with harm, including intimidation through the use of epithets or slurs involving race, ethnicity, natural origin, religion, religious practices, gender, sexual orientation, age or disability that substantially disrupts the educational process. It is repeated over time. **Note:** Please review the differences between bullying and teasing/harassment as these two behaviors are not the same.

Threats

This a form of verbal aggression. It includes any overt or implied verbal or physical threat. Examples include, but are not limited to, telling someone that you will hurt them whether in jest or as a serious suggestion, any conversation or discussion where you suggest action that will cause physical harm to someone, or suggesting property destruction.

Verbal Aggression

This is deliberately harmful language/behavior. This includes, but is not limited to, making threats, yelling, screaming, swearing, and name-calling.

Physical Aggression/Fighting

Students are expected to keep their hands to themselves at all times. Physical Aggression refers to any form of physical confrontation involving two or more people, including but not limited to: play fighting, pushing, wrestling, hitting, punching, shoving, kicking, slapping, spitting, or throwing harmful objects.

Physical Attack on Staff or Fellow Student

This includes any aggressive physical battery on a staff member or person. This includes any physical contact (hitting, touching angrily, pushing, shoving, kicking, biting, etc.) in an aggressive manner *with the intent to do harm*.

Sexual Harassment

Sexual harassment is defined as unwelcome advances, requests for sexual favors, and/or other inappropriate verbal, written, or physical conduct of a sexual nature.

Cheating or Plagiarism

This is defined as using the work of others as your own.

Inappropriate Use of the Computer Systems

This is defined as accessing or using inappropriate materials including copying or transferring copyrighted materials and software without permission, sharing access to one's personal account, using unauthorized e-mail such as chain letter advertising, instant messaging and chat rooms, cyber bullying, or tampering with any files of another student or staff member.

Possession of Inappropriate Technology

This includes beepers, electronic paging devices, tablets, video games, personal radio devices, laser pointers, and other disruptive devices. Cell phones must be turned off and placed inside the student's bookbag for the duration of the school day. ***EVA is not responsible (monetary value or replacement) for theft, loss, or damage to personal electronic devices brought onto school property.***

Theft/Extortion

Theft refers to taking or stealing another person's property without their knowledge and/or consent. Extortion refers to an act of attempting to secure money, property, or favors through a threat or implied threat of physical or psychological harm.

Destruction of Property/Vandalism

This includes breaking, damaging or defacing school or private property, including graffiti. This also includes misuse of materials or equipment that results in damage to school or personal property.

Malicious Pranks and Pseudo Threats

This includes any act or substance used to cause disruption, panic, or an unsafe situation. This also includes deliberately misrepresenting substances as something they are not.

Acts of Hate / Violence

This is any act of hate/violence including, but not limited to, verbal abuse, slurs (including ethnic, religious, or gender-based), threats, physical violence or conduct, vandalism or destruction of property directed against any person.

Possession, Use, or Distribution of Drugs

This is possession of intoxicants, inhalants, smoking materials, or controlled substances which are prohibited.

Possession or Use of Destructive or Harmful Substances

This is possession of matches, firecrackers, snaps, tobacco products, smoke bombs, stink bombs, pepper spray, or any other destructive or harmful substance.

Possession of Incendiary Devices

This is the possession of firecrackers, matches, lighters, caps or any other object which has potential to start a fire.

False Fire Alarm

False Fire Alarm is activating or causing the fire alarm to sound when there is no real evidence or sign of fire. Falsely reporting a fire endangers the safety of all.

Weapons

This is unauthorized storing, possessing, or carrying firearms, knives, or any other object (including look-alike or pretend weapons) which could be used as a weapon. This is a very serious offense and is strictly prohibited

CONSEQUENCES FOR BEHAVIORAL VIOLATIONS

Level One

A. Infractions

- a. inappropriate behavior;
- b. inappropriate/profane language or gesture;
- c. disruptive behavior;
- d. disrespectful behavior;
- e. dress code violation;
- f. first bus incident

- B. Consequences – All infractions should be handled within the framework of class or school rules and by the staff involved with the student at the time of the infraction. Teachers will create a classroom-based discipline record for the student. Parents will be contacted immediately. Any number of the following consequences may be applied. Consequences include but are not limited to:
- a. Parent contact
 - b. Conference (any combination of parent/student/school officials/counselors and teacher)
 - c. Referral to Student Services Team
 - d. Verbal warning
 - e. Social restriction
 - f. Return of property or restitution for damages
 - g. Suspension from bus
 - h. After-school detention or Saturday school
 - i. Behavior contract
 - j. Referral to Multi-Tiered Systems of Support Team according to the CMS process
 - k. In-school suspension
 - l. Confiscation of unauthorized items
 - m. School-based community service/work detail
 - n. Restorative Justice/Restorative Practice (i.e. peer jury, peer mediation, community service.)
 - o. Service Learning
 - p. Referral to community agency
 - q. Revocation of school-related privileges
 - r. Disciplinary councils

Level Two

- A. Infractions
- a. repeated level one infractions;
 - b. deliberate dishonesty;
 - c. insubordination;
 - d. forgery;
 - e. truancy;
 - f. misuse of technology;
 - g. harassing or bullying behaviors (including sexual harassment)
 - h. second bus incident
- B. Consequences – The student infraction(s) may need to be documented and referred to the Principal/designee if Level One Consequences have failed to correct the behavior. An office discipline folder will be created. The student’s parents will be contacted immediately by teacher and/or Administration. Any number of the following consequences may be applied.
- a. Choice of response from Level I
 - b. Suspension from bus

- c. Alternative classroom assignment
- d. Temporary or permanent removal from participation in extracurricular/co-curricular programs or activities
- e. Out-of-school suspension for 1 - 10 days (parent contact must be attempted and written notice is required)
- f. Warning of referral to Level III (repeated offenses)

Level Three

- A. Infractions
 - a. repeated level two infractions;
 - b. endangering the health, safety, and/or welfare of self or others;
 - c. physical aggression;
 - d. possession of a weapon, firearm, or other dangerous/illegal substance
 - e. vandalism
 - f. theft;
 - g. third bus incident.
- B. Consequences – The student’s parents will be contacted immediately by the teacher and/or Principal/designee. A discipline file will be established. Any number of the following consequences may be applied.
 - a. Out-of-school suspension
 - b. Out-of-school suspension and a request for a discipline team meeting which may result in additional consequences. A student may be recommended for expulsion.
 - c. Suspension from bus
 - d. Additional consequences under Level I or II may be imposed as appropriate
 - e. Warning of referral to Level IV (for repeated offenses)

Level Four

Expulsion will be recommended for students who commit serious offenses and whose conduct seriously threatens the safety of students, staff, or visitors or threatens to substantially disrupt the educational environment.