

2020-2021
B. O. Barnes Elementary School
Parent/Student Handbook



#bobcatpride



Mrs. Claudia Spencer, Principal
Mrs. Antonia Carter, Assistant Principal
Ms. June Downing, Secretary

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Find us on Facebook or Visit our Website at
www.wilsonschoolsnc.net, click on Schools and then Barnes Elementary

WELCOME

Dear Parents/Guardians and Students,

On behalf of our staff, I would like to welcome you to Winstead Elementary, home of the Bobcats, for the 2020-2021 school year. B. O. Barnes is a wonderful place to learn and to grow and I am looking forward to working with all of you.

This Parent/Student Handbook has been prepared as a way to outline the policies and procedures of Barnes Elementary and Wilson County Schools. The policies and procedures are designed to establish a positive, educational, safe, and orderly school culture. Parents/guardians are asked to read the handbook and ask questions about anything that you do not fully understand.

Wednesday Folders will be sent home Wednesday of each week. This communication folder will contain any written communication from the school. There are two sides in the folder. One for you to keep all information in that section and one for you to act upon and return to school in the folder with your child the following day. All parents/guardians are expected to sign the back of your child's Wednesday folder indicating that you have seen the information that was sent home and acted on anything that required a parent action. (This will begin when students enter the building.)

We must all do our part to ensure student success this school year. I wish each Barnes family the very best this school year. Students remember to work hard each day, focus on learning, follow the rules and be the best that you can be! Again, we are looking forward to a wonderful school year.

With Bobcat Pride,

Claudia Spencer, Principal



Things to Know About B. O. Barnes...



Mascot: Bobcat

Colors: Royal Blue and White

B. O. Barnes Vision:

At B.O. Barnes Elementary School, we strive to promote the academic, social, and physical welfare of all students. Our goal is to prepare our students for the future by helping them achieve academic excellence and personal growth in a student-centered environment led by the leaders and supported by the community

B. O. Barnes Mission Statement:

The mission of B.O. Barnes Elementary School is for all staff to teach at the highest level ensuring success for every student academically, physically, emotionally, and mentally.

The Values of B. O. Barnes Elementary:

We will:

- Empower students to become critical thinkers as they access a rigorous curriculum.
- Develop international mindedness and celebrate diversity through a global perspective.
- Guide students to become productive citizens of society by taking action on a local and global scale.
- Enrich student learning by partnering with families as well as local and global communities.
- Achieve student success by monitoring data and responding to student needs.
- Foster lifelong learning and embrace continuous improvement.

B. O. Barnes Elementary Parent and Family Engagement Statement

B.O. Barnes Elementary School believes that the education of children is a cooperative effort between parents and schools. The first teacher a child has is his or her parent, and we recognize that parental involvement improves the educational attainment of children. Our staff strives to enhance two-way communication between the school and families.

B.O. Barnes Elementary School is a school-wide Title I school, which means we receive federal money to be used for all students to improve their educational achievement. In addition, we receive funds from the federal School Improvement Grant (SIG) also to improve educational experiences for our students. We invite parents to give input into the development of their children's instructional programs. Input is solicited through surveys and Parent Link phone calls. Parents are invited to meet with teachers and administrators. Parents are asked to be active members of various committees at both the school and county level. Parent workshops are held throughout the year. Parents are encouraged to serve as volunteers in school activities and in the classrooms.

Communication to promote parental involvement includes:

- Student/Parent Handbook
- School-Parent-Student Compact
- Notes/letters sent to parents
- Wednesday folders sent home weekly
- Progress reports every 4.5 weeks
- Notification of student progress each nine weeks
- Phone communication
- Translation at meetings and conferences
- Written and phone messages soliciting volunteers and committee members
- Facebook (@BOBarnesElementary
<https://www.facebook.com/BOBarnesElementary>)
- Instagram (<https://www.instagram.com/barnesprincipal/>)
- PTCO Meetings
- Curriculum Nights
- Parent/Teacher Conferences
- Annual Title One Meeting



2020-2021
Elementary Schools
Progress Reports & Report Card Schedule

1st Nine Weeks

Progress Reports: September 17, 2020
Grading Period Ends: October 21, 2020
Grades Due: October 23, 2020
Report Cards Go Home: October 28, 2020

2nd Nine Weeks

Progress Reports: November 19, 2020
Grading Period Ends: December 22, 2020
Grades Due: January 4, 2021
Report Cards Go Home: January 7, 2021

3rd Nine Weeks

Progress Reports: February 8, 2021
Grading Period Ends: March 15, 2021
Grades Due: March 16, 2021
Report Cards Go Home: March 22, 2021

4th Nine Weeks

Progress Reports: April 27, 2021
Grading Period Ends: June 2, 2021
Grades Due: June 4, 2021
Report Cards Go Home: June 9, 2021



Parent's Guide to K-2 Standards-Based Grading & Elementary Report Cards

In Wilson County Schools, we envision a student-friendly report card with clearly identified learning targets aligned to the North Carolina Standard Course of Study, while providing high quality instruction and assessments. Our Standards-based report card provides meaningful feedback so both students and parents can track student progress toward mastery of key academic concepts/standards and reflect upon strengths and areas for improvement.

What is standards-based grading?

Standards-based grading is a grading system, which involves measuring students' mastery of a set of clearly defined standards. Its purpose is to identify what a student knows or is able to do based on these pre-established standards, rather than averaging grades/scores, which may not provide an accurate picture of what a student has or has not learned.

What is a standards-based report card?

A standards-based report card lists the most important skills students should learn in each subject at a particular grade level.

How does standards-based grading differ from traditional grading?

In a traditional grading system, a student's performance for an entire quarter is averaged together.

A standards-based grading system measures a student's mastery of standards by prioritizing the most recent, consistent level of performance, allowing a student who struggled early to demonstrate mastery by the end of the grading period. Variables such as effort, participation, timeliness, cooperation, attitude and attendance are reported separately, not as an indicator of a student's academic performance.

How are my child's grades determined?

A student's performance on summative assessments will be used to determine a student's overall grade. Formative assessments, which occur throughout the grading period, are used to identify areas of strength and weakness of students in order to guide the teacher in providing targeted instruction.

Will my child still receive teacher comments on the report card?

Yes. Individualized feedback is an essential component of standards-based grading. Effective feedback is a more useful source of information than simply assigning a numeric value or letter grade to student work.

What will the grading scale represent?

M- Indicates that a student has mastered a standard

S - Indicates that a student has exhibited satisfactory progress towards a standard

N - Indicates that a student needs additional support and practice with a standard

U - Indicates that a student has exhibited unsatisfactory progress towards a standard

How will I know if my child needs help?

Receiving a 'N' or 'U' on a progress report/report card can be a sign that a student is in need of extra support in the areas where he or she is receiving low grades. This is another benefit of a standards-based report card – areas in need of support are clearly evident.

What courses will my child receive a grade in?

Each student will receive a grade in at least one standard for the following subjects per grading period:

- ELA (English Language Arts)
- Math
- Science
- Social Studies
- Physical Education
- Music
- Visual Arts
- Homeroom

The Homeroom grade will be based upon a student's conduct/ behavior.

Grading periods will be marked as:

- Q1 (First Quarter/Nine Weeks)
- Q2 (Second Quarter/Nine Weeks)
- Q3 (Third Quarter/Nine Weeks)
- Q4 (Fourth Quarter/Nine Weeks)



B. O. BARNES ELEMENTARY PBIS MATRIX



What prints do your P.A.W.S. make?

	Classroom	Hallway	Restroom	Cafeteria	Assembly	Playground	Bus
P Pride	<ul style="list-style-type: none"> Keep your work area clean and organized. Pick up litter and place it in the trash can. Come to class prepared. 	<ul style="list-style-type: none"> Return to class promptly. Keep hands off the walls and bulletin boards. 	<ul style="list-style-type: none"> Keep walls free from graffiti. Clean up after yourself. 	<ul style="list-style-type: none"> Keep the cafeteria clean. Stay orderly and observant to stay on task and eat your food. 	<ul style="list-style-type: none"> Use appropriate applause. Listen and watch the program or presentation and participate as appropriate. 	<ul style="list-style-type: none"> Take turns and include everyone. Set a good example. Use equipment appropriately. See your teacher if you or someone is hurt. 	<ul style="list-style-type: none"> Follow all directions given by the bus driver. No eating and drinking. Remain seated and face the front.
A Attitude	<ul style="list-style-type: none"> *Forgive others. *Treat others the way you want to be treated. *Take turns and share. *Listen to others. 	<ul style="list-style-type: none"> Wait quietly so others can continue learning. Smile and be courteous to people you meet in the hallway. 	<ul style="list-style-type: none"> Respect the privacy of others. Use a quiet voice. 	<ul style="list-style-type: none"> Use good table manners. Say "please" and "Thank you". Be a good neighbor. 	<ul style="list-style-type: none"> Enter assemblies expecting to learn. Be a leader and a role model for others. Respect Others. 	<ul style="list-style-type: none"> Use appropriate language. Share. Agree on rules before a game. Play by the rules. 	<ul style="list-style-type: none"> Use a quiet voice. Use appropriate language. Follow directions of the bus driver.
W Wise Choices	<ul style="list-style-type: none"> Follow directions the first time. Ask permission to use things. Don't blame others. 	<ul style="list-style-type: none"> Walk slowly, face forward, and stay in line. Remain quiet. Stay out of other classrooms.. 	<ul style="list-style-type: none"> *Report problems to an adult. *Use bathroom fixtures appropriately. 	<ul style="list-style-type: none"> Bring all necessary items to the cafeteria. Be prepared for lunch. Eat your own food. 	<ul style="list-style-type: none"> Come in and sit quietly. Be a leader, role model. 	<ul style="list-style-type: none"> Learn new games and activities. Watch for the signal to line up. Gather personal belongings. 	<ul style="list-style-type: none"> Keep your belongings in your book bag. Be ready for your stop.
S Safety	<ul style="list-style-type: none"> Use furniture and supplies appropriately. Follow directions for Fire, Tornado, and Lockdown procedures. 	<ul style="list-style-type: none"> Walk in straight lines to the right. Keep hands and feet to yourself. Go directly to your destination. Maintain personal space. 	<ul style="list-style-type: none"> Report problems to an adult. Use bathroom fixtures appropriately. 	<ul style="list-style-type: none"> Stay in your seat with your feet towards the floor. Keep hands, feet and other objects to yourself. 	<ul style="list-style-type: none"> Stay in your own space. Sit on your bottom during programs. 	<ul style="list-style-type: none"> Stay in the approved area. Play safely with others. Use playground equipment properly. Report problems. 	<ul style="list-style-type: none"> Listen to the Bus Driver. Remain seated until the bus is stopped. Load and Unload in a single file line.

The **ABC's** of B. O. Barnes Elementary



ACCIDENTS: Parents will be notified of accidents that need medical or immediate attention. You should be certain that the school ALWAYS has a current contact phone number and address for you, PLUS AN EMERGENCY CONTACT number (someone you trust to notify you in case we are unable to reach you and have to contact your emergency contact person instead.)

ADDRESSES AND TELEPHONE NUMBERS: Student address and phone number should always be kept up-to-date. Notices from the school/teacher will be mailed to the address ON FILE IN THE SCHOOL. Unless you notify us of any changes, what we have on file is what we use. Please furnish the front office with your latest contact address and phone numbers for homework, emergency contact person(s), etc. These numbers should allow the office/teacher to contact you between the hours of 7:30am and 3:30pm. Messages, notes, papers to be signed, and progress reports delivered by the student from the school or messages deleted from answering machines causing a parent not to receive a message is a matter between the parent and child - not to be handled by the school, but by the parent. In some cases, the parent/guardian may be required to attend a parent conference before the student may return to school. Where legal guardianship is provided, information will be given to the legal guardian. If one parent does not live within the Winstead Elementary School district, messages will be delivered to the address that provides the student the right to attend Winstead Elementary School. In the case of joint custody, messages will be sent to the parent with whom the child will spend the night's lodging.

AFTER SCHOOL CARE: Wilson County Schools does not offer After School Care at B. O. Barnes Elementary

ARRIVAL TIME: Our building is opened at 7:30 am daily. Students should not arrive prior to 7:30 am. Barnes staff members are on duty beginning at 7:30am to supervise students who must be dropped off prior to 8:00 am. Be mindful that the tardy bell rings at 8:00 and students need to be in their classrooms by that time. Our teachers are using their early time at school to prepare for the day. Please give them that time, uninterrupted, so that they can prepare for your students unless you have a scheduled conference with them. Only Barnes staff will be permitted in the building prior to 7:30.

ASSESSMENTS: Students will take classroom assessments to assure they are progressing towards meeting their goals. Assessments may be formative or summative. All students will take common assessments throughout the year. All students will take Benchmark Assessments throughout the year. There is a testing calendar in this handbook with all district assessments listed.

ATTENDANCE: All students are expected to attend school daily unless they are sick. A WRITTEN NOTE EXPLAINING THE ABSENCE IS REQUIRED when the child returns to school. Students who accumulate repeated tardies (6 tardies or more) might be asked to provide evidence of a doctor's appt. or other medical reason for being tardy or leaving early. For excessive tardies/early pick-ups, the problem may be turned over to the school's social worker. The social worker will be asked to investigate and help the child/family develop a plan to get the child to school on time or a plan to ensure the student remains in school for the entire instructional day.

Being on time is a learned behavior. We therefore ask that students be on time and that you, as a parent/guardian, help your child learn the importance of punctuality. Tardiness interrupts the students' instructional time - as does an early pick-up. Other students' instruction is interrupted, too. **For the purpose of attendance, early checkouts are coded as tardies. Students who are tardy or are picked up early, EVEN ONCE, WILL NOT BE ELIGIBLE FOR THE PERFECT ATTENDANCE CERTIFICATE AT THE END OF THE YEAR.**

AWARDS DAY: Grade levels will celebrate academic and behavior accomplishments each nine weeks. At the end of the school year, there will be an Awards Ceremony for each grade level.



BALLOONS: Balloons, flowers, and other similar gift items for students should not be delivered or brought to school. Such items create distractions and interrupt instruction. Due to safety, this practice is discouraged.

BATHROOMS: Every effort will be made to make sure that students have the opportunity to use the bathroom when needed. However, students should not be in the bathrooms unless they have permission or it is a scheduled break. Teachers have bathroom breaks scheduled every 90 to 120 minutes. Students may be asked to wait to go to the bathroom if it is close to break time. Students will never be refused the opportunity to go to the bathroom. If a student's request to go to the bathroom is frequent and appears to be a physical problem or a bad habit, the student will be referred to the counselor. The counselor may want to talk with the parent or request a doctor's note stating that a medical problem exists. Please let us know of problems that may exist by sending a doctor's note as soon as possible to the counselor so that all concerned teachers might be alerted.

BEGINNING OF THE YEAR: At the beginning of the school year we understand the need for parents to accompany their student(s) to the classroom, especially those parents whose child/children have not attended school before. We want your child (our students) to feel secure and comfortable while at B. BO. Barnes; however, we feel you should encourage your child to go to the classroom unassisted to build independence.

BOBCAT HIGH FIVES: Students may earn a Bobcat High Five when they display good character or exemplify model behavior. When a student receives a Bobcat High Five, they earn a chance for their name to be called to earn a prize from the prize box. Once a week, we will have a grade level drawing for a gift card for students who have redeemed their Bobcat High Fives! The more high fives a student has accumulated the more chances they have to win. Each week we will begin again with new Bobcat High Fives for that month.

BOOK BAGS: Parents should supervise their children in packing their book bags. Only necessary items for school should be in the bags - NO TOYS, UNESSENTIAL ITEMS LIKE PLAYING CARDS, HAND-HELD COMPUTER GAMES, ELECTRONICS, FIDGET SPINNERS, ETC. Items should be limited to materials needed for school (books, pencils, pens, paper, assignments, etc.) Students do not need to carry their backpacks to lunch or to the playground. Book bags may be moved from one classroom to another during the day.

ROLLING BOOKBAGS OR BOOKBAGS WITH WHEELS WILL NOT BE ALLOWED AT WINSTEAD. ALL STUDENTS ARE ASKED TO CARRY THEIR BOOK BAGS FOR SAFETY REASONS.

Students who ride the bus must hold their book bags in their laps. Book bags with or without wheels cannot be set in the aisle of the bus. Many students cannot pick up their bags with wheels in order to get it onto the bus, much less onto their laps. **UNDER NO CIRCUMSTANCES SHOULD A SUITCASE ON WHEELS BE BROUGHT TO SCHOOL.** They are much larger/heavier than book bags with wheels and could possibly injure small students or injure sandal-footed students.

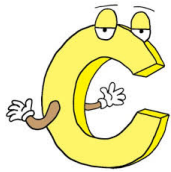
BOOK FAIR: The PTO will sponsor two book fairs this year. This is a great opportunity to buy books for your children AND to help the PTO raise funds to purchase additional library books for our Media Center. Volunteers will be needed for this event.

BOOKS: Students are expected to show respect for textbooks and library books. When books are damaged or lost, they must be paid for in a timely manner. Students and parents are held responsible for all books assigned, loaned, or checked out of the library or classroom. It is possible that parents may be asked to pick up their child's report card so that damaged or lost books may be paid for at that time.

BREAKFAST: WCS will provide all elementary school students with free breakfast. Breakfast will be served to all Barnes students beginning at 7:30 and ending at 8:00. Students must arrive and pick up their breakfast bag prior to the

tardy bell at 8:00 to receive breakfast. Elementary school parents will not have to complete a free/reduced meal application.

BUS: School bus transportation is a privilege - not a right - and may be withdrawn for inappropriate behavior while waiting to board, disembarking from, or while on, the bus. Students may ride the bus only if they are assigned by the school system to ride that particular bus. Emergency requests to ride a bus cannot be granted or allowed due to insurance coverage guidelines. Students who do not ride the bus at least one day per week will be removed from the assigned bus list. A new request must be made in order to reassign a student to a bus - and this may take several days to process. If your child normally arrives on a bus in the morning then he/she will ride the bus home **UNLESS THE BUS DRIVER AND TEACHER ARE NOTIFIED IN WRITING THAT THE CHILD WILL NOT BE RIDING THE BUS THAT AFTERNOON**. If transportation plans change, please write a note and send it with your child to school. Phone calls to change a student's transportation will not be accepted. All students are expected to be at the bus stop when the bus arrives. The bus driver has been trained not to honk the horn for students.



CAR RIDERS: Students may be dropped off beginning at 7:30. Staff members will greet students each morning and assist with helping them unload. During morning drop off, several staff members are outside to assist your child getting out of the car. Our goal is to unload several cars at one time. For this to happen we need you to pull all the way up to the first person. Please do not stop at the front entrance of the school if there is space ahead. Your child needs to be ready to exit the vehicle when they are at the drop off zone. If you park and walk your child in, you will not be able to cross until all cars have stopped to unload. Be mindful that the tardy bell rings at 8:00 and students need to be in their classroom. For safety purposes do not cut through the parking lot as this has caused a few accidents between vehicles. Car Riders may only be dropped off and picked up in front of the building facing Downing or Pickett Streets.

Car riders will dismiss at the front entrance of the school. We will have staff members stationed to load several cars at a time. If your child is a car rider, we ask that you do not park and walk up to pick up your child, but wait in the car line. This includes walk ups from any area near the school. Please stay in your vehicle. This is to ensure the safety of all students during this very busy time at school. The school will provide 2 signs which list the names of the student(s) based on information provided by the parents/guardians. (You may not create your own sign.) Each afternoon for pick-up, the sign should be placed on the rearview mirror facing outwards. Students will come to the car when they are called. If someone arrives to pick up your child without the appropriate sign, they will be asked to park and go inside the building for verification of child pick up privileges. The child/children will then be released from the main office upon verification. Every car rider will load in front of the school. It is also important to make sure that the

person who is picking up your child is listed on their contact information located in the office.

CHANGE OF ADDRESS/TELEPHONE: We cannot stress enough the importance of keeping your telephone number and address up to date. Notify the office immediately if you move or change your home, work, or cellular phone numbers during the year. Also, please provide the office with the contact number and address of a trusted friend or relative we may contact in case of emergencies, or who will know how to reach you at all times. Parents who cannot be reached may expect messages from this emergency contact about a sick child, school problems, homework, discipline and attendance problems. Please make sure this person is trustworthy and will deliver messages to you, the parent/guardian. This may be the only way to contact you in an emergency so please make sure that you update this information if it changes. Children get very anxious during emergencies if their parents cannot be reached. **Parents or guardians who have not provided numbers/addresses or an emergency contact person who can be reached between 7:30am and 3:30pm will be contacted by a social worker to update this information.**

CHECK-IN AND CHECKOUT: Students who arrive after the 8:00 bell are expected to sign in at the office. **Parents are responsible for signing their child in after the 8:00 tardy bell. PLEASE DO NOT CHECK-OUT YOUR CHILD AFTER 2:30pm UNLESS IT IS AN EMERGENCY.** Students arriving late or departing early cause interruptions of instructional time. Parents are strongly encouraged to make appointments outside school hours and on days school is closed for students so that their child will be in school all day. If a child needs to leave early, a note must be sent to the teacher who will notify the office. All students must be signed out in the office. Students who arrive after 11:30 or leave before 11:30 are counted as absent, regardless of the reason. All early checkouts are counted as tardies.

COMMUNICATION: It is important to communicate with your child on a daily basis. Your child's teacher or the office may send notes home to be read/signed and returned. Please check your child's agenda daily. This is where teachers and parents can communicate with each other. Remember, communicating with and on behalf of your child is just one way to express your love for that child. **Wednesday Folders** are sent home every Wednesday with important information from your child's teacher and the school. Parents/guardians are expected to look at the information sent home and respond if needed. Make sure the back of the folder is signed each Wednesday.



DEPARTURE TIME: School is dismissed at 3:00pm. Students should not leave before that time. We have several adults on duty in the front of the school and in the bus parking lot each afternoon. Parents are expected to stay in their vehicles

and proceed through the car line. Please proceed with caution when traveling through the car line in order to avoid accidents or near accidents. Parents are not allowed to pick their child up in the bus parking lot, or to park across the street and walk up to the car rider area to receive your child.

DISMISSAL DURING INCLEMENT WEATHER: Dismissal during inclement weather can be hectic. Please ask your child to follow the instructions given to them by any Winstead staff member. We ask that you not enter the building while we are trying to get students out since we are trying to dismiss students in an orderly manner. Students will be allowed to stay in the hallways out of the weather until their ride picks them up. Teachers will stay with them until all students are safely on their way home.

DISCIPLINE: Students are expected to follow Winstead's behavior expectations in their classrooms, on buses, on the playground and school-wide. We will not allow a student to steal precious instructional time from his/her peers or to prevent others from having opportunities for learning. Students who interrupt instruction or are disruptive anywhere in or on school property may be disciplined, including the use of suspension.

DRESS CODE: Students should wear clothing that is appropriate for school. Rooms are air conditioned, so keep this in mind when your child dresses for school. Clothing should cover the body, including the midriff. Clothing should not be worn which would allow undergarments to be seen. Inflammatory, violent, or racist items printed on shirts will not be allowed. No pants shall be worn below the waist-line and shirt tails should be tucked if they are too long. Shorts and pants that hang low at the waist are not allowed. Shorts, skirts, and skorts must be long enough that the tip of the index finger should rest against material when standing straight up. If your child's clothing is not appropriate, the parent will be contacted to bring a change of clothing, or pick up the child. Prevention is the key here. Know what your child is wearing before he/she leaves for school in the morning.



EMERGENCY INFORMATION: In the event of an emergency parents/guardians will be notified through our system's phone call service and social media.

EXPECTATIONS: We have high expectations for all our students. We expect them to be on time, to stay all day, to be attentive and to be cooperative, to complete all assignments, to use good manners, to respect everyone and to do their best work every day. We expect parents to support us, to ask questions rather than make assumptions, to assist their child with homework and to encourage their child to put forth his/her best effort daily. One strategy is to check homework every night. Students should read or be read to nightly. We expect our teachers

to be prepared each day to teach. We do not believe all teaching is done in the classroom and encourage teachers and staff to use every teachable moment to help students learn. We expect our staff to help students become academically, physically, and emotionally prepared for their future.



FIELD DAY: Field Day offers students an opportunity to participate in activities that will enhance their athletic skills. They compete against themselves at a variety of activity stations. We hope you will plan to join in the fun that day as a station volunteer.

FIELD TRIPS: Teachers plan instructionally sound field trips for students. **Any student who does not have a signed permission form will not be permitted to leave campus for field trips.** The teacher will properly receipt all fees and charges for field trips paid by the student/parent. Students who exhibit poor behavior while in school may not be allowed to participate in field trips unless accompanied by a parent or guardian. Money for field trips will not be refunded unless the school has to cancel the trip. You should keep your original receipt in case the school has to submit a refund in the event of a cancelled trip.

FIRE DRILLS: A fire drill is held each month school is in session. When the alarm sounds students are expected to line up quietly at their classroom door. They then walk single file, quickly and quietly, to their designated exit with their teacher.

FOLLOW: on Facebook

FOOD: Parents, please be aware that the policy, mandated by the federal government, is that **NO COMMERCIAL FOOD MAY BE BROUGHT INTO THE CAFETERIA OTHER THAN THAT PREPARED BY THE CAFETERIA STAFF.** Any food that is provided for classroom parties must be purchased from the store.



GRADES: K-2 GRADES: (M, S, N, U) At the K-2 level students receive an M when they have mastered a skill on grade level, an S when they are meeting grade level expectations, an N when they need to improve in a certain skill area and a U means the student is not meeting the standards that will be necessary to be promoted to the next grade level.

3-5 GRADES: Grades at this level are A, B, C, D, and F. These grades are based on the countywide grading system. An A is Excellent work, 90-100 points; a B is Above Average, 80-89 points; a C is Average, 70-79 points; a D is Below Average, 60-69 points; an F is unsatisfactory with points 59 and lower. A "D" indicates the student may be close to making a failing grade and should work harder. It is not sufficient

just to pass. An "F" is a failing grade and indicates unsatisfactory schoolwork and the student must improve significantly in order to pass or be promoted to the next grade. Parents should request a conference with the teacher when students make an "F" in order to see what things the students need to do to improve grades and the likelihood of being promoted.

According to board policy, 520, assignments are weighted as following:

Test/Projects - 50%

Quizzes/Classwork - 45%

Homework - 5%



HAZARDOUS WEATHER: Through the Blackboard Connect System, parents will be notified of any school schedule changes due to inclement weather. Information will also be posted on WCS website and Social Media. Winstead will post to social media as well. TV stations will also share if school is closed or delayed. Make-up days will be announced by the district once students return to school. Please do not call the main school number for this information as it ties up the lines and prevents calls from weather services or the superintendent.

HOMEWORK: B. O. Barnes teachers follow WCS Board Policy, 5510, pertaining to homework. Students in grades K-2 will have no more than 30 minutes of nightly homework. Students in grades 3-5 will have no more than 45 minutes of nightly homework. Our teachers use sound judgement in determining the amount of homework assigned each night.

Every student in grades K-5 should read or be read to EVERY NIGHT, including weekends. YOUR TIME IS THE BEST GIFT YOU CAN GIVE YOUR CHILD. Reading is a wonderful way to share time and improve your student's academic skills.



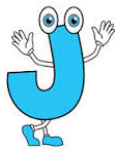
IDENTIFICATION: Due to the nature of the world today and our concern for the safety of all our students, please do not be offended if we require identification in order for you to pick up a student. Our concern is the safety and well being of your child, our student. Signing in and wearing a visitor's pass helps assure students that they are safe at school. Your child may know you, but others may not. Teachers, staff, and students have been asked to report anyone in the building who does not have a visitor or volunteer badge visible.

IMMUNIZATIONS: Every student entering Kindergarten and those in the first through fifth grade must have a current immunization record and a health assessment on file in the office within 30 calendar days from the first day of

school. Failure to do so may lead to suspension or expulsion from school. Students who enroll after that date have 30 days from the date they enrolled in the Wilson County Schools system to furnish proof of immunizations or the student will not be allowed to return to school until such proof is provided. If you do not know what immunizations are required, please contact the Wilson County Health Department or our school counselor.

INCLEMENT WEATHER: Parents should make sure the school has their current contact information so they receive all automated phone calls or email messages related to inclement weather. In the event of inclement weather, parents can also find the status of the school day at wilsonschoolsnc.net, the WCS Facebook, Twitter and Instagram pages and on WRAL-Channel 5.

INSTRUCTIONAL TIME: Instructional time is a very valuable resource for our students. Using the intercom or going to the door of classes to get students before the school day is over is a waste of valuable instructional time. EVEN 5 MINUTES A DAY BY ONE PARENT ROBBS ALL STUDENTS IN THAT CLASSROOM OF 15 HOURS OF INSTRUCTION TIME PER YEAR. That is similar to being absent for 3 days. Multiply that by 3 or 4 parents and students have lost more than a week of precious instructional time.



JUMP ROPE FOR HEART: Our PE teacher will be conducting this fun activity that helps the American Heart Association during the month of February.



KINDERGARTEN: The beginning of a great adventure starts in Kindergarten. This time can be the most exciting time in a child's early years. This time is one of the building blocks of a sound foundation for his/her education. Kindergarten students should be encouraged to be independent, finding their way to their classroom and to the front door. Kindergarten students will be brought to the front door by their teacher to greet parents at the normal release time of 3:00pm. PLEASE TEACH YOUR CHILD HIS OR HER FULL NAME, PARENT'S FULL NAME, STREET ADDRESS, TELEPHONE NUMBER AND WHERE THE PARENTS WORK. This is just not for school purposes, but it is essential information that all children should know by the time they are 4 years of age for safety purposes. If you and your child are ever separated, you will be glad the child knows this information.

Help us make this a special year for all our children. Let them do as much as possible on their own. We teach responsibility by allowing students to be responsible. We encourage you to come to school to eat lunch with your child.

KINDERGARTEN HEALTH ASSESSMENT: A kindergarten health assessment is required for all students entering kindergarten. Forms are available at medical doctors' offices throughout the county. Students not completing the medical assessment will not be allowed to attend school until the assessment has been completed. If you have any questions or problems getting this assessment done, please get in touch with the counselor at the school who will be glad to assist you.



LOST AND FOUND: Please be sure to mark your child's clothing with his/her name so that it can be returned when found. Items not marked/identified are placed in the lost and found area. Unclaimed clothing will be taken to the Salvation Army periodically.

LUNCH: All WCS elementary students will receive free lunch this school year. Lunch will be served in the cafeteria and parents/guardians are always welcome to dine with their child. Students may purchase additional items.

If students bring their lunch, they may buy milk as they walk through the lunch line. NO CANNED, CARBONATED, OR BOTTLED SODA-TYPE DRINKS should be sent to school since these tend to be dangerous when shaken or at the very least messy when opened after being shaken. We invite you to eat lunch with your child at any time. Lunch is scheduled according to classrooms. Be sure to ask the teacher when your child's lunchtime is so that you can be on time to eat with him/her.

LUNCHROOM BEHAVIOR: We encourage our students to use good manners and behavior while in the lunchroom. Either their teacher or an assistant supervises them. If they have problems in the lunchroom, they should first report any problems to the adult supervising them at that time. See PBIS Matrix for rules and procedures.



MEDICATION: School personnel may not administer medication, prescription or otherwise, without the written instructions and a completed medication form signed by the doctor prescribing the medication and the parent/guardian.

School personnel may not apply any treatment beyond first aid. Prescription medications must be brought to the school by the student's parent/guardian in a pharmacy labeled bottle that contains instructions on how to administer, how often, and in what dosage. Most pharmacists are aware of this and if asked will

split the prescription into two bottles so that one can be brought to school and be properly administered. Bottles containing any type of medicine should be given to the teacher. Over the counter medications must be in the original container and will be administered according to the physician's and parent's written instruction. Students should not bring medication to school.

MISSION: B.O. Barnes Elementary School is for all staff to teach at the highest level ensuring success for every student academically, physically, emotionally, and mentally.

MULTIPURPOSE ROOM MANNERS FOR ASSEMBLIES: Students and visitors are expected to behave in an orderly manner and pay attention to programs when we assemble as a group in the Big Room. All cell phones should be silenced. If you must leave before the program is over use the entrance doors into the third grade hall.



NEWS: Our newsletter is sent home quarterly. This newsletter contains important information about upcoming events at our school along with ways you can help your child. It is a must read!

NOTIFICATION SYSTEM: Blackboard Connect is a notification system used by B. O. Barnes and WCS to contact parents/guardians through phone calls and emails. It is extremely important that you keep your phone numbers and email address up-to-date in the office so that the notification system will be able to reach you via phone and/or email with any announcements regarding the school or school system.



OFFICE: Our office is located to the right of the main entrance. All parents, PTO officers and members, grandparents, spouses, children, and visitors/volunteers are expected to sign in and receive a visitor's badge. Ms. Downing, our school secretary, will be happy to help you. She can also help give you directions to all parts of our building as well as check the schedule to see if children are in their regular classrooms. Messages are delivered to teachers, teacher assistants and other support staff members during non-instructional periods so that they may return telephone calls. This is to minimize disruption of instructional time.



PARENTS/FAMILY: The most important part of any student's success is the family. Help us help you; ask when you have a question. Volunteer or visit for lunch when you can.

PARENT TEACHER ORGANIZATION (P.T.O.): We are very proud of our Parent Teacher Organization and the support that it has provided in the past years. It is very important that you attend the meetings and become actively involved.

PERFECT ATTENDANCE: Perfect attendance awards are given at Winstead School. Students are eligible for the year end award **ONLY IF THEY HAVE NO ABSENCES, NO TARDIES, AND NO EARLY DISMISSALS**. Students must be in attendance every day for a full day in order to be eligible for the Perfect Attendance Award.

PARTIES: We have school wide classroom parties/snacks during the school year. Your child's teacher will contact you with information prior to any classroom parties. If you would like to provide a small amount of store bought refreshments for your child's class on his/her birthday, you may do so (cupcakes or cookies). Refreshments may only be served after 1:30pm, according to Federal School Lunch Guidelines. Please check with your child's teacher before bringing or sending any snacks for the class so that the teacher can help plan for a time for students to enjoy the refreshments.

PHONE USE: The telephones are for teachers and staff to make necessary school related business calls. Students should be aware of how they are getting home in the afternoon prior to leaving for school in the morning. They should not be expected to call during the day to obtain this information. Students should be prepared to come to school. That means they should have books, homework, lunch or lunch money, etc. all organized the night before so that it will not be necessary to use the phone after they have arrived at school. In addition, students should be taught their phone number, parents/guardians' names, where they work or go to school, and their addresses by the time they reach kindergarten age.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT (PBIS): PBIS is a general approach to preventing problem behaviors and implementing researched based practices to maximize academic and social behavior and outcomes for students. School-wide expectations will be posted within the classrooms, hallways and other areas within the building. **P.A.W.S.** is our PBIS acronym used daily to remind students about the expectations established throughout the building. **P** stands for **Pride**; **A** stands for **Attitude**; **W** stands for **Wise Choices** and **S** is for **Safety**.

PROFICIENCY EXPECTATIONS: Students in all grades will be expected to meet the proficiency standards for their grade level. Parents, students, and teachers will be asked to sign a Memorandum of Understanding agreeing to work together in

the teaching and learning process. Please ask your child's teacher or the counselor about the proficiency expectations if you do not understand them. Please review the section on instructional time, homework, grades, and attendance. We will do our best with you on our team to make sure every student does the very best to reach the proficiency standards.



QUESTIONS: If you have any questions about your child's progress or his/her educational experiences please feel free to ask the teachers. B. O. Barnes's staff members are happy to answer any questions you may have. Mrs. Spencer and our office staff are happy to meet with you about ideas and suggestions for improving OUR school.



REPORT CARDS: Report cards are issued every nine weeks. Please read all information included with the report card and review the report card. Please sign and return the report card envelope the next day. If the student does not bring the report card on the date given, please call the school to find out why the student does not have a report card. Report card dates are listed on the school calendar.



SAFETY: We are always concerned about the safety and well being of our students. Use the front door that faces Martin Luther King, Jr. Parkway anytime you enter or exit the building. To enter the building you will need to use the buzz in system. You will need to press the silver triangle and be prepared to share your name and reason for your visit. Guests must stop by the front office, sign in and secure a visitor or volunteer's pass before going further in the building. Winstead values instructional time. Visitors will not be allowed to visit classrooms at any time without prior approval from administration and classroom teacher. This is to ensure the safety of all our students. If you need to speak with your child's teacher we will gladly schedule a conference in order not to disrupt instruction. When signing in, parents must indicate where they are going on the visitor's slip and wait for your child's teacher to be contacted if it is for a conference. The teacher will come to the office to escort you to the classroom and back to the office at the end of the conference. If you are eating lunch with your child a visitor's pass is still required and you can only go to the cafeteria. When

lunch is over, visitors can not accompany their student back to the classroom, but instead must come back to the office to sign out of our check in and out computer system. When asking another person to pick up your child from school, please send a written note with this person. This person should be listed on the student identification sheet you complete at the beginning of the year. **Ask the person to be ready to show identification to us upon arriving and requesting the child.**

PLEASE DO NOT ASK FOR YOUR CHILD TO BE CALLED TO CHECK OUT AFTER 2:30PM UNLESS IT IS AN EMERGENCY! Dismissal time can be confusing and we want to be sure every child gets home safely. If classrooms are interrupted during this time to release children early, the interruptions often result in children being left by a van, or by bus. Early release of children interferes with keeping everyone on schedule for their departure places and times.

SNACK TIME: Each individual teacher decides if and when her class will observe a snack time. This is partially determined by the time students eat breakfast and the time they eat lunch. The teacher will notify you about rules regarding snacks. Parents are encouraged to send nutritious snacks if their child will be observing a snack time.



TEAM: It takes every member of the team to make a positive difference in a child's education. Parents, teachers, students, counselors, staff, administration, and members of our community are a part of our team. At Barnes our focus will always be on what is best for the student's mental, academic, emotional, and physical well-being. We must all be sure we're doing our part. When there are conflicts, all should be ready to discuss strategies that can be put in place to resolve the problem or at least be able to understand the problem. As role models, we must remember to take time to talk about things that will benefit our students.

TRANSPORTATION CHANGES: Transportation changes will not be accepted over the telephone. Please send a note or email to your child's teacher concerning changes.



UTMOST: Every student at Barnes is of utmost importance. Our faculty and staff will make every effort to insure his/her success. Please help us reach our goals. Help us foster future leaders by making our students your utmost priority.



VISION: At B.O. Barnes Elementary School, we strive to promote the academic, social, and physical welfare of all students. Our goal is to prepare our students for

the future by helping them achieve academic excellence and personal growth in a student-centered environment led by the leaders and supported by the community.

VISITORS: Volunteers, parents, aunts, uncles, brothers, sisters from another school, grandparents, EVERYONE visiting our school must first check in at the office and pick up a visitor's badge. All persons entering the building should enter by the front door. **Barnes values instructional time. Visitors will not be allowed to visit classrooms at any time without prior approval from administration and classroom teachers.** This is to ensure the safety of all our students. If you need to speak with your child's teacher we will gladly schedule a conference in order not to disrupt instruction. When signing in, parents must indicate where they are going on the visitor's slip and wait for your child's teacher to be contacted if it is for a conference. The teacher will come to the office to escort you to the classroom and back to the office at the end of the conference. If you are eating lunch with your child a visitor's pass is still required and you can only go to the cafeteria. When lunch is over, visitors can not accompany their student back to the classroom, but instead must come back to the office to sign out of our check in and out computer system.

VOLUNTEERS: A new automated volunteer management program called Volunteer Tracker was implemented in Wilson County Schools the 2015-2016 school year. Volunteers are able to select schools where they wish to serve. Volunteers are also able to identify activities that they would like to participate in when volunteering. You are able to log the number of hours that you serve as a volunteer. Volunteers spend an overwhelming number of hours volunteering in the schools. Using the Log My Time feature in Volunteer Tracker, you will be amazed at the number of hours that you contribute to schools. Even though you may have been volunteering for years in Wilson County Schools, we want you to register in the Wilson County Schools Volunteer Tracker! Let's get registered today! Volunteers can complete a volunteer application by following the link below:

<https://appgarden6.app-garden.com/VolTrackNC980.nsf>

The first time you access the system you will need to click on the registration link to register your email address and create a password. You will receive an email confirming your email address. Then, go to your email and click on the link in the email to access the registration page. Once the application is submitted, you will receive an email that the application is submitted. Background checks will be initiated if needed based on the activity level selected. An email will notify the volunteers when they are approved. Thank you for volunteering in Wilson County Schools! Your contributions are invaluable!

VALUABLES: Large amounts of money, cards, electronic equipment/ games or valuables should not be brought to school or on field trips. One major problem usually arises when students allow someone else to hold a valuable item (toy, jewelry, money, electronic devices). If there is a problem with an item that should not be at school in the first place, the item will be held in the office for a parent to pick up at the end of the day or year. Although school personnel try to prevent losses, they are not responsible for student's' personal property.



WEB PAGE: Barnes Elementary has a web page. Check us out! You will find the names of teachers, staff members, school activities listed, picture events, field days, and examples of student work. We will continue to maintain a parent resource page to help with reading and math. You may find us by clicking on www.wilsonschoolsnc.net This will direct you to the Wilson County Schools website. Go to the tab for Schools and click on Barnes Elementary.

WEDNESDAY FOLDER: Each student will receive a Wednesday Folder that will be sent home each Wednesday during the school year. Parents/guardians are expected to view the content within the folder on the leave at home side and sign and return information on the Return to School side. After reviewing the content, sign the back indicating that you saw and responded to the information.

WHAT TO LEAVE AT HOME: Any item not needed for school/class should be left at home (i.e. cards, toys, electronic devices, iPods, balls, etc.). **ITEMS SUCH AS MATCHES, SHARP OBJECTS, LIGHTERS, FIREWORKS, FIREARMS (or ANY LIKENESS OF A FIREARM, INCLUDING WATER PISTOLS), tobacco products, alcohol and illegal drugs are ALL BANNED FROM THE SCHOOL'S CAMPUS AND VIOLATE STATE AND LOCAL LAWS.** Possession of any of these will result in an automatic suspension with the possibility of long-term suspension.

WITHDRAWALS: Please notify your child's teacher and the office if you plan to move or change schools. We need to know one day in advance in order to prepare a progress report and transfer slip. All textbooks and library books must be accounted for or paid for before withdrawing your child. If you are moving outside of the county or state, please be prepared to give us the name and address of the school to which we will be sending the student's records. School records are sent from Barnes Elementary School when the school to which the student has transferred requests them.



X: marks the spot, the spot your child should be in every day in his/her classroom ready to learn at 8:00 am. Please make every effort to be sure students are in attendance daily and that he/she arrives before the 8:00 bell and remains until the 3:00 bell.



YOU: Your encouragement and support are essential for your child's success in school. Be involved in your child's school life by volunteering, by participating in activities for students, and by attending conferences with teachers or administration when needed.



ZZZZZZZ'S: Make sure your child gets plenty of rest each night. A well-rested child is more alert, ready to learn and less likely to disrupt class than one who is tired and grouchy.

WCS Board Policies

Policy Code: 4300 Student Behavior Policies

All decisions related to student behavior are guided by the Board's educational objective to teach responsibility and respect for cultural and ideological differences and by the Board's commitment to creating safe, orderly and inviting schools. Student behavior policies are provided in order to establish (1) expected standards of student behavior; (2) principles to be followed in managing student behavior; (3) consequences for prohibited behavior or drug/alcohol policy violations; and (4) required procedures for addressing misbehavior.

A. PRINCIPLES

The reasons for managing student behavior are to (1) create an orderly environment in which students can learn; (2) teach expected standards of behavior; (3) help students learn to accept the consequences of their behavior; and (4) provide students with the opportunity to develop self-control. The following principles apply in managing student behavior.

Student behavior management strategies will complement other efforts to create a safe, orderly and inviting environment.

Positive behavioral interventions will be employed as appropriate to improve student behavior.

Responsibility, integrity, civility and other standards of behavior will be integrated into the curriculum.

Disruptive behavior in the classroom will not be tolerated.

Consequences for unacceptable behavior will be designed to help a student learn to comply with rules, to be respectful, to accept responsibility for his or her behavior and to develop self-control.

Strategies and consequences will be age and developmentally appropriate.

B. COMMUNICATION OF POLICIES

Board policies related to student behavior are codified mainly in the 4300 series. The superintendent shall incorporate information from such policies into a Code of Student Conduct that notifies students of the behavior expected of them, conduct that may subject them to discipline and the range of disciplinary measures that may be used by school officials. At the discretion of the superintendent, the Code of Student Conduct may include additional rules needed to implement the Board's student behavior policies. Each school shall create a student behavior management plan that will elaborate further on processes for addressing student misbehavior and the use of intervention strategies and consequences (see policy XXXX, School Plan for Management of Student Behavior). The Code of Student Conduct must incorporate by reference any additional student behavior standards, prohibited conduct or disciplinary measures identified in individual school behavior plans developed in accordance with policy XXXX, provided such measures are consistent with law and Board policy. The Code of Student Conduct

must not impose mandatory long-term suspension or expulsion for specific violations unless otherwise provided in state or federal law.

At the beginning of each school year, principals shall make available to each student and parent all of the following: (1) the Code of Student Conduct; (2) any Board policies related to behavior that are not part of the Code of Conduct; (3) any related administrative procedures; (4) any additional discipline-related information from the school's student behavior management plan, including behavior standards, prohibited conduct or disciplinary measures; and (5) any other school rules. This information must be available at other times upon request and must be made available to students enrolling during the school year and their parents.

For the purpose of Board policies related to student behavior, all references to "parent" includes a parent, a legal guardian, a legal custodian or another caregiver adult authorized to enroll a student under policy XXXX, Domicile or Residence Requirements.

C. APPLICABILITY

Students must comply with the Code of Student Conduct in the following circumstances:

while in any school building or on any school premises before, during or after school hours;

while on any bus or other vehicle as part of any school activity;

while waiting at any school bus stop;

during any school-sponsored activity or extracurricular activity;

when subject to the authority of school employees; and

at any place or time when the student's behavior has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.

D. CONSEQUENCES FOR VIOLATIONS

Violations of the Code of Student Conduct must be dealt with in accordance with the guidelines established in the school's behavior management plan (see policy XXXX, School Plan for Management of Student Behavior).

Minor Violations

Minor violations of the Code of Student Conduct are those less severe infractions involving a lower degree of danger and harm. Examples of minor violations include, but are not limited to:

the use of inappropriate or disrespectful language;

noncompliance with a staff directive;

dress code violations; and

minor physical altercations that do not involve a weapon or an injury.

Aggravating circumstances, however, may justify treating an otherwise minor violation as a serious violation.

Minor violations of the Code of Student Conduct may result in disciplinary measures or responses up to and including short-term suspension. Further information regarding the

procedures for short-term suspensions is provided in policy 4351, Short-Term Suspension. Other disciplinary measures or responses may include, but are not limited to, the following:

- parental involvement, such as conferences;
- isolation or time-out for short periods of time;
- behavior improvement agreements;
- instruction in conflict resolution and anger management;
- peer mediation;
- individual or small group sessions with the school counselor;
- academic intervention;
- in-school suspension;
- detention before and/or after school or on Saturday;
- community service;
- exclusion from graduation ceremonies;
- exclusion from extracurricular activities;
- suspension from bus privileges; and
- placement in an alternative school.

The parent or guardian is responsible for transportation that may be required to carry out a consequence. With the exception of suspension from bus privileges, if a parent or guardian is unable to provide transportation, another consequence will be substituted.

Serious Violations

Serious violations of the Code of Student Conduct may result in any of the consequences that may be imposed for minor violations. In addition, serious violations that threaten to substantially disrupt the educational environment may result in long-term suspension, and serious violations that threaten the safety of students, school employees or school visitors may result in long-term suspension or expulsion. Certain violations involving firearms or explosive devices may result in a 365-day suspension. Further information regarding the standards and procedures for long-term suspensions, 365-day suspensions and expulsions is provided in policies 4351, Short-Term Suspension, and XXXX, Long-Term Suspension, 365-Day Suspension, Expulsion. (See also policy XXXX, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety, for information regarding 365-day suspensions for certain violations involving firearms or explosive devices.)

E. ENFORCEMENT

The superintendent is responsible for supervising the enforcement of the Code of Student Conduct to ensure that school disciplinary policies are uniformly and fairly applied throughout the school system.

Legal References: G.S. 115C-47, -276(r), -288, -307, -390.1, -390.2

Cross References: Goals and Objectives of the Educational Program (policy 3000), Counseling Program (policy 3610), Domicile or Residence Requirements (policy XXXX), Student Behavior Policies (4300 series)

Adopted: May 20, 2019

Policy Code: 3400 Evaluation of Student Progress

An evaluation system of students' academic performance is necessary to help ensure that all students are succeeding within the framework of the educational goals and objectives of the Board. The Board believes that the formal issuance of student evaluations on a regular basis promotes continuous assessment of a student's performance; informs the student, his or her parents or guardians, and the school counselor about the student's performance and progress; and provides a system of notice that allows intervention strategies to be implemented if necessary to improve the student's performance. The Board encourages teachers and principals to pursue innovative methods of evaluating progress.

The Board of Education requires that all parents be informed at regular intervals of the progress of their children in order to promote a process of continuous evaluation of student performance; to inform the student, his parents, and counselor of the student's progress; and to provide a basis for bringing about improvement in student performance, where such change seems necessary.

Meaningful evaluation shall include consideration of all activity that has occurred during the particular evaluation period. Teachers shall keep accurate records of all graded assignments in order to substantiate a grade given in a course. Class attendance shall also be kept and reported to parents. The relative value attached to any activity shall be determined by the importance of the activity toward achieving the course objectives. When determining the final grade for a grading period, teachers shall weight assignments and assessments as on a ten-point scale indicated in the tables below.

Type of Assignment / Assessment	Grades K-8	Grades 9-12
Tests / Projects	50%	60%
Quizzes / Classwork	45%	35%
Homework	5%	5%

Teachers have the primary responsibility for evaluating student performance and keeping accurate records in order to substantiate a grade or assessment. Teachers shall ensure that there are an adequate number of assignments/assessments in each category during a grading period such that no single assignment or assessment has a disproportionate effect on a student's final grade for the grading period. The principal has the authority to review all grades, make adjustments when justified, and report those changes to the superintendent as outlined in the Administrative Regulation 3400, Evaluation of Student Progress. The principal's decision is final and will be documented in the student's permanent record.

The Board realizes the obstacles a student faces when trying to recover from an extremely low grading period average. For this reason, in grades K-8, no student shall receive a final grade for a grading period that is below 50%. In grades 9-12, no student shall receive a final grade for the first 9-week period of the semester that is below 40%. There is no lowest grade limit on the grade issued for the second 9-week period of a semester.

In addition to regular progress report cards and other school contacts with the home, interim reports are to be issued during the regular grading periods to alert parents when students are not completing satisfactory work, consistent with policy 3405, Students at Risk of Academic Failure.

Parental conferences are a valuable method of reporting to parents. Conferences regarding a student's progress in a particular class shall include the teacher of that class.

The superintendent shall develop the necessary administrative procedures to implement this policy.

Legal References: [G.S. 115C-47](#), [-81](#)

Cross References: Parental Involvement (policy [1310/4002](#)), Goals and Objectives of the Educational Program (policy [3000](#)), Students at Risk of Academic Failure (policy [3405](#))

Adopted: March 18, 2019

Policy Code: 3135 Homework

The Board recognizes the importance of homework in supplementing classroom instruction and furthering the goals of the educational program. Homework reinforces learning and fosters independence, responsibility and self-direction. Homework assignments should strengthen skills, provide practice in subjects that already have been taught in class and improve a student's ability to work independently. Teachers should take into consideration the differences in financial, educational and technological resources of students and their parents or guardians when making assignments. In addition, the amount of time necessary to complete the tasks should be reasonable in light of the age and maturity of the students and other assignments given to the students.

The table below provides general guidelines for the amount of time a student should spend on homework nightly. The Board further recognizes that the level of rigor of some high school courses may periodically require additional time for homework over those listed. These courses might include, but are not limited to, Advanced Placement, International Baccalaureate, and other college level courses.

Grade Span	Suggested Maximum Length of Nightly Homework
Grades K-2	30 Minutes
Grades 3-5	45 Minutes
Grades 6-8	60 Minutes
Grades 9-12	60 - 120 Minutes

Teachers should make every effort to give clear directions for homework assignments. They should also make sure that assignments are based on skills that have been taught previously in the classroom. Students should be able to use the particular skills, and should be familiar with the assignment that they are to complete using the skills. Students should be given an opportunity to ask questions about the assignment before going to another activity.

Teachers should minimize the use of homework assignments or projects which will involve the expenditures of funds by a student.

Homework shall never be used as a method of punishment.

Principals shall ensure that homework assignments are made in accordance with this policy.

Legal References: [G.S. 115C-36](#), [-47](#), [-276](#), [-288](#), [-307](#)

Cross References: Goals and Objectives of the Educational Program (policy [3000](#))

Adopted: February 18, 2019

Policy Code: 3420 Student Promotion and Accountability

The Board of Education is dedicated to high standards and high achievement for all students. To the extent reasonably possible, students should be given as much time or as little time as they need to be proficient at a particular level of study. The Board believes that students should progress to the next level of study only after they are proficient in their knowledge and application of the current curriculum level. The academic expectations for students establish the Wilson County Schools' expectations for students in specific grade levels. The purpose of these expectations is to improve teaching and learning, to enable all students to achieve grade-level competencies and to engage parents in school improvement through shared accountability.

The ultimate responsibility for promotion/retention decisions is assigned to school principals by [G.S. 115C-288](#), except as provided in [G.S. 115C-83.7](#). Such decisions shall be made in accordance with federal, state and local regulations and the

expectations provided below. The Board and Superintendent have provided these criteria to guide principals in this decision.

A. EXPECTATIONS

Grades	Attendance Expectations
1-5	85 percent of days enrolled
6-8	90 percent of days enrolled
9-12	90 percent of days in each class

Grade	K-2 Reading Assessment	Math Proficiency	Teacher Grades	Attendance
K	Level D	80 percent	Satisfactory	NA
1	Level J	80 percent	Satisfactory	85 percent
2	Level N	80 percent	Satisfactory	85 percent

Grade	EOG Math	EOG Reading	EOG Science	Teacher Grades	Attendance
3	Level III	Level III/Level Q		60 or Above in Reading and Math (Level Q)	85 percent

Grade	EOG Math	EOG Reading	EOG Science	Teacher Grades	Attendance
4	Level III	Level III		60 or Above in Reading and Math	85 percent
5	Level III	Level III	Level III	60 or Above in Reading, Math and Science	85 percent

Grade	EOG Math	EOG Reading	EOG Science	Teacher Grades	Attendance
6	Level III	Level III		60 or Above in Reading, Math, Science and Social Studies	90 percent
7	Level III	Level III		60 or Above in Reading, Math, Science and Social Studies	90 percent
8	Level III	Level III	Level III	60 or Above in Reading, Math, Science and Social Studies	90 percent

B. DIPLOMA STANDARDS

To receive a North Carolina high school diploma, a student must complete the requirements set forth in policy 5540, Graduation Requirements.

C. APPEALS OF PROMOTIONS DECISIONS

Parents dissatisfied with the principal's promotion decision may request reconsideration by the principal, except in cases where the student has failed to demonstrate third grade reading proficiency as set forth in [G.S. 115C-83.7](#). Within five workdays of receiving the principal's written decision to promote or retain a student, the student's parents may appeal the decision to the superintendent or designee. The superintendent or designee may overturn the principal's decision only upon a finding that the principal's decision was arbitrary and capricious (i.e., without a rational basis) or was otherwise an abuse of discretion. The superintendent's or designee's findings must be in writing and must be provided to the parents.

D. READING CAMPS

The board will provide reading camp opportunities as required by law at no fee for students who have not yet demonstrated reading proficiency on a third grade level at the end of third grade and for first and second grade students whose demonstrated reading comprehension is below grade level. The superintendent or designee shall encourage parents of eligible students to enroll their students in a reading camp.

E. PROMOTION STANDARDS FOR STUDENTS WITH DISABILITIES

To the extent possible, students with disabilities must be held to the same promotion standards as all other students. However, for students who take alternative assessments, promotion decisions must be based on criteria recommended by the IEP team.

All intervention strategies and other opportunities, benefits, and resources that are made available to students without disabilities must be made available to those students with disabilities who are subject to the student promotion standards. Such opportunities must be in addition to the special education services provided to the student.

F. CREDIT BY DEMONSTRATED MASTERY

Beginning with the 2014-15 school year, the superintendent shall provide opportunities for students in grades 9 through 12 to earn course credit by demonstrating mastery of course material without first completing the regular period of classroom instruction in the course. Students in grades 6 through 8 may earn credit by demonstrated mastery for high school courses offered in middle school. To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and application of knowledge through a multi-phase assessment, in accordance with standards established by the State Board of Education and any additional standards established by the superintendent.

G. REPEATING A COURSE FOR CREDIT

1. Repeating a Previously Failed Course

As provided in State Board of Education policy [CCRE-001](#), high school students who fail a course for credit may repeat that course. To take advantage of this option, the student must repeat the entire course. Beginning with the 2015-16 school year, when a student initially fails a high school course and successfully repeats the course for credit, the new course grade will replace the original failing grade for the course on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility. The superintendent may develop

procedures for students to indicate their intent to repeat a course for credit under this paragraph and may establish any other rules as necessary and consistent with State Board policy.

2. Repeating a Course for which Credit was Earned (Grade Replacement)

The board recognizes that high school students may need to repeat a course for which they have earned credit in order to increase their understanding of the course content, to improve skill mastery, or to meet postsecondary goals.

Students may repeat a course for which they have previously earned credit, subject to the following preconditions and any other reasonable rules established by the superintendent:

- a. the student must have earned a letter grade of C or lower in the course on the first attempt;
- b. the student must make a written request to repeat the course;
- c. the principal or designee must approve the request;
- d. there must be space available after seats have been assigned to students who are taking the course for the first time or repeating a previously failed course;
- e. the course to be repeated must be a duplicate of the original class and must be taken during the regular school day at a high school in this school system or through the North Carolina Virtual Public School;
- f. upon completion of the repeated course, the new course grade will be the higher of the two grades on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility.
- g. credit towards graduation for the same course will be given only once;
- h. a course may be repeated only one time; and
- i. students may repeat a maximum of four previously passed courses during their high school careers.

The superintendent shall require notice to students and parents of these preconditions and of another relevant information deemed advisable by the superintendent.

H. ACCELERATION

Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail or providing different types of educational experiences. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options.

I. REPORTING REQUIREMENTS

1. Superintendent's Report to the Board

At least on an annual basis, the superintendent shall provide the board with the following information for each school:

- a. aggregate student performance scores on state-mandated tests and any other standardized tests used by a school or the school system;
- b. the number and percentage of students retained;
- c. the number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in state law; and

d. remedial or additional educational opportunities provided by the school system and the success of these efforts in helping students meet promotion standards.

2. Report to the North Carolina State Board of Education and Department of Public Instruction

Pursuant to statutory requirements and standards established by the Department of Public Instruction, all required information regarding student performance will be provided annually to the State Board of Education and the Department of Public Instruction.

3. Publication on the School System Website

Information about the reading performance of first, second, and third grade students will be posted on the school system website in accordance with state law.

J. RESOURCES

Consistent with the objective of improving student performance, the board will provide schools with maximum flexibility in the allocation of state funds. School personnel are expected to budget financial resources in a manner that will meet the standards established in this policy. The board will consider requests to transfer funds from other funding allotment categories to intervention strategies as part of the school improvement plan submitted by school officials. All funds will be used in a fiscally sound manner.

K. NOTIFICATION TO PARENTS

The superintendent or designee shall provide information regarding promotion standards to all students and parents. In addition, if a kindergarten, first grade, second grade, or third grade student (1) is demonstrating difficulty with reading development or (2) is not reading at grade level, the student's teacher shall provide the student's parents timely written notice advising that if the student is not demonstrating reading proficiency by the end of third grade, the student will be retained, unless exempt from mandatory retention for good cause. Parents are encouraged to help their children meet the promotion standards and will have opportunities to discuss the promotion standards and procedures with teachers and the principal. Information provided to parents should be in the parents' native language when appropriate foreign language resources are readily available.

The teacher of a student who is at risk of retention or does not meet promotion standards must notify the student's parents no later than the end of the next appropriate grading period that the student has failed to meet the standards for progression to the next level of study. The teacher must provide the parents with information concerning retesting, intervention, review, and appeal opportunities. When a student is to be retained, the principal shall provide the student's parents written notice of the retention and, if the student will be retained in accordance with [G.S. 115C-83.7\(a\)](#) for failure to demonstrate reading proficiency, (1) written notice of the reason the student is not eligible for a good cause exemption as provided in [G.S. 115C-83.7\(b\)](#) and (2) a description of proposed reading interventions that will be provided to the student to remediate identified areas of reading deficiency. Teachers shall provide parents of students retained under [G.S. 115C-83.7\(a\)](#) at least monthly written reports on student progress toward reading proficiency. The evaluation of a student's progress will be based upon the student's classroom work, observations, tests, assessments, and other relevant information.

L. CHILDREN OF MILITARY FAMILIES

As required by the Interstate Compact on Educational Opportunity for Military Children ([G.S. 115C-407.5](#)), school administrators have the authority to exercise flexibility in waiving course or program prerequisites or other preconditions for the placement of children of military families in courses or programs offered by the school system.

M. TRANSFER STUDENT REQUIREMENTS

Promotion and graduation requirements of students who transfer into the Wilson County Schools system will be determined by the superintendent or his/her designee on an individual basis. The requirements will be determined by the units earned at the time of enrollment and the number of opportunities to earn credits toward the expected year of graduation.

The Superintendent shall develop administrative procedures for this policy.

Legal References: [G.S. 115C-36](#), [-45\(c\)](#), [-47](#), [-81.5](#), [-83.2](#), [-83.3](#), [-83.6](#), [-83.7](#), [-83.8](#), [-83.9](#), [-83.10](#), [-83.11](#), [-105.21](#), [-174.11](#), [-276](#), [-288\(a\)](#), [-407.5](#); State Board of Education Policies [CCRE-001](#), [KNEC-002](#), [KNEC-003](#)

Cross Reference: Graduation Requirements (policy 5540)

Adopted: August 4, 1995

Revised: February 19, 2001

Revised: December 14, 2009

Revised: November 8, 2010

Revised: December 12, 2011

Revised: November 12, 2013

Revised: September 15, 2014

Revised April 20, 2015

Revised: January 23, 2017

Revised: July 16, 2018

Policy Code: 3260 Administration of Medication

The Board recognizes that students may need to take medication during school hours. To minimize disruptions to the school day, medicines should be taken at home rather than at school whenever feasible. The school district is not required to administer any medication that could be taken at home.

3260.1 Standards for Administering Medicines - Prescriptions and Over-the-Counter

A. School employees are authorized to administer drugs or medication when all of the following conditions have been met:

1. The student's parent or legal guardian has made a written request that school personnel administer the medication to the student and has signed the Medication Administration Permission Form;
2. A healthcare practitioner has prescribed the drug or medication for use by the student, has certified that administration of the drug or medication to the student during the school day is necessary, and has completed a Medication Administration Permission Form providing explicit written instructions for administration. Instructions must include the name of medication, medication dosage, time of administration at school, route of administration and reason for the drug or medication to be given. Medication must be in original container ; and

3. The employee administers the drug or medication pursuant to the written instructions provided by the student's health care practitioner with the parent or legal guardian's signed permission on the Medication Administration Permission Form.

B. Any medicines maintained by the school district for a student must be kept in a locked and secure place, with the exception of emergency medications such as asthma "rescue" inhalers, epinephrine auto injector, seizure medication, diabetic medications and supplies, which shall be stored to allow access in case of emergency.

C. Any school personnel who will be administering medicines will receive appropriate training.

D. School personnel may only administer drugs clearly prescribed or intended for the student .

E. If a staff member has concerns regarding the appropriateness of a drug or dosage for a student, the staff member shall consult with the school nurse before administering the drug. If the school nurse assigned to the staff member's school is not on-site or is unavailable by phone, the staff member shall contact the Student Services Office for further guidance regarding the appropriateness of the medication before administering the drug.

F. Written information maintained by the school or school personnel regarding a student's medicinal and health needs is confidential. Parents and students must be accorded all rights provided by the Family Educational Rights and Privacy Act and state confidentiality laws. Any employee who violates the confidentiality of the records may be subject to disciplinary action.

3260.2 Emergency Medication

Students who are at risk for medical emergencies may be provided an emergency health care plan which may address administration of emergency medicine.

3260.3 Student Self-Administering Emergency Medications

The Board recognizes that students with acute and chronic healthcare conditions may need to possess and self-administer emergency medication on school property. As used in this policy, "emergency medication" means a medicine prescribed for the treatment of acute and/or chronic healthcare conditions such as asthma, diabetes, or anaphylactic reactions and includes medications such as a prescribed asthma inhaler, insulin , or epinephrine auto-injector. Students may not self-administer any medications that are classified as controlled substances including stimulant medications and narcotics.

A. Before a student will be allowed to self-administer medicine pursuant to this section, the student's parent or guardian must provide to the school:

1. Written authorization from the student's parent or guardian for the student to possess and self-administer emergency medication.
2. A written statement from the student's health care practitioner verifying:
 - a. that the student has an acute and/or chronic healthcare condition that could result in the need for emergency medication to be self-administered;
 - b. name of medication, medication dosage, time of administration at school, route of administration and reason for the drug to be given;
 - c. that he/she prescribed medication for use on school property during the school day, at school-sponsored activities, or while in transit to or from school or school-sponsored events; and

- d. that the student understands, has been instructed in self-administration of the emergency medication, and has demonstrated the skill level necessary to use the medication and any accompanying device.
 - 3. A written treatment plan and written emergency protocol , formulated by the prescribing health care practitioner , for managing the student's acute and/or chronic healthcare condition and for medication use by the student.
 - 4. A statement provided by the school district and signed by the student's parent or guardian acknowledging that the Board of Education and its agents are not liable for injury arising from the student's possession and self-administration of emergency medication.
 - B. The parent or legal guardian is fully responsible for a student who self-medicates .
 - C. The student shall securely store all medication in a manner that precludes access to the medication by any unauthorized individuals.
 - D. The student's parent or guardian is strongly encouraged to provide backup emergency medication to the school. The school must keep this medication in a location immediately accessible to the student in the event of an emergency.
 - E. All information provided to the school by the student's parent or guardian must be kept on file at the school in an easily accessible location. Any permission granted by the school for a student to possess and self-administer emergency medication will be effective only for the school year in which the request is made and must be renewed each school year .
 - F. A student who uses his/her prescribed emergency medication in a manner other than as prescribed may be subject to disciplinary action pursuant to the school's disciplinary policy. A school may not impose disciplinary action that limits or restricts the student's immediate access to the emergency medication.
- 3260.4** The Board does not assume any responsibility for the administration of drugs or medication to a student by the student, the student's parent or legal custodian , or any other person who is not authorized by this policy to administer medications to students.

Legal Reference: [G.S. 115C-36](#), [-47](#), [-307\(c\)](#), [-375.1](#), [-375.2](#), [-375.3](#)

Adopted: July 27, 1995

Revised: July 17, 2006

Revised: March 18, 2013

Policy Code: 4316 Student Dress Code

The board believes that the dress and personal appearance of students greatly affect their academic performance and their interaction with other students. The board requests that parents outfit their children in clothing that is conducive to learning. Generally, dress and grooming standards as determined by the student and his or her parents will be deemed acceptable. However, the board holds these expectations of all students:

- 1. Clothing and appearance must be age appropriate, not disruptive to the teaching- learning process and cannot be provocative, indecent, vulgar or obscene.

2. Hats, sweatbands, bandannas, or sunglasses will not be worn inside the school buildings.
3. Shorts must be of adequate length to reach the ends of one's fingertips when the student is standing and the arms are by one's sides.
4. Skirts and dresses must be no higher than three (3) inches above the top of the knee.
5. Clothing will not be allowed which promotes alcoholic beverages, tobacco or the use of controlled substances, depicts violence, profanity, vulgarity or obscenity, is of a sexual nature, or is of a disruptive nature.
6. Shirts and blouses must cover the waist and midriff and go past the waistline. Tank tops or spaghetti-strap tops may not be worn as an outer garment.
7. Footwear is required. Bedroom shoes are not allowed. Students in laboratory or shop environments must wear closed-toe shoes. Students in physical education classes must wear athletic shoes. Shoes that have laces must be laced and tied.
8. Clothing is not to be sheer or mesh and cannot have excessive holes.
9. Undergarments are not to be visible.
10. Clothing must be worn appropriately (nothing inside-out or backwards, no rolled-up pant legs or unfastened bibbed overalls, no sagging pants, belts must be buckled and worn at the waistline, etc.).
11. Clothing will not be allowed that is intentionally shredded or torn.
12. Tight clothing, such as knit pants, spandex bicycle/biker pants, or overly tight pants, is not allowed.
13. Students shall not wear clothing articles with the intent to convey membership or affiliation in a gang.

Reasonable accommodations will be made by the school principal or principal's designee for those students who, because of a sincerely held religious belief, cultural heritage, or medical reason, request a waiver of a particular guideline for dress or appearance.

Before receiving disciplinary consequences, a student who is not in compliance with this policy or a school dress code will be given a reasonable period of time to make adjustments so that he or she will be in compliance. Disciplinary consequences for a student who fails to comply after being offered this opportunity shall be consistent with Section 1.01 of policy 6400, *Student Conduct and Discipline*. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violation of the dress code.

Legal References: [G.S. 115C-47, -390.2](#)

Cross References: Student Conduct and Discipline (policy 6400)

Adopted: April 15, 2002

Revised: June 8, 2009

Revised: November 21, 2011

Revised: June 17, 2013

Revised: August 20, 2018

Policy Code: 4400 Attendance

Attendance in school is central to educational achievement and school success. Attendance and participation in class form an integral part of the teaching-learning process, and thereby may be part of the grade earned. Additionally, regular attendance develops patterns of behavior essential to success in later life, both personal and business. While there are times when students must be absent from school due to physical inability to attend, it must be understood that parents or legal guardians have the responsibility for ensuring that students attend and remain at school daily.

A. Attendance Records

Teachers shall maintain accurate attendance records, both daily and by class where appropriate. It shall be the responsibility of the principal to be familiar with current rules and regulations relative to attendance and absences and to monitor regularly.

B. Excused Absences

When a student must miss school, a written excuse signed by a parent or guardian must be presented to the student's teacher on the day the student returns after an absence. Absences due to extended illnesses may also require a statement from a physician. An absence may be excused for any of the following reasons:

1. personal illness or injury that makes the student physically unable to attend school;
2. isolation ordered by the State Board of Health;
3. death in the immediate family;
4. medical or dental appointment;
5. participation under subpoena as a witness in a court proceeding;
6. a maximum of two days each academic year for observance of an event required or suggested by the religion of the student or the student's parent(s);
7. participation in a valid educational opportunity, such as travel or service as a legislative or Governor's page, with prior approval from the principal;
8. pregnancy and related conditions or parenting, when medically necessary; or
9. visitation with the student's parent or legal guardian, at the discretion of the superintendent or designee, if the parent or legal guardian (a) is an active

duty member of the uniformed services and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.

In the case of excused absences, short-term out-of-school suspensions, and absences under [G.S. 130A-440](#)(for failure to submit a school health assessment form within 30 days of entering school) the student will be permitted to make up his or her work. The student is responsible for completing assignments that are due within the specified time period.

C. Unexcused Absences

Any absence not meeting the requirements of an excused absence shall be an unexcused absence. Principals shall adhere to all conditions of the North Carolina Compulsory Attendance Law, and shall notify parents or guardians of their responsibility under the same law.

The principal or his designee shall notify the parent, guardian, or custodian after the child has accumulated three (3) unexcused absences in a school year. After not more than six (6) unexcused absences, the principal shall notify the parent, guardian, or custodian by mail that he may be in violation of the Compulsory Attendance Law and may be prosecuted if the absences cannot be justified. Once the parents are notified, the school social worker shall work with the child and his family to analyze the causes of the absences and determine steps, including adjustment of the school program or obtaining supplemental services, to eliminate the problem.

After ten (10) accumulated unexcused absences in a school year, the principal shall review any report or investigation prepared by the school social worker in accordance with [N.C. Gen. Stat. § 115C-381](#) and shall confer with the student and his parent, guardian, or custodian if possible to determine whether the parent, guardian, or custodian has received notification pursuant to this section and made a good faith effort to comply with the law. If the principal determines that parent, guardian, or custodian has not, he shall notify the district attorney. If he determines that parent, guardian, or custodian has, he may file a complaint with the juvenile intake counselor under [N.C. Gen. Stat. § 7A-561](#) that the child is habitually absent from school without a valid excuse.

D. School Related Activities

All classroom activities are important, and difficult if not impossible to replace if missed. School-related activities as outlined below, however, shall not be counted as absences from either class or school:

1. field trips sponsored by the school;
2. school-initiated and scheduled activities;
3. athletic events requiring early dismissal from school;
4. governor or legislative pages;
5. in-school suspensions;

6. participation in a job-shadow, Career and Technical Education student organization, or other work-based opportunity, as described in [G.S. 115C-47](#)(34a).

It is the intention of the Board of Education that classes missed for such reasons be kept to an absolute minimum through close scrutiny and a monitoring system on the part of the principal. Assignments missed for these reasons shall be completed by students, and are due on the day the student returns to class, unless granted additional time by the classroom teacher.

E. Attendance Expectations

1. Students in grades 1-5 must be in attendance for 85 percent of the days enrolled and students in grades 6-8 must be in attendance 90 percent of the days enrolled to be promoted to the next grade. Students in Grades 1-8 who are not present for the required number of days during the school year shall be retained unless a waiver or modification of the consequences is granted pursuant to section 4400-E2.
2. Students in Grades 9-12 must be present in class for 90 percent of the days enrolled. If the minimum attendance requirement is not satisfied, the student shall not receive academic credit for the course, and no numerical grade shall be recorded for the course or applied toward the student's grade point average.
3. Students in Grades 9-12 may make up a maximum of five (5) absences per semester course, and a maximum of ten (10) absences in a yearlong course. Absences may be made up during non-instructional time on an hour for hour basis. Make-up time must begin no later than five (5) days after returning to school following the absence, and must be completed within the grading period in which the absence occurred unless an exception is approved by the principal.
4. Students in Kindergarten who are absent more than thirty (30) days during a year shall be referred to an interdisciplinary attendance committee which shall recommend whether the student should be considered for retention. The committee will review any additional educational experiences that the child might have received during the absences as it makes its recommendations.

F. Credit for Attendance

1. To be counted present for the school day, a student shall be in attendance at least one-half of the student school day. To be counted present in a high school class, the student shall be in attendance for 75 minutes.
2. A student shall be considered present for that portion of the day that he is present to attend an official school activity at a place other than the school with the approval of the principal.
3. Students who arrive at school after the beginning of the school day or leave school prior to the end of the school day will receive a tardy.

G. Excessive Absences

1. The responsibility for satisfying attendance requirements rests with students and their parents or legal guardians. In order to help students meet the attendance requirements, teachers shall notify the principal when student absences, either from homeroom or an individual class, reach four (4) in a semester or eight (8) in a year in Grades 9-12, or fifteen (15) in a year in Grades K-8. The principal shall in turn notify parents or guardians of the absences in writing. The notice to parents or guardians shall include a warning of the possible consequences of additional absences and/or a copy of this policy. Students at any age who accumulate excessive absences may experience consequences ranging from extra make-up work to grade retention. Any failure by teachers or principals to provide notice of absences in accordance with this section shall not excuse any absences and shall not justify waiver or modification of the consequences for excessive absences.
2. In the event a student receives no credit or is retained because of excessive absences under this policy, the student and his parents or legal guardians may request a waiver or modification of the consequences. A request for waiver or modification shall be submitted in writing to the principal no later than five (5) days after either the notification of the consequences or the end of the applicable semester in high school or at the end of the school year in elementary or middle schools, whichever is earlier. The written request must describe the reasons for the requested waiver or modification and appropriate documentation. Requests will be considered only for the reasons which are extraordinary and compelling. In the event of a written request for waiver or modification, the principal shall appoint an interdisciplinary attendance committee to advise the principal whether the student's particular circumstances justify the waiver or modification of the no-credit or retention provisions of this policy. The principal shall notify the student and his parents or legal guardians concerning the time and place of a hearing before the interdisciplinary committee and shall indicate that their presence is required. The principal shall have the authority to waive or modify the no-credit or retention provision of the policy, before or after the hearing by the committee.

H. Tardiness

A student shall be seated or at his assigned station for work at the time appointed for the school day or class to begin, or be recorded as tardy for the day or class.

A student who leaves the instructional setting prior to the end of a class or the school day will be recorded as tardy for the class or day. Principals may establish procedures in each school to enforce this policy.

Legal Reference: [G.S. 115C-47, -378 to -383; G.S. 130A-440](#)

Adopted: August 4, 1995

Revised: July 15, 1996

Revised: December 16, 1996

Revised: February 15, 2010

Revised: August 22, 2011

Revised: August 18, 2014

Revised: July 16, 2018

Revised: August 20, 2018

Policy Code: 4318 Use of Wireless Communication Devices

The Board of Education recognizes that the possession of wireless communication devices is a matter of convenience and safety for students and parents, but the use of these devices can also be a disruption of the instructional process. Through this policy, the Board of Education provides students the privilege of possession of wireless communication devices on school property, subject to the following provisions.

A. Authorized Use

Wireless communication devices include, but are not limited to, cellular telephones, electronic devices with internet capability, paging devices, two-way radios, or any similar device. Students are permitted to possess such devices on school property so long as the devices are not activated, used, displayed, or visible during the instructional day or as otherwise directed by school rules or school personnel with the following provision: The school principal may develop and make available a plan for specific times and locations when students may access their wireless communication devices without consequences.

Although use generally is permitted before and after school, use of cellular phones and other wireless communication devices may be prohibited on school buses when noise from such devices interferes with the safe operation of the buses. In addition, elementary and middle school students who participate in after-school programs are prohibited from using wireless communications devices during such programs.

B. Liability

Students are personally responsible for the security of their wireless communication devices. The school system will not be responsible for the theft, loss, or damage of a cellular phone or other personal wireless communication devices.

C. Consequences of Unauthorized Use

A student possessing a wireless communication device in violation of this policy will be assigned disciplinary consequences pursuant to policy 4300, Student Behavior Policies.

D. Search of Wireless Communication Devices

In accordance with Policy 4342, Student Searches, a student's wireless communication device and its contents, including, but not limited to, text messages and digital photos, may be searched whenever a school official has reason to believe the search will provide evidence that the student has violated or is violating a law, Board policy, the Code of Student Conduct, or a school rule. The scope of such searches must be reasonably related to the objectives of the search and not excessively intrusive in light of the nature of the suspected infraction.

Legal References: [G.S. 115C-391](#) and [G.S. 115C-36](#)

Cross References: Student Searches (Policy 4342)

Adopted: December 11, 2006

Revised: July 27, 2009

Revised: July 16, 2018

Revised: December 9, 2019

Policy Code: 3220 Technology in the Educational Program

In support of the state school technology goals and North Carolina HB 23, Wilson County Schools is committed to establishing and supporting 21st century skills to enhance our students' abilities to effectively apply the skills of collaboration, communication, creativity, and critical thinking in all curricular areas as they prepare to be college and career ready. School administrators and teachers are encouraged to develop additional strategies integrating technological resources and utilizing the power of technology to improve learning outcomes while making more efficient use of resources. These strategies should be included in school improvement plans and staff professional development plans.

The superintendent shall integrate digital planning to support teaching and learning needs into the school district's strategic planning efforts and include various stakeholders such as curriculum leaders, teachers, administrators, technology services, instructional technology, and finance.

A. SELECTION OF TECHNOLOGICAL RESOURCES

All technological resources must be purchased and used in a manner consistent with applicable law and board policy.

Technological resources must meet or exceed the following standards before they may be considered for implementation.

1. Technological resources must support the current statewide instructional standards or the programs of the school system.

2. Technological resources must support the current use of learning and instructional management technologies in the school.
3. Technological resources must be compatible with the condition of the network and other infrastructure resources. The technology director shall set minimum standards for technological resources that are purchased or donated.
4. There must be sufficient staff to operate and maintain the technological equipment, programs, and systems.
5. There must be adequate funds budgeted to implement and support the technological resources and to train instructional staff to use the resources to improve educational outcomes.

B. DEPLOYMENT OF TECHNOLOGY TO SCHOOLS

The superintendent or designee shall oversee the development of the school district's deployment plan and assist with building level plans. The plan will be designed to ensure organized, effective, and efficient means of deploying new information and communications technologies.

C. BRING YOUR OWN DEVICE (BYOD) INITIATIVE

Staff and student personal devices are governed by board policy 5451. Personal device users must sign an additional acceptable use form. A district technician or designee, appointed by the technology director, will inspect the device for compatibility with the network and other infrastructure resources and a current antivirus, if applicable, prior to assigning a network password. Participants must understand their device will be filtered when accessing the district network. The school system assumes no responsibility for troubleshooting, repairs, loss or theft of a device, or any data or other charges arising from use of a personal device.

D. ELECTRONIC COMMUNICATION AND OTHER COLLABORATIVE TOOLS

The superintendent or designee is authorized to permit instructional personnel to incorporate video conferencing, online collaboration tools, virtual learning environments and other forms of direct electronic communications or Web 2.0 applications for educational purposes deemed appropriate.

E. TECHNOLOGY-RELATED PROFESSIONAL DEVELOPMENT

The superintendent or designee shall oversee a plan for technology-enabled professional development that prepares instructional staff for utilizing digital tools and resources in accordance with the NC Digital Learning Competencies for Educators. Professional development shall emphasize technology integration and continuous improvement. Professional development shall also address the ethical, legal, and practical issues related to social networking and mobile devices in the classroom or other topics deemed necessary by the superintendent, designee, or technology director. School improvement plans should include any such professional development.

Legal References: [G.S. 115C-522](#); [143B-1341](#); State Board of Education Policy [SBOP-018](#), Session Law 2002-178, [G.S. 115C-296](#), Licensure Renewal Requirements

Adopted: December 11, 2017

Policy Code: 4210 Release of Students from School

The safety of students is a paramount concern of the Board and school system. The principal or designee shall make reasonable efforts to verify that any person appearing at a school and requesting permission to take a student from the school is properly identified and authorized before the student is released to him or her.

Students who leave school during the school day may do so only in accordance with school procedures for signing out of school. Unless it is clear that parental permission has been granted, student may not leave school during the school day.

Except in the most extreme circumstances, custody of a student shall not be relinquished to any person without the prior approval of the parent or guardian who has physical custody of the student. However, if the parents are divorced or separated, the student may be released to either parent, unless the principal has been provided with a copy of a court order or agreement that specifies otherwise.

If the principal or designee judges that the student's health or safety may be harmed by releasing the student, the principal shall contact law enforcement and/or the department of social services as appropriate.

The superintendent shall develop guidelines as necessary to implement this policy.

Legal References: [G.S. 115C-36](#), [-47](#), [-288](#)

Cross References: Child Abuse - Reports and Investigations (policy XXXX/XXXX), Relationships with Other Governmental Agencies (policy XXXX)

Adopted: May 20, 2019

Policy Code: 3621 Interscholastic Athletic Eligibility

Eligibility to compete in interscholastic athletics shall be determined in accordance with the following provisions.

A. ELIGIBILITY RULES

1. A student must comply with all eligibility requirements established by the North Carolina High School Athletic Association, the North Carolina Department of Public Instruction, and by the Wilson County Board of Education.
2. In order to be eligible for interscholastic athletics participation, students must have been in daily attendance 85 percent of the previous semester and

must meet all applicable eligibility standards of the North Carolina High School Athletic Association, the North Carolina Department of Public Instruction, and any locally established requirements for interscholastic athletics participation. Students in the sixth grade are eligible to participate in all interscholastic athletics except football.

3. A student who is assigned or reassigned to a school based upon the student's parent(s)' place of domicile is immediately eligible to participate in interscholastic athletics.

A student who is assigned or reassigned to a school based upon the transfer of legal guardianship of the child from the parent or parents to a third party, whether by voluntary act or court proceeding without a change in the student's place of residence, shall be ineligible for participation in interscholastic athletics for a period of one (1) calendar year (365 days).

Provided, however, that if the custody of the student or legal guardianship of the student is transferred to the Social Services Department of the County of Wilson and the student's residence placement by the Department of Social Services results in school reassignment, the student shall be immediately eligible to participate in interscholastic athletics.

4. A student who is assigned or reassigned to a school based upon enrollment, assignment, and reassignment criteria applicable to all students is eligible to participate in interscholastic athletics immediately.

5. A student who is transferred or reassigned from one school to another school without a change of domicile, and based upon a request by the student or by the student's parent or person having legal responsibility of the student, will be ineligible to participate in interscholastic athletics for one (1) calendar year (365 days).

6. A student who enrolls in, transfers to, or is assigned to a school from another school at which the student was athletically ineligible for disciplinary reasons or athletically ineligible for academic reasons, shall be ineligible for interscholastic athletics for the same period of time the student would have been ineligible at the sending school.

B. REINSTATEMENT OF ELIGIBILITY

A student ineligible to participate in interscholastic athletics under the above rules may request reinstatement of athletic eligibility. The Superintendent or designee has discretion to reinstate athletic eligibility at such time and upon such conditions as the Superintendent or designee may determine.

Legal References: State Board of Education Policy [ATHL-001](#); N.C. High School Athletic Association Handbook; Middle/Junior High School Athletic Manual (NCDPI), available at <http://www.ncpublicschools.org/curriculum/healthfulliving/athletics/>

Adopted: May 18, 1998

Revised: July 16, 2018

Policy Code: 1730/4022/7231 Nondiscrimination on the Basis of Disabilities

The Board of Education will not discriminate against qualified persons with disabilities on the basis of a disability. This non-discrimination policy includes, but is not limited to, benefits of and participation in system programs and activities. The system will provide aids, benefits and school services to a person with disabilities in the most integrated school setting appropriate to his or her needs so that he or she may have an opportunity commensurate to that provided to persons without disabilities to obtain the same results, gain the same benefit or reach the same level of achievement.

The Superintendent is directed to develop appropriate procedures to implement this nondiscrimination policy. The Superintendent or designee shall:

1. Submit an assurance of nondiscrimination with each application for federal financial assistance;
2. Designate a person to coordinate the system's efforts to comply with Section 504 of the Rehabilitation Act of 1973 ("Section 504") and its regulations;
3. Designate a person to coordinate the system's efforts to comply with the Americans with Disabilities Act and its regulations;
4. Publish the name, office address and phone number of the compliance coordinator(s) in a manner intended to ensure that employees, applicants, students, parents and other individuals who participate in the school system's programs are aware of the coordinator(s);
5. Make complaint procedures available as provided in policy XXXX, Discrimination, Harassment and Bullying Complaint Procedure, which provides opportunities for prompt and equitable resolutions to complaints alleging actions prohibited by Section 504 or ADA or regulations for these statutes;
6. Provide notice that the school system does not discriminate on the basis of disability in violation of Section 504 or the ADA, or their implementing regulations, and make such notice accessible to employees, applicants, students and parents;
7. Make reasonable accommodations for qualifying applicants or employees with disabilities; however, a reasonable accommodation does not include an accommodation that demonstrably would impose an undue hardship on the program or would fundamentally alter the nature of the service, program or activity;
8. Not inquire about any disabilities that may need accommodation until after an applicant has been made an offer and, additionally, avoid using employment tests or other selection criteria that tend to screen out persons with disabilities unless the criteria are demonstrably job-related and effective alternatives are not available;

9. Provide a free appropriate public education to each qualified student with disabilities in accordance with Section 504 and its regulations; and
10. Establish and implement a system of procedural safeguards with respect to the identification, evaluation or educational placement of a student with disabilities under Section 504 which includes an opportunity for the student's parent or guardian to examine relevant records, an impartial hearing with the opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Legal References: Americans With Disabilities Act, [42 U.S.C. 12101 et seq.](#), [28 C.F.R. pt. 35](#); Rehabilitation Act of 1973, [29 U.S.C. 705\(20\)](#), [794](#), [34 C.F.R. pt. 104](#)

Cross References:

Adopted: November 19, 2018

Policy Code: 1710/4021/7230 Prohibition Against Discrimination, Harassment and Bullying

The Board believes that all employees and students should be free from unlawful discrimination, harassment, and bullying as a part of a safe, orderly, caring and inviting working and learning environment. The Board commits itself to nondiscrimination in all its educational and employment activities. The Board expressly prohibits unlawful discrimination, harassment or bullying, including on the basis of race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, sex, pregnancy, age or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The Board also prohibits retaliation against an employee or student who has exercised any rights made available through state or federal law, and prohibits retaliation for reporting violations of this policy. Any violation of this policy is considered a serious violation and appropriate action will be taken in response to a violation. The Board expressly prohibits unlawful discrimination, harassment, and bullying by students, employees, Board members, volunteers, or visitors.

A. EXPECTED BEHAVIOR

Students, school system employees, volunteers, and visitors are expected to behave in a civil and respectful manner. "Visitors" includes parents and other family members and individuals from the community, as well as vendors, contractors, and other persons doing business with or performing services for the school system.

Students are expected to comply with the behavior standards established by Board policy, the Code of Student Conduct, and school and classroom rules. Employees are expected to comply with Board policy, school system regulations, and school rules. Volunteers and visitors on school property also are expected to

comply with Board policy, school system regulations, and school rules and procedures.

This policy applies to behavior that takes place: (1) in any school building or on any school premises before, during or after school hours; (2) on any bus or other vehicle as part of any school activity; (3) at any bus stop; (4) during any school-sponsored activity or extracurricular activity; (5) at any time or place when the individual is subject to the authority of school personnel; or (6) at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools.

B. DEFINITIONS

1. *Discrimination* means any act that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, sexual orientation, sex, pregnancy, age or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Discrimination may be intentional or unintentional.

2. *Harassment* can be a type of unlawful discrimination. Harassment is unlawful when it is unwanted, unwelcomed and uninvited behavior that demeans, threatens or offends the victim and results in a hostile environment for the victim. The hostile environment can be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe. Harassing behavior may include but is not limited to epithets, derogatory comments or slurs and lewd propositions, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Legitimate age-appropriate pedagogical techniques are not considered harassing behavior. Decisions made by an employee's supervisor that are within the supervisor's discretion to make and are based on legitimate concerns and considerations are not considered harassing behavior. It is possible for harassment to occur at various levels: between fellow students or co-workers, between supervisors and subordinates, between employees and students, or imposed by non-employees, including visitors, on employees and/or students.

3. *Bullying* is a form of harassment. Bullying means the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted (e.g. cyber-bullying) or emotional abuse or through attacks on the property of another. Bullying may include, but is not limited to, verbal taunts, name-calling and putdowns, extortion of money or possessions, implied or stated threats, exclusion from peer groups, or acts reasonably perceived as being motivated by any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental,

or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

4. *Sexual Harassment* is a form of harassment that violates this policy. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- A. Submission to the conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic process, or completion of a school-related activity; or
- B. Submission to or rejection of such conduct is used as a basis for employment decisions affecting such individual, or, in the case of a student, submission to or rejection of such conduct, is used in evaluating the individual's performance within a course of student or other school-related activity; or
- C. Such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or a student's educational performance, or creating an intimidating, hostile, or offensive environment.

Examples of sexual harassment include, but are not limited to, continued or repeated offensive sexual flirtations, advances or propositions; continued or repeated verbal remarks about an individual's body when sexually inappropriate; sexually degrading words used toward an individual or to describe an individual; and the display in the work place of sexually suggestive objects or pictures. Sexual harassment does not include personal compliments welcomed by the recipient, or social interactions or relations freely entered into by employees or prospective employees.

It is possible for sexual harassment to occur at various levels: between peers or co-workers, between supervisors and subordinates; between employees and students, or imposed by non-employees on employees and/or students.

Employees are strictly prohibited from engaging in a romantic or sexual relationship with any student enrolled in the school system, whether or not the relationship is consensual. Such conduct is prohibited whether or not it constitutes sexual harassment.

C. REPORTING AND INVESTIGATING COMPLAINTS OF DISCRIMINATION, HARASSMENT, OR BULLYING

Any person who believes that he or she has been discriminated against, harassed, or bullied in violation of this policy by any student, employee, or other person under the supervision and control of the school system, or any third person who knows or suspects conduct that may constitute discrimination, harassment, or bullying, should inform a school official designated to receive such complaints, as described in policy [1720/4015/7225](#), Discrimination, Harassment, and Bullying Complaint Procedure.

Any employee 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 in accordance with policy [1720/4015/7225](#). Employees who observe an incident of harassment or bullying are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator and it is safe to do so. If an employee knows of an incident involving discrimination, harassment, or bullying and the employee fails to report the conduct or take proper action or knowingly provides false information in regard to the incident, the employee will be subject to disciplinary action up to and including dismissal.

Reports, except mandatory employee reports, may be made anonymously, and all reports will be investigated in accordance with policy [1720/4015/7225](#).

D. RESPONDING TO OCCURRENCES OF DISCRIMINATION, HARASSMENT, OR BULLYING

1. Consequences for the Perpetrator

a. Disciplinary Consequences for Students

Students found to be in violation of this policy will be disciplined in accordance with Policy XXXX, Student Conduct and Discipline. Based on the nature and severity of the offense and the circumstances surrounding the incident(s), the student will be subject to appropriate consequences and remedial actions ranging from positive behavior interventions up to and including expulsion. In addition, the violation may also be reported to law enforcement, as appropriate.

Incidents of misbehavior that do not rise to the level of discriminatory harassment or bullying may nevertheless violate acceptable standards of student behavior, including, but not limited to, the expectation that students will demonstrate civility and integrity in their actions and interactions with others. The consequences for such behavior will be consistent with applicable Board policy.

This policy will not be construed to allow school officials to punish student expression or speech based on undifferentiated fear or apprehension of a disturbance or out of a desire to avoid the discomfort and unpleasantness that may accompany an unpopular viewpoint.

b. Disciplinary Consequences for Employees

Employees who violate this policy will be subject to disciplinary action up to, and including, dismissal. In addition, the violation may also be reported to law enforcement, as appropriate. Nothing in this policy will preclude the school system from taking disciplinary action against an employee when the evidence does not establish unlawful discrimination, harassment, or bullying, but the conduct otherwise violates Board policy or expected standards of employee behavior.

c. Consequences for Other Perpetrators

Volunteers and visitors who violate this policy will be directed to leave school property and/or reported to law enforcement, as appropriate. A third party under the supervision and control of the school system will be subject to termination of contracts/agreements, restricted from school property, and/or subject to other consequences, as appropriate.

2. Consideration of Need for More Extensive Response

School administrators shall consider whether the misconduct warrants more than just a response at the individual level. Given the nature and severity of the misconduct, the administrators may determine that a classroom, school-wide, or school system-wide response is necessary. Such classroom, school-wide, or school system-wide response may include additional staff training, harassment and bullying prevention programs, and other measures deemed appropriate by the superintendent to address the behavior. The actions taken must be reasonably calculated to end the behavior.

3. Retaliation Prohibited

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

The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the principal, after consideration of the nature and circumstances of the act, in accordance with applicable federal, state or local laws, policies and regulations.

E. TRAINING AND PROGRAMS

The superintendent shall designate an employee(s) to participate in training pertaining to anti-discrimination, anti-harassment and anti-bullying and the recognition and reporting of these actions to school officials. The designee will provide leadership and training in the school district regarding this policy and state requirements.

As funds are available, the Board will provide additional training for students and staff regarding the Board policy on discrimination, harassment and bullying and will create programs to address these issues. The superintendent will ensure that any training or programs provided will include identifying groups that may be the target of discrimination, harassment or bullying; identifying places at which such behavior may occur including within school buildings, at school bus stops, via the Internet, etc.; and providing clear examples of behavior that constitutes discrimination, harassment or bullying.

F. NOTICE

The superintendent is responsible for providing effective notice to students, parents and employees of this policy and of the procedures for reporting and

investigating complaints of discrimination, harassment and bullying established in policy 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure. The superintendent must ensure that each principal provides a copy of this policy and policy 1720/4015/7225 to students, employees, and parents or other responsible care givers at the beginning of each school year. In addition, both policies must be posted on the school system website, and copies of the policies must be readily available at each school worksite. Notice of the policies must appear in all student and employee handbooks and in any school or school system publication that sets forth the comprehensive rules, procedures, and standards of conduct for students and employees. Failure to distribute or post the policies does not constitute a defense to any charge against an individual violation of the policies prohibiting discrimination, harassment and bullying.

G. COORDINATORS

The Superintendent will assign trained Coordinators to investigate complaints of discrimination, harassment and bullying that are not able to be resolved at the school level or if repeated complaints are made against the same student or employee. The superintendent or designee will publish the names, addresses and phone numbers of the "Title IX Coordinator" (for sex discrimination), "Section 504 Coordinator" (for discrimination on the basis of disability) and the "ADA Coordinator" (also for discrimination on the basis of disability) in a manner intended to ensure that employees, applicants, students, parents and other individuals who participate in the school district's program are aware of the coordinators. The purpose of the Coordinator positions is to provide additional protection of nondiscrimination rights. The Coordinator either must (1) implement a resolution to discrimination, harassment or bullying complaint, to the extent a resolution can be reached and the coordinator has the authority to implement corrective action, or (2) notify the superintendent that intervention by other school officials is required to resolve the situation.

H. RECORDS AND REPORTING

The superintendent is responsible for maintaining confidential records of complaints or reports of discrimination, which identify the names of any individuals accused of discrimination, harassment and bullying and the resolution of such reports or complaints. The superintendent also shall maintain records of training, corrective action or other steps taken by the district to help provide an environment free of discrimination, harassment and bullying. Principals shall review the master list of complaints and their resolution when a transferred employee is received at a school.

The superintendent shall report to the State Board of Education all verified cases of discrimination, harassment or bullying as required by State Board of Education policy.

I. EVALUATION

The superintendent is required to evaluate the effectiveness of efforts to correct or prevent discrimination, harassment and bullying and will share these evaluations periodically with the Board.

Legal References: Title VI of the Civil Rights Act of 1964, [42 U.S.C. 2000d et seq.](#), [34 C.F.R. pt. 100](#); Title VII of the Civil Rights Act of 1964, [42 U.S.C. 2000e et seq.](#), [29 C.F.R. pt. 100](#); Title IX of the Education Amendments of 1972, [20 U.S.C. §1681 et seq.](#), [34 C.F.R. pt. 106](#); Equal Employment Opportunity Commission's "Final Amended Guidelines on Discrimination Because of Sex"; Age Discrimination in Employment Act of 1967, as amended, [29 U.S.C. 621 et seq.](#), [34 C.F.R. pt. 110](#); The Rehabilitation Act of 1973, [29 U.S.C. 705\(20\)](#), [794](#), [34 C.F.R. pt. 104](#); The Americans With Disabilities Act, [42 U.S.C. 12134](#), [28 C.F.R. pt. 35](#); Office of Civil Rights, Sexual Harassment Guidance: Harassment of Students by School Employees, Students or Third Parties, 62 Fed. Reg. 12,034 (1997); Office of Civil Rights, Racial Incidents and Harassment Against Students at Educational Institutions; Investigative Guidance, 59 Fed. Reg. 11,448 (1994); [G.S. 126-16](#); [G.S. 115C-407.15 through -407.18](#); State Board of Education Policy [SSCH-000](#).

Cross References: Discrimination, Harassment, and Bullying Complaint Procedure (policy [1720/4015/7225](#)), Policy XXXX, Student Conduct and Discipline

Adopted: March 21, 2005

Revised: July 17, 2006; February 15, 2010; March 18, 2013; February 13, 2019

WILSON COUNTY SCHOOLS – 2019/2020 TRADITIONAL CALENDAR

STUDENT/STAFF CALENDAR

JULY 2019						
S	M	T	W	TH	F	S
	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			

AUGUST 2019						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15M	16M	17
18	19M	20M	21M	22M	23O	24
25	26	27	28	29	30	31

SEPTEMBER 2019						
S	M	T	W	TH	F	S
1	2H	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					

OCTOBER 2019						
S	M	T	W	TH	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28RC	29	30	31		

NOVEMBER 2019						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11H	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27ER	28H	29H	30

DECEMBER 2019						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20ER	21
22	23A	24H	25H	26H	27A	28
29	30A	31A				

FIRST DAY
AUGUST 26, 2019

LAST DAY
JUNE 3, 2020

AUGUST
August 15-22, Mandatory Teacher Workdays
August 23, Optional Teacher Workday
August 26, First Day of School

SEPTEMBER
September 2, Labor Day Holiday

OCTOBER
October 18, End of Nine Weeks
October 28, Report Cards

NOVEMBER
November 11, Veterans Day Holiday
November 27, Early Release
November 28 & 29, Thanksgiving Holiday

DECEMBER
December 20, Early Release/End of Nine Weeks
December 23, Annual Leave/No School
December 24-26, Winter Holiday
December 27, 30 & 31, Annual Leave/No School

JANUARY
January 1, New Year's Day Holiday
January 2, Optional Teacher Workday
January 3, Mandatory Teacher Workday
January 9, Report Cards
January 20, Martin Luther King, Jr. Holiday

FEBRUARY
February 17, Optional Teacher Workday

MARCH
March 5, End of Nine Weeks
March 6, Mandatory Teacher Workday
March 11, Report Cards

APRIL
April 10, Holiday
April 13-17 Spring Break for Students/
Annual Leave /No School

MAY
May 25, Memorial Day Holiday

JUNE
June 3, Last Day of School, End of 9 Weeks, &
Early Release
June 4-9, Mandatory Teacher Workdays
June 10, Annual Leave/No School
June 13, Graduation
June 16, Report Cards

INCLEMENT WEATHER DAYS
February 17
March 6

CALENDAR KEY:
 First/Last Day of School
NS First Day of New Semester
A Annual Leave/No School
H Holiday
● End of 9 Weeks
RC Report Cards
ER Early Release
O Optional Teacher Workday
M Mandatory Teacher Workday
G Graduation



JANUARY 2020						
S	M	T	W	TH	F	S
			1H	2O	3M	4
5	6NS	7	8	9RC	10	11
12	13	14	15	16	17	18
19	20H	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2020						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17O	18	19	20	21	22
23	24	25	26	27	28	29

MARCH 2020						
S	M	T	W	TH	F	S
1	2	3	4	5	6M	7
8	9	10	11RC	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2020						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10H	11
12	13A	14A	15A	16A	17A	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2020						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25H	26	27	28	29	30

JUNE 2020						
S	M	T	W	TH	F	S
	1	2	3ER	4M	5M	6
7	8M	9M	10AL	11	12	13G
14	15	16RC	17	18	19	20
21	22	23	24	25	26	27
28	29	30				