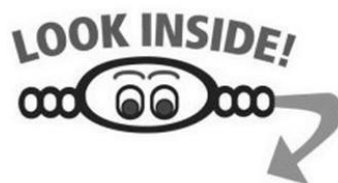




Sallie B. Howard School for the Arts and Education

Parent Handbook 2017-2018

High School coming 2019



COMING SOON...

SBH HIGH SCHOOL OF ARTS AND SCIENCE

WHEN

August 2019
Grades 9-10

August 2020
Grades 11-12

WHERE

**Sallie B. Howard School for the
Arts and Education**

1000 Sallie B. Howard Pl., Wilson, NC 27893

WHAT

- **Biotechnology • Theater Arts,**
- **Visual Arts • Dance**
- **Music (Band and Chorus)**

WWW.SALLIEBHOWARDSCHOOL.COM

Dear SBHS Parents and Students,

Welcome to Sallie B. Howard School for the Arts and Education (SBH). This handbook has been prepared for you to become familiar with the policies and procedures that will help you and your children have a successful year. If you need clarification on anything you read in this handbook or have questions not yet addressed, please see me or any office staff and we will be happy to help you get the information you need.

We have assembled an outstanding faculty, support staff and leadership team consistently focused on producing breakthrough results for your children. We need all parents involved in their child's education:

- Communicate often with your child's teacher
- Sign up for Nurtured Heart training and Parenting on Purpose workshops with Annie Morris
- Make sure homework is done and turned in every day.
- Know what is required for promotion and make sure your child is on track in reading, writing, science, and math.
- Make sure your child comes to school every day on time,
- Provide what your child needs to be successful, e.g., eyeglasses, proper sleep, healthy food, etc.
- Support school events, and
- Practice speaking English at home

You will see positive results in your child(ren) and they will love you even more for it!

Sincerely,

Dr. JoAnne Woodard
Executive Director

SALLIE B. HOWARD SCHOOL LEADERSHIP TEAM

The SBH Leadership Team is made up of staff members with expertise in different areas of school operations critical to achieving and sustaining the academic goals of high student achievement at levels of 90% or more. These areas include curriculum and instruction, technology, data analysis, business, facilities management, arts, and professional development. The leadership team is accountable for student outcomes and is responsible for making sure that teachers and staff clearly know and understand what is expected of them daily to achieve high levels of student academic success. In addition, the leadership team ensures that teachers and staff have the training, support, and resources they need to attain the level of proficiency needed to produce those results. Each area of operation at school is the responsibility of at least one of the leadership team members. Our ultimate objective is to create pathways of achievement for students who may otherwise not have those opportunities available to them and to develop a network of teachers, staff, and community supporters who are equally committed to that goal.

Dr. JoAnne Woodard

Founder / Executive Director

Sandeep Aggarwal

Assistant Director / Dean of Business & Technology

James Knight

Principal (Instruction and Curriculum) / ELA Coach

Kimberly Hines

Dean of Student Services and Discipline / Social Studies Coach

Dianna Torres

Dean of Arts / Drama Teacher

Dewald Coetzer

Dean of Testing and Federal Programs / Math Coach

Pratibha Lakhani

Dean of Instruction / Science Coach

Contents

Addendums to this handbook will be sent home and communicated to parents on an as needed basis.

General Information

- Daily Schedule – Full Day
- Daily Schedule – Half Day
- Attendance/Late Arrival/Early Leave
- Uniform/Dress Code
- Enrollment
- School Bus Transportation Guidelines
- Child Nutrition Guidelines
- Classroom Celebrations
- Student Health
- School Closings and Delays
- School Communication
- School Safety/Visitors

Academics/Additional Educational Services

- Academics
- Retention and Promotion
- Conferences
- Arts and Humanities Department
- Health/PE
- PowerSchool for Parents
- Exceptional Children – Special Education
- Student Assistant Team (SAT) Process
- Assurance of Appropriate Services for Students with Disabilities
- Section 504 Plan
- English Learners (EL) Program

Code of Conduct/Student Discipline/Grievance/Appeals

- Discipline
- Code of Student Conduct
- Harassment/Bullying/Cyber Bullying
- Sexual Harassment
- Search and Seizure
- Due Process
- Student Readmission Following Disciplinary Action
- Student Grievances
- Corporal Punishment
- Definitions

Additional Policies of Interest

Social Networking/Internet Policies
Student Acceptable Use of Electronic Resources
Family Involvement
School Volunteers
Student Safety
Soliciting, Selling, Borrowing
Parent Advisory Council – PAC
Title 1 School Information
Parent Involvement Policy
Field Trips
Textbooks/Library Books
Dismissal Procedures
Parent-Student Contract

General Information

Daily Schedules

Full Day

6:50 am	Doors open for student arrival.*
7:00 - 7:45 am	Breakfast Block
7:45 am	Morning announcements
8:00 am	Instructional day begins. Students arriving after 8:00 am are considered tardy. ** Parents must come into the office to sign in a child when tardy.
10:30 am - 1:35 pm	Lunch Block
3:00 pm	Instructional day ends/Afternoon announcements/ Student dismissal

Half Day

6:50 am	Doors open for student arrival.*
7:00 am - 7:45 am	Breakfast Block
7:45 am	Morning announcements
8:00 am	Instructional day begins. Students arriving after 8:00 am are recorded as tardy. ** Parents must come into the office to sign in a child when tardy.
10:00 am - 11:30 am	Lunch Block
12:00 pm	Instructional day ends/Afternoon announcements/ Student dismissal

* Students may not be dropped off prior to 6:50am or left unattended.

**During the instructional day (8:00 am – 3:00 pm) teachers accept phone calls only during their planning. Parent visits, except in cases of emergency as determined by the administration, must be scheduled in advance. Please leave a message for the teacher and he will call you back.

Attendance/Late Arrival/Early Leave

Regular attendance by every student is mandatory, the State of North Carolina requires that every child in the State between the ages of seven (or younger if enrolled) and 16 years attend school. Parents or legal guardians have the responsibility for ensuring that students attend and remain at school daily. Parents or legal guardians who have excessively tardy or absent students may be prosecuted by the District Attorney's office for violating the State's Compulsory Attendance Law. School officials will keep an accurate record of attendance, including accurate attendance records in each class. Attendance records will be used to enforce the Compulsory Attendance Law of North Carolina.

Excessive Absences

All students are required to attend at least 170 of 185 total school days in the academic year. If a student accumulates more than 15 unexcused absences in a single school year, promotion or re-enrollment may be denied due to excessive absences. **Please note that students who are tardy more than 5 times accumulate 1 absence for every 5 tardies.**

Excessive (5) unexcused absences in one month may be reported to law enforcement for violating the State's Compulsory Attendance Law and puts student in danger of being retained. **Fifteen (15) unexcused absences will be reported to department of social services and the student may not be promoted.**

Students having excused absences due to documented chronic health problems are exempt from this policy.

If a student is not present by 8:30 on the first day of school (Day 1), then a student on the waitlist will be allowed to take their place and that student will then be placed on the waitlist.

Excused Absences

When a student must miss school, a written excuse, which states the reason for the absence and is signed by a parent or guardian or a doctor's note, must be presented to the teacher within two days upon the student's return after an absence.

An absence may be excused for the following reasons:

1. Personal illness or injury; excessive absences may require a doctor's note
2. Isolation ordered by the State Board of Health;
3. Death in the immediate family; not to exceed three (3) days
4. Medical or dental appointment
5. Participation under subpoena as a witness in a court proceeding;
6. Observance of an event required by the religion of the student or the student's parent(s) with prior approval by the administration;
7. Participation in a valid educational opportunity, such as travel or service as a legislative or Governor's page, with prior approval by the administration; or
8. Absence due to pregnancy and related conditions or parenting, when medically necessary.

Class assignments missed for these reasons are eligible for make-up by the student. The teacher shall determine when an appropriate timeframe for completion shall be according to the length and circumstances of the absence. The student is responsible for finding out what assignments are due and completing them within the specified time period.

Late Arrival/Early Leave

- All students who arrive at 8:00 am or later must enter through the main entrance.
- Students who enter the building after 8:00 am are considered tardy for that day.
- Students arriving after 11:30 am are considered absent for the day.
- Students leaving for the day prior to 11:30 am are considered absent for the day.
- Students must be accompanied by a parent/guardian to be signed in when arriving late.
- Students leaving early must be signed out of the building and if appropriate, back into the building by a parent/guardian.
- Students who accumulate excessive days tardy will be notified by the Dean of Student Services of their child's violation of the SBH attendance policy
- Parents are encouraged to schedule appointments outside of school hours. Leaving school early can be harmful to a student's academic success.
- Changes to student dismissal may be made anytime from 7:00 am – 2:00 pm Changes after 2:00 pm will not be honored, except in cases of emergency as deemed by school administration.
- Students may not be signed out after 2:30 pm except in case of emergency.

McKinney-Vento Homeless Assistance Act

The McKinney-Vento Homeless Assistance Act (Subtitled B-Education for Homeless Children and Youth), reauthorized in January 2002, ensures educational rights and protections for children and youth experiencing homelessness. The McKinney-Vento Act protects the educational rights of students experiencing homelessness. It provides grants and legal protections so children and youth in homeless situations can enroll in, attend, and succeed in school and preschool programs.

Uniform/Dress Code

Sallie B. Howard School is a uniform school. By enrolling your child at SBH you agree to the uniform policy. Students must comply with all elements of the uniform dress code.

- Children should be neat, clean, and well-groomed.
- Students are not permitted to wear hair colors other than their natural hair colors.
- Students are not permitted to wear haircuts with multiple slashes and designs (Mohawks are permitted).
- Belts should be worn with pants on the waist. Pants may not be sagged or pulled down from the waist.
- Only the official red SBH shirts can be worn.
- Official red SBH uniform shirts may not be written on and worn as a uniform shirt.
- Shirts are tucked neatly inside pants, skirts, etc.
- Students are not permitted to wear jackets, hoodies, or other outerwear that covers up the official SBH school shirt while inside any school building. If classroom temperatures are not warm enough for students' comfort, they may wear white, long-sleeved undershirts, t-shirts, turtle necks, etc. underneath their school shirt. Parents may also special order and purchase long-sleeved SBHS school shirts or other official SBHS jackets and outerwear. Contact the front office for order information.
- Skirts and shorts should be worn appropriate, modest lengths - to the knee is most acceptable.
- Students are not permitted to wear face jewelry, e.g., nose, eyebrow, or tongue rings/studs. Earrings are permitted.
- No gang tattoos, armbands, or gang paraphernalia can be worn.
- Students are not permitted to wear excessive hair colorings in their hair. Hairstyles should be moderate and not detract from the educational experience.
- Large jewelry, pins or additions to the uniform are not permitted.

Boys

- Pants: navy blue pants/shorts, middle school students may wear khaki pants/ shorts.
- Shirts: red knit polo shirt with official SBH monogram
- Shoes: sneakers or boots of any color, with non-marking soles. Black soled shoes that are identified as non-marking are permitted.
- No sandals
- Socks: navy, black, or white socks
- Belts: black or brown belts must be worn when pants have belt loops

Girls

- Skirts/Pants: Navy skirts, shorts, skorts, pants. Middle school students may wear khaki.
- Shirts: red knit polo shirt with official SBH monogram
- Shoes: sneakers or boots of any color, with non-marking soles. Black soled shoes that are identified as non-marking are permitted.
- No sandals, all shoes must be closed in heel and toe.
- Socks: navy, black, or white socks
- Leggings are not permitted.

Buying Uniform Clothing

Official school shirts must be purchased through the school front office. All other items except the school shirt may be purchased from the store of your choice. From time to time students and parents may be able to purchase special edition SBH long sleeve shirts and or jackets. Parents will be made known when any special edition items are available for sale.

Enrollment

Parents or legal custodians wishing to enroll a child in school must complete all SBHS enrollment paperwork. Necessary documents to complete enrollment include:

- Two proofs of address in the following forms are required for enrollment;
 - a recently dated current electric, gas, or water bill,
 - a newly signed lease agreement,
 - a signed purchase agreement with a closing date within 45 days or closing statement in the name of the parent(s) or court appointed custodian
 - voter registration card
 - valid NC driver's license
 - current vehicle registration card
 - Telephone, cable television bills or a driver's license do not qualify as proof of residence.
- A certified copy of the child's birth certificate
- Immunization record
- A copy of the most recent report card or school transcript*
- A copy of the student's immunization record

* If the child was homeschooled all standardized test scores and academic records must be submitted.

School Bus Transportation Guidelines

- School bus routes are determined by the transportation department.
- Buses must follow the route as designated unless prior approval is given by administration, emergency, or road work permit.
- Transportation coordinator is responsible for assigning students to specific buses.
- Students may not ride any bus except the one they are assigned.
- Students may only enter and exit the bus at their assigned stop.
- All misconduct on the bus or at bus stops is considered a violation of school rules. Violators will face disciplinary action.
- All misconduct on the bus or at bus stops should be reported promptly to school administration.

- ❑ Students' privilege of riding the bus may be suspended or revoked if student behaviors warrant such actions.
- ❑ All concerns about the school bus should be referred to the transportation coordinator.
- ❑ Notification to parents of bus accidents will be reported by the Executive Director or their designee.

Rights and Privileges

Many students feel they have an irrevocable right to ride a school bus. Unfortunately, each year many students have bus transportation privileges withdrawn temporarily or permanently. NC law states that, riding a bus is a privilege, which may be withdrawn for misbehavior, or for any other reason the Executive Director feels necessary.

School bus transportation is provided for any student living within Wilson County. Students will be assigned to a bus according to a verified address in the student's record. Should you have any questions and concerns regarding transportation contact the transportation coordinator or the front office.

Bus Safety

We are concerned about the safety of all children on the school bus. Please discuss these safety rules with your child:

- ❑ Be at your bus stop on time. It is recommended that students arrive 5 minutes before the scheduled arrival time.
- ❑ Students should wait for the bus at their designated spot without entering the street.
- ❑ Do not cross the street until the bus comes to a complete stop.
- ❑ Keep your hands and feet to yourself at all times. No hitting, fighting, throwing, etc. is allowed for any reason. Do not put hands, heads, or objects out of the window.
- ❑ Use the handrail when boarding the bus.
- ❑ Quickly take a seat facing the front, and remain seated.
- ❑ We observe a silent ride policy.
- ❑ Remain in your seat until the bus comes to a complete stop. Keep all body parts inside the bus.
- ❑ Ask permission of the driver to put windows down.
- ❑ Do not use the emergency door except in an emergency.
- ❑ We do not allow food, drinks, gum, or toys. Help keep the inside of the bus clean.
- ❑ Be polite to everyone on the bus.
- ❑ Exit the bus quickly watching for traffic.
- ❑ When getting off the school bus, make sure that the driver can always see you.
- ❑ If you must cross the street, do so in front of the bus.

Child Nutrition Guidelines

Every child needs nourishment during the school day. Many students do not eat a balanced breakfast in the morning, and may be hungry when they arrive in school. Also, many students would not receive a meal or a nutritionally balanced meal if they had to bring their own lunches. Research has shown that children with empty stomachs are lethargic, irritable, and unable to participate fully in learning experiences. Good nutrition is critical to student achievement.

- Meals are provided at school to **ALL** students **FREE** of charge.
- Breakfast is offered every morning from 7:00 am to 7:45 am
- Students with food allergies may receive an alternative meal or drink. Documentation from medical personnel must be submitted to the child nutrition director.
- Charging food to an account is not permitted for students or adults.

Bringing Lunch

- Students are welcome to bring their lunch from home each day.
- Microwaves are **not** available to heat student lunches.
- Soda is not permitted.
- Students shall **only** bring clear liquids in clear containers.
- Parents are welcome to have lunch with their children and classmates. See Lunch Visits below for more information.

Lunch Visits

Parents are welcome to come and visit their children during their designated lunch period, guidelines for these visits are below:

- Parents must sign in/out of the front office.
- The visit should last no longer than the specified lunch period.
- Avoid distractions that may prevent students from finishing their lunches.
- Visits are for the cafeteria only, please do not follow the class to the room or plan to conference with the teacher unless prior arrangements have been made.

Classroom Celebrations

Classroom celebrations may occur to celebrate student birthdays. While healthy snacks are preferred cupcakes and other items are permitted. The celebrations are only permitted with teacher approval in advance. Such celebrations must not last over 30 minutes and should be scheduled near the end of the day. Food items brought in must be store bought and should have labels to check for student allergies. For safety regulations, please do not bring in any food items prepared at home.

Student Health

Please keep your child at home and consult a doctor if he/she has any of the following symptoms:

- Fever
- Watery nor discharging eyes
- Sore throat
- Cough with fever
- Skin rash, spots, etc.
- Nausea, vomiting, diarrhea, chills
- Flu like symptoms

When a child is too ill to remain in class, we will contact you using the emergency contact information we have on record. Please make prompt arrangements to pick up sick or injured children. To aid in this process please make sure emergency information is kept up-to-date with the front office and registrar's office.

Medicine

- Medicine cannot be taken at school unless a doctor has prescribed it for the student.
- Medicine must have a prescription label showing the child's name, name of drug, dosage instructions and doctor/pharmacy names clearly visible.
- The school also requires a note from the parent saying dates and times for medicine to be given.
- All medication is stored in the front office and cannot be kept in the classroom, unless prior approval has been granted in accordance with the student self-administration guidelines.

Student Self Administration of Emergency Medications

Senate bill 663 was enacted in the 2005-2006 school year. This bill allows students that have met certain conditions to carry, and self-administer emergency medications for asthma and severe, life-threatening allergies during the day and at all school sponsored after school events including transportation to and from the event. Medication includes asthma inhalers and injectable epinephrine. The parent/guardian must provide the school with a completed parent request and a physician signed medication form. The student must be trained in and be able to self-administer the medication.

Medical Emergencies

When serious injury or medical emergencies arise, the 911 rescue squad is called and parents are notified immediately. Emergency medical procedures are administered as needed by rescue personnel until the parent or guardian arrives. If the emergency medical condition is life-threatening, as determined by qualified medical personnel at the scene, and parents of family cannot be contacted timely manner, all necessary medical procedures to safeguard the life of the student will be permitted by prior written permission from the parent or guardian. If the emergency medical condition is not life-threatening, the parent or guardian will give permission for further medical procedures to be conducted.

Health Insurance

Sallie B. Howard School does not maintain health insurance for students. We will be happy to refer families without health insurance for their children to sources where assistance in providing insurance for children may be available. For further information please contact our front office.

Garret's Law

Garret's Law or G.S. 115C-47(44) was passed in July 2004, by the General Assembly. The law mandates that the beginning of every school year, schools provide parents with information about meningococcal meningitis and influenza and their vaccines. The flu is a highly contagious respiratory illness caused by influenza viruses. It can cause mild to severe illness, and at times can lead to death. Symptoms include: fever (usually high), headache, extreme tiredness, dry cough, sore throat, runny or stuffy nose, and muscle aches. The flu vaccine is generally effective in preventing cases of the flu, so it is recommended that the pros and cons of taking the vaccine be discussed with the student's physician.

Meningococcal meningitis is another respiratory illness with symptoms that may resemble the flu. Seek immediate medical care if your child develops fever, headache, stiff neck, nausea, vomiting, confusion, sleepiness and sensitivity to light. The Advisory Committee of Immunization Practices recommends vaccination for college-aged students.

With any contagious respiratory illness, the best method of prevention is good health habits. It is important to stay at home when sick. Take the following precautions to prevent illness;

- Avoid close contact with people who are sick,

- ❑ cover mouth and nose with a tissue when coughing or sneezing,
- ❑ avoid touching eyes, nose or mouth, and
- ❑ wash hands to protect from germs

Information about the flu or meningococcal meningitis may be found at www.immunizenc.com

Immunizations

North Carolina General Statutes (G.S. 130A-155) require that parents/guardians of any child enrolled in public schools must present proof of immunization at the time of enrollment for the minimum requirements as specified in the law. It is the parents/guardians' responsibility to provide written proof of immunization within 30 calendar days from the first day of attendance. Do not depend upon school records to arrive from another school or school system since records may arrive late or with incomplete or unacceptable medical information. If you cannot secure a certified immunization record, contact your Physician or Wilson County human services. If the completion of a new series should run beyond the 30-day period, a Physician's written statement that a series is in progress showing the anticipated completion date will allow the students to remain in school. If no record of completed immunization or a Physician's note stating a series in progress had been received by the 30th calendar date from the first day of attendance, the principal is required by law to exclude the child from school on the 31st day until such evidence has been presented by the parents/guardians.

Any student new to North Carolina schools, regardless of grade level, is required to submit a current health assessment within the first 30 days of school.

Child Abuse or Neglect

It is the philosophy of the Sallie B. Howard School that students must be afforded the utmost protection in all suspected cases of child abuse and neglect. North Carolina law requires that any school employee who knows or suspects that a child's health or welfare has been or appears to have been harmed as a result of child abuse or neglect must report the case.

Once the suspected child abuse or neglect as reported, the school employee should refrain from further investigation. All questions about reports must be directed to child protective services, not the school. Child protective services will determine if abuse or neglect has occurred.

Kindergarten Health Assessment

Students entering kindergarten are required by law to have a health assessment conducted no more than 12 months prior to the day of school entrance. The standard health assessment form (available at the school office were authorized medical provider), which is completed by the authorized medical provider, must be presented to the school prior to enrollment. If their record of the health assessment is not received by the school within the first 30 days from the first day of attendance, the principal is required by law to exclude the child from school on the 31st date until such evidence have been presented by the parents/guardians

Head Lice Treatment and Removal

To prevent outbreaks of head lice the School will, as needed, check students for head lice and/or nits. Students identified as having head lice will be sent home for treatment and removal of the eggs or nits. All of the lice and nits must be removed from a student's hair before they can return to school.

TDap Booster

The state requires that a booster dose of TDap vaccine be given to all public-school students who are 12 years old or entering the 6th or 7th grade (whichever comes first) on or after August 1, if five years or more have passed since their last dose of TDap. The student has 30 days from the start of school to get the vaccine. After 30 days have passed the student is not permitted to return to school until she/he gets the vaccine and shows documented proof the vaccine has been given.

School Closings and Delays

Inclement Weather

From time to time weather related emergencies arise. As such emergencies arise school administration determines the safest course of action for students and their families. If it becomes necessary to close school due to weather related emergency conditions, we will make every attempt to contact the families by Facebook, phone, radio, and/or local television stations. For these and other situations, it is crucial that we have names and current telephone numbers of emergency contact persons. If you do not have a telephone, please find a neighbor or friend who will agree to be a contact person. In addition, please follow these suggestions;

- Plan with your child the procedures he/she should follow if school is closed early. For example, if your child rides a bus and you're not home, where should they go?
- When school is dismissed early, make prior transportation arrangements so your child will know how and with whom he/she will travel home.

Whether announcements from local media outlets will come from the following sources;

- WCS-TV – Channel 22
- WRAL (CBS) – Channel 5
- WTDV (NBC) – Channel 11
- WNCN (ABC) – Channel 17

School Communication

Official prerecorded telephone calls are made by the school weekly. These phone calls provide important information and updates concerning you and your child. Please be certain that your contact information is correct and up-to-date. The school also will provide up to the minute communications via Facebook. Check it often.

School Safety/Visitors

The safety of our students, visitors, faculty and staff is of the utmost importance to us. Several security measures are in place to protect and ensure the safety of our students and staff. Security measures include, but are not limited to; on site sheriff's deputies, electronically secured doors, alarm systems, etc. To maintain security within our building all visitors must;

- Check in at the front office and receive a visitor pass.
- Parents and visitors are required to provide photo identification when requesting to visit or check-out a student from school.
- Display the visitor pass at all times.
- SBH maintains and practices emergency plans in coordination with state guidelines and local law enforcement and fire department personnel.
- Teacher/Parent meetings should be scheduled in advance; visitors without an appointment may not be able to be seen. To set up an appointment please contact the front office.

- Visitors are not permitted to enter any classroom during testing.
- Visitors are not permitted to enter any classroom during instructional hours unless previous permission from administration has been granted.
- Smoking is not permitted on the school grounds at any time of the day or night.
- Pets may not enter the buildings without prior approval from the administration. Any pets that are approved must be confined to a cage or leash and must be escorted by an adult. In
- accordance with Federal guidelines, exceptions are permitted in the event that the animal is used as a service animal meeting criteria established by the ADA and U.S. Department of Justice.

Academics/Additional Educational Services

Academics

Sallie B. Howard School and its staff are committed to excellence in education. We teach the Common Core and Essential Standards as required by the state of North Carolina. Students are routinely assessed throughout the year using teacher created assessments that are used to inform and guide instruction. SBH participates in the State testing program and administers all end of year tests as well as other assessments the state deems appropriate. SBH will communicate through writing any specialized tests or field tests that the school is selected to participate in.

SBH employs highly qualified and/or certified staff according to NC requirements. We engage our teachers in rigorous professional development throughout the year to assist our teachers in producing dramatic increases in student achievement. All of our students receive professional training in the performing and visual arts.

We encourage parents to communicate often with their children’s teachers through phone calls, e-mails, written notes, and parent/teacher conferences. With feedback, parents and students are aware of their areas of success and their areas of improvement. Look for feedback often from your child’s teacher. Together, we can cultivate high academic achievement for our students.

Homework

All students are assigned homework each day to strengthen their understanding of concepts taught in class. We encourage parents to help their children find a regularly schedule time and location where their children can work independently on their assignments. If your child struggles with homework, spends a great deal of time, or is unclear on the directions, we encourage you to contact the teacher as soon as possible. Time spent on homework per grade level varies, but should follow the chart below.

Grade	Minutes on Homework
K-3	10-30
4-8	30-60

Report Cards/Progress Reports

Report cards are sent home at the end of each quarter with your child. Report card distribution dates are printed on the school calendar. Teachers at SBH also send home a mid-quarter progress report. Progress reports are send home halfway through each quarter as an update to parents on how their child is progressing in each class. We encourage you to be in contact with your child’s teachers often and to make such contact in between progress reports and report cards.

Grading Scale/Honor Roll

- A 93-100
- B 85-92
- C 77-84
- D 70-76
- F Below 70

A Honor Roll

Students must receive an “A” in every academic class and arts class. A student’s behavior or poor conduct will not prevent them from being recognized on the honor roll.

A/B Honor Roll

Students must receive an overall grade of “B” or higher for the quarter in their core classes and arts classes. In addition, they cannot receive a grade of “C” in reading, math, or science and cannot earn a grade lower than a “C” in any other core subject or arts class. A student’s behavior or poor conduct will not prevent them from being recognized on the honor roll.

Retention and Promotion Criteria

SBH places a high value on student academic success and consistent student effort in all promotion and retention decisions. While each case of promotion/retention is an individual one, we expect our students to earn passing cumulative grades in each of their classes. Additionally, we expect our students to show growth and achieve grade level benchmarks as defined by the grade level. Specific questions about your child’s promotion or retention should first be addressed to the teacher. Additional concerns or questions should be directed to the Deans.

Teachers will communicate problems students are having through phone calls, notes, progress reports, and report cards. It is always best to catch and address areas of weakness as soon as they become visible. Should you have any concerns, please be proactive and communicate with the teacher and/or dean. Early warnings for retention are sent to parents via a letter at the mid-year point to inform parents if retention is a possibility for their child. Receiving this letter does not guarantee retention, it is only early warning to inform you that if steps are not taken there is a possibility of retention.

For grades K-2, students must meet **ALL** the following criteria for promotion:

- Compliance with attendance/tardy policy
- Reading 3D standards on grade level.
 - **Kindergarten – Level D**
 - **First Grade – Level J**
 - **Second Grade – Level M**
- Passing grades in all subjects, **70% or higher passing.**

For grade 3, students must meet **ALL** the following criteria for promotion:

- Compliance with attendance/tardy policy
- Passing grades in all subjects, **70% or higher.**
- Grade 3 Students must meet Read to Achieve Requirements
- Achieve Proficiency (**Level 3 or higher**) on EOGs

For grades 4-8, students must meet **ALL** the following criteria for promotion:

- Compliance with attendance/tardy policy
- Passing grades in all subjects, **70% or higher.**
- Achieve Proficiency (Level 3 or higher) on EOGs

Assessments

Students' growth and understanding are monitored through various assessment tools throughout the year to ensure that students are meeting the rigorous academic needs of their grade level. Common Formative Assessments (CFA) take place multiple times during the quarter to assess student understanding of work covered. At the end of a quarter, an End-of-Quarter (EOQ) Assessment is taken to assess mastery of all concepts taught during the quarter. The CFA and EOQ grade has a weight of 45% on the total grade. Students complete an End-of-Year (EOY) Assessment to demonstrate mastery of all work covered during the year. This assessment is given prior to EOG assessments to check student readiness for state assessments.

Graded work and tests are sent home weekly to inform parents of their child's progress and giving them the opportunity to work with their child in the academic areas where they lack understanding to ensure future success.

Conferences

Often time's issues that arise with regards to students and their academic performance and behaviors can be mitigated through communication by the parent and teacher. We encourage parents and teachers to communicate off in via telephone, parent/teacher conference, and email. All conferences should be scheduled at least 24 hours in advance of the desire to time to avoid conflict with other scheduled appointments. Conferences with the Deans of Instruction and Curriculum and Executive Director are also scheduled through the office. Please notify the office if you are unable to keep your conferences so that the teacher or administrator can make other plans. The following suggestions may help you get the most out of your conference:

- Prior to the conference, take time to write down any questions you want to ask or areas you want to cover.
- If you don't understand what the teacher or administrator is saying, or if your questions are not answered clearly, please ask the teacher or administrator to explain.
- Please provide the teacher or administrator any information that would help your child to do better in school.
- Do not hesitate to ask questions.
- When the conference is over, it may be helpful to talk it over with your child. Talk about the positive things that have been shared, then focus on ways you and your child can work together on those areas that need improvement.
- If you and the teacher agree on a plan of action with your child, please follow up on it.
- Call or communicate with the teacher often to check on your child's progress or to schedule another meeting.

Arts and Humanities Department

The Arts and Humanities classes at Sallie B. Howard School are a vital part of your child's education and should not be taken lightly. This is a unique program that provides great learning opportunities. These classes will challenge their minds and stimulate their creativity to expand their horizons, and help them develop as physical and social beings, providing many opportunities to express themselves. A "C" in any of these classes will automatically withdraw a student from the A/B honor roll. The program is design to help the children discover their talents and guide them through the different levels to develop, with their effort and work, the maximum capacity of their abilities.

Kindergarten – First Grade

This level is designed to provide our students with a well-rounded education and help them appreciate and understand the arts and humanities disciplines. K-1 stage allows students to enjoy every discipline at least once a week throughout the school year.

Students are graded on a point grade scale based on participation. If the child has an unexcused absence, he/she will receive a 60 for the class. Teachers will drop just one 60 per quarter.

Second and Third Grades

At this level your child will be majoring in one discipline for one hour four days a week and still attend physical education and computer skills once a week. In these grade levels the arts and humanities send a recommendation if they see potential in each discipline, based on observations of previous years or by auditions for students new to SBHS. Parents will rank the recommended choices in order of your most desired to least desired. Majors at these grade levels are: Band, Chorus, Dance, Drama, Intro to Arts, Intro to Sports, Spanish, and Visual Arts.

Fourth – Eighth Grades

At this level, students will select three choices from the list of options and they will audition to earn their spot in a class. Students will have to audition for every show and their chance to perform on our public events is determined by the results of auditions and the growth they show in the selected discipline.

At these grade levels students attend their major class Monday through Friday and are grouped by discipline in a combination of students in 4&5 grades for 60 minutes and 6-8 grades for 75 minutes. Major class options are: Arts and Crafts, Arts Exploration, Band, Chorus, Computer Science, Dance, Multimedia, Spanish, Strength and Conditioning, Theatre Arts, and Visual Arts.

*Grades for second to eighth grade majors are averaged from different categories, which can include; participation, performance, written assignments, and projects. When the audition process is completed and students are placed, each A&H teacher will inform parents about the specifics of the class on grading system and categories, important dates, cost of materials, etc. Please be aware that for some of these classes special materials and/or clothing need to be purchased.

PowerSchool for Parents

PowerSchool is the statewide student information system used by schools throughout North Carolina. As part of this system, parents can check in on their child's grades and other information. To receive this information please contact the front office or the Dean of Student Services.

PowerSchool for parents will allow you to do the following:

- Check grades daily/weekly on PowerSchool: homework, tests, quizzes, CFAs, Projects, class participation
- Check Reading 3D scores August, December, May
- Check progress reports, report cards, and January retention letters

Exceptional Children – Special Education

Student Assistant Team (SAT) Process:

The process used by the Sallie B. Howard SAT is a data-driven process of implementing instruction, interventions and enrichment to ensure that all students are successful learners academically and behaviorally.

The SAT utilizes a process of supporting and monitoring students who have not responded to core and strategic academic and behavioral instruction. School staff implements intensive interventions to address the targeted area of need. The goal of the SAT team is to strengthen and support the individual student, intervene early, develop and implement a collaborative plan utilizing research-based intervention, and progress monitoring. The team uses a problem-solving approach to identify the student's needs and develop appropriate interventions. You may contact your grade-level Leadership team member to gather more information about Sallie B. Howard's SAT Team.

Assurance of Appropriate Services for Students with Disabilities:

All students in grades K-8 will have available to them the appropriate public education that provides special education and related services designed to meet the individual needs in the least restrictive environment of all students who have meet eligibility criteria under the Individuals with Disabilities Education Act. Sallie B. Howard School for the Arts and Education will adhere to state and federal laws and regulations pertaining to the education of students with disabilities as well as the NC Policies Governing Services for Children with Disabilities as adopted by the State Board of Education.

The NC Department of Instruction, Division for Exceptional Children, details the procedures and processes the public schools in North Carolina must use to provide special education and related services to eligible students. These policies are the North Carolina Department of Public Instruction Policies Governing the Services for Children with Disabilities and can be accessed through the DPI website at <http://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities>.

These rules and regulations are in place to assure that students who are not disabled are not inappropriately identified. The interventions that are implemented during the SAT process as well as the in-depth review and analysis of the student as a learner are critical components of the determination of eligibility and must be considered prior to identifying a student as a student with a disability. Questions regarding services for students with disabilities at Sallie B. Howard should be directed to the EC Coordinator.

Parent Notification of Disposition of Records: Records concerning children with disabilities who are in educational programs will be maintained for 5 years after the student leaves the educational program. At the end of these 5 years, records related to disability will be destroyed. Parents may request a copy of those records any time within these 5 years.

Section 504 Plan

Parental Rights Regarding Section 504 of The Rehabilitation Act of 1973: Section 504 of the Rehabilitation Act of 1973 is a nondiscrimination statute that prohibits discrimination and is designed to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

Under Section 504, an eligible student is a student who has a physical or mental impairment that substantially limits a major life activity such as learning. If you have questions about Section 504, contact the school directly and ask to speak to the Section 504 Coordinator.

It is the policy of the Sallie B. Howard School of the Arts and Education not to discriminate on the basis of disabilities in its educational programs, activities or employment practices as required by the Act. If you have questions about your student's academic or behavioral needs, please schedule a conference with your child's teacher.

Parent-Teacher Conferences: A parent-teacher conference is an opportunity for a child's parent(s)/guardian and teacher to meet to discuss how the child can best achieve in school. Conference time is set aside at the end of the first grading period for parents to meet with their children's teacher(s). The two-way communication goes beyond the report card to bring out more facts and to create better understanding of the child's progress. The parents and teacher together form the ideal partnership to help the child. The school will communicate the dates for parent-teacher conferences. Parents are encouraged to ask for a conference: When they want to share information about their child. When they are concerned or just want information about their child's academic progress. When there are family concerns that may affect the child's progress.

Parents should make a list of points to ask, share or discuss such as: The child's hobbies, talents, study habits and any sensitive issues (i.e. weight, health concerns, disabilities, shyness, etc.) that can help the teacher know and understand the child. If your child is having difficulty and your school has contacted you about it, schedule a conference as soon as possible. Please do not wait until it is too late to address the concern. A timely conference is the best way to assure your child's success in school. After the conference, talk with the child about the results and make follow-up contacts with the teacher. The school will also contact parents/guardians to schedule conferences.

There is strong evidence of a direct correlation between good attendance and student achievement. There is also strong evidence that adequate sleep is critical to a student's ability to pay attention and perform strongly in the classroom. Make sure that you have well established guidelines for bedtime and wake-up times. Students who get a full night's sleep will be better prepared for the school day.

English Learners (EL) Program

ESL Program Model

The ESL program at Sallie B. Howard School provides pull-out services to students according to their English language proficiency, years of school in the U.S. and academic performance in the core subjects. ESL teachers at Sallie B. are highly qualified and participate frequently in professional development sessions to keep up-to-date with methodologies and strategies to support English learners. In addition, ESL lessons integrate the WIDA English Language Development (LED) Standards as well as integrating technology to help students acquire the English language through interactive software and the use of technological devices to develop 21st Century skills. Furthermore, all content teachers at Sallie B. are trained in the Sheltered Instruction Observation Protocol (SIOP) and they are familiar with their English learners' needs to provide them with modifications and accommodations.

Identification Process

The process to enroll students in the English as a Second Language program at Sallie B. involves the following steps:

1) Identifying home language and place of birth.

When a child is enrolled in the school system, parents fill out a Home Language Survey (HLS) providing this information. If students speak a language other than English at home and/or they were born in another country, they might qualify for ESL services. Therefore, their information is submitted to the ESL team.

2) Assessing English language proficiency.

Students enrolled for the first time in the school system are assessed with the W-APT Screener Tool. On the other hand, students who have previously been identified as Limited English Proficient (LEP) in another school are provided services according to the most current ACCESS scores available.

3) Notifying parents of ESL services.

Depending on the scores in the W-APT or ACCESS Test, students qualify for ESL services at school. Parents receive a notification letter with the scores and information about the ESL program. Although, parents have the right to refuse services for their child, it is important to understand that the child will have to take the annual language assessment until obtaining a passing grade*. Parents need to inform the ESL team of their decision by marking the corresponding area in the notification letter and returning it to school.

*The scores required to exit the ESL program are 4.0 or more in both Reading and Writing and 4.8 in the composite score.

Code of Conduct/Student Discipline/Grievance/Appeals

To provide a positive learning environment for students and staff, schools must be safe and orderly. Students must be given clear expectations for appropriate behavior in school and fair practices for disciplining students must be followed. To support these objectives, SBH policy establishes a code of conduct for students and due process requirements for imposing out of school suspensions.

Recognizing that removal of students from school can exacerbate behavioral problems, diminished academic achievement, and lead to school dropouts, the board encourages teachers and school administrators to use in school of disciplinary measures when possible and to reserve long-term out of school suspensions for serious misconduct, such as behavior that threatens the safety of students, staff, or visitors or threatens to disrupt the educational environment.

This school shall keep data on each student suspended or expelled. This data shall include their race, gender, age, grade, disability status of each student, the duration of suspension for each student, whether alternative education and services were provided for each student, and whether a student had multiple suspensions in that academic year.

In the case of any student who brings a firearm or weapon onto school property, the information shall include a description of the circumstances surrounding the student's suspension, the number of students suspended from the school for bringing a weapon as defined by this paragraph onto school property, and that type of weapons concerned.

Student Code of Conduct

All students shall comply with the code of student conduct for the Sallie B. Howard School Board policies, state and Federal laws, and school rules governing student behavior and conduct. This code applies to any student conduct on school property, at any school sponsored activity, or at any time, place, or cyberspace, on or off campus, has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the school for the safety of individuals in the school environment.

A. Students Expectation

Students are expected to be familiar with all rules of behavior and the code of student conduct. Students are to assist in promoting a safe and orderly school environment. Students are encouraged to report to school authorities any serious violation of the code of student conduct.

B. Range of Interventions, Support, Disciplinary Actions

Violation of board policies, the code of student conduct, regulations issued by the School, or North Carolina general statutes may result in some level of disciplinary action. Teachers and administrators are encouraged to use a variety of behavioral interventions and disciplinary consequences to accomplish a positive change in student behavior. When a student violates the code of conduct and of behavioral intervention or in-school discipline consequence is imposed, the school will attempt to notify the parent. For out of school suspensions the administration will attempt to notify the parent via telephone and will provide written communication.

C. Leveled Offenses

This school code of conduct rules are leveled, indicating the severity of violation and type of consequence.

Level I- Level I rule violations should generally result in in-school interventions in lieu of out of school suspensions. In cases where a student refuses to participate in the in-school interventions or engages in persistent violations of a level one rule, or where there are other aggravating circumstances administration may impose a short-term suspension that shall not exceed three days. Level one rule violations shall not result in a long-term suspension.

Level II- Level II rule violations involve more serious misconduct that may warrant a short-term suspension that shall not exceed five school days. Administrators may recommend a long-term suspension based upon aggravating factors regarding the severity of the violation and/or safety concerns which may warrant the recommendation of long-term suspension.

Level III- Level III rule violations are more severe in nature and support long-term suspension. Administration may recommend a short-term suspension (10 days or less) based on mitigating factors. Any reduction to short term suspension based on mitigating factors shall be approved by the Executive Director.

Level IV- Level IV rule violations compromise the safety and welfare of students and staff and require a suspension under NC General Statutes.

Level V- Level V allows for expulsion of a student, as provided by state statute, for a violation of the code of conduct, if a student is fourteen (14) years of age or older and the students' behavior indicates that his/her continued presence in school constitutes a clear threat to the safety of other students or employees and the board determines there is no appropriate alternative education program. Additionally, any student who is a registered sex offender under NC General Statute 14-208 may be expelled.

Rules of Conduct

Level 1- In-School Discipline / Possible Short-Term Suspension not to exceed 3 days

- I – 1 **Noncompliance** - Students shall comply with all directions of school personnel or volunteers who are authorized to give such directions.
- I – 2 **Disrespect** – Students shall exhibit appropriate respect towards school personnel and volunteers.
- I – 3 **School/Class Attendance** - Being tardy to class, skipping class/school, leaving campus without permission, or being in an unauthorized area is prohibited. Out of school suspension should be used as a last resort as a consequence for violation of this rule.
- I – 4 **Inappropriate Language** - Cursing or use of vulgar, profane, or obscene language is prohibited.
- I – 5 **Inappropriate Dress** - Principals shall exercise appropriate discretion in implementing this policy, including making reasonable accommodations on the basis of students' religious beliefs or medical conditions. Students are expected to adhere to standards of dress and appearance that are compatible with an effective learning environment. Presenting a bodily appearance or wearing clothing which is disruptive, provocative, revealing, profane, vulgar, offensive or obscene, or which endangers the health or safety of the student or others is prohibited. Examples of prohibited dress or appearance include, but are not limited to exposed undergarments; sagging pants; excessively short or tight garments; bare midriff shirts; strapless shirts; attire with messages or illustrations that are lewd, indecent or vulgar or that advertise any product or service not permitted by law to minors; head covering of any kind; see-through clothing; attire that exposes cleavage; any adornment such as chains or spikes that

reasonably could be perceived as or used as a weapon; and any attire that is prohibited by Level III:2, Gang and Gang-Related Activities. Individual schools are free to specify additional examples of dress or appearance that are prohibited at that school under the terms of this policy.

If a student's dress or appearance is such that it constitutes a threat to the health or safety of others, distracts the attention of other students or staff from their work, or otherwise violates this dress code, the Executive Director or designee may require the student to change his or her dress or appearance.

- I – 6 **Electronic Devices** - Except as permitted by this policy, no student shall use, display, transmit or have in the "on" position during the hours of 7:00 am and 3:00 pm on school property any wireless communication device or personal entertainment device, including but not necessarily limited to, cell phones, pagers, two-way radios, CD/ MP3 players, and electronic games, or any laser pointer or similar devices until after the conclusion of the instructional day.

Wireless communication devices or laser pointers may be used by students for instructional purposes with the permission and under the supervision of the teacher. Any device possessed or used in violation of this policy shall be confiscated and only returned to the student's parents/guardian. Penalties for violation of this policy are set at the discretion of the Executive Director or designee.

If a student uses a laser pointer in a way that reasonably could or does cause physical harm, the laser pointer may be considered a dangerous instrument and the student may be charged with violation of Policy Level III:3 and disciplined accordingly.

- I - 7 **Trespassing** - No student shall be on the campus of school without the knowledge and consent of the officials of that school. Students who remain at school after the close of the school day or come onto school grounds when school is not in session without permission will be considered trespassers. If the student does not leave when instructed to do so, he/ she may be prosecuted. A student under suspension from school is trespassing if he/she appears on the property of any school or at any school sponsored activity during the suspension period without the express permission of the Executive Director.

- I - 8 **Tobacco** - No student shall possess, display, or use any tobacco product. This restriction applies even when the student is on school system property or at any school-sponsored activity as a visitor or spectator. For the purpose of this policy:

- a. Tobacco Product: cigarettes, cigars, pipes, chewing tobacco, snuff, and any other items containing or reasonably resembling tobacco or tobacco products.
- b. Tobacco Use: smoking, chewing, dipping, or any other use of tobacco products.
- c. Display: having any tobacco product in a location or position that is visible to students or school personnel.

- I-9 **Gambling** - Students shall not participate in any unauthorized games of chance in which money or items of value may be won or lost.

- I-10 **Misconduct on School Vehicle** - School transportation service is a privilege, not a right. Students at all times while riding a school bus or other school vehicle shall observe the directives of the school bus driver.

The following conduct or violation of any other rule of the Code of Student Conduct while on the school bus or other school vehicle is specifically prohibited:

1. Delaying the bus schedule,
2. Getting off at an unauthorized stop,
3. Failing to observe established safety rules and regulations, and
4. Willfully trespassing upon a school bus.

Level 2- Short-term Suspension not to exceed 5 days / Possible Long-Term Suspension with Aggravating Factors

- II – 1 **Integrity** -Any student who engages in or attempts to engage in cheating, plagiarism, falsification, violation of software copyright laws, or violation of computer access shall be subject to disciplinary action. The following actions are specifically prohibited:
1. **Cheating**- giving or receiving of any unauthorized assistance on academic work.
 2. **Plagiarism**- copying the language, structure, or idea of another and representing it as one's own work.
 3. **Falsification**- verbal or written statement of any untruth.
 4. **Violation of software copyright laws**-unauthorized duplication of computer software (computer piracy), printed material related to computer software, and/or the use of pirated computer software.
- II – 2 **Inappropriate Literature, Illustrations and Images** - The possession of literature, illustrations, or other images which significantly disrupt the educational process or which are obscene is prohibited.
- II – 3 **Violation of computer access**- No student shall engage in conduct prohibited by Policy 6446. (Reference entire policy)
- II – 4 **Class/Activity Disturbance** – Any physical or verbal disturbance which occurs within the school environment and which interrupts or interferes with teaching or orderly conduct of class/school activities is prohibited. ***Students misbehavior with a substitute teacher will result in an automatic 2-day suspension.***
- II – 5 **School Disturbance**-No student shall, by use of passive resistance, noise, threat, fear, intimidation, coercion, force, violence, or any other form of conduct, cause the disruption of any lawful function, mission, or process of the school.
- II – 6 **School Transportation Disturbance** – Any physical or verbal disturbance which occurs on a school transportation vehicle and which interrupts or interferes with the safe and orderly operation of the vehicle is prohibited.
- II - 7 **Disruptive Protest**- No student on school property or on property adjacent thereto shall engage in any protest, march, picket, sit-in, boycott, walkout, or other activity which has as its purpose the disruption of any lawful function, mission, or process of the school, or in fact creates such a disruption.
- II - 8 **False Fire Alarm** - No student shall set off, attempt to set off, or aid and abet anyone in giving a false fire alarm. No student shall interfere with or damage any part of a fire alarm, fire detection, smoke detection, fire extinguishing system or emergency escape system.
- II – 9 **Fire Setting/Incendiary Material**- The possession of any incendiary material (including but not limited to matches, lighters, or lighter fluid) or the use of any material reasonably likely to result in a fire on school property is prohibited.
- II – 10 **Property Damage**- No student shall intentionally damage or attempt to damage or deface school property, or personal property.
- II – 11 **Theft** -No student shall steal, attempt to steal, or knowingly be in possession of stolen property.

- II – 12 **Extortion**- No student shall attempt to extort money, personal property, or personal services.
- II – 13 **Indecent Exposure/Excessive Display of Affection** - No student shall engage in behavior which is indecent, or in consensual behavior which is overly affectionate.
- II – 14 **Harassment/Bullying/Cyber Bullying** – No student shall engage in conduct prohibited by the Harassment/Bullying/Cyber Bullying policy
- II – 15 **Sexual Harassment** – No student shall engage in conduct prohibited by the sexual harassment policy.
- II – 16 **Threat/False Threat** - No student shall make any threat through written or verbal language, sign, or act which conveys a serious expression of intent to cause harm or violence. Furthermore, no student shall make a false threat of harm or violence, even jokingly, which causes or is reasonably likely to cause fear or a disruption to school activities.
- II – 17 **Physical Aggression/Fighting** – Physical aggression or fighting toward students and other people is prohibited. A student who is attacked may use reasonable force in self-defense, but only to the extent necessary to get free from the attack and notify proper school authorities. A student who exceeds reasonable force may be disciplined even though someone else provoked the fight. No student shall engage in fighting or physical aggression towards others, including but not limited to:
 - a. Choking, hitting, slapping, shoving, scratching, spitting, biting, blocking the passage of, or throwing objects at another person in an aggressive, confrontational or dangerous manner.
 - b. Taking any action or making comments or writing messages that might reasonably be expected to result in a fight or physical aggression.
- II – 18 **Failure to Report Firearm** - Any student who has knowledge that another student possesses or intends to bring a firearm on any school campus or to any school activity shall report this information to school or law enforcement authorities immediately.
- II – 19 **Hazing** - Hazing is prohibited. No group or individual shall require a student to wear abnormal dress, play abusive or ridiculous tricks on him/her, frighten, scold, beat, harass, or subject him/her to personal indignity.
- II – 20 **Search and Seizure**- based its failure to permit searches and seizures has provided policy 6600 is prohibited.
- II – 21 **Aiding and Abetting**- No student shall aid or abet another student in violating any rule in the code of student conduct.

Level 3- Long-Term Suspension/ Possible Short-Term Suspension with Mitigating Factors

- III – 1 **Narcotics, Alcoholic Beverages, Controlled Substances, Chemicals, and Drug Paraphernalia** - No student shall possess, use, distribute, sell, possess with intent to distribute or sell, or conspire or attempt to distribute or sell, purchase, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, other controlled substance, any alcoholic beverage, malt beverage, fortified wine, other intoxicating liquor, drug paraphernalia, counterfeit substance, any unauthorized prescription drug, or any other chemicals or products with the intention of bringing about a state of exhilaration, euphoria, or of otherwise altering the student’s mood or behavior. The proper use of a drug authorized by valid medical prescription from a legally authorized health care provider shall not be considered a violation of this rule when the drug is taken by the person for whom the drug was prescribed.

Possession: having the prohibited substance on the student’s person or in another place where the student, either alone or jointly with others, has control over it. This may include, but is not limited to, possession of a prohibited substance in a book bag or desk.

Use: the consumption, injection, inhalation or absorption of a prohibited substance into a student’s body by any means.

Under the influence: the use of any prohibited substance when the prohibited substance would influence a student’s mood, behavior, or learning to any degree.

Counterfeit Substance: any substance that is described or presented with the intention of deceiving another into believing that it is a substance prohibited under this policy.

Unauthorized Prescription Drug: Any drug or medication that has not been prescribed for the student.

Drug Paraphernalia: Objects used for ingesting, inhaling, or otherwise introducing controlled substances into the body, e.g., pipes, rolling papers, “roach” clips. Relevant evidence may be considered in determining whether an object is drug paraphernalia

Conspiracy: An agreement by two or more persons to commit an unlawful act in violation of this policy.

Sell: the exchange of a prohibited substance for money, property, or any other benefit or item of value.

Possess with Intent to Distribute/Sell: Intent to distribute or sell may be determined from the amount of the prohibited substance found, the manner in which it was packaged, the presence of packaging materials such as scales, baggies or other containers, or from statements or actions of the student that demonstrate an intent to distribute or sell.

Distribute: to give, share, or pass a prohibited substance for any benefit or item of value, or when the student possessed the substance, at least in part, for the purpose of distribution.

Note: The alternative shall consist of a short- term suspension and may also require participation in a counseling program. The program shall be designed by the Executive Director and agreed to in writing by the parent, guardian and student. Parents, guardians, and students shall be provided information by school authorities concerning approved alternative programs. This alternative shall be offered only one time to students during their school career unless an exception is made by the Executive Director based on mitigating factors.

III – 2 **Gang and Gang Related Activity** - The SBH believes that gangs and gang-related activities pose a serious safety threat to students and staff members of the School and can significantly disrupt the educational environment.

A. No student shall participate in any gang-related activities. For purposes of this policy:

1. a “gang” is any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts, and having a common name or common identifying sign, colors or symbols.

2. “gang-related activities” are any activities engaged in by a student on behalf of an identified gang; to perpetuate the existence of an identified gang; to effect the common purpose and design of an identified gang; or to represent gang affiliation, loyalty, or solidarity.

B. Conduct prohibited by this policy includes:

1. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs, visible tattoos and body markings, or other items, with the intent to convey or promote membership or affiliation in any gang;
2. Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) with the intent to convey or promote membership or affiliation in any gang;
3. Tagging, or otherwise defacing school or personal property with symbols or slogans intended to convey or promote membership or affiliation in any gang;
4. Requiring payment of protection, money or insurance, or otherwise intimidating or threatening any person in connection with gang-related activity;
5. Inciting other students to intimidate or to act with physical violence upon any other person in connection with gang-related activity;
6. Soliciting others for gang membership;
7. Committing or conspiring to commit illegal act in connection with gang-related activity.

C. When a first infraction involves only the wearing of gang-related attire, the student shall receive a warning and be allowed to immediately change or remove the attire as an alternative to disciplinary action.

III – 3 **Weapons/Dangerous Instruments/Substances** – No student shall possess, handle, or transmit any weapon, facsimile of a weapon, dangerous instruments, substances or other object that can reasonably be considered or used as a weapon or dangerous instrument/substances. This does not apply to any student who finds a weapon or dangerous instrument /substances on school property or receives it from another person on school property and who immediately reports the weapon or dangerous instrument/substances to school or law enforcement authorities.

Weapon: any firearm, BB gun, stun gun, mace/pepper spray, air rifle, air pistol, ammunition, power loads, fireworks, knife, slingshot, leaded cane, blackjack, metallic knuckles, razors, razor blades box-cutter and any sharp-pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction, and maintenance.

Dangerous Instruments/Substances: Any object or substance that is possessed, handled, transmitted, or used for the purpose of causing or attempting to cause physical injury.

Facsimile of a Weapon: any copy of a weapon that could reasonably be perceived to be a real weapon.

Note: Refer to Level IV: Rule IV– 1 for violations involving Firearms/Destructive Devices.

- III – 4 **Assault on a Student** - No student shall cause or attempt to cause serious physical injury to another student. For the purposes of this policy “serious physical injury” shall refer to any significant or aggravated bodily injury, including but not limited to broken bone(s), loss or chipping of teeth, loss or impairment of vision, loss of consciousness, internal injuries, scarring or other disfigurement, significant bleeding, lacerations resulting in sutures, significant bruising, severe or prolonged pain, any injury requiring hospitalization for any period of time, and/or any injury resulting in medical treatment beyond simple first aid procedures.
- III – 5 **Assault on School Personnel or Other Adult** – No student shall cause or attempt to cause physical injury to any school employee or other adult.
Note: If a teacher is assaulted or injured by a student and as a result the student is long-term suspended, or expelled, the student shall not be returned to that teacher’s classroom unless the teacher consents.
- III – 6 **Assault Involving Weapon/Dangerous Instrument/Substances** – No student shall assault another using a weapon, dangerous instrument, or dangerous substances.
- III – 7 **Bomb Threat** -No student shall make a bomb threat or hoax by making a false report that a device designed to cause damage or destruction by explosion, blasting, or burning is located on the school premises or at the site of school activities.
No student shall with the intent to perpetrate a hoax, conceal, place or display on school property or the site of school activities any device or artifact so as to cause any person reasonably to believe the same to be a bomb or other destructive device.
- III – 8 **Bomb Threat: Aiding/Abetting** – No student shall aid, and/or abet in making a bomb threat or hoax by making a false report that a device designed to cause damage or destruction by explosion, blasting, or burning is located on the school property or at the site of school activities.
- III – 9 **Acts of Terror** –
- a. No student shall make a report that he or she knows or should know is false, that any device, substance or material designed to cause harmful or life threatening illness or injury to another person, is located on school property or at the site of a school activity.
 - b. No student shall, with intent to perpetrate a hoax, conceal, place, disseminate or display on school property or at the site of a school activity any device, machine, instrument, artifact, letter, package, material, or substance, so as to cause a reasonable person to believe the same to be a substance or material capable of causing harmful or life-threatening illness or injury to another person.
 - c. No student shall threaten to commit an act of terror on school property or at the site of a school activity that is designed to cause, or is likely to cause, serious injury or death to another person, when the threat is intended to cause, or actually causes, a significant disruption to the instructional day or a school-sponsored activity.
 - d. No student shall make a report that he or she knows is false, that an act of terror designed to cause, or likely to cause, serious injury or death to another person on school property or at the site of a school-sponsored activity is imminent, when that report is intended to cause, or actually causes, a significant disruption to the instructional day or a school-sponsored activity.
 - e. No student shall aid, abet, and/or conspire to commit any of the acts described in section 1-4 of this policy.

III – 10 **Sexual Misconduct** – Attempt to have sexual intercourse or solicit a student for the purpose of engaging in sexual misconduct, including intercourse, on campus grounds or through social media.

Level IV- Suspensions Required under State Law

IV – 1 Firearm/ Destructive Device K-8- Any student in grades K-8 shall be suspended for 365 calendar days for bringing a firearm or destructive device onto school property or to a school-sponsored event off school property, or for possessing a firearm or destructive device on school property or at a school-sponsored event off school property. School property includes any property owned, used or leased by the Board, including school buses, other vehicles and school bus stops. Administration is required to refer to the law enforcement system any student who brings a firearm or weapon to school.

Firearm: A weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; or any firearm muffler or firearm silencer. The term shall not include an inoperable antique firearm, a BB gun, stun gun, air rifle, or air pistol.

Destructive Device: An explosive, incendiary, or poison gas; bomb; grenade; rocket having a propellant charge of more than four ounces; missile having an explosive or incendiary charge of more than one-quarter ounce; mine; or device similar to any of the devices listed in this definition.

Violation of this section shall result in suspension from school for 365 days unless modified by the Executive Director or Board on a case-by-case basis.

The 365-day suspension does not apply to any student who finds the firearm on school property or receives it from another person on school property and who delivers the weapon, immediately, to school or law enforcement authorities.

Level V- Expulsion

A student may be expelled for a violation of this Code of Conduct if the student’s behavior indicates that the student’s continued presence in the school constitutes a clear threat to the safety of other students or employees, and the Board determines there is no appropriate alternative educational program. Additionally, any student who is a registered sex offender under N.C. General Statutes 14-208 may be expelled.

A. Mitigating and Aggravating Circumstances

When considering the appropriate consequence for specific student misconduct, the Executive Director or designees, and teachers should consider possible mitigating or aggravating circumstances, including the student’s intent, disciplinary and academic history, the potential benefits to the student of alternatives to suspension, and other mitigating or aggravating factors including but not limited to:

1. Mitigating Factors
 - a. The student’s age/maturity and developmental level,
 - b. No recent disciplinary history,
 - c. Being a passive participant or playing a minor role in the offense,
 - d. Making appropriate restitution,
 - e. Reasonably believing the conduct was allowed,
 - f. Acting under strong provocation,
 - g. Aiding in the investigation,

- h. Making a full and truthful statement admitting guilt at an early stage in the investigation of the offense, or
- i. Displaying an appropriate attitude and giving respectful cooperation during the investigation and discipline process.

2. Aggravating Factors

- a. Inducing others to take part in the prohibited behavior or occupying a position of leadership or dominance of other participants,
- b. Attempting to flee or conceal guilt,
- c. Falsely blaming another individual,
- d. Receiving money or something of value from the misbehavior,
- e. Committing other disciplinary offenses during the same school year,
- f. The misconduct was associated with gang activity,
- g. The victim of the misconduct is a teacher or other staff member,
- h. Victimizing a significantly younger or smaller student or a student with a known or obvious mental or physical disability,
- i. Repetitive blatant disrespect for authority,
- j. Taking advantage of a position of trust or confidence to commit the offense, or
- k. Committing an offense on other school system property.

Harassment/Bullying/Cyber Bullying

The School specifically prohibits reprisal or retaliation against any individual who makes a complaint or reports an incident of harassing or bullying behavior or who participates in an investigation or grievance proceeding initiated under this policy. Reprisal or retaliation against any individual who reports an act of harassment or bullying may result in disciplinary action being taken, up to and including dismissal in the case of employees, or up to and including long-term suspension or expulsion in certain cases for students.

This policy shall be distributed annually in the Parent/Student Handbook and the SBH Employee Handbook.

A. Definition of Harassment and Bullying

- 1. As used in this policy, harassing or bullying behavior is any repeated, systematic pattern of gestures or written, electronic, verbal or intimidating communications, or any physical act or any threatening communication on school property; at any school, sponsored function; on a school bus; or as otherwise stated in the Student Code of Conduct, and that:
 - a. Places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
 - b. Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits. A hostile environment means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.
- 2. Harassing or bullying behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, 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.

B. Reporting Harassing and Bullying Behavior

1. Any student who believes that he or she has been harassed or bullied in violation of this policy should report such behavior immediately to a teacher or administrator.
2. Any employee who believes that he or she has been harassed or bullied in violation of this policy should report such behavior to their immediate supervisor and/or the Executive Director.

3. A school employee who has witnessed or has reliable information that a student or school employee has been subject to any act of harassing or bullying behavior shall report the incident as follows:
 - a. To the Executive Director or designee in the case of a student; or
 - b. To the immediate supervisor of the alleged harasser or bully and/or the Chair of the School Board.
 - c. Failure to do so make such a report may subject the employee to disciplinary action.

4. Any person may report an act of harassment or bullying anonymously. However, formal disciplinary action may not be taken solely on the basis of an anonymous report.

C. Investigation of Harassment and Bullying Reports

1. All complaints of harassing or bullying behavior made by students shall be promptly and thoroughly investigated by the Executive Director or designee. If the alleged harasser or bully is an employee, the ED will determine if a referral to the board is warranted.

2. All complaints of harassing or bullying made by employees shall be promptly reported to the Executive Director or immediate supervisor.

3. If the individual required to investigate a complaint made under this policy is the alleged harasser or bully, the investigation shall be conducted by an appropriate school administrator as designated by the ED. If the alleged perpetrator is the ED, the Board Chair is the investigator. In such cases, whoever receives a complaint of harassment or bullying shall immediately notify the Board Chair. The Board Chair shall direct the Board attorney to respond to the complaint and investigate. If the alleged perpetrator is a member of the Board, the Board attorney is the investigator

D. Disciplinary Action

1. The actions taken in response to evidence of harassing or bullying behavior should be reasonably calculated to end any harassment or bullying, eliminate a hostile environment if one has been created, and prevent harassment from occurring again. In addition to taking disciplinary action as necessary, the ED or other school official shall take appropriate remedial action to address the conduct fully.

2. Violations of this policy shall be considered misconduct and will result in disciplinary action up to and including long- term suspension or expulsion in the case of students and disciplinary action up to and including dismissal in the case of employees.

3. Nothing in this policy precludes the School from taking disciplinary action against a student or employee where the evidence does not establish harassment but the conduct otherwise fails to satisfy the School's high expectations for appropriate conduct.

E. Cyber Bullying

1. Using social media or other multimedia to communicate intimidating messages or threats.

Sexual Harassment

The SBH School believes that all employees and students are entitled to work and study in school-related environments that are free of sexual harassment. To this end, the board prohibits employees and students from engaging in sexual harassment and advises employees and students that when evidence of sexual harassment is established, disciplinary action may be taken, up to and including dismissal (for employees) and suspension or expulsion (for students). Independent contractors and volunteers are likewise prohibited from engaging in sexual harassment and are subject to removal from their duties or activities with the school district for violations of this policy.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, academic progress, or completion of a school-related activity; or
2. Submission to or rejection of such conduct is used as the basis for employment decisions affecting such an 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 study or other school-related activity; or
3. 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, deliberate, unwelcome touching; suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats; pressure for sexual activity; continued or repeated offensive sexual flirtations, advances or propositions; continued or repeated verbal remarks about an individual's body; sexually degrading words used toward an individual or to describe an individual; or the display in the work place or school setting of sexually suggestive objects or pictures

It is possible for sexual harassment to occur at various levels: between peers or coworkers, between supervisors and subordinates, between employees and students, between students, or imposed by non-employees on employees and/or students. Sexual harassment may be committed by members of the same sex or by members of the opposite sex. Romantic or sexual advances toward students by employees or romantic or sexual relationships between school system employees and students are never appropriate, whether they are consensual or otherwise outside the definition of sexual harassment. Such relationships are prohibited. Employees engaging in inappropriate relationships with students will be subject to disciplinary action, up to and including dismissal.

All complaints of sexual harassment shall be promptly and thoroughly investigated. A student does not have to report an incident of harassment to trigger an investigation if a school official has knowledge of the harassment. Suspected sexual harassment shall be investigated according to the following procedures:

1. All complaints and investigations of sexual harassment shall be confidential. Information shall be given only to those individuals who need to have access to it in order to investigate appropriately and address the complaint.

2. A student who believes that he/she has suffered sexual harassment by another student may report the matter in writing to the ED or designee. Any teacher or other school employee who receives from a student a report (oral or written) of alleged sexual harassment by another student shall immediately report the same to the ED or designee. Failure by the employee to do so may subject the employee to disciplinary action. The ED or designee shall investigate the complaint and, if the complaint proves to be supported by evidence, take appropriate action regarding any necessary disciplinary and preventative measures.

A student who believes that he/she has suffered sexual harassment by a school employee may report the matter in writing to the ED or designee. Any teacher or other school employee who receives from a student a report (oral or written) of alleged sexual harassment by a school employee shall immediately report the same to the ED or designee

3. Claims of sexual harassment shall be promptly and thoroughly investigated, and appropriate action shall be taken. The actions taken should be reasonably calculated to end any harassment, eliminate a hostile environment if one has been created, and prevent harassment from occurring again. Violations shall be deemed to be serious disciplinary infractions. Disciplinary actions shall take into account the circumstances including the nature, frequency and severity of the harassment, and in the case of student-on-student harassment, the ages of the students involved.

4. No employee or student will be subject to negative action in retaliation for reporting alleged sexual harassment in accordance with this policy. Such retaliation is against the law and is prohibited by this policy.

Search and Seizure

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student, student lockers, or school computers under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search.

As used in this policy, the term "unauthorized" means any item dangerous to the health or safety of students or school personnel, or disruptive of any lawful function, mission, or process of the school, or any item described as unauthorized in school rules available beforehand to the student.

A student's failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action.

Personal Searches- A student's person and/or personal effects (e.g. purse, book bag, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials.

If a pat down search of a student's person is conducted, it will be conducted in private by a school official of the same sex and with an adult witness present, when feasible.

If the school official has reasonable suspicion to believe that the student has on his or her person an item imminently dangerous to the student or to others, a more intrusive search of the student's person may be conducted. Such a search may only be conducted in private by a school official of the same sex, with an adult witness of the same sex present, and only upon the prior approval of the Executive Director, unless the health or safety of students will be endangered by the delay which might be caused by the following these procedures.

School Computers- School computers and any data they contain remain under control of the school and are subject to inspection at any time.

Seizure of Illegal Materials- If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to proper legal authorities for ultimate disposition.

Due Process

Under state and federal law, students are entitled to due process before being removed from school for misconduct. The procedures that follow are required to provide a fair and thorough process for disciplinary suspensions from school.

Summary Suspension

If the ED or designee witnesses or is made aware of serious student misconduct and believes that immediate removal of the student is necessary to restore order or to protect school property or persons on the school grounds, the administration may suspend the student immediately. In such cases, the ED or designee is not required to conduct a full investigation before suspending the student. In all cases, minimal due process must be given to the student as soon as is reasonably possible, usually the following school day.

Short-Term Suspension

1. A short-term suspension is a removal from school for a period of ten (10) school days or less.
2. The ED or designee may invoke a short-term suspension only after investigating the misconduct, confronting the student with the charges and the basis for those charges, and allowing the student to respond in his/her own defense and/or to offer mitigating circumstances. Once the ED or designee decides to invoke short-term suspension, procedures promulgated by the School shall be followed.
3. The ED or designee shall notify the student and parent of any short-term suspension, including the reason for the suspension and a description of the alleged conduct upon which the suspension is based. The notice shall be given by the end of the workday on which the suspension was imposed when reasonably possible but in no event more than two days after the suspension was imposed. The notice shall be given by mail, telephone, facsimile, e-mail, or any other method reasonably designed to achieve actual notice.
4. If English is the second language of the parent, the notice shall be provided in the parent's primary language, when the appropriate foreign language resources are readily available, and in English and both versions shall be in plain language and easily understandable.

5. The ED or designee shall notify the student and parent that during a short-term suspension a student shall be provided:

- a. The opportunity to take textbooks home for the duration of the suspension.
- b. The opportunity to obtain homework assignments for the duration of the suspension.
- c. The opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period.

Suspensions Exceeding Ten Days

1. A long-term suspension is a suspension for a period of time in excess of 10 school days. If the offense leading to the long-term suspension occurs before the final quarter of the school year, the suspension may not be longer than the remainder of the school year. If the offense occurs during the final quarter of the school year, the suspension may continue through the first semester of the following school year.

2. A 365-day suspension is a suspension for 365 calendar days.

3. An expulsion is an indefinite removal from the school enrollment for disciplinary purposes.

4. If the ED or designee, following an investigation, determines that long-term suspension, 365-day suspension or expulsion is appropriate, she/he shall invoke a short-term suspension of ten (10) school days, following the procedures above, and inform the student, and parent for long-term suspension/expulsion.

5. The student shall be provided the same opportunities as stated in the appeal process.

Long-Term Suspension Appeal

The School shall develop procedures, consistent with state and federal law, for the appeal of a long-term suspension, 365-day suspension or expulsion and a copy of these procedures shall be provided to a student/parent at the time the student is recommended for long-term suspension/365-day suspension/expulsion. The procedures shall include, but not be limited to the following:

1. Suspension Appeal Hearing: A student shall be given an opportunity for a hearing before the Board prior to the start of a long-term suspension/365 suspension or the recommendation of expulsion.

a. If the student/parent does not make a timely request for a hearing, the hearing panel shall review the ED's recommendation and supporting documentation and may:

- i. impose the suspension if it is consistent with board policy,
- ii. impose another appropriate and authorized penalty, or
- iii. decline to impose any penalty.

b. If the student/parent requests a delay in the hearing or requests a hearing after the deadline, the student is not entitled to return to school pending the hearing.

c. If neither the student nor parent appears for the hearing after being given reasonable notice, the parent and student are deemed to have waived the right to a hearing and the hearing shall proceed with a review and decision.

d. The Board shall issue a written decision that shall contain:

- i. the basis for the decision, including a reference to any policy violated;
- ii. notice of what information will be included in the student's official record pursuant to G.S. 115C-402; and
- iii. notice of the student's right to appeal the decision to the Board and the procedure for the appeal.

2. Board Appeal: A student may appeal the ED's decision to the Board.

3. If, at any level of investigation or appeal, the student is determined not guilty of the misconduct in question, the student's absences will be considered excused and the student shall have the right to make up missed work for credit.

6. In considering the appeal, the Board will review and consider the entire record of the proceedings, including all of the evidence offered by the school administration and the student. Ordinarily, the Board will not hear or consider evidence at the hearings on appeal. However, in extraordinary circumstances and in the exercise of its discretion, the Board by majority vote may permit either party to call witnesses or offer additional evidence.

Expulsions

The Board, upon the recommendation of the ED, whose continued presence in school constitutes a clear threat to the safety of other students or employees. Additionally, any student who is a registered sex offender under N.C. General Statutes 14-208 may be expelled.

A student that is recommended for expulsion shall be entitled to an appeal following the appeal process. Prior to the expulsion of any student, the ED shall determine whether the student's continued presence in school constitutes a clear threat to the safety of other students or school personnel. In the event a student is expelled, the student shall be given notice of the right to petition for readmission as provided by state law.

Grievance Procedure

Grievances are best addressed with the person with whom one has a disagreement. Every effort should be made to bring a grievance to the attention of the appropriate person at the time that occurs. If a student and/or parent have a grievance with a teacher or staff member, he/she would say they complain first to the teacher or staff to be resolved. If the matter is not resolved with a teacher or staff, the student and/or parent would take the grievance to the executive director to be resolved. If no satisfactory agreement can be accomplished from these meetings, the complainant is encouraged to submit his/her concern in writing to the board regarding the matter and request a hearing at its next scheduled or called meeting. The Sallie B. Howard School Board's decisions are final.

General Provisions

1. Rules governing the suspension of children with disabilities shall be in compliance with state and federal guidelines.

Because students with mental and language disabilities present unique challenges, special assistance may be needed for administrators and special education staff who conduct fact-finding interviews involving students with these disabilities. When it is necessary to conduct a fact-finding interview with a student with a mental disability or language delay, the ED or designee has the option to request specialized assistance as deemed necessary.

2. The removal of a student from class by the teacher, administration, or other authorized school personnel for the remainder of the class period or school day and her/his relocation on the school premises shall not be considered a short-term suspension.
3. Assignment to in-school suspension or an alternative educational center shall not be considered a suspension from school.

Corporal Punishment

Believing that other forms of discipline are more appropriate with children of all ages, the SBH prohibits the use of corporal punishment. No administrator, teacher, substitute teacher, or any other school employee or volunteer may use corporal punishment to discipline any student.

Corporal punishment is all forms of physical punishment including, but not limited to, spanking, paddling, or slapping.

Additional Policies of Interest

Social Networking/Internet Policies

SBHS explicitly prohibits the unauthorized use of the name or logo of Sallie B. Howard, its teachers and staff, and images of the students or staff in SBH uniform on any social networking sites. This includes, but is not limited to, Facebook, Twitter, Instagram, SnapChat, Tumblr, etc. Anyone found in violation of this policy could face school suspension, expulsion, or employment termination. Additionally, SBH students are not allowed to “friend” teachers on Social Networking sites. We believe that there should be a divide between the interaction of teachers and students. We are asking that parents speak to their student about this practice.

Student Acceptable Use of Electronic Resources

The following is the Sallie B Howard School Acceptable Use Policy (AUP). All students will be held accountable for the knowledge of this AUP and its’ contents, and will be granted access to the Instructional Resources, including the Internet, that the school provides. Any parent not wishing to grant access for their child to use the Internet may contact the Dean of Student Services to complete an Opt-Out form where we will document the level of access that you desire for your child, which will be distributed to all the instructors of your child and kept on file.

Internet access to global electronic information resources on the World Wide Web is provided by Sallie B. Howard School to assist students in obtaining school-related data and technology. The following guidelines have been established to help ensure responsible and productive Internet Usage.

All Internet data that is composed, transmitted, or received through our computer communications systems is considered to be part of official School records and as such, is subject to disclosure to law enforcement or other third parties.

The equipment, services, and technology provided to access the Internet remain at all times the property of the school. As such Sallie B. Howard School reserves the right to monitor Internet traffic through our online connections and stored in our computer systems.

- The school reserves the right to use “cookies” on its site. Cookies are computer programs that allow the school, among other things, to verify whether a visitor is an authorized user of the

school's system and that store information about a user on a computer hard drive or disk. Information stored includes, but may not be limited to, the date and time a user visits the site and information about the user's activities while online. Any information gathered is obtained solely for the purpose of improving the school's services and providing the system with statistical information to assist in improving teaching and learning by teachers and students respectively.

Except as otherwise provided in this Acceptable Use Policy, the school will not use cookies to gather personal identifying information about any of its users. Personal identifying information includes, but is not limited to, names, home addresses, e-mail addresses and telephone numbers.

- ❑ As required by the Children's Internet Protection Act ("CIPA"), the school will monitor students' online activities. Such monitoring may lead to discovery that the user has violated or may be violating, the school's Acceptable Use Policy, the student disciplinary code, or the law. The school also reserves the right to monitor other users (e.g., non-students) online activities.
- ❑ The school reserves the right to employ and review the results of software that searches, monitors and/or identifies potential violations of the Internet Acceptable Use Policy.
- ❑ Users should be aware that their personal files may be discoverable in court and administrative proceedings and in accordance with public records laws.
- ❑ System users have no privacy expectation in the contents of their personal files and records of their online activity while on the School system.

Abuse of the Internet access provided by Sallie B Howard School in violation of law or school policies will result in disciplinary action up to and including suspension/expulsion. Students may be held personally liable for any violations of this policy. The following behaviors are examples of previously stated or additional actions and activities that are prohibited and can result in disciplinary action:

- ❑ The unauthorized use, installation, copying, or distribution of copyrighted, trademarked, or patented material on the Internet is expressly prohibited.
- ❑ Accessing another person's account or files
- ❑ Sending or posting discriminatory, harassing, or threatening messages or images
- ❑ Copying, pirating, or downloading software and electric files without permission
- ❑ Participating in the viewing or exchange of pornography or obscene materials
- ❑ Sending or posting messages that defame or slander other individuals
- ❑ Refusing to cooperate with a security investigation
- ❑ Sending anonymous e-mail messages
- ❑ Engaging in any other illegal activities

Family Involvement

A child's education is a responsibility shared by the school and the family. Parents, families, schools, and communities working as partners can promote increased student achievement and positive attitudes about self and school. The School supports the development, implementation and regular evaluation of a comprehensive parental involvement program in the School to involve parents at all grade levels in a variety of roles.

School Volunteers

We encourage our parents to volunteer and be active within the school. Please contact the front office for further information on how you can volunteer your time to make a difference at SBH. We require all

volunteers to undergo a criminal background check before volunteering at the school.

Student Safety

We believe here at Sallie B Howard School that safety is of the utmost importance and is a prerequisite for learning. Students must observe the following guidelines to ensure their safety on the Internet.

- Students should not give out any personal information about themselves to other people. This includes your address and any other identifying information.
- Students should alert a teacher or other school staff of any material that is inappropriate in nature and makes them feel uncomfortable.

Soliciting, Selling, Borrowing

There shall be no soliciting from or selling to students or staff within the school without prior approval from the Dean of Business. Any selling or soliciting for the purpose of raising funds for school activities by the students or staff of any classroom, in the name of the school, shall have the prior written approval of the ED or Dean of Business. All money collected and expended as a result of such activity shall be recorded in the accounts of the school and shall be subject to the annual school audit. Students are prohibited from soliciting or selling items to one another on school property.

Parent Advisory Council – PAC

The PAC is a parent volunteer group to create and support parent sponsored activities in the interest of students, teachers, and parents at SBHS. If you are interested in joining the committee please contact the front office.

Title 1 School Information

The Sallie B. Howard School receives money from the federal government to pay for extra services that help students and families achieve academic success. For example, tutoring, summer school, parent workshops, teacher training, etc.

As a Title I school, we are expected to comply with requirements set by the federal government to keep parents informed about the qualification status of all teachers, implement parent involvement policy, conduct a needs assessment for parents, teachers, and staff, and implement plans to raise student achievement on state exams.

Field Trips

Field trips are planned and organized by grade level teams. A student must have written permission from a parent or legal guardian to attend the field trip. Typically, there will be a fee involved for most field trips. Whenever sending money to school with your child; please send exact change in the form of cash or visit the school to pay with a debit card. We do not accept personal checks as a form of payment for any transaction. Students who have a history of not following school rules must be accompanied by a family member on field trips. Parents and responsible adults are permitted to attend field trips as chaperones with prior approval from school administration. Parents serving as chaperones may be permitted to travel to and from the field trip destination on school buses if empty seats are available after all students and staff have a seat. Parents not serving as chaperones must provide their own transportation.

Textbooks/Library Books

Any textbooks or library books issued to students become the responsibility of the child and parent. Fees will be incurred for lost, damaged, or otherwise missing materials. Please note that a book

contract, requiring you to pay for books/items that are lost, damaged, or missing may be sent out by classroom teachers. Failing to return or replace lost books may result in withholding report cards, transcripts, or graduation until fees books are returned or fees are paid.

Dismissal Procedures

To ensure safety for our students and staff please make note of the following dismissal procedures.

- **Transportation changes must be made before 2:00pm.**
- **No early releases after 2:30pm.**
- Parents remain in cars to pick up car riders; do not walk to the car rider area to pick up any student.
- Parents cannot walk to the buses to take a student off of a bus.
- If no one is at home when a bus student arrives home, the student is taken back to school.
- The bus schedule will be printed in the newspaper.
- On the first week of school we suggest not leaving the house until 3:15 for car riders.

Sallie B. Howard School for the Arts & Education Parent and Family Engagement Policy

PART I. GENERAL EXPECTATIONS

The Sallie B. Howard School for the Arts agrees to implement the following ESSA statutory requirements:

- The school will put into operation programs, activities and procedures for the implementation of the parent and family engagement policies. Those programs, activities and procedures will be planned and operated with meaningful consultation from parents of participating children.
- The school will work to ensure that the required school-level parent and family engagement policies meet the requirements, accompanied by a school-parent compact.
- The school will incorporate this parent and family engagement policy into its school-wide plan.
- In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents and families with limited English proficiency, parents and families with disabilities, and parents and families of migratory children, including providing information and required school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If, after parent review, this plan for Title I, Part A, is not satisfactory to the parents and families of participating children, the school will submit any parent comments with the plan when the school submits the plan to the State Department of Education.
- The school will involve the parents and families of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the school.
- The school will be governed by the following statutory definition of parent and family engagement, and will carry out programs, activities and procedures in accordance with this definition:
 - The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards;
 - Ways in which parents and families will be responsible for supporting their children's learning (e.g., monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; or positive use of extracurricular time); and
 - The importance of communication between teachers and parents and families on an ongoing basis through, at a minimum:
 - o Parent/family-teacher conferences to discuss the compact;
 - o Frequent reports to parents and family on their child's progress; and
 - o Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

PART II. DESCRIPTION OF HOW SCHOOL WILL IMPLEMENT REQUIRED PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

1. The Sallie B. Howard School will take the following actions to engage parents and families in the joint development of its school-wide parental involvement plan: • Invite parent leaders to attend meetings during this process and actively seek feedback and input from them on the subject
2. The Sallie B. Howard School will take the following actions to engage parents and families in the process of school review and improvement: • Facilitate the establishment of an independent Parent-Teacher Organization and report periodically • Establish a parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs; • Conduct town hall meetings at least quarterly to solicit feedback and comments on school plans and to hear parent concerns, suggestions, and questions.
3. The Sallie B. Howard School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance: • Person to serve as parent outreach coordinator • Any technical assistance, such as use of technical equipment and directions for use of such will be provided.
4. The _Sallie B. Howard School_ will take the following actions to conduct, with the involvement of parents and families an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of the school. The evaluation will include identifying barriers to greater parent and family engagement in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The results of this parent and family engagement policy evaluation will be used to design strategies for more effective parent and family engagement, and to revise, if necessary (and with the involvement of parents) its parent and family engagement policies. Evaluation of this parent and family engagement policy will take place annually during Family Night, PTO sessions and/or via newsletter to ensure the greatest parental participation. Executive director and Parent Outreach Coordinator will be responsible for conducting evaluation. Parent Council will be consulted in the formulation of evaluation. Howard parents will provide feedback via the evaluation.

1. The _Sallie B. Howard School_ will build the school's and parent's capacity for strong parent and family engagement, in order to ensure effective involvement of parents and families and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. We will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph: • the State's academic content standards, • the State's student academic achievement standards, • the State and local academic assessments including alternate assessments, • the requirements of Part A, • how to monitor their child's progress, and • how to work with educators.

Activities might include but are not limited to: 1) Workshops such as "Self-Esteem and Student Achievement, Home Study Skills, Language Development, Knowledge is Power, Effective Parent/Teacher Conferences, Managing Behavior and Discipline, and NCSCOS: A Closer Look."

Revised January 2018

B. The school will provide materials and training to help parents and families work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: • providing necessary literacy training for parents and families from Title I, Part A funds, if we have exhausted all other available funding sources for that training; • providing technology classes • providing other workshops/trainings that will empower parents and families to help their children C. The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents and families of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents and families can understand: • Letters sent home • Flyers • Newsletters • Phone calls • Emails • Website

PART III. DISCRETIONARY PARENT AND FAMILY ENGAGEMENT

POLICY COMPONENTS

NOTE: The school-wide Parent AND Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ and family capacity for involvement in the school to support their children’s academic achievement, such as the following discretionary activities: • training parents to enhance the involvement of other parents; • in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school; • adopting and implementing model approaches to improving parent and family involvement; • developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and • providing other reasonable support for parental involvement activities as parents may request.

PRIDE Parent and Student Contract 2017-2018

These promises are the promises we must keep if we want to be extraordinary now, in high school, in college, and in life.

SBHS Parent/Guardians' Promises...

- We promise to support our child's education at SBHS. Therefore...
- We will make sure our child arrives at SBHS everyday by 7:45 am
- We will make sure our child learns at SBHS for the entire academic school day.
- We will do whatever it takes for our child to learn.
- We will check our child's homework and planner, let him/her call the teacher if he/she has trouble with completing his/her homework, and create time for him/her to read for thirty minutes every night.
- We will always make ourselves available to provide support for our children. This means that we will notify the office if our child is going to miss school, read all the papers that the school sends home to us, attend school events and parent meetings, and notify the school immediately if and when our contact information changes.
- We understand all prizes at SBHS are earned by working hard and being excellent teammates.
- We understand all consequences at SBHS are earned. When our child makes a poor choice, we will support the school's consequences.
- We will allow our child to earn and participate in all field trips and activities that he or she earns.
- We will make sure our child follows the SBHS dress code and wears a tucked-in SBHS uniform shirt, a belt, and non-scuff sneakers every day.
- We understand that our child must follow the SBHS rules so as to protect the safety, interests, and rights of all individuals in the school.

If we keep these promises, we know we will see our child earn a college degree and a successful life. If we do not keep these promises, we know our child will lose prizes, receive consequences and can be removed from SBHS.

Parent/Guardians' Signatures: _____

SBHS Student's Promise

- I will arrive at SBHS everyday by 7:45 am or board the bus at the correct time.
- I will remain at SBHS until 3:00 pm (Monday –Friday).
- I will always work, think, and behave in the best way I know how and I will do whatever it takes for my fellow students and me to learn. This means I will complete all my homework, class work, projects and tests neatly and carefully.
- I will find a smart solution or get help when I have a problem, and I will raise my hand and ask questions in class if I do not understand something.
- I will follow my teacher's directions and school rules because I understand that my teachers and parents want me to do well.
- I will always tell the truth and own my words and actions. I want my parents, teachers, and classmates to trust me to do what is right and I will choose to behave in a trustworthy way.
- I will always be respectful to my teachers and classmates and show everyone respect by listening to them.
- I understand all prizes at SBHS are earned by working hard and being an excellent teammate.
- I understand all consequences at SBHS are earned. When I make a poor choice I will accept the consequences.
- I will dress professionally by following the SBHS dress code.

If I keep my promises, I know I will earn a college degree, a successful life, and the power to make the world a better place. If I do not keep these promises, I know I will lose prizes, receive consequences and I can be removed from SBHS.

Student's Signature: _____

SBHS Promises...

We promise to prepare all of our students with the skills they need to succeed now, in high school, in college, and in life. Therefore...

- Our teachers will arrive at SBHS everyday by 7:25 am or at 7:00 am when on morning duty.
- Our teachers will remain at SBHS until 3:30 pm (Monday – Friday) or later for a scheduled meeting.
- Our teachers will be available to address your questions and concerns and provide you with what you need to help your students learn what they need to succeed in class and achieve on exams.
- Our teachers will remain in frequent communication with parents.
- Our teachers will always teach our students in the best way we know how and we will do whatever it takes for our students to learn.
- Our teachers will constantly work to become better teachers.
- Our teachers will always protect the safety, interests, and rights of all the students in the school.

If we keep these promises, we know our students will be prepared for extraordinary lives. If we do not keep these promises, we know our teachers can be removed from SBHS.

Executive Director Signature: _____

