

WAKE MONARCH ACADEMY STUDENT/FAMILY HANDBOOK

2021-2022



824 N Bloodworth Street
Open Table United Methodist Church
Raleigh, North Carolina 27604

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Welcome to Wake Monarch Academy

On behalf of the Board of Directors, faculty, and staff of Wake Monarch Academy, we are pleased to welcome you as part of our recovery school community. Wake Monarch Academy promises to be a journey of learning, growth, and self-awareness for students in recovery in the Triangle area of North Carolina. As a private school, we serve as a vehicle of innovative educational opportunities for youth in recovery and their families; serving you in an environment equipped with unique academic and social support services designed to meet the needs of youth in recovery.

Our mission is to provide a safe and supportive environment that empowers adolescents recovering from substance use disorders to successfully pursue academic, personal, and professional goals. Our recovery-centered education strives to create a sense of belonging, self-confidence, and purpose. Our students have made a personal commitment to recovery, have a desire to learn, want to attain a high school diploma and are willing to be an active part of a recovery school community of like-minded students, faculty, and staff.

Wake Monarch Academy welcomes students who are committed to recovery and earning their high school diploma. That commitment includes acceptance of our core recovery values:

At Wake Monarch Academy we CAARE...

Community: Peer support that encourages honesty, empathy, and accountability

Accountability: Responsible to each other and for each other

Acceptance: Motivated by faith, we meet where you are, no matter one's beliefs, background, or experience

Recovery First: While education and other activities are important for success, there is little hope without recovery

Education: Rigorous and engaging curriculum that aligns with state and national standards

THERE IS HOPE FOR EVERYONE BECAUSE EVERY LIFE HAS INHERENT VALUE.

The faculty and staff at Wake Monarch Academy are committed to our core values and to supporting you and your family in the recovery process. Our expectations for your academic achievement and recovery are realistic and attainable. We will support you as coaches and facilitators in both the recovery and academic instructional processes. We are committed to maintaining a positive school culture by implementing policies and procedures sensitive to the needs of a recovery high school. These are designed to support your recovery, simultaneously providing a safe school environment for all. In this, we are confident that you embody the necessary levels of accountability for success.

Thank you for choosing Wake Monarch Academy. We welcome you to a fresh start and look forward to you being a part of our recovery community.

Leah Wright

Executive Director

Wake Monarch Academy

A Parent Testimonial

"If only Wake Monarch Academy had existed in our community when our daughter was in high school.

If she could have attended a school where her peers shared similar struggles, understood her needs, and helped each other heal.

Where teachers had the time and training to provide compassionate support.

Where our family could have healed together ...our daughter might be alive today.

We are so grateful that Wake Monarch Academy is here to give parents and their teens the chance we didn't have."

Mark and Pam



Handbook Introduction

The purpose of this handbook is to provide information regarding the operation of our school. It is intended to serve as a helpful resource to students, parents, faculty, staff, and Wake Monarch Academy Board of Directors.

Enclosed you will find general and academic information about the school's guidelines, policies, and procedures. It is very important that the information in this handbook is reviewed as a family. The goal of this document is to clearly state the school's expectations and to support students in being successful at Wake Monarch Academy. Therefore, our hope is that you will take the time to read the following pages and understand the inner workings of our school.

Please contact the staff at Wake Monarch Academy if you have questions or need further explanation on any aspect of this handbook. This handbook can also be accessed on the Wake Monarch Academy's website at www.wakemonarchacademy.org under the "Admissions" tab and "Enrollment Forms".

Wake Monarch Academy reserves the right to revise this Handbook at any time and revisions shall be applicable to all members of the school community. While this Handbook addresses most circumstances, there may be some circumstances not specifically addressed by this Handbook. In such cases, decisions regarding those circumstances shall be made by the executive director.

Administrative Team

Leah Wright
Founder/Executive Director
leah@wakemonarchacademy.org

Green Hill Recovery
Recovery Support

Maureen Reiser
Academic Coordinator
maureen@wakemonarchacademy.org

School Contact Information

MAIN OFFICE PHONE NUMBER
919-925-6950

WAKE MONARCH ACADEMY WEBSITE
<https://www.wakemonarchacademy.org/>

SECTION I

PROFILE



Wake Monarch Academy Profile

Wake Monarch Academy is a private school that awards graduates with a state-recognized diploma. Inclusion and accessibility are fundamental to our vision. We believe all adolescents in recovery deserve access to specialized educational and recovery supports, regardless of their socioeconomic status, background, race, religious affiliation, gender expression, etc.

Wake Monarch Academy will cultivate a model community where students can achieve quality college-preparatory education, achieve academic success, and enjoy a genuine high school experience in a safe, sober environment. This innovative mode of wellness and education will provide a supportive and recovery environment with programs and services not available in traditional high schools.

Our Philosophy

The board of directors believe that it is critical that high school students who are committed to maintaining their recovery should be able to pursue their high school diploma in a supportive community that is dedicated to promoting recovery and personal growth. We are committed to meeting each student where they are by providing individualized instruction that affords both remediation as well as opportunities to excel.

Our Mission

Our mission at Wake Monarch Academy is to provide a safe and supportive environment that empowers adolescents recovering from substance use disorders to successfully pursue academic, personal, and professional goals.

Our Vision

Our vision is adolescents in recovery living substance free, productive, and meaningful lives.

Our Core Values

At Wake Monarch Academy we CAARE...

Community: Peer support that encourages honesty, empathy, and accountability

Accountability: Responsible to each other and for each other

Acceptance: Motivated by faith, we meet where you are, no matter one's beliefs, background, or experience

Recovery First: While education and other activities are important for success, there is little hope without recovery

Education: Rigorous and engaging curriculum that aligns with state and national standards

THERE IS HOPE FOR EVERYONE BECAUSE EVERY LIFE HAS INHERENT VALUE.



WAKE MONARCH ACADEMY CORE BELIEFS

1. We believe recovery is most successful in community.
2. We believe in providing a safe sober community based on recovery principles, where diversity is both respected and valued.
3. We believe in helping students define their own unique vision for a productive and healthy future.
4. We believe that every student is capable and can learn.
5. We believe in increasing students' cognitive capabilities in the areas of language skills, critical thinking, and mathematical reasoning.
6. We believe that every attempt should be made to maintain the dignity of all adults and students.
7. We believe that students should be guided by their support systems and be expected to solve the problems they create.
8. We believe that students should have the opportunity to tell their side of the story when consequences appear to be unfair.
9. We believe that misbehavior should be handled with logical consequences and that prescribed consequences for serious rule infractions are an important part of maintaining safety.
10. We believe that school problems should be handled by school personnel and that criminal activity should be referred to the proper authorities.



Wake Monarch Academy Commitments

COMMITMENT TO THE STUDENTS:

- We aim to create a supportive and enthusiastic environment for your recovery and education.
- We work collaboratively with your support team (e.g., therapist/psychiatrist, educational consultants, peer support specialist, and other professionals) to support your mental/emotional, social, physical, spiritual health and development.
- We offer opportunities for a daily “Check-In” and “Wrap- Up” so you can process through concerns that may stand in the way of your daily recovery life experiences and educational processes.
- We offer brief coaching intervention implementation to you, if necessary, to help address any behavioral/emotional/recovery concerns that may surface while at school.
- We require random and frequent drug testing for accountability and compliance with our Mission.
- We will listen to you and hold you accountable with love.

COMMITMENT TO PARENTS/GUARDIANS:

- We will treat your student with love, acceptance, and respect (especially when they are having a rough time and are acting out).
- We will return your calls within one business day if you leave a message.
- We will work with your family to ensure the safety and well-being of your student.
- We will provide support and collaboration with your student’s therapist/psychiatrist, educational consultants, peer support specialist, and other professionals as needed.
- We will be clear and consistent with implementing Restorative Justice Practices, disciplinary actions when applicable, behavioral contracts, and/or a Return to Use Prevention Plan for your student as needed.
- We will remain open to any feedback you have regarding your student’s education, health, and personal development.

COMMITMENT TO AND NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS:

Wake Monarch Academy admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and other school-administered programs.



SECTION II

ADMISSIONS AND ENROLLMENT



Admission Criteria

- 30 days in recovery from a substance use disorder
- Actively working and committed to a program of recovery
- Willing to participate in random and frequent drug testing
- Willing to work with a sponsor or peer in recovery
- Complying with a medical professional's recommendations for psychiatry and/or medication compliance

Enrollment

After the initial student/family interview and student has been asked to proceed with a clinical assessment at Green Hill Recovery, enrollment forms will need to be downloaded, completed, scanned, and returned via email to the executive director. Based on results from the clinical assessment, a final decision will be made on enrollment. Once accepted, students are expected to comply with any recommendations given.

All students will be given **7 days** to attend their first Twelve-Step program, group therapy, or outpatient counseling session and **21 days** to obtain a sponsor or recovery coach. Exclusion from the school community may be required until the requirements are met. All Wake Monarch Academy admissions are determined by the intake process, the student and the student's family commitment to recovery, as well as available space and appropriate funding.

Tuition Policy

Wake Monarch Academy is a non-public school that is funded in part by private donations, grants, and student-based tuition. Annual tuition is \$13,200 and monthly tuition is \$1,100. Wake Monarch Academy is a year-round school and monthly tuition rates remain the same so long as our operational expenses remain the same. Tuition is due on the first of every month.

Prior to the first day of enrollment, a tuition payment must be made to Wake Monarch Academy for the first two months of enrollment. After these two months, tuition can be paid monthly, quarterly, or annually.

Failure to Maintain Sobriety or Violation of Code of Conduct

Failure to maintain sobriety or other violations of the Student/Family Handbook may result in withdrawal from the program and forfeiture of tuition.

Payment Options

The preferred method of payment is through a check made payable to *Wake Monarch Academy*. All payments are due on the first of the month. After the 5th of the month, tuition payments will be considered late and a \$25 fee will be added. Information regarding options for online payment are available upon request.

Drug Screening Fees

Drug screening fees for Wake Monarch Academy are included in the tuition.

Additional Fees:

Miscellaneous expenses may be incurred during the year. These expenses may include field trips, graduation cap and gown rental, or unforeseen expenses related specifically to the student. These expenses will be minor and will be discussed with the responsible party as needed.

Withdrawing Students

The Executive Director or designee of Wake Monarch Academy must receive written notice when a student is being withdrawn. A withdrawal form must be signed by the parent or legal guardian if the student is under the age of 18 or signed by the student if student is 18 or older. Students must return all textbooks, classroom supplies and media materials. All outstanding fees/balances must be paid prior to withdrawal and release of records. There will be no refunds for the student's initial deposit. Refunds for all other payments are discretionary and will be determined on a case-by-case basis.

If the student intends to enroll elsewhere, records will be sent directly to the receiving school once the withdrawal process is complete and a request for records has been received.

Holding Student's Place for Temporary Withdrawal

If the student is withdrawn for behavior issues or medical treatment which is verified by a physician, the student may be eligible for re-enrollment based on compliance with enrollment criteria and a special meeting with all involved parties (i.e., student, parents/guardians, and Wake Monarch Academy staff). The terms of the expulsion or withdrawal are determined solely at the discretion of the executive director or designee.

Enrollment Packet

The following forms are required for each student each year. These forms can be found on our website and contain important information that is to be completed at the beginning of each school year for each student. Forms must be completed in their entirety, signed, and returned prior to the first full day of classes. These forms are mandatory for each student and are vital to our staff to ensure each student is given the appropriate care. If a student has any changes to these forms during the school year, new forms must be completed in their entirety, signed, and returned to school.

- | | |
|--|--|
| <input type="checkbox"/> Student Enrollment Form | <input type="checkbox"/> Psychosocial History |
| <input type="checkbox"/> Understanding of Financial Responsibility | <input type="checkbox"/> Student Parent Enrollment Contracts (4) |
| <input type="checkbox"/> Attendance Policy and Procedures | <input type="checkbox"/> Release of Student Information & Photo Release Opt Out Form |
| <input type="checkbox"/> Computer Usage and Internet Policy | <input type="checkbox"/> Emergency Contact and Medical Information Form |
| <input type="checkbox"/> Consent for Drug Screenings and Searches | <input type="checkbox"/> Medication Consent Form |
| <input type="checkbox"/> Public Relations Release | <input type="checkbox"/> General Consent for Student to Volunteer Form |
| <input type="checkbox"/> General Field Trip Permission Form | <input type="checkbox"/> Riding in Student Car Permission Form |
| <input type="checkbox"/> Receipt of Student/Family Handbook | <input type="checkbox"/> Student Parking Form (If Applicable) |
| <input type="checkbox"/> Client Referral Form | <input type="checkbox"/> Consent to Obtain Release of Information Forms (9) |

SECTION III

ACADEMIC CALENDAR AND SCHOOL SCHEDULE



2021-2022 Academic Year Calendar



Aug-21						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Sep-21						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Oct-21						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Nov-21						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Dec-21						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Jan-22						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Feb-22						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					






Mar-22						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Apr-22						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May-22						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Jun-22						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Jul-22						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

 Special Events	 First/Last Day of School
 Holiday/School Closed	 Half Day for Students
 Teacher Workday	

Wake Monarch Academy Schedule

Block Schedule	A Day	B Day
8:00 AM – 8:15 AM	Meet & Greet/Welcome	Meet & Greet/Welcome
8:15 AM – 9:00 AM	Check In/Mindfulness	Check In/Mindfulness
9:05 AM – 9:55 AM	Math	Science
10:05 AM – 10:55 AM	English	History
11:05 AM – 11:55 AM	Movement & Mindfulness	Movement & Mindfulness
12:00 PM – 12:45 PM	Lunch	Lunch
12:55 PM – 1:30 PM	Life Skills	Art/Music
1:40 PM – 2:30 PM	Wellness	Business/Elective or Choice Hour
2:35 PM – 3:00 PM	Wrap-Up & Dismissal	Wrap-Up & Dismissal
3:00 PM – 4:00 PM	Enrichment Time/Club Hour	Enrichment Time/Club Hour

**At Wake Monarch Academy, our school day begins promptly at 8:15 AM,
Monday through Friday**

Upon daily arrival, students are always required to remain in the building with faculty/staff supervision.

Wake Monarch Academy encourages students to schedule appointments before and after school. Scheduling outside appointments at these times will give students the greatest opportunity for success.

SECTION IV
COMMUNICATION



Communication

Communication is an important part of every relationship, both at school and at home. Wake Monarch Academy will communicate with students and families in multiple ways:

Social Media

Follow Wake Monarch Academy to hear about the exciting things happening in our Recovery Community:

- Facebook: <https://www.facebook.com/WakeMonarch>
- Instagram: <https://www.instagram.com/WakeMonarchAcademy/>
- Twitter: <https://twitter.com/WakeMonarch>



Website

Our website (<https://www.wakemonarchacademy.org/>) is also a good resource for students, families, Wake Monarch Academy staff and the greater community. We suggest that you bookmark the website for easier access.

In addition to our multimedia platforms, you have opportunities during the school year to learn of your student's progress through the form of parent – teacher conferences and student report cards.

Conferences

Twice a year, you will have the opportunity to meet with your student's teacher during parent/teacher conferences. You are also encouraged to request a conference at any other time you feel there is need. You may e-mail, leave a voicemail, or send a note for your student's teacher to schedule this additional time. The teacher will set the conference at a mutually convenient time.

Report Cards

Report cards will be completed and sent home four times this school year. If you have questions regarding your student's report card, please contact your student's teacher.

Questions/Concerns

Most student or parent concerns can be addressed simply by a phone call, email, or conference with a teacher or staff member.

Academic questions or concerns should first be addressed with the teacher. Parents wishing to set up a conference with a teacher may do so by emailing the teacher. If the outcome of that discussion is not satisfactory, a conference with Wake Monarch Academy's Executive Director can be requested. Unresolved issues or dissatisfaction with Wake Monarch Academy may be addressed in writing to the executive director. Ultimately, a student and/or parent may appear before Wake Monarch Board of Directors in accordance with board policy.

Discipline or financial concerns of students or parents are addressed by contacting Wake Monarch Academy's Executive Director. At the discretion of the executive director, a "team conference" may be requested with Wake Monarch Academy's staff and support team (e.g., therapist/psychiatrist and other professionals) to address treatment-related concerns to create a supportive and collaborative team approach. Unresolved concerns or dissatisfaction with Wake Monarch Academy staff may be reported to the executive director or the chairperson of the board of directors.

SECTION V
EXPECTATIONS



Wake Monarch Academy Expectations

Attendance

To respect the educational processes students are expected to have a 95% attendance rate. A high attendance rate is conducive to strong recovery and educational outcomes (See Section VI for complete Attendance Policy and Procedures.)

Dress Code

Wake Monarch Academy encourages a dress code that allows for individual expression and personal style. The staff reserves the right to question and discourage any attire considered in poor taste or considered disruptive to the educational and social environment of the school. Wake Monarch Academy also reserves the right to modify this policy at any time. The following guidelines will be used by teachers and staff to determine if a student is compliant:

- No clothing that is sexually suggestive (crop tops, short shorts, underwear [including boxers or bras] showing, see through, etc.)
- No inappropriate displays of actions, language, or events on clothing
- Undergarments should not be seen
- T-shirts are acceptable as long as their condition and subject matter is appropriate
- No clothing that would interfere with, disturb, or distract from the learning environment
- No gang paraphernalia or any combination of clothing or colors signifying gangs
- Other clothing, or lack thereof, that disrupts the normal operation of the school
- Students will practice healthy body cleanliness, grooming, and hygiene

In all matters of student dress, the executive director will make the final determination of appropriateness and any subsequent remedies. Violations of dress code policies will result in disciplinary actions that may involve the distribution/wearing of alternative clothing items (Wake Monarch Academy shirts, scrubs, etc.) or the parent/guardian may be asked to bring appropriate clothing to the school requiring the student to change clothes. Repeat infractions may involve being put on a behavioral contract.

The same appropriate dress code is required on all field trips. Dress code may vary according to structured physical class activities.

Backpacks

Wake Monarch Academy does not permit students to use a backpack during the school day. Students are only permitted to use backpacks to carry educational supplies to and from school. Each student will be given a space to store personal items. To respect the school environment, all spaces are to be kept neat, clean, and organized. Personal backpacks, purses, and other devices used to transport educational supplies to and from school are not permitted in classrooms. Backpacks and purses may be searched at any time, as well the contents of student storage spaces, which may also be searched by the executive director or their designee.

Illness

A parent will be notified if it is determined the student is unable to attend class. Parents will be required to plan for the student to be picked up or may give permission for the student to transport themselves home.

Readiness for the Classroom

Students are responsible for ensuring that they are prepared for instructional time in the classroom. This includes, but is not limited to, arriving to school and class on time, being dressed appropriately, completing assignments, and having the necessary resources to complete that day's schoolwork.

Personal Space and Boundaries

The space of each student, faculty, and staff member shall always be respected. This includes their physical space, psychological space, and personal possessions. Pushing, shoving, borrowing items without permission, and talking out-of-turn are all examples of personal space/boundary violations.

Cell Phones and Electronic/Media Devices

Students will not use cell phones or electronic/media devices during the school day to respect the instructional and learning environment, minimize distractions, and to promote socialization during recovery activities. Students may use cell phones or electronic/media devices during lunch time if authorized by the executive director or staff member. Wake Monarch Academy is not responsible for theft, loss, or damage to any electronic devices brought onto school property.

Failure to obey the request of a school staff member to hand over an electronic device, including but not limited to a cell phone, shall be considered disrespect/noncompliance and Restorative Justice Practices and/or consequences will be imposed. (See Section IX Code of Conduct)

Computer Use

Computers provided by Wake Monarch Academy are for students to use for educational purposes. Students using the computers are to respect them as property of the school and maintain high standards of care while in use. Students using a school computer for purposes other than educational activities will be subject to Restorative Justice Practices and/or consequences. (See Section IX Code of Conduct)

Leaving the Classroom

To respect the learning process and to minimize distractions, leaving the classroom is discouraged. However, if a student needs to leave a classroom for an important reason during class, students must request permission.

Language

The use and development of appropriate healthy language is a key factor in life-long recovery. To promote recovery, each member of the Wake Monarch Academy community is expected to use language that is constructive, positive, anti-stigma, and supports the core values of Wake Monarch Academy.

Lunch

Parents shall provide their students with a packed lunch unless notified that Wake Monarch Academy will be providing lunch.

Food, Drink, and Snacks

Consumption of food or drink is allowed in the classroom at appropriate times designated by school faculty/staff. Students are expected to clean up after themselves to promote safety, cleanliness, and respect for our school environment.

Tobacco, Electronic Cigarettes (E-Cigs), and Vapes

Wake Monarch Academy is tobacco-free for all students (regardless of age), parents/guardians, faculty/staff, visitors, or volunteers. Meaning, no student, parent/guardian, faculty/staff, visitor, or volunteer is permitted to smoke, use, or possess tobacco products (including e-cigs and vapes), or any substance containing tobacco, at any time, including non-school hours, on all school grounds, including in any building or facility, athletic grounds, parking lots, or vehicle owned, leased, rented, chartered, or under the control or supervision of Wake Monarch Academy.

North Carolina State Law prohibits the possession and/or use of tobacco products by minors under the age of 18. Therefore, no student is permitted to possess tobacco products (including e-cigs and vapes), paper used to roll cigarettes, lighters, or other paraphernalia at any time. Students attending Wake Monarch Academy are not allowed to possess or use tobacco products on school grounds. Examples include but are not limited to cigarettes, chewing tobacco, dip, snuff, any and all electronic cigarettes and vapor emitting devices and products etc.

The school prohibits the use of electronic nicotine delivery systems such as e-cigs, electronic hookahs, and other vapor emitting devices, with or without nicotine content, that mimic the use of tobacco products at any time. These devices will be confiscated, if seen by our staff on campus property, and the parent/guardian will be required to pick up the devices from the school office.

This NO TOBACCO/E-CIG/VAPE policy is in place to respect our church partnership, to support health on our campus, and to discourage the use of tobacco for students in recovery.

Medication Policy

If prescription medication is of medical or psychiatric necessity during the school day, the student's parent or guardian is responsible for transporting the medication to school and turning it in to the executive director or support staff immediately upon arrival on school grounds. If a student brings over-the-counter medication to school (such as acetaminophen), it must also be turned in to the executive director or support staff immediately upon arrival on school grounds. A student cannot have any medications in their possession while at school. All medicine will be kept in locked storage in the office. A student found carrying over-the-counter medications or prescription medications while at school is subject to disciplinary action by school administration. We may ask that medication be picked up by the student's parent or guardian or be handed back to the student at the end of the day with written permission from the parent/guardian.

Proper school authorities will dispense the medications. The only exception to this is when a doctor gives permission, due to medical necessity, for the student to carry a specific medication (for example, an inhaler) on their person for emergency use.

Any prescription medication required for use by the student on school property requires completion of Wake Monarch Academy's **Medication Consent Form**. A different form is required for each individual prescription and must be completed by the student's parent/legal guardian and the student's physician. No prescription medication shall be administered (or self-administered) without completion of this form.

Homework

Wake Monarch Academy believes that students need time after school to focus on family, recovery and other interests that encourage well-being and personal balance. Students at Wake Monarch Academy will receive "light" homework to reinforce and extend the curriculum but respect the need for balance between education and recovery. Students should communicate with staff if there are issues or concerns related to homework.

Social Emotional Learning

SEL is taught and encouraged through integration within the academic curriculum. Students meet in diverse groups with staff for sharing, reflection, building relationships, and community.

Community Engagement

We believe a well-rounded education requires students and staff to be active participants in a wide range of experiences. These are designed to benefit others and the community, while also advancing the goals of a given curriculum. While volunteering is rewarding and valuable, it is above all an education method. Empathy is best taught through serving others. Students will receive input into the selection of their community service.

Service-Learning

Service-Learning involves students in community service activities and applies the experience to personal and academic development. Service-Learning occurs when there is “a balance between learning goals and service outcomes.”¹ Service-Learning differs from internship experience or volunteer work in its “intention to equally benefit the provider and the recipient of the service as well as to ensure equal focus on both the service being provided and the learning that is occurring.”² Service-Learning course objectives are linked to real community needs that are designed in cooperation with community partners and service recipients. In Service-Learning, course materials inform student service. Service informs academic dialogue and comprehension. Service-Learning engages students in a three-part process: classroom preparation through explanation and analysis of theories and ideas; service activity that emerges from and informs classroom context; and structured reflection tying service experience back to specific learning goals.³

¹ Andrew Furco, *Service Learning: A Balanced Approach to Experiential Education*, p. 2, https://people.wou.edu/~girodm/670/service_learning.pdf

² Andrew Furco, *Service Learning: A Balanced Approach to Experiential Education*, p. 5, https://people.wou.edu/~girodm/670/service_learning.pdf

³ Thomas Jeavons, *Service Learning and Liberal Learning: A Marriage of Convenience*, p. 135, <http://hdl.handle.net/2027/spo.3239521.0002.113>

SECTION VI

**ATTENDANCE
POLICY AND
PROCEDURES**



Attendance Policy and Procedures

North Carolina Compulsory Attendance Law: In accordance with N.C.G.S. § 115C-378, every parent, guardian, or custodian in North Carolina having charge or control of a student between the ages of 7 and 16 years shall cause the student to attend school continuously for a period equal to the time when school is in session. No person shall encourage, entice, or counsel any student of compulsory age to be unlawfully absent from school. The parent, guardian, or custodian of a student shall notify the school of the reason for each known absence of the student, in accordance with Wake Monarch Academy attendance policy.

At Wake Monarch Academy, we believe that regular school attendance is directly related to overall success in life beyond educational recovery community school experiences. Attendance improves learning, establishes dependable work habits, allows students to take full advantage of educational opportunities, and enhances a supportive recovery environment. Regular participation in the recovery community learning environment fosters healthy social relationships, provides opportunities for important communications between students and teachers, and establishes regular habits of dependability and responsibility which are important to the future of the student. Being on-time to school and present in the classroom provides students the ability to ask for clarification, engage in meaningful discussions, take notes, and maintain their coursework.

Students are expected to be in attendance for at least **95% of all annual school days; meaning they may not miss more than 18 days of school per academic year without special provisions being made.** Any student missing more than 18 days must supply the executive director physical health or psychological documentation to support the most positive plan of action for the student moving forward to allow for special provisions. These provisions must be approved by the executive director. This may require deferment and re-enrollment. Failure to provide this documentation after the 18-day maximum has been reached will lead to expulsion from Wake Monarch Academy.

The parent, guardian, or custodian of a student shall notify the school of the reason for each known absence of the student, in accordance with Wake Monarch Academy attendance policy. In compliance with the North Carolina Compulsory Attendance Law, it is the responsibility of Wake Monarch Academy to keep and report daily attendance and notify parents of their student's attendance. The administration or their designee will notify the parent, guardian, or custodian of their student's excessive absences. After ten (10) accumulated unlawful absences in a school year, the executive director or designee will confer with the student and their parent, guardian, or custodian and determine the student's level of commitment to remain at Wake Monarch Academy. If the executive director or designee determines that a parent, guardian, or custodian has not made a good faith effort to comply with attendance expectations the executive director will determine if the student remains enrolled in Wake Monarch Academy.

At Wake Monarch Academy we believe that we play a collaborative and supportive role in attendance expectations.

Student Responsibility

1. It is your right to be in school. It is your responsibility to make sure that you are in school on time, to every class, every day. If you are absent, it is your responsibility to communicate with all your teachers and to obtain any missing work.
2. First period begins at 8:15 AM, which means that you are in your assigned area and ready to learn at that time.
3. To ensure your safety, once you enter the doors of Wake Monarch Academy, you may not leave. If you need items for your day, you **MUST** obtain them prior to entering the building for the day. If you leave and then attempt to return, we will notify your parent/guardian.

4. If you are going to be tardy to school, you **MUST** provide a note from a parent/guardian or they need to contact the main office for the absence to be excused. If you are 18 years of age or older, it is your responsibility to provide the appropriate documentation to excuse your absences.

Parent(s)/Guardian(s) Responsibility

1. It is your responsibility to encourage and ensure that your student is attending school every day, to inform the school in the event of a student's past and/or upcoming absence, and to work cooperatively with Wake Monarch Academy staff and the student to resolve any attendance issues that may arise. Please notify us as soon as possible. You may call and or leave a message 24/7 as it is checked each morning school is in session.
2. If your student is out ill for any amount of time, a note from a doctor is required for it to be considered an excused absence.
3. If your student is absent from class for any reason and has not cleared the absence with Wake Monarch Academy staff, you will receive a phone call to alert you that your student has been marked absent. If you believe that your student has been marked absent by mistake, please contact us to clarify.

Teacher, Staff and Administration Responsibility

1. It is the teacher's responsibility to take attendance daily for each class they teach to maintain accurate attendance records, to provide any student who has been absent with any missing assignments upon request, and to work collaboratively with the student and/or the parent/guardian to resolve any attendance problems that may arise.
2. It is also each staff member's responsibility to be familiar with all the procedures regarding attendance and to apply these procedures uniformly. All staff are responsible for promoting healthy relationships to help foster students' connection to school by welcoming them to the building upon their arrival.

Excused Absences

- Student illness or injury, medical, dental, or professional appointments **with** documentation
- Death in the family/funeral (not necessarily limited to grandparents, parents, brothers, and sisters)
- Quarantine (e.g., because of exposure to a contagious disease)
- Weather conditions (existing or predicted) or road conditions making travel dangerous
- Required religious observance
- Authorized school-sponsored activities
- Participation in substance use disorder recovery or rehabilitation program
- Educational opportunity (This would include, but is not limited to, a student serving as a legislative page or a governor's page. Previous notification is required.)
- College/university visitation for seniors (travel is further than 50 miles from campus and is limited to one day. Previous notification is required.)
- Participation in legal/agency proceedings (official documentation is required)
- Out-of-state travel
- Active-duty parent called to duty
- Teen parent absence to care for a child **with** documentation
- Absences assigned for disciplinary reasons (example: suspension), provided all class work which was missed during the suspension is satisfactorily completed and turned in

An absence for any reason other than those listed previously shall be classified as unexcused. Students will be marked as unexcused if they are not present in school and one of the above criteria is not met. ***If the Wake Monarch Academy office has not heard from a parent by end of the school day, the student will be considered truant (absent/unexcused).***

Unexcused Absences

Unexcused absences occur when a student chooses to be absent from school without school approval, the school has not been notified by a parent/guardian, or the student's absence from school is for any reason other than those listed under "Excused Absences." A student is not exempt from compulsory attendance laws due to vacations, trips, babysitting, working and/or other such reasons. Excessive absences are a serious violation of the Wake Monarch Academy Student Code of Conduct and state law.

Reasons that are UNEXCUSED include but are not limited to:

- Truancy: An absence by a student not approved by the parent and/or school
- Doing schoolwork at home without valid reason for the absence
- Working at their job, including family-owned businesses (unless the student has an approved work contract on file with Wake Monarch Academy)
- Vacations with family
- Shopping
- Absences resulting from cumulated unexcused tardies (Four tardies equal one unexcused absence)

Board Policy

The board may excuse temporary or occasional absences for other reasons in accordance with board policies, provided that the student has been in attendance for at least one-half of a school day. The executive director or designee will make final decisions related to attendance, excused and unexcused absences.

Excessive Absences (Truancy)

Excused or unexcused absences which are felt to adversely affect the student's education. Any student missing 10 days or more will be in jeopardy of retention. A student is to attend school each day of the school year. In addition, a student is to report to school and all classes on time. A student of compulsory school age who does not attend school is in violation of the law and the student and their parent(s)/guardians are subject to its penalties. Efforts will be made to communicate with parents of absent or truant students.

The executive director or designee will notify the parent, guardian, or custodian of their student's excessive absences. After ten (10) accumulated unlawful absences in a school year, the executive director or designee will confer with the student and their parent/guardian and determine the student's level of commitment to remain at Wake Monarch Academy. If the executive director or designee determines that a parent/guardian has not made a good faith effort to comply with attendance expectations, the executive director will determine if the student remains enrolled in Wake Monarch Academy.

Additional Attendance Information

The executive director or designee may request written verification of a student's illness from a physician licensed to practice medicine in the state in the event of frequent or extended absences attributed to personal illness.

A student must attend school for half of the school day to participate in any school-sponsored activity that is conducted on that day. In cases of emergency, the executive director or designee may grant an exception to this limitation.

All attendance excuses from parents, as well as other documents pertaining to a student's enrollment, attendance, and withdrawal from Wake Monarch Academy shall become a part of the official attendance record and shall be maintained regardless of format or condition.

Absence Note

Each student must bring a written excuse signed by the parent or guardian stating the reason for absence upon their return to school. The note should include the following information:

- Current date
- Dates of absence(s)
- Full name of student
- Reason for absence
- Daytime phone number of parent/guardian
- Signature of parent/guardian

Upon receipt of the note, the attendance coordinator/teacher will be able to determine what type of absence to record. Absences will not be excused unless written notice is received from the parent or guardian. Students will have three (3) days (from last absence) to turn in an absence note to the attendance coordinator/teacher.

Tardiness

Students at Wake Monarch Academy must be at school by 8:15 AM every morning. Any student who arrives after 8:15 AM will be considered tardy. It is VERY important that students arrive on time because "Check In" is the first class of the day and provides the school with the foundation we need to be successful. Only three tardies per semester will be allowed before consequences are enforced. Consequences may be more severe and may require a contract if a student missing the entire first period class.

After the third unexcused tardy the following consequences may occur:

- Community service for the school or church
- Behavior contract
- Team meeting with parents and staff to discuss desire to be in school

Students who are late to class without a written excuse from a staff member will be counted as tardy. A student not in the classroom on time will be considered tardy. Students who arrive to school after the tardy period must sign in at the office. A student arriving after 8:15 AM without documentation of the absence, will be marked as absent. The student will remain in the office until the class period ends, unless given permission by a staff member to attend class.

Practices to Improve Attendance

At Wake Monarch Academy we believe in working with students and parents/guardians to ensure regular attendance. While the following information is NOT exhaustive, it is acknowledged as our attempt to increase attendance and reduce truancy.

At any point in the school year, any Wake Monarch Academy staff member may meet with a student and/or contact the parent/guardian to discuss a student's attendance. Outreach may include, but is not limited to:

- Explaining the attendance policy to the student/parent/guardian
- Providing the student and/or parent/guardian with an attendance report
- Talking with the student to learn barriers to getting to school on time every day
- Implementing an attendance contract between the Wake Monarch Academy staff member/teachers, the student, and the parent. Providing the agreement to necessary people to provide support to the student
- Notifying the parent/guardian and obtaining input regarding their role in supporting the student's attendance in school

Early Dismissal

Students will not be allowed to leave school grounds without the knowledge and permission of a parent or guardian and permission from an administrator. Students will not be allowed to leave school or miss class to run errands such as returning home for books or materials. **When a student needs to leave school before the end of the school day, the following steps must be followed:**

- The parent/guardian should call the school or send a note to the school.
- The school staff will write the student a pass to leave at the specified time.
- The student will show the pass to the teacher and report to the school office to sign out.
- Students sent home due to illness must sign-out. Before a student who has become ill or injured is sent home, the school will notify parents or guardians to arrange for transportation. In case of an injury which needs medical attention, an attempt will be made to consult with the parent or guardian for advice. Under no circumstances will the school allow another student to transport the ill or injured student. If a parent or legal guardian cannot be reached, the student will be taken to a doctor or the hospital by a Wake Monarch Academy staff member or, if needed, an ambulance will be called. The school does not assume responsibility for payment of any associated bills and is in no way responsible for care rendered by outside medical staff.

All early pickups must occur before 1:45 PM. Written requests for student drivers to leave school must include the following:

- A telephone number where the parent or guardian may be reached during the school day
- Student drivers are required to sign-out at the front desk

Students who leave the school prior to 11:30 AM shall be recorded as absent for the day. Students who arrive at school after 11:45 AM will be recorded as absent for the day. Wake Monarch Academy requires that a student be present one-half of the instructional school day to be counted as present. **In order to participate in an extracurricular activity, the student must be in attendance at least half a day on the day of the event.**

NOTE: The exception to the information above is a student attending Intensive Outpatient Treatment.

Authorization for Student Pick-Up

Wake Monarch Academy will release students only to the authorized parent or to a person who is listed as an Emergency Contact. If a student is only to be picked up by a custodial parent or legal guardian, a copy of the court order must be on file in the school office.

College Visits and Pre-Arranged Absences

At the beginning of the 11th grade year each student may explore many post-secondary options. Students in grades 11th or 12th grade are allowed two higher education days; these absences must be prearranged.

Occasionally, situations arise whereby students are required to be absent from school. On these occasions, the executive director or designee may grant a prearranged absence if the request is appropriate and within timelines. A pre-arranged absence request form must be submitted at least five (5) school days in advance of the requested absence. A student may use no more than five (5) school days of prearranged absences per year.

Students are responsible for making up all missed assignments. Failure to request a pre-arranged absence five (5) school days in advance will result in an unexcused absence(s). **Prearranged absences will not be approved on days the student's class is scheduled for final examinations, testing days, achievement tests, during student-led conference days, or on days extending Thanksgiving break, Christmas break or spring break.**

Make-Up Work

A student shall have the opportunity to make up schoolwork missed due to an **excused absence**; however, **it shall be the responsibility of the student to initiate a make-up procedure with the teacher(s)**. Students have one class day per absence day to complete make-up assignments, not to exceed five (5) days. Unless the assignment is a long-term project of which the student was aware, the work will not be due the day the student returns to class after an absence. Any work due the day of the absence is due the class day the student returns. Teachers may consider the extenuating circumstances of individual students and allow more time to complete the assignments. All make-up work shall be completed within a reasonable time following the excused absence. A student shall receive full credit for schoolwork made up pursuant to an excused absence.

Teachers may issue a score of zero for missed work when the student was out due to an unexcused absence. Students who have or accumulate unexcused absences may also lose earned privileges as well as eligibility to participate in school planned extracurricular events and activities.

Students who will be absent for three (3) or more calendar days may request assignments from teacher at least 48 hours in advance. Students will be given an opportunity to make up the work during lunch and after school. Students should not expect the teacher to seek them out and remind them of missed work. When arrangements are not made to complete make-up work, or if it is not submitted in time, the student will receive NO credit. Please contact teachers directly via email with questions about make-up work.

SECTION VII

RECOVERY REQUIREMENTS



Recovery Requirements

All students at Wake Monarch Academy sign the Wake Monarch Academy Recovery Commitment and Recovery Pledges to show their intentions and dedication to be a student in recovery at Wake Monarch Academy.

Along with the recovery commitment students are **mandated** to comply with specific recovery requirements. The recovery requirements are stated as minimum requirements and Wake Monarch Academy staff has the authority to modify these requirements as needed to assist students with recovery issues.

Students are required to:

- Attend and show verification of attendance of a Twelve-Step program, group therapy, or outpatient counseling session
- Have a Sponsor or Recovery Coach verified by Wake Monarch Academy staff and make a minimum of one (1) contact weekly with this Sponsor or Recovery Coach
- Engage in the use of recovery tools (AA/NA, Celebrate Recovery, positive peer relationships)
- Report a return to use within 24 hours to Wake Monarch Academy Staff

New students will be given **7 days** to attend their first Twelve-Step meeting, group therapy, or outpatient counseling session and **21 days** to obtain a Sponsor or Recovery coach; exclusion from the school community may be required until the requirements are met.

Recovery Community Accountability

At Wake Monarch Academy, we believe the success of each student and the school community is built on the foundation of accountability. It is each student's personal responsibility to hold their classmates accountable for a return to use, noncompliance with the Code of Conduct, and other recovery related issues. We encourage students to hold each other accountable in "Check In" or in the presence of a staff person. Keeping secrets for another student may be grounds for disciplinary action.

Drug Screenings

Wake Monarch Academy is a school of choice. Choosing to attend this school means that students voluntarily agree to submit to random and frequent drug screenings administered on campus by a trained staff member for accountability purposes and program integrity and to abide by the Code of Conduct. To ensure validity of urinary drug screens, all screens will be visually observed by a trained staff member. We acknowledge the difference between "getting honest" and "getting caught." Efforts will be made to continue a student's enrollment if he or she is honest about a return to use and effectively moves forward with a Return to Use (RTU) Recovery Plan for compliance.

Students must comply with all procedures and protocols established by the school. A student's failure to submit to a drug screening or to comply with all procedures and protocols is a violation of this policy and may result in discipline, up to and including expulsion. It is important to remember that a positive screening result does NOT automatically identify a student has had a return to use. The staff will determine whether any legitimate alternative medical explanation could account for the positive result. When a student is notified by Wake Monarch Academy staff to consent to a specimen collection and/or alcohol test, they will be allotted 30 minutes to provide the sample. If the student cannot provide the sample in the allotted time, reasonable disciplinary action may be taken if there is suspicion of "avoiding" or "withholding." Any positive screening test will be communicated to parents and the appropriate support staff.

It is possible for a student to be expelled/withdrawn from school for a first-time return to use even if the student is honest about the event due to the circumstances and severity of the return to use. Some of our students may be working an abstinence-based program around other behaviors and we will consider acting out in those behaviors a return to use as well. Restorative Justice Practices will always be used first, if the student chooses to participate, before turning to punitive consequences.

Positive Urine Drug Screen

- The screen detects a banned substance
- The screen is diluted as determined by the lab (specific circumstances regarding the dilution of the sample will be considered by Wake Monarch Academy staff)
- The student fails to give a urine screen in 30 minutes of request

Violations of the Recovery Requirements

12 Month Time Period

Positive Test	Getting Honest	Positive Test	Getting Caught
First Time	RTU Recovery Plan Parent Conference Possible Removal	First Time	RTU Recovery Plan Committee of Peers/Parent Conference Possible Removal
Second Time	RTU Recovery Plan Committee of Peers/Parent Conference Possible Removal	Second Time	RTU Recovery Plan Committee of Peers/Parent Conference Possible Removal
Third Time	RTU Recovery Plan Committee of Peers/Parent Conference Possible Removal	Third Time	Removal

Possible Expulsion or Withdrawal

- Student has more than one return to use
- Tests positive for drugs/alcohol without being honest
- Refuses to consent to a drug screening
- Tamper with a drug screening
- Is held accountable for a return to use by another student or an outside party

SECTION VIII

ACADEMICS



Andy Finch, PhD
Vanderbilt University

*"If you talk to kids in recovery,
they will tell you the first time they
felt truly accepted for who they are
and not necessarily singled out
for having a substance use disorder
is when they arrived at a recovery school.*

*They're surrounded by a bunch of kids
who feel similar to them and
they feel like they can understand them
and they can be themselves."*



Graduation Course Requirements

Curriculum

Wake Monarch Academy has a self-paced individualized online curriculum which is aligned with the North Carolina Standard Course of Study (NCSCOS). Self-paced programs allow our students to progress through the curriculum at their own pace. Therefore, grades for these courses may not follow a traditional grading cycle.

Course and Credit Requirements

As required by the North Carolina Department of Public Instruction (NCDPI), students are expected to meet specific course and credit requirements to receive a high school diploma and graduate. Over the past few years, NCDPI has changed graduation requirements to better reflect the skills and knowledge needed for success at community colleges, colleges, and universities, and in business and industry. In accordance with our school policy, Wake Monarch Academy may impose graduation requirements above state requirements.

Course & Credit Requirements Chart

These graduation requirements in the chart below are considered the Future-Ready Course of Study (FRC) requirements and provide an overview of the course and credit requirements for all students who are enrolled in high school. Each high school student must meet state course and credit requirements in addition to any Wake Monarch Academy requirements to receive a high school diploma and graduate.

Wake Monarch Academy Course and Credit Requirements

Courses	FRC Course of Study Requirements
English Language Arts	4 Credits I, II, III, IV or a designated combination of 4 courses
Mathematics	4 Credits Math I, II, III Fourth Math Course to align with the student's post high school plans
Science	3 Credits A Physical Science Course, Biology, Earth/Environmental Science
Social Studies	4 Credits American History: The Founding Principles, Civics and Economics, World History, American History I: American History II OR AP US History
Health/Physical Education	4 Credits WAKE MONARCH ACADEMY will require daily participation in Health and Physical Education. Students must participate each year they are enrolled at WAKE MONARCH ACADEMY.
World Languages	2 Credits A two-credit minimum is required for admission to a university
Electives or Other Requirements	4 Credits required: Four elective credits strongly recommended (four course concentration) from one below: Career and Technical Education (CTE) Arts Education (dance, music, theater arts, visual arts) Any other subject area (social studies, science, mathematics, English)
Total	25 Credits

Grading System

Wake Monarch Academy firmly believes that students must work hard for their grades just like they must work hard for their recovery. We believe that failing a class may be an important part of a student's journey. We will not enable students by giving grades they did not earn.

Wake Monarch Academy operates on a 4.00 grading scale. The following is the Grading Scale at Wake Monarch Academy and grade point averages (GPAs) will be used to determine a variety of special recognitions. Report Cards demonstrating student progress, course completion, interim and final grades, will be issued every nine (9) weeks as set forth in the school's academic calendar.

10 Point Scale	Letter Grade	GPA
90-100	A	4.0
80-89	B	3.0
70-79	C	2.0
60-69	D	1.0
Below 60	F	

High School Course of Study

Students must complete the diploma hours required by the state of North Carolina. There may be additional requirements, based on a student's track and the curriculum requirements of Wake Monarch Academy. The completion of Wake Monarch Academy's basic graduation requirements will prepare students for continuing their education after high school. Whether students seek one, two, or four years of additional education after high school, the Wake Monarch Academy diploma will prepare them well for all options.

The general course of study description for all courses is determined by the North Carolina Standard Course of Study.

Some courses are classified (leveled) as Honors courses and these are given greater weight (additional .5 points) in the process of determining grade-point averages. Formal Advanced Placement (AP) courses will receive a greater weight (additional 1 point) in all cases. **These are very challenging courses, requiring large amounts of out-of-class preparation, a great passion for the subject, and very strong study and organizational skills.** No credit is awarded for a failing grade, regardless of the level of that course.

Calculators

Students enrolled in Math I and above will be required to purchase a Texas Instruments TI- 83 (or higher model) graphing calculator. These calculators are also required for high school science courses (physical science and above) and are used for EOC testing.

Skills Course

At Wake Monarch Academy, students will have the opportunity to engage in career exploration, life skill training, financial literacy, economics, service learning, and reflections regarding growth in academics and/or recovery, or other relevant content. Wake Monarch Academy students may earn elective credit each semester. The basic skills grade earned will be a combination of the curricular assignments, recovery assignments, and demonstration of leadership and the Wake Monarch Academy Core Values.

Continuous Learning Plan

Each student shall have a Continuous Learning Plan that includes the following:

- List of classes required for graduation
- A course sequence and tentative time frame for attaining graduation
- Statement of post-graduation goals and action plan
- Currently enrolled classes and pacing targets

The Continuous Learning Plan will be reviewed and updated at least every 3 months or more frequently if requested by the student, the parent/guardian, or a Wake Monarch Academy staff member.

Although Wake Monarch Academy is committed to providing services designed to meet the educational needs of students with disabilities, we may only do so to the extent that Wake Monarch Academy staff are adequately trained and legally authorized to do so. Wake Monarch Academy will consider the appropriateness of the school based on each applying student's specific needs. Once accepted, Wake Monarch Academy is committed to support the progress of students with disabilities, including but not limited to, providing specialized intervention instruction, data collection, and participation in IEP meetings as requested. Any legal obligations under the Individuals with Disabilities Education Act (IDEA) will remain with the student's assigned public school.

Academic Integrity

Honesty is an integral part of our recovery community. Honesty in word and deed remain critical to our success as a team. This includes, but is not limited to class resources, behavior tests, assignments, internet use, and other class activities. No student shall willfully engage in or attempt to engage in plagiarism, cheating, falsification, violation of a technology use agreement, or violation of computer access requirements.

Plagiarism, Cheating, and Falsification

Plagiarism, cheating, and falsification are dishonest offenses and will not be tolerated. Helping another student with these offenses is just as bad as committing the actual offense.

Plagiarism is "presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offense."⁴

Cheating is giving or receiving of any unauthorized assistance on academic work.

Falsification is verbal or written communication of any untruth of a material point or fact.

Anyone caught submitting plagiarized work, cheating, or engaging in any form of academic dishonesty will be subject to disciplinary action, up to and possibly including: a failing grade, possible suspension, and or expulsion from school.

Overall, student work will be authentic and representative of their own effort and not a fabrication of other's work.

⁴ University of Oxford, <https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>.

SECTION IX
CODE OF CONDUCT



Wake Monarch Academy Code of Conduct

Student Behavior and Restorative Justice Practices

The Wake Monarch Academy Code of Conduct is written to foster a climate of integrity and mutual respect. We believe that each student deserves to learn in an environment that is supportive, flexible, and nurturing. Students, teachers, and staff are all held to the same high standards of conduct and accountability. Our goal is to lead by example: showing each student through our actions that they are valued. Staff and students participate together to create and develop lists of Wake Monarch Academy Community Expectations. These expectations will be reviewed and modified as needed. These documents will be visually displayed and will guide desired student behaviors.

To help students develop appropriate behaviors, Wake Monarch Academy will apply the principles of Restorative Justice Practices as our student behavior system. Restorative Justice Practices are based on the premise that students will be more likely to make changes in their behavior when they are involved in the process and the focus remains on what is best for the community: helping to create a positive school climate. Rule breaking and bad behavior against others do more than just violate rules. These behaviors also do harm to people, relationships, and communities. Punitive practices do not address the harm done to people, relationships, and communities. The use of Restorative Justice Practices is designed to be responsive to the behavioral needs recovering students bring to school. A positive learning environment results in promoting a greater sense of accomplishment. Students learn to resolve disagreements, take ownership for their own behavior, think critically, problem-solve, collaborate with others, and learn empathy and forgiveness.

Restorative Justice Practices strengthen students' connections to staff and peer community and provide expectation clarity for all involved. Students are empowered because they learn from unacceptable choices, have a greater understanding of the impact of their choices, and grow in their ability to make better decisions and resolve problems. There is a strong focus on building relationships and developing a sense of community. By addressing harm done to people, relationships and communities, students have an opportunity to better understand the results of bad actions. It gives them an opportunity to hold themselves accountable for their behavior and take measures to address the harm caused by those behaviors. There is great restorative power when the student has made an unacceptable choice and can reflect on the behavior and hear how the offense made the offended student feel. This allows for the student to understand how their behavior impacts others and understand the perspective from another person. Managing conflict and tensions help keep students connected to the positive school community by avoiding the reoccurrence of wrongdoing and to begin to rebuild relationships where there has been harm.

Wake Monarch Academy recognizes students need to be active participants in maintaining a safe and orderly school environment. Everyone in the school community should be respected and valued to promote active involvement and self-discipline. Opportunities to learn from mistakes create a context to make good choices in the future. Ultimately, the goal is to do the right thing, even when no one is looking.

Wake Monarch Academy faculty and staff will use progressive and restorative discipline practices as a guide for determining the appropriate actions for students. This means that a student's behavioral needs will be evaluated based on:

1. How often the behavior has presented itself
2. The impact the behavior has had on the community
3. The length of time the behavior has been occurring

The following steps will be taken during the restorative discipline process:

1. Making affective statements*
2. Asking reflective questions
3. Conducting impromptu meetings/discussions
4. Organizing a circle of concern (e.g., parent contacts, conferencing, and/or behavior transformation meeting(s))

**Affective statements are cognitive emotional statements that promote support while personalizing the impact of an individual's behavior on another. These are most known as "I" statements. These statements are central to the more formal restorative practices because they represent personal expressions of feeling in response to specific positive or negative behaviors of others.*

Furthermore, affective statements can provide a precise description of a student's behavior and the specific impact of those behaviors. Below are a few examples of affective statements:

- *I am so pleased to see/hear/by . . .*
- *I am impressed by . . .*
- *I am having a hard time understanding . . .*
- *I am uncomfortable when I see/hear . . .*

We will do our best to mitigate potential inappropriate behaviors. Punitive and restorative discipline can, and will be, used in tandem because Restorative Justice Practices should always be voluntary for participants. Each discipline infraction will involve an opportunity for a Restorative Justice Practice, but not necessarily a punitive discipline practice. However, if a student disrupts/negatively impacts (causes harm to) the educational process, causes safety concerns, repeated offences, and/or chooses to not participate in a Restorative Justice practice, they may be removed from the classroom, removed from the school community, suspended, and/or recommended for expulsion. The use of out-of-school-suspension (OSS) should be reserved as a consequence for student conduct where other documented options either have not been effective or, in the opinion of the executive director, will not serve to protect other students and staff at the school or will not preserve an orderly school environment. Decisions will always be attempted to be made through consensus of all affected participants through Restorative Justice Practices and that only if consensus cannot be reached will the executive director have the final decision. The executive director will then decide what to recommend as appropriate consequences for the most serious rule violations. Recommendations will be based upon a review of the nature of the incident and student's culpability in the incident, degree of danger presented by the student, intent, disciplinary and academic history, potential benefits to the student of alternatives to suspension, and other mitigating or aggravating factors.

With regards to some major disruptive behaviors, students may be suspended or expelled for engaging in any activity on or off school grounds if the activity may reasonably be an interference with school purposes or an educational function, or the student removal is necessary to restore order or protect persons on school property.

Behavior giving rise to suspension or expulsion may occur, but is not limited to:

1. on school grounds, before, during, or after school hours
2. off school grounds at a school event or activity
3. traveling to or from school or school event/activity

Restorative Justice Practices are those practices that address harm done to people, relationships, and communities. These practices give students an opportunity to better understand the results of bad actions; furthermore, the practices give students an opportunity to hold themselves accountable for their behavior and take measures to address the harm caused by those behaviors.

Two main Restorative Justice Practices will be used and commonly referred to as Circle Process and Facilitated Dialogue. All Wake Monarch Academy staff are trained in these practices.

Circle Process

Circle Process is used mainly for creating, deepening, and maintaining relationship and used when there is no presence of conflict among participants. It should be thought of primarily as a preventive measure to help avoid conflict by creating deep relationships among the group. The Circle can be used for orientation, education, and agreement through consensus of policy, expectations, and guidelines, celebration of achievements, and conversation around difficult issues that have affected the group, or which might affect the group in the future. Conflict among people is natural and inevitable, but resolution of conflict in a peaceful way is more likely when those people have developed deep relationship ahead of the conflict.

Facilitated Dialogue

Facilitated Dialogue is a process which addresses minimal harm such as a verbal conflict or more significant harm such as in an event that has resulted in a physical conflict. If participants are willing, the administrator will refer the conflict to the Restorative Justice Clinic of Campbell University Law School. These trained and experienced facilitators have experience in conducting facilitated dialogue and do not have any authority over the participants. Participants should have freedom to admit wrongdoing to the facilitator without fear that their truth will be used against them in punitive ways. Rules governing the process of facilitated dialogue have been adopted by Wake Monarch Academy prior to conduct any meetings between participants. The following steps will be implemented:

1. Explain the facilitated dialogue process to the participant.
2. Ask the participant what happened.
3. Ask the participant how they and others have been harmed by the situation.
4. Ask the participant how the harm caused can be addressed by the responsible parties.
5. Face-to-face Meeting with those in conflict

The fifth humanizing thread is woven throughout the process to help the participants understand each other better as fellow human beings and to help them make connection through shared life experiences. Preparation for the face-to-face meeting is best achieved by sharing information received from the participants with each of them by the facilitator while respecting the confidentiality of information given by the participants. The facilitator will use their training and experience to guide the participants in understanding the situation, the harm, the solutions, and each other better. A successful meeting results in an agreement between the parties and the facilitator that the situation has been resolved and the parties have come to understand each other as people in a better way than they had before the incident.

At the conclusion of the facilitated dialogue, the facilitator will send a Report of Facilitator to the executive director with an indication of whether the process was successful. The executive director can then make an informed decision whether further action is needed.

Discipline

Discipline at Wake Monarch Academy is meant to be a learning experience. Students will be treated with respect and, in turn, are expected to respect the rights and property of others. Positive reinforcement of behavior will be achieved by using restorative language throughout the day. Because Restorative Justice Practices are voluntary, the following options may be used if a student chooses to not participate in Restorative Justice.

The following list contains some of the options that may be used by the administration in addressing student conduct. This is not intended to be an exhaustive list:

- Parent contact
- Conference (any combination of parent/student/school officials/counselors and teacher)
- Verbal Warning
- Cooling off time
- Social restriction
- Seating changes within classroom
- Redirection techniques
- Conflict resolution
- Behavior Contract
- Return of property or restitution for damages
- After-school detention
- Restricting privileges
- Referral to Green Hill Recovery Support Team
- In-school detention
- Out of school suspension
- Confiscation of unauthorized items
- School-based community service/work detail that addresses the harm done
- Service-Learning (See definition on page 24)
- Referral to community agency
- Revocation of school-related privileges
- Expulsion

“Detention” is defined as a consequence whereby a student comes to school early, stays late or loses opportunity to attend off campus activities or events. Detention may be given for, but not limited to, the following infractions:

- Roughhousing
- Profanity or vulgarity
- Insubordination
- Noncompliance with school rules
- Skipping class and/or check-ins and closing
- Failure to comply with sign-in/sign-out procedures
- Not respecting others’ feelings, property and/or space
- Uncooperativeness
- Any other minor offenses as determined by support staff

“Out-of-school suspension” results when a student commits a moderate offense and is excluded from attending school for a specific period of time. These offenses may become a permanent part of each student’s disciplinary record that can be forwarded to any public or private school that requests records. Moderate offenses include, but are not limited to, the following:

- Aggressive or threatening behavior
- Verbal abuse
- Insubordination
- Fighting
- Harassment
- Inappropriate sexual conduct
- Inappropriate use of the school’s technology (moderate offense)
- Not following a behavior contract (suspension may be a consequence)
- All other moderate offenses as determined by support staff

Suspensions are building-level decisions and cannot be appealed. The executive director has the final decision in building-level interventions.

“Expulsion” results when a student commits a serious offense and is asked to leave Wake Monarch Academy. Serious offenses include but are not limited to the following:

- More than two suspensions
- Plagiarizing/Cheating/Falsification
- Noncompliance with a behavioral contract
- Repeated drug/alcohol use and noncompliance with Return to Use Contract
- Selling, giving, or delivering to another person, possessing, using, or being under the influence of drugs/alcohol. This includes behavior which is suspicious of being under the influence.
- Possession of a firearm or other weapon
- Committing arson
- Vandalism
- Robbery or theft
- Extortion, blackmail, or coercion
- Engaging in conduct that constitutes a felony criminal charge
- Public lewdness/indecent exposure
- Inappropriate use of the school’s technology (security offense)
- Other conduct that substantially disrupts the school environment or educational process

The executive director will schedule a Circle within a reasonable time with the student’s parent, the teacher, and the student. The student’s parent(s)/guardian(s) will be invited in writing to attend the Circle meeting. Until this can be held, the executive director may place the student in one of the following:

1. Another classroom
2. Student Support
3. Out-of-school suspension

Students will be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by state and federal law, to school. However, the Wake Monarch Academy Board or Executive Director may modify the length of the expulsion on a case-by-case basis. It is a Class I Felony for any person to knowingly possess or carry any firearm of any kind on educational property or at an extracurricular activity sponsored by a school. N.C.G.S. § 14-269.2(b). Wake Monarch Academy is committed to safety, and to working with law enforcement to report any incidents in which a student brings a weapon to school.

Student Rights and Responsibilities

Safe and Orderly Educational Environment

Student Rights

- To attend school in a positive and safe educational environment
- To have school staff that is willing to hear the needs and concerns of students
- To feel safe from crime, violence, intimidation, bullying, harassment, racism, and other discrimination at school

Student Responsibilities

- To express needs and concerns appropriately
- To only engage in behaviors which support a positive educational environment
- To understand and follow school behavior expectations and to report instances of bullying and dangerous/unsafe situations to school administrators

Free Speech/Expression

Student Rights

- To express views (in written or verbal form) without being obscene, disruptive, discriminatory, or provocative
- To choose to participate in patriotic observances such as the Pledge of Allegiance
- To have religious beliefs respected
- To help develop and distribute publications as part of the educational process
- To be protected from bullying, intimidation, and threats

Student Responsibilities

- To respect the rights of others when they express their views
- To behave respectfully during patriotic observances
- To respect the religious beliefs of others and to refrain from activities that hold religious beliefs up to ridicule
- To follow the rules of responsible journalism under the guidance of an advisor and administrator, including refraining from publishing material that is inappropriate for the school environment
- To refrain from bullying, intimidating and threatening conduct

Privacy and Property Rights

Student Rights

- To have personal possessions remain private unless school staff have reason to believe that a student is in possession of items prohibited by the Code of Student Conduct, other school policy or the law
- To have personal property respected

Student Responsibilities

- To keep prohibited items away from school and school functions
- To respect the personal property of others

SECTION X

VISITORS AND VOLUNTEERS



School Visitors Policy

The Wake Monarch Academy Board welcomes and encourages visits to school by parents, other adult residents of the community, and interested educators. However, for the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons into the school environment, it is necessary to use visitor controls.

- Any parent wishing to visit a school/classroom in which their student attends may do so only by making prior arrangements with the executive director. Arrangements must be made at least one (1) school day in advance.
- When visiting the school or the classroom, a visitor shall not interrupt the class in any way or disturb the students.
- Use of audio or visual equipment to record class activities is prohibited unless approved by the executive director.
- If a visitor has questions for the teacher, they must schedule a time outside of the classroom to confer.
- The executive director is authorized to limit campus access to persons, including students and parents, who threaten the safety or well-being of the school community, or whose presence disrupts or is likely to disrupt the school environment.
- The executive director has the authority to prohibit the entry of any person to the school or to expel any person when there is reason to believe the presence of such person would be disruptive to the good order of the school. If an individual refuses to leave school grounds or creates a disturbance, the executive director is authorized to request intervention support from the local law enforcement to remove the individual.

Volunteer Policy and Procedures

Volunteers will be expected to follow the school's requirements as stated in the *School Visitors Policy*.

A volunteer is defined by the board as a person who works on an occasional or regular basis at the school or school-sponsored events to support the efforts of professional personnel. Such an adult volunteer worker will serve in that capacity without compensation or employee benefits of any type, except for liability protection as provided by state law.

All person(s) inquiring about becoming a Wake Monarch Academy volunteer will be required to complete a *Volunteer Interest Form* and *Volunteer Release Form*.

- Person(s) who apply to become a volunteer will be contacted by the executive director to obtain additional information so that requirements and expectations can be provided to the volunteer candidate.
- The following collateral documentation is required for each volunteer candidate:
 - ✓ Volunteer Interest Form
 - ✓ Background Check
 - ✓ State Sex Offender and Public Protection Registration Program Check
 - ✓ State Sexually Violent Predator Registration Program Check
 - ✓ National Sex Offender Registry Check
- The school office will maintain up-to-date file records and an easily accessible spreadsheet list of volunteers.
- Upon arrival, each volunteer is required to sign in at the main office.
- Volunteers will be issued a volunteer badge that must be picked up and returned to the school office each day.

SECTION XI

PARKING, TRANSPORTATION, MISCELLANEOUS



Parking Privileges

Students who possess a valid driver's license and are in good standing with Wake Monarch Academy have parking available across the street inside the gated fence on the Salvation Army Community Center grounds. During the summer months, students will park on the street due to various summer camps at the Salvation Army. Students will receive a **parking pass that must always be displayed in the vehicle.** Driving to school is a privilege and may be revoked for failure to comply with parking regulations, school policies and community expectations. Any student who drives to school must be appropriately licensed and insured.

Wake Monarch Academy is not responsible for damage or loss of contents incurred to a vehicle. Vehicles are parked and left at the discretion of the owner and driver. Access to vehicles is prohibited during the school day – failure to adhere to this policy will result in possible loss of parking privileges.

Search of Motor Vehicle

A student may be denied the privilege of driving to school, unless the student, the owner of the vehicle, and the parents/guardians of the student consent to the search of that vehicle when there are reasonable grounds for that search. If possible, the student whose vehicle is to be searched shall be present at the time of the search. The search may be conducted by the executive director or designee. School officials may contact law enforcement for assistance.

Transportation

Wake Monarch Academy is committed to accessibility to all students and families in need of a recovery-focused educational experience. Our transportation plan will consist of the following:

1. The school is located at 824 N Bloodworth Street, Raleigh, NC 27604 at Open Table United Methodist Church and is accessible by public transportation. Wake Monarch Academy is located on the bus line and is in an area of the city for ease of access to all students and families.
2. Parents are encouraged to bring students to school.
3. If a student has a valid driver's license their parent can complete a permission form for them to drive to school. Once the permission to drive to school is completed and returned to Wake Monarch Academy, the student will receive a parking permit to display in their vehicle.
4. If there are barriers to transportation, Wake Monarch Academy staff will meet with students and their families to process possible solutions.

Lost and Found

All lost articles are turned in to the executive director. Students, who have lost items of clothing, books, money, etc., should claim them from the executive director. Unclaimed items will be given to charitable organizations at the end of each semester.

Severe Weather

It may be necessary for the school to close or delay opening on occasion because of weather conditions. Wake Monarch Academy will on the same school closing schedule as Wake County Public School System (WCPSS). In the case of inclement weather, *please do not call the school or school officials* if a closing seems possible, instead check the local news or the WCPSS webpage <https://www.wcpss.net/>. The executive director retains the right to cancel or delay opening independent of the school district if deemed necessary for student safety.

SECTION XII

RETURN TO USE RECOVERY PLAN & RECOVERY RESOURCES





Return to Use Recovery Plan

Student: _____

Date: _____

Lead Recovery Coach: _____

Return to use is a process, not an event. To understand return to use prevention, you must understand the stages of return to use. Return to use starts weeks or even months before the event of physical return to use. This Return to Use Recovery Plan is to help guide you in learning specific return to use prevention techniques for each stage of return to use. Let us identify each stage and create a unique plan just for you to keep you on the road of recovery!

Three stages of return to use

- Emotional
- Mental
- Physical

Emotional Return to Use – In emotional return to use, you are not thinking about using. ***But*** your emotions and behaviors are setting you up for a possible return to use in the future. The signs of emotional return to use are restlessness, irritability, and discontentment.

Activity #1

Circle the signs/symptoms below that you are most likely to recognize in yourself along your road of recovery:

- Anxiety
- Intolerance
- Anger
- Defensiveness
- Mood Swings
- Isolation
- Not Asking for Help
- Not Going to Meetings
- Poor Eating Habits
- Poor Sleep Habits

Now that you have identified a few signs, let us identify what *Early Return to Use Prevention* looks like for you. Early Return to Use Prevention means **recognizing** that you are in emotional return to use and need to change your behavior.

- Recognize you are isolating and remind yourself to ask for help.
- Recognize you are anxious and practice relaxation techniques.
- Recognize your sleep and eating habits are slipping and practice self-care.

If you do not change your behavior at this stage and you live too long in the stage of emotional return to use, you will become exhausted. When you're exhausted, you will want to escape, which will move you into mental return to use. A great way to avoid moving into *mental return to use* is to **practice self-care**.

The most important thing you can do to prevent return to use at this stage is **take better care of yourself**.

Think about **why** you use. You use drugs or alcohol to escape, relax, or reward yourself. Therefore, you return to use when you do not take care of yourself and create situations that are mentally and emotionally draining that make you want to escape (ex: if you do not take care of yourself and eat poorly or have poor sleep habits, you will feel exhausted and want to escape).

If you do not let go of your resentments and fears through some form of relaxation, they will build to the point where you will feel uncomfortable in your own skin. If you do not ask for help, you will feel isolated. If any of those situations continues for too long, you will begin to think about using. **But** if you practice self-care, you can avoid those feelings from growing and avoid relapse. (Reference: www.AddictionsAndRecovery.org)

Activity #2
My Self-Care Plan

1) Recognize/Identify triggers:

2) Create healthy emotional boundaries by:

3) Engage in the following physical activities:

4) Reach out to the following people:

Name: _____ Phone Number: _____

Name: _____ Phone Number: _____

Mental Return to Use – In mental return to use, there is a war going on in your mind. Part of you wants to use, but part of you does not. In the early phase of mental return to use, you are just idly thinking about using. But in the later phase, you are ***definitely*** thinking about using.

Activity #3

Circle the signs of *mental return to use* that most apply to you.

The signs of mental return to use are:

- Thinking about people, places, and things you used with
- Glamorizing your past use
- Lying
- Hanging out with old using friends
- Fantasizing about using
- Thinking about return to use
- Planning your return to use around other people's schedules

It gets harder to make the right choices as the pull of addiction gets stronger.

Techniques for Dealing with Mental Urges

Play the movie through. When you think about using, the fantasy is that you will be able to control your use this time. For example, you will just have one drink. But ***play the movie through.*** One drink usually leads to more drinks. You will wake up the next day feeling disappointed in yourself. You may not be able to stop the next day and you will get caught in the same vicious cycle. When you ***play that movie through*** to its logical conclusion, using does not seem so appealing.

A common mental urge is that you can get away with using because no one will know if you have a return to use. Perhaps your parents are gone running errands or visiting family, or you are away on a trip. That is when your addiction will try to convince you that you do not have a big problem and that you are really doing your recovery to please your parents or family. ***Play the movie through.*** Remind yourself of the negative consequences you have already suffered and the potential consequences that lie around the corner if you have a return to use again. If you could control your use, you would have done it by now. ***Tell someone that you are having urges to use.*** Call a friend, a support, or someone in recovery. Share with them what you are going through. ***The magic of sharing is that the minute you start to talk about what you are thinking and feeling, your urges begin to disappear.*** They don't seem quite as big and you don't feel as alone. ***Distract yourself.*** When you think about using, do something to occupy yourself. ***Call a friend. Go to a meeting. Get up and go for a walk.*** If you just sit there with your urge and don't do anything, you're giving your mental return to use room to grow.

Wait for 30 minutes. Most urges usually last for less than 15 to 30 minutes.

Activity #4

Rephrase, personalize and rewrite (memorize) the above statement as it relates to you.

Ex: *"I will wait 30 minutes when I have a mental urge. Most urges last less than 15 to 30 minutes."*

1. _____

2. _____

3. _____

When you are in an urge, it feels like an eternity. But if you can keep yourself busy and do the things you are supposed to do, it will quickly be gone. ***Do your recovery one day at a time.*** Don't think about whether you can stay abstinent forever. That is a paralyzing thought. It is overwhelming even for people who have been in recovery for a long time.

One day at a time, means you should match your goals to your emotional strength.

Activity #5

Rephrase, personalize, and rewrite (memorize) the above statement as it relates to you.

Ex: *"One day at a time to me means that my I will maintain my sobriety one moment at a time."*

1. _____

2. _____

3. _____

Make relaxation part of your recovery. Relaxation is an important part of return to use prevention. When you're tense, you tend to do what's familiar and wrong, instead of what's new and right. When you're tense, you tend to repeat the same mistakes you made before.

Activity #6
My Relaxation Recovery Plan

List of activities that you can engage in that are healthy and relaxing:

- 1) _____
- 2) _____
- 3) _____

Physical Return to Use – Once you start thinking about a return to use and you do not use some of the techniques you have already identified, it won't take long before you reach a ***physical return to use*** (e.g., driving/accessing your dealer). It's extremely hard to stop the process of return to use at that point. **The point of *physical return to use* is not where you should focus your efforts in recovery.** If you **recognize the early warning signs of return to use** (emotional and/or mental return to use), you will be able to catch yourself before it is too late.

For support, who are you responsible for telling if you do have a return to use?

- 1) _____
- 2) _____
- 3) _____

The stages of (relapse) were first described by Terence Gorski. Gorski, T., & Miller, M., *Staying Sober: A Guide for (Relapse) Prevention*: Independence Press, 1986.



Return to Use Prevention Support Plan

Parent(s)/Guardian(s) Name: _____ Date: _____

Expectations for Parent(s)/Guardian(s):

- 1) I agree to not drink alcohol, use illegal drugs, and/or take prescription medications unless done so by following doctors' orders.
- 2) I agree to uphold the same boundaries in my relationships as I expect my student to follow.
- 3) If I am having trouble abiding by conditions one and two, I will seek outside professional help for an assessment of my own and to learn more on how I can be of support to my student.
- 4) I agree to continued education so that I can support my student if they are having difficulties.
- 5) I will participate in family life and I will provide regular feedback in a calm, supportive manner to my student about their own behavior in the family. I will receive feedback from my student in the same manner.

Signature of parent/guardian(s): _____

Signature of parent/guardian: _____

Date: _____

Terms of this agreement will be reviewed every academic semester of enrollment for my student at Wake Monarch Academy.

Smartphone Recovery Resources



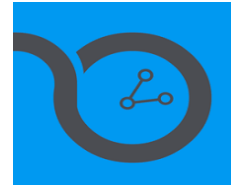
I AM SOBER

Along with tracking your sober days, this app helps you build new habits and provides ongoing motivation by connecting you to a wide network of people all striving for the same goal: *staying sober one day at a time.*



SOBER TOOL

SOBERTOOL WORKS WITH ANY ADDICTION OR BAD HABIT. Developed by a 30-year sober Harvard educated Licensed Chemical Dependency Counselor and a team from **The Ohio State University**, this app is based on proven techniques to help you stay clean, sober, and happy. Relapse Prevention Support for any addiction at your fingertips.



NOMO

Nomo provides a sobriety tracker, can share information with accountability partners, and issues reward chips every time you hit a recovery milestone. Nomo also has little games and exercises that are meant to help distract you from cravings and refocus during times of stress. Nomo is free to download and available for both iPhone and Android users.

COMMUNITY ACCOUNTABILITY ACCEPTANCE RECOVERY FIRST EDUCATION



POCKET REHAB

Get help anytime via text/call/video chat. Keep a private journal, find meetings nearby, explore a community Q&A, and more!



SOBER TODAY

Keep track of your sobriety date and the number of days you are sober with this simple free app! Track: Money you have saved; Drinks you did not consume; Precise, to the minute counter of your sobriety; Daily Inspirational Quotes



MY LIFE LINK

Track your length of sobriety; Track your daily actions to stay sober and help others; Connect with our recovery community; Share your accomplishments; Recovery news, blogs, podcasts and MORE!

While reviewed for supportive content, Wake Monarch Academy does not endorse any apps. Wake Monarch Academy parent(s)/guardian(s) are responsible for monitoring their student's appropriate use and access to content provided in multi-media/smartphone applications.

Note

Most recovery apps available, either made by addiction specialists and researchers, make use of evidence-based tools and resources, or, at the very least, can connect you with an expert who can provide you with help. These apps are also often made by people who have been in recovery themselves and know firsthand how difficult maintaining sobriety can be. Some apps are meant to be used in tandem with a clinician or therapist and have been approved as a medical tool.

Mental Health and Recovery Resources



<https://teens.drugabuse.gov/>

American Addictions Centers

<https://americanaddictioncenters.org/guide-for-parents-i>



American
Addiction Centers

Overcoming the Stigma of Substance Abuse

<https://americanaddictioncenters.org/guide-for-children>



SAMHSA National Helpline - 1-800-662-HELP (4357)

SAMHSA's National Helpline is a **free, confidential, 24/7, 365-day-a-year**

Treatment referral and information service (in English and Spanish) for individuals and families facing mental and/or substance use disorders.

<https://www.samhsa.gov/find-help/national-helpline>



The SMART Recovery Teen & Youth Support Program

<https://www.smartrecovery.org/teens/>



CRISIS TEXT LINE |

Text HELLO to 741741

Free, 24/7, Confidential

SECTION XIII

APPENDICES



Appendix A

Prohibition Against Discrimination, Harassment, and Bullying Policy

Wake Monarch Academy acknowledges the dignity and worth of all students and employees and strives to create a safe, orderly, caring, and inviting school environment to facilitate student learning, achievement, and recovery. The school prohibits discrimination on the basis of sex, race, age, national origin, mental disability, physical disability, religion, gender, gender identity, sexual orientation, or any other characteristic protected by federal, state, or local law. Any form of unlawful discrimination, harassment, or bullying in any educational or employment activities or programs is against school policy.

Prohibited Behaviors

Discrimination

The school prohibits all forms of discrimination. For purposes of this policy, discrimination means any act or failure to act, whether intentional or unintentional, that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category, such as sex, race, age, national origin, mental disability, physical disability, religion, gender, gender identity, sexual orientation, or any other characteristic protected by federal, state, or local law, or that unreasonably and unfavorably differentiates treatment of others based on their association with a person who has or is perceived to have one or more of these characteristics.

Harassment and Bullying

The school prohibits all forms of harassment and bullying. For purposes of this policy, harassment or bullying behavior is any pattern of gestures or written, electronic, or verbal communications; any physical act; or any threatening communication that

- Places a student or school employee in actual and reasonable fear of harm to their person or damage to their property, or
- Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits or by adversely altering the conditions of an employee's employment.

“Hostile environment” means that the victim subjectively views the conduct as harassment or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is harassment or bullying. A hostile environment may be created through pervasive or persistent misbehavior or through a single incident, if sufficiently severe.

Harassment and bullying include, but are not limited to, behavior described above that is reasonably perceived as being motivated by any actual or perceived differentiating characteristic or motivated by an individual's association with a person who has or is perceived to have a differentiating characteristic, such as race; color; religion; ancestry; national origin; sex; gender; gender identity; socioeconomic status; academic status; physical appearance; sexual orientation; mental, physical, developmental, or sensory disability; or any other category protected by local, state, or federal statute.

Examples of behavior that may constitute bullying or harassment include, but are not limited to, verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, lewd propositions, extortion of money or possessions, implied or stated threats, assault, impeding or blocking movement, offensive touching, and visual insults such as derogatory posters or cartoons.

Harassment, including sexual or gender-based harassment, is not limited to specific situations or relationships. It may occur between fellow students or coworkers; between employees and students; or between nonemployees, including visitors, and students. Harassment may occur between members of the opposite sex or the same sex.

Cyberbullying and Cyberharassment

The school prohibits cyberbullying and cyberharassment. Cyberbullying and cyberharassment are any words, actions, or conduct that meet the definitions of bullying or harassing behavior described in this policy and are conveyed via email, text message, internet message boards, interactions on social media, or other electronic media.

Hate Speech

Wake Monarch Academy prides itself on celebrating and respecting the racial, ethnic, social, cultural, and religious differences that are represented in its community. Speech that divides the student body runs counter to our guiding principles and the mission of our school. Therefore, hate speech of any kind is expressly prohibited.

Hate speech can be language written, spoken, signed, or worn on clothing. Additionally, posts on any social media platform, including text messages or video messages sent to others could lead to disciplinary action. The administration will investigate and gather facts to make an appropriate decision.

Any student engaging in speech that is intended to harm, injure, degrade, and/or ridicule another person or party along racial, cultural, ethnic, social, or religious lines could face disciplinary consequences, including but not limited to probation, suspension, or expulsion.

Sexual Harassment

Wake Monarch Academy prohibits any form of sexual harassment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when

- Submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's academic progress or completion of a school-related activity;
- Submission to or rejection of such conduct is used in evaluating the student's performance within a course of study or other school-related activity; or
- Such conduct is sufficiently severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with a student's educational performance, limiting a student's ability to participate in or benefit from an educational program or environment, or creating an abusive, intimidating, hostile, or offensive educational environment.

Sexually harassing conduct may include, but is not limited to, deliberate, unwelcome touching that has sexual connotations or is of a sexual nature; suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats; pressure for sexual activity; continued or repeated offensive sexual flirtations, advances or propositions; continued or repeated verbal remarks about an individual's body; sexually degrading words used toward an individual or to describe an individual; sexual assault; sexual violence; or the display of sexually suggestive drawings, objects, pictures, or written materials. Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex, but not involving sexual activity or language, may be combined with incidents of sexually harassing conduct to determine if the incidents of sexually harassing conduct are sufficiently serious to create a sexually hostile environment.

Sexual harassment does not include personal compliments welcomed by the recipient and social interactions and relations freely entered into by the participants or appropriate social interactions between students that do not violate any school rules or policies. In the case of consensual relations between students, there may be reason to question the consensual nature of the conduct if one or both of the students are very young or if there is a large age disparity between the students.

It is possible for sexual harassment to occur at various levels: between employees and students, between students, or imposed by nonemployees on students. Sexual harassment may be committed by members of the same sex or by members of the opposite sex.

Romantic or sexual advances toward students by employees and romantic or sexual relationships between school employees and students are never appropriate. Such relationships are prohibited. Employees engaging in inappropriate relationships with students will be subject to disciplinary action, up to and including dismissal.

Sex-Based and Gender-Based Harassment

The school prohibits unlawful sex-based and gender-based harassment. Sex-based or gender-based harassment is harassment, not necessarily sexual in nature, that is based on gender, sex, gender- or sex-stereotyping, sexual orientation, or gender identity. It may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility, when such conduct is sufficiently severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with a student's educational performance, limiting a student's ability to participate in or benefit from an educational program or environment, or creating an abusive, intimidating, hostile, or offensive work or educational environment.

Wake Monarch Academy has a zero-tolerance policy regarding sexual conduct of any kind between employees and students, regardless of student age, including any forms of sexual activity, sexual misconduct, and specifically identified prohibited conduct as outlined in the school's policies.

Retaliation

The school prohibits reprisal or retaliation against any person for reporting or intending to report violations of this policy, supporting someone for reporting or intending to report a violation of this policy, or participating in the investigation of reported violations of this policy.

Application of Policy

This policy applies to students, employees, volunteers, and visitors. *Visitors* includes persons, agencies, vendors, contractors, and organizations doing business with or performing services for the school.

Because behavior away from school may have a significant impact on the school environment, this policy applies to all interactions involving Wake Monarch Academy students, whether or not occurring during school or school events, whether or not on campus, and whether or not in person or through electronic communications, including social-media sites and other electronic platforms. If Wake Monarch Academy concludes that (1) the conduct has a negative impact upon the school performance of the student who is subject to harassment, bullying or discrimination; (2) such conduct adversely affects the educational environment, including creating an educational environment that is intimidating, hostile, or offensive; or (3) such conduct affects the services, honors, programs, or activities available to any student at the school, then the school may implement mediation, interventions, or disciplinary consequences as deemed necessary by the executive director or designee.

Reporting and Investigating Complaints of Discrimination, Harassment, or Bullying

Anyone who is aware of a violation of this policy and fails to report the prohibited act may be subject to disciplinary action.

Reports of discrimination, harassment, or bullying shall be confidential. Reported information will be shared only with individuals who need to have access to it in order to appropriately investigate and address the complaint.

Reporting Complaints Regarding Misconduct Toward Members of the School Community

Anyone who believes that he or she has been discriminated against, harassed, or bullied in violation of this policy by any student, employee, volunteer, or visitor, should make a report directly to the executive director.

Anyone who has witnessed or who has reliable information that another person may have been subjected to discrimination, harassment, or bullying in violation of this policy has a duty to report such conduct to the executive director. A report may be made in person, in a written note, or through email to the executive director.

Reporting Complaints Regarding Misconduct Towards Students

Regarding misconduct toward students, all employees are required to report any and all forms of abuse, prohibited conduct, and/or violations of guidelines for interactions with students. Direct knowledge or certainty of the misconduct is not required. Consistent with the school's mission of protecting students, any doubts as to whether a report is required should be resolved in favor of reporting. Reporting must be made immediately to the executive director who will report to the authorities consistent with the school's reporting responsibilities.

Investigation

All reports of misconduct will be handled promptly and equitably by the executive director or designee. In response to each report, Wake Monarch Academy will provide available support to the impacted party(s) and consider the need for any immediate disciplinary sanctions to address the allegations of the report and to protect the impacted parties and the campus community. Remedies and sanctions will be tailored to the results of the review.

Consequences

Any violation of this policy is serious and shall result in prompt and appropriate action. Students who violate this policy will be subject to disciplinary action, up to and including immediate dismissal and the involvement of law enforcement officials.

The actions taken in response to violations of this policy shall be reasonably calculated to end any harassment, bullying, and/or discrimination, eliminate a hostile environment if one has been created, and prevent the misconduct from occurring again. When considering if a response beyond the individual level is appropriate, the school will consider the nature and severity of the misconduct to determine whether a classroom or school-wide response is necessary. Responses may include staff and student training, harassment and bullying prevention programs, and/or other measures deemed appropriate by the executive director.

Nothing in this policy precludes the school from taking disciplinary action against a student where the evidence does not establish discrimination, harassment, or bullying but the conduct otherwise violates school policies.

Appendix B

Transgender or Gender Nonconforming Student Policy

The following rules are designed to promote the equitable treatment, education, and social integration of all students, regardless of their gender identity. They are intended to provide support for staff and administration in appropriately addressing the needs of all students and shall be included in the ongoing staff development and bullying prevention education programs.

Professional Development

1. Wake Monarch Academy will provide periodic training to all school-based personnel regarding implementation of the rules set forth in this regulation.
2. The executive director shall ensure that all school staff are aware of the rules set forth below and that school level staff training is provided for this purpose. In addition, any plans developed to address particular needs of individual transgender or gender nonconforming students shall be consistent with these rules.

Definitions

1. "Gender expression" means the way a person represents or expresses gender to others in ways that are socially defined as either masculine or feminine, such as through behavior, clothing, hairstyles, activities, voice, or mannerisms.
2. "Gender identity" means a person's deeply held internal sense of being male or female, both or neither, regardless of the sex assigned at birth.
3. "Gender nonconforming" refers to persons whose gender identity and/or gender expression do not conform to the social expectations or norms for a person of that sex assigned at birth.
4. "Sex assigned at birth" refers to the gender designation listed on a person's original birth certificate.
5. "Transgender" means a person whose gender identity or expression is different from that traditionally associated with the sex assigned at birth.

Privacy Concerns

1. Except as set forth herein, school personnel should not disclose information that may reveal a student's transgender status. Only school employees with a legitimate educational need should have access to a student's records or the information contained within those records. Transgender students are permitted, as are all students, to discuss and express their gender identity and expression openly and decide when, with whom, and how much of their private information to share with others.
2. Schools should work closely with the student and family to develop an appropriate plan regarding the confidentiality of the student's transgender status that serves the needs of both the student and the school. Privacy concerns may also vary with the age of the student. In deciding whether to involve a student's parents or guardian in developing a plan, school staff should work closely with the student to assess the degree to which, if any, the parent or guardian will be involved in the process and must consider the health, wellbeing, and safety of the student.
3. In appropriate situations, school staff should work with students and families on a plan to inform and educate the student's peers at the school about the student's transgender status.
4. When contacting the parent or guardian of a transgender or gender nonconforming student, school personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.

Official School Records; Names and Pronouns

1. Official School Records – Wake Monarch Academy is required to maintain a permanent education record for each student which includes the legal name and gender as recorded on the birth certificate. The permanent record shall be changed only upon receipt of documentation that a student's name and/or gender have been changed pursuant to North Carolina or other applicable law.
2. Preferred Name and Pronoun
 - A. Notwithstanding the name and/or gender in a student's permanent education record, school staff shall address students by the name and pronoun corresponding to their gender identity. Students are not required to obtain a court ordered name change or to change their permanent education records as a prerequisite to being addressed by the name and pronouns that corresponds to their gender identity.
 - B. Nonofficial school records, such as class lists, yearbooks, school event programs, diplomas, report cards and class rosters shall refer to students by their preferred names and pronouns.
 - C. To the extent the capability is available in the official electronic student records database, students' preferred names and pronouns shall be recorded, in addition to their legal name, in order to conveniently inform teachers and other staff of the name and pronoun to use when addressing students. To the extent the student records database does not have this capability, the administration will work to develop systems to produce class rosters that reflect students' preferred names and pronouns.
 - D. While inadvertent slips and honest mistakes may occur from time-to time, the intentional and persistent refusal to respect a student's gender identity or choice of preferred name and pronoun is prohibited.

Gender Based Activities and Practices

Wake Monarch Academy personnel shall evaluate all gender-based activities and practices and maintain only those that have a clear and sound pedagogical purpose. Students shall be permitted to participate in any such activities or conform to established practices consistent with their gender identity. Examples of such gender-based activities and practices include but are not limited to:

1. Dress codes
2. Single gender classes (e.g., physical education classes)
3. Classroom structure and activities
4. School ceremonies
5. School pictures
6. Extracurricular activities
7. Overnight field trips

Activities that may involve the need for accommodations to address student privacy concerns will be addressed on a case-by-case basis considering the factors set forth above.

Appendix C **Search Policy**

In an effort to create and maintain a safe and orderly school environment conducive to learning, the school administration has the right to conduct a search reasonable in scope of a student and/or their possessions, if the administration has a reasonable suspicion that the student may be in possession of a weapon, illegal substance, or other items prohibited by law or the Code of Conduct.

Our staff may also conduct **unannounced** searches for alcohol, drugs, paraphernalia, or missing/stolen items. Students are expected to cooperate in such searches and may not obstruct or interfere with a reasonable search.

Searches of students and their personal property which includes, but is not limited to, lunch containers, backpacks, cell phones, desks, work areas, purses, wallets, and vehicles may be conducted when there is reasonable suspicion to believe that a student is in violation of this Policy and/or when circumstances and school conditions justify them.

Consent to a search is required as a condition of continued enrollment and the student's refusal to consent may result in expulsion. No student will be touched as part of the search or detained without their consent. Students being searched may be asked to empty pockets and remove hats and outer clothing, such as jackets and sweaters. Any illegal or non-prescribed drugs discovered will be turned over to the appropriate law enforcement agency. Any action taken by law enforcement agencies will be completely independent of this Policy.

Search of a Vehicle

A student must cooperate with and may not obstruct or interfere with a reasonable search of the student's vehicle and its contents when it is present in a designated parking area, on the school campus, or at a school activity. Violation of this rule may result in the student losing their parking privilege, in addition to other applicable disciplinary action.

Random Law Enforcement Canine Searches

The school may use law enforcement or law enforcement canines for random searches of desks, vehicles, and possessions of students, such as bags, which do not require a search of the student. A student must cooperate with and may not obstruct or interfere with law enforcement or a law enforcement canine search conducted in accordance with this provision.

Violations of the Law

Some student actions/behaviors are violations of the law and will be addressed as required by applicable state or federal law. If unlawful activities occur on school grounds (before, during, or after school) or at a school function regardless of location, Wake Monarch Academy may contact law enforcement. Actions that may result in suspension or expulsion include, but are not limited to, bullying, possession of firearms, deadly weapons, or destructive devices, possession or use of alcohol/illegal drugs, or drug paraphernalia. Law enforcement officials may be contacted if students are engaging in unlawful activity. Students may be suspended or expelled for activity that may interfere with school purposes and education function. Students should have no expectation of privacy in the student's space, contents of the space, book bags, cell phones or personal belongings.

Appendix D

Computer Usage and Internet Policy

Internet Safety and Acceptable Use

Wake Monarch Academy offers electronic network access for all students, teachers, and staff during school hours. A component of the network access is the Internet. The purpose of having the network is to support the instructional program – the North Carolina Standard Course of Study, learning opportunities, information retrieval, searching strategies, research skills, critical thinking skills, and lifelong learning.

Through the Internet, students, teachers, and staff can access current information, news, resources from businesses, libraries, educational institutions, government agencies, research institutions and associations, and a variety of other sources. In addition, students may communicate with other students and groups around the world by having electronic pen pals, participating in projects with other schools and joining educational newsgroups.

Staff, students, and parents of students who use the network are hereby informed that Wake Monarch Academy cannot control the content of the information available on the Internet. Some information may be controversial and/or offensive. Wake Monarch Academy does not condone the use of such materials and takes all reasonable precautions to prevent access to these materials. The school uses filtering and blocking technology, provides adult supervision, and trains employees on acceptable use and students in responsible use of the network. Within reason, freedom of speech and access to information will be honored.

School employees, students, and parents must be aware that access to the Internet will be withdrawn from users who do not respect the rights of others or who do not follow the rules and policies established by Wake Monarch Academy.

General Warning; Individual Responsibility of Parents and Users

All users and their parents/guardians are advised that access to the electronic network may include the potential for access to materials that are inappropriate for school-aged students. Every user must take responsibility for their use of the computer network and Internet and stay away from these sites. Parents/guardians of minors are the best guides for materials to avoid. If a student finds that other users are visiting offensive or harmful sites, they should report such use to the person designated by the school.

Personal Safety

Be safe. In using the computer network and Internet, users should not reveal personal information, such as a home address or telephone number. Users should not use their last name or reveal any other information that might allow a person to locate the user without first obtaining the permission of a supervising teacher. Users should not arrange a face-to-face meeting with someone they “meet” on the computer network or Internet without parental permission (if under 18). Regardless of age, users should never agree to meet a person they have only communicated with on the Internet in a secluded place or in a private setting.

Acceptable Use

The Wake Monarch Academy network is to be used in a responsible, efficient, ethical, and legal manner and must be in support of the educational objectives and student behavior guidelines. General school rules for behavior and communications apply and respectable behavior is expected. Transmission of any material in violation of any federal or state regulation is prohibited.

Failure to follow the Internet and Acceptable Use Policy may result in limitation or cancellation of user privileges.

Unacceptable Use

Unacceptable use includes, but is not limited to, the following:

- Violating copyright/trademark laws
- Using peer-to-peer file sharing software programs
- Accessing email, chat rooms, and other forms of direct electronic communications (e.g., Instant message services) except those set up and/or approved by the school administration
- Forwarding personal or school communications without the author's prior consent
- Using threatening or obscene material
- Distributing material protected by trade secret
- Utilizing the network for commercial purposes
- Providing political or campaign information
- Using offensive, bullying, or harassing statements or language including profanity, vulgarity, and/or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religious or political beliefs, gender, gender identity, and gender expression
- Sending or soliciting sexually oriented messages or images
- Sending chain letters or soliciting money for any reason
- Changing settings on computers
- Disrupting the use of the network
- Accessing programs or computer equipment not designated for the user, including "hacking", students accessing staff computers and other unlawful activities
- Playing computer or internet-based games that are not part of academic assignments or curriculum
- Using technology to cause harm to others or damage to property. Users should not engage in defamation (harming another's reputation by lies); employ another's password or some other user identifier that misleads message recipients into believing that another person is communicating or otherwise use another's access to the network or the Internet; upload a worm, virus, "trojan horse," "time bomb," or other harmful form of programming or vandalism.

Netiquette Rules

Users must abide by network etiquette rules. These rules include, but are not limited to, the following:

- Be polite and use good character. Do not get rude or abusive in messages to others.
- Do not provide any personal information (such as address/telephone number, social security number, or checking/ savings account numbers).
- Use appropriate language. Do not swear or use vulgar, suggestive, obscene, belligerent, threatening, harassing or any other inappropriate language.
- Avoid language and uses which may be offensive to other users. Do not use access to make, distribute, or redistribute jokes, stories, or other material which contains or is based on slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, disability, or sexual orientation.
- Do not assume that a sender of e-mail is giving their permission to forward or redistribute the message to third parties or to give their e-mail address to third parties. This should only be done with permission or when it is known that the individual would have no objection.
- Do not use the network in such a way that would disrupt the use of the network by other users.
- Be considerate when sending attachments with e-mail (when this is permitted). Be sure that the file is not too large to be accommodated by the recipient's system and is in a format which the recipient can open.

Disciplinary Action

The following measures can be taken as a result of unacceptable use:

- School disciplinary action as determined by the executive director.
- Limitation or cancellation of user privileges.
- Criminal prosecution – Vandalism is the willful destruction of school property, equipment, or materials. The board will not tolerate vandalism and may seek criminal prosecution and take any legal action available for recovery of the loss.

Privileges

The use of the Wake Monarch Academy network is a privilege, not a right. Inappropriate use may result in disciplinary action and/or a cancellation of those privileges. The system administrators will determine what is inappropriate use and their decision is final. Also, the system administrators may close an account at any time as required. Administrators may deny, revoke, or suspend the use of an account. Faculty and staff of Wake Monarch Academy may also request the appropriate administrator to deny, revoke, or suspend specific user accounts.

Security

Security on any computer system is a high priority, especially when the system involves many users. Attempts to log in to the system as another user or to share a password will result in disciplinary action. If a security problem is identified, the administration must be notified. The problem should not be demonstrated to other users. Messages relating to or in support of illegal activities will be reported to the authorities.

Email Accounts

Employees and students may be given individual accounts for instructional purposes. Only email accounts set up by the school may be accessed. School rules will govern their use and email will be monitored. Messages relating to or in support of illegal activities will be reported to the authorities.

Privacy

Wake Monarch Academy may monitor all work and email. Administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Files stored on school servers and hard drives of individual computers are not private. Therefore, there should be no expectation of privacy. Network and Internet access is provided as a tool for education. Wake Monarch Academy reserves the right to monitor, inspect, copy, review, and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of Wake Monarch Academy and no user shall have any expectation of privacy regarding such materials.

Disclaimer

Wake Monarch Academy will not be responsible for any damages suffered, including loss of data resulting from delays, non-deliveries, service interruptions, or inaccurate information. The user accepts personal responsibility for any information obtained or delivered via the network due to user sharing of personal information such as home address, checking account and credit card information.

Warranties/Indemnification

Wake Monarch Academy makes no warranties of any kind, either express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this policy. It shall not be responsible for any claims, losses, damages, or costs (including attorney fees) of any kind, suffered directly or indirectly, by any user or their parent(s) or guardian(s) arising out of the user's use of its computer networks or the Internet under this policy. Users take full responsibility for their use, and the user who is 18 or older or, in the case of a user under 18, the parent(s) or guardian(s) agree to indemnify and hold harmless the board, the school, and the site that

provides computer and Internet access to Wake Monarch Academy and all of their board members, administrators, teachers, and staff from any and all loss, costs, claims or damages resulting from the user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or, if the user is a minor, the user's parent(s) or guardian(s) agree to cooperate with the school in the event the school initiates an investigation of the user's use of their access to its computer network and the Internet, whether that use is on a school computer or on another computer outside Wake Monarch Academy's network.

Appendix E

Notification of Progress Measures

Wake Monarch Academy is dedicated to academic success. We aim to use empirically supported measures to track academic progress as well as student recovery engagement and growth. To demonstrate student growth in these areas, Wake Monarch Academy students will obtain a battery of tests, questionnaires, and instruments that will give a picture of their academic and recovery standing.

Academic Measures

The academic measures are standardized, nationally normed achievement tests, which measure student academic progress. The two administrations will occur in the fall (September) and in the spring (May). Wake Monarch Academy's Executive Director or designee will administer these measures in accordance with state and national guidelines.

Recovery Measures

Considering that few standardized recovery engagement and progress measures have been developed, Wake Monarch Academy is taking the leadership among recovery schools in assembling a package of measures that gauge key areas of the student's life that are inherently involved in the recovery process (called operations measures—i.e., how the student operates), as well as assembling measures that demonstrate the level of student engagement with recovery along with success and failure. These measures may include, but are not limited to:

- one of the few nationally normed measures which assesses students' general recovery, sobriety, and behavioral health needs (Global Appraisal of Individual Needs—Short Screener, GAIN-SS)
- a nationally normed developmental measure appraising students' developmental strengths and vulnerabilities (Attitude & Behaviors Survey, Search Institute ABS)
- a computerized emotional intelligence and management test that measures how well the student perceives and uses their emotions to promote attention, problem solving, and personal adjustment (Mayer, Salovey, Caruso, Emotional Intelligence Test, MSCEIT)
- relational/attachment inventories that portray how the student establishes and maintains relationships (Experiences in Close Relationships-Revised, ECR-R; & Parent Bonding Instrument, PBI)
- two spirituality questionnaires that measure the student's attraction/repulsion to spirituality—a key factor in 12-step meeting attendance, getting and maintaining a recovery sponsor, and working a personal recovery program--(Loving Controlling Higher Power/God Scales, LCHP/G Scales; & Parent Spirituality Questionnaire).

Parents and students may request a schedule of all testing.

Confidentiality and Access to Individual Results

All test results are confidential and will only be accessed by faculty and staff on a need-to-know basis for the provision of educational and recovery services to the student. Parents and students alike are welcomed to request a meeting through the executive director to review the results—the review may also involve the lead recovery coach and academic coordinator.

Aggregated and Anonymous Results

Students and parents also need to know that this data will be aggregated in anonymous form and used for official reports, studies, grant requests, public and professional presentations, as well as use for board approved research (conducted within state and federal ethical guidelines). Recovery data may be being gathered in cooperation with universities in state of North Carolina and their departments of Psychology, and Addictions Studies, which will use the aggregated data (along with other sources) to establish data pool norms from which current and future data will be compare.

Appendix F
COVID-19 Procedures

In light of ever-changing guidance and circumstances surrounding the COVID-19 pandemic, Wake Monarch Academy will consider all recommendations set forth in the StrongSchoolsNC: Public Health Toolkit (K-12) and will adopt any related health and safety procedures as determined necessary by the board or executive director. All students, employees, and visitors are expected to adhere to any school procedures adopted in regard to COVID-19.