



SANDY GROVE ELEMENTARY

2022-2023

Parent & Student Handbook

Sandy Grove Elementary
8452 North Old Wire Road
Lumber Bridge, NC 28357
(910) 875-6008 Office

Dacia Bullard, *Principal*

Daniela Jacobs-Daniels, *Assistant Principal*

Dear Parents,

On behalf of the staff at Sandy Grove Elementary School, I am happy to welcome you to the 2022-2023 school year! My name is Dacia Bullard, and I am the proud principal here at Sandy Grove Elementary.

We are looking forward to a partnership with you to ensure our children can achieve their highest potential. In order to have a successful school, we know the importance of a strong school-home relationship. This strong partnership will make a difference in your child's education. Research on schools clearly demonstrates that parent participation in their child's school coincides with a greater likelihood of academic success for his/her child. As partners, we share the responsibility for our children's success and are honored to have such an important role in your child's life.

Please read this handbook and discuss the information with your child. Please give both immediate and careful attention to the following topics: Student Attendance, Carpool Procedures, Bus Information, and School Policies.

All of us at Sandy Grove Elementary are eager and excited to begin what promises to be the best year ever. We will continue to provide academic experiences for our students that are rigorous, relevant, and help to build relationships.

If you wish to view our School Improvement Plan, please go to www.indistar.org. Parent login is Username: GuestS16524
Password: GuestS16524

Thank you for entrusting us to nurture, encourage, challenge, and enjoy your precious ones as we embark on the 2019-2020 school year!

Sincerely,

Dacia Bullard, Principal



Hoke County Schools' Mission Statement

Hoke County Schools creates a student-focused learning community that fosters high expectations for all stakeholders, promotes lifelong learning, provides individualized support, and prepares students for success.

Sandy Grove Elementary School's Mission Statement

Our Mission is to nurture independent learners who are contributing citizens, embracing life-long learning in a global community.

Sandy Grove Elementary School's Vision Statement:

Sandy Grove Elementary is a diverse community of engaged teachers, students, and families. We strive to instill high expectations within each unique learner. We foster involvement within the community while shaping life long learners who are globally prepared to make a positive impact on the world.

Core Values

- We foster positive character development.
- We acknowledge and appreciate different learning styles.
- We have an enthusiasm for life-long learning and the pursuit of knowledge.
- We respectfully demonstrate expressing opinions, taking risks and challenges, as well as valuing the contributions and efforts of everyone.
- We will handle failure like we handle success.

THIS HANDBOOK IS PROVIDED AS AN INFORMATION SOURCE FOR HOKE COUNTY SCHOOLS STUDENTS AND THEIR FAMILIES. IN THE EVENT OF ANY INCONSISTENCY BETWEEN THIS HANDBOOK AND THE HOKE COUNTY SCHOOLS BOARD OF EDUCATION POLICY MANUAL, THE BOARD OF EDUCATION POLICY MANUAL WILL CONTROL. The principal of the school is responsible for ensuring the campus remains safe and will institute the necessary procedures (Hoke County Schools' Policy Code 1510/4200/7270).

Daily Schedule

7:15-7:30 Arrival
7:30 Instructional Day Begins/Breakfast Begins
7:40 Students Are Tardy
2:30 Car Dismissal
2:35 K-2 Bus Rider Dismissal
2:40 3-5 Bus Rider Dismissal
3:00 Teachers are released for the day
4:00 Office closes
5:30 After School Care Closes (Building closed)

Parent Concerns

We recognize that parents often have concerns in regards to instruction, discipline, or materials. Concerns are to be directed to the appropriate level for response according to the following sequence:

1. Classroom teacher - *by appointment*
 2. Administration - *by appointment*
 3. Designated director, supervisor, or assistant superintendent - *by appointment*
 4. Superintendent - *by appointment*
 5. Board of Education
- (see Hoke County Board Policy 1740/4010; Student and Parent Grievance Procedure)*

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ATTENDANCE/ENROLLMENT/WITHDRAWAL

Attendance Requirements

Attendance in school and participation in class are an integral part of academic achievement and the learning process. Regular attendance develops patterns of behavior essential to professional and personal success in life. 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.

To receive credit for classes in grades K through 5, a student must attend 150 or more days during the school year and shall be present no less than 35 days during the nine weeks grading period unless excused for one of eight excusable reasons. Attendance records will be used to enforce the Compulsory Attendance Law of North Carolina.

Every student is expected to be present each day that school is in session. **When a student must miss school, a written excuse signed by a parent or guardian must be presented to the teacher or front office within 30 days of the absence. For the 1st 10 days of absence, a note can be provided by the parent. After 10 absences the student must have a medical or doctor's note in order to excuse the absence.**

A note explaining daily absence from school is expected containing the following information:

- **Student and Teacher Name**
- **Date the note was written**
- **Exact date of absence(s)**
- **Exact and specific reason for absence**
- **Signature of parent or guardian**

According to our attendance policy which is commensurate with the county policy code 4400, the following actions will be followed:

- **3 Unexcused or Excused Absences** - The parent or guardian is notified in writing with a 3-day letter. A School Social Worker or designee will follow-up on the 3-day letter as needed.
- **6 Unexcused Absences** - The parent or guardian is notified in writing with a 6 day letter. A School Social Worker or designee will follow-up and a home visit may be made by the School Social Worker as needed. An Action Plan will be developed after a scheduled conference with the school's Attendance Committee. Failure to comply with the attendance policy may result in court action.
- **10 Unexcused Absences** - A 10-day letter will be printed for all students with 10 unexcused absences. The letter will be sent registered mail with a return signature required. A School Social Worker or designee will follow-up on the 10-day letter as needed. A home visit may be made by the Social Worker and or the school principal.

Regular attendance is necessary so students may take advantage of all educational opportunities provided by the school. Should you have any questions regarding your child's attendance, please feel free to contact the school.

Excused absences must be documented by one of the following reasons specified by the state:

- illness or injury
- death in *IMMEDIATE** family
- court/administrative proceedings
- educational opportunity (with approval)
- immediate demands of the farm or home
- medically fragile
- local School Board policy
- quarantine
- medical or dental appointments
- religious observances
- Teacher-in-Treatment
- deployment activity
- suspension
- in-school suspension

The school discourages family trips or vacations during the school year. However, if a child must be out, advance arrangements (at least 2 days' notice) should be made with the student's teacher for make-up work. **Extended trips of more than 3 days must be approved by the principal 2 WEEKS prior to the date of the trip through a Prior Approval for Absences Form. This form is located in the office. Please note that all of these absences may not be considered excused.**

Excused absences will not be accepted for your child to receive the Perfect Attendance Award. An excused or unexcused absence is considered an absence. Three or more Tardies in a Quarter will also disqualify a student for the Perfect Attendance Award.

Check-in/Check-out Procedures

Students who report to school after 7:40 am are considered tardy and MUST be checked-in through the office by the individual bringing the student to school. Our instructional day begins at 7:30 am. After the tardy bell rings, the car rider station will not be supervised by Sandy Grove staff. Therefore, your child is considered unsupervised if dropped off without an escort to the office. The adult signing in the student will be asked to sign the student's check-in/check-out card. See Sandy Grove Tardy Policy for information regarding tardiness.

Students leaving during the school day must be checked-out through the office by the adult picking up the child. Your child is counted absent if they are checked-out prior to 11:30 AM. They are also considered absent if they are checked-in after 11:30. Students are required to be present a total of 3 ½ hours to be considered in attendance; this is calculated after the tardy bell. If your child is checked out and is counted absent this does count against perfect attendance awards. *The person must provide picture identification before the student can be released. Only persons listed on the child's check-out card will be allowed to visit or pick up a student.* The parent or guardian will be asked to sign the student's check-in/check-out card. To prevent classroom interruptions, check-outs will be completed in the office. The person signing the student out will be asked to wait in the office for the student to walk down for release.

We discourage parents from picking up students early as they miss valuable instruction. Parents cannot wait in the front foyer to pick up their child due to students exiting the building and congestion. Unless prior approval is granted by the principal, or an emergency exists, no child is permitted to be checked out after 2:00 pm. Picking up students during this time increases the chances that homework will be missed and announcements and important papers may be missed. If you arrive during this time, you will be asked to wait under the front entrance overhang. As a safety precaution, please refrain from bringing your dogs, pets, etc. while picking up your child(ren).

Dropping Off & Picking Up Procedures

Dropping Off

During morning drop off, staff members are posted around the building to help assist students. Parents will not be allowed to walk students to class. Car students should be prepared to exit their cars as the car is stopped by staff members for unloading. Parents, please train your children to disboard your vehicle without assistance from staff members to expedite the movement of traffic in the mornings.

Picking Up

Parents are to wait in the pickup line. At the beginning of the year, students will be provided with a unique number that will be used during afternoon pickup. Please display this number on your dash so that staff members know who is picking up the student. Students will not be released to vehicles without a matching number. Parents/Guardians picking up without the number will be asked to park until all children have been dismissed. We will then pull your child's card and check for your name. You will need to have your ID. Unless prior approval is granted by the principal, or unless an emergency exists, no child is to be checked out from school after 2:00 pm.

As safety is our first priority we ask that parents please follow these procedures.

- Please follow the flow of traffic as it is a one way traffic circle.
- In order to keep alert please refrain from using your cell phones in the arrival and dismissal lane.
- Please follow the directions given by staff as they are directed to follow guidelines and promote safety first!
- Please watch your speed limit as it is an area where children and staff are walking.
- If you enter the traffic circle, please do not park your vehicle and get out. We will load 5-6 cars at a time in order to keep traffic moving
- As we ask you to follow our procedures or policies please be respectful as we have our students' safety as our priority.
- For our staff's safety, our staff will not approach cars that have any animals/pets in the car. NO animals are allowed out of vehicles or on campus at any time.
- In the morning during arrival, please do not drop students off and expect them to walk in the building by themselves. This is extremely important after staff is relieved of their morning duty to begin their instructional duties. Your child is considered still under your supervision until they arrive to class. We also ask please do not allow your child to walk without supervision from the parking lot and/or in and out of the dismissal area.
- We are a tobacco and vape free campus.
- For the safety of our students, please refrain from bringing pets, such as dogs, cats, etc. on campus.

Emergency Information

All parents and guardians should make an effort to supply the school with information that is pertinent to emergencies and update it as necessary. Students can be better protected if we always have at least two phone numbers where one or both parents can be reached in the case of an emergency. This is only possible through cooperation of ALL parents. **Please keep the teacher and Data Manager updated on any changes in your phone number (work, home, cell, and other emergency contacts), changes in your address, changes in guardianship or custody, and deployments.** A Care Plan is requested for children of parents who are both deployed.

Enrolling/Withdrawing Students

In order to enroll students, guardians must provide a certified birth certificate, immunization record, and proof of address in the form of a **water or electricity bill with service address listed and a rental(lease) or purchase agreement (mortgage statement)**. Any other paperwork from previous schools, such as report cards and progress reports would be helpful. In order to withdraw a student, you must see the school data manager in the front office for the appropriate paperwork. All balances must be cleared before withdrawing a student. **No student can enroll or withdraw themselves.**

Proof of Address

In the event your student's record is missing proof of address you will be asked to provide a current water or electricity bill showing the **service address** and a rental/purchase agreement. If at any point during the school year/during your child's enrollment, your address changes, the school will need an updated proof of address. If the documentation is not provided within 30 days, your student will be withdrawn from the school until provided.

School Reassignment

If a student lives **OUT** of SGES' district then an Approved Student Reassignment form has to be on file for each and every school year of attendance along with proof of address. A contract will be provided upon approval stating the requirements to maintain enrollment at SGES. In the event that the terms of the contract are not upheld, the Reassignment privileges can and will be revoked.

Tardiness Policy

At Sandy Grove we pride ourselves in providing maximum instruction. Sandy Grove teachers are prepared for students to arrive at 7:15. We understand that emergencies arise, but tardiness does impact a child's instruction. Tardiness impacts the student learning and students miss the beginning of the instructional day and activities. We urge parents to have their children at school on time to avoid missing valuable instruction and/or intervention. **Parents or Guardians are required to sign their children in at the front office if arriving on campus after 7:40 AM. Students will be marked tardy if they arrive on campus at or after 7:40 AM. STUDENTS MUST BE IN THEIR CLASSROOM BY 7:40.**

The following **consequences** have been established as a countywide effort to reduce the amount of instructional time that is lost due to student tardiness:

3 Tardies: Student is disqualified for Perfect Attendance Award

5 Tardies: Parent conference with administrator

10 Tardies: An *Attendance Action Plan* will be developed with the Social Worker and or designee.

HEALTH/SAFETY

Custody Papers

Please make sure the administration receives a copy of any custody papers in reference to custody of your student. In order to uphold any custody agreements, administration must have a copy to maintain in the student's file. Custody of a student will not be relinquished to any person without the prior approval of the parent or guardian having physical custody. If the parents are divorced or separated, the student may be released to either parent, unless the school has been provided with a copy of a court order or agreement that specifies otherwise. Administration has the right to question copies and may request a certified copy. Please do not request administration to deny visitation from student's legal parents/guardians based on preference. Administration will follow the recommendations that are outlined in custody papers only. Unless noted in custody papers, a parent who has not had their parental rights terminated and are proven to be the legal parent based on the birth certificate and proof of identification have rights to visitation and school records.

Diet Orders and Other Medical Needs

If your child has allergies that limit the foods he/she can eat, please have your physician complete a *Diet Order* and return to the principal. A copy of this form can be picked up in the front office. A copy of the diet order will be given to the school nurse, classroom teacher, and the cafeteria manager. If you have any questions about the diet order, you may consult the school nurse or cafeteria manager. If your child has other medical needs (including diabetic), please make sure this is noted on the emergency health form. For severe cases, parents should communicate other information to the school nurse and classroom teacher directly.

For the safety of all of our students, especially those with food allergies, we are asking parents to be mindful in the selection of lunch items and celebration treats that their children bring to school.

FERPA: Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) is a federal law that governs the maintenance of student records. Under this law, parents of students or students at least 18 years of age have both the right to inspect records kept by persons other than the parents or the student is limited, and generally requires prior consent by the parents of the student.

Inclement Weather

During extremely bad weather, it is sometimes necessary to close the schools. When a decision is made that schools will have a delayed start or will be closed for the day, it must be relayed quickly to all students and parents. In order to do this as quickly as possible, school officials are asking all students and parents to cooperate by following the suggestions listed below:

- **DO NOT** telephone the weather bureau, radio or television stations, newspaper offices, school officials, or school offices. Announcements will reach you fastest by radio and television. Telephoning only serves to slow down the process of getting out the news.
- **LISTEN** to one of the following radio stations:

WMFA 1400 A.M.
Raeford

WKML 95.7 F.M.
Fayetteville

WFNC Q98 98.1 F.M.
Fayetteville

WKIX 96.1 F.M.
Raleigh

WRDU 106.1 F.M.
Raleigh

WZFX Foxy 99.1 F.M.
Fayetteville

WI0Z 106.9 F.M.
Southern Pines

WTRG 100.7 F.M.
Raleigh

- **WATCH** one of the following television stations:

WRAL - Channel 5
Raleigh

WTVD - Channel 11
Durham

WKFT - Channel 40
Fayetteville

WLFL - Channel 22
Raleigh

WECT - Channel 6
Wilmington

- Announcements will be made on these stations in the late evening or at night, when possible, or early in the morning.
- A decision to close the schools or to consider a delayed schedule will be announced by 5:30 A.M. A delayed schedule will be a two-hour delay of the opening time.
- You will also receive a school messenger notification from the principal if power and internet is available.

Medicine

The following are guidelines contained in the Hoke County School Medication Administration Policy. A copy of the entire policy as well as the forms mentioned can be obtained in the school office.

- If at all possible, medications should be administered at home.
- Medication Forms must be completed YEARLY.
- When medications must be given at school, parents must complete one of the following:
 - **Short term medication form-** This form is for medications to be given for 2 weeks or less. It can be completed by the parent. Medications to be given must be in a pharmacy labeled container.
 - **Long term medication form-** This form is for medications which must be given for over 2 weeks. It must be completed by the parents and the doctor/health care provider. Medication to be given must be in a pharmacy labeled container.
 - **Over the counter medications-** Over the counter medications **WILL NOT be given at school unless they are in a pharmacy labeled container and the long term medication form is completed by the doctor/health care provider.**
- Medication must be transported to and from school by the parent. You may find it helpful to get the pharmacist to label two containers, one for home and one for the school.
- Allergic reactions- If your child has a severe allergy which requires Epi-Pen or another injectable, please make sure the school administration, teacher, and nurse are notified. You must also furnish such emergency drugs and complete the Long Term Medication Form.
- Students may not keep medications in their possession or self-medicate during school unless the medications meet the guidelines set by the county policy, (i.e. Inhalers, Epi-Pens, Insulin.) This does include cough drops.
- If possible, get the necessary forms completed prior to the beginning of school if you know that your child will have to be given medication during school hours.
- Please notify the school in writing when a medication is discontinued and have a new medication form completed if the medication or dosage is changed.
- At the end of the school year, please pick up any unused medication from the school, it will be destroyed if left after 2 weeks.
- A copy of the entire Hoke County School Medication Policy as well as the medications forms may be obtained from the school office.

If you have any questions regarding the above information, please feel free to contact your child's school nurse.

Safety Drills & Crisis Management

At times during the school year, your child will participate in several drills in an effort to create a safe learning environment.

Fire Drills

Fire Drills are required by law and are an important safety precaution. The alarm is signaled by **one long ringing of the bell**. Some of our learning cottages will be notified of a fire drill by a red flashing light/detector. It is essential that when the signal is given, everyone obeys promptly and clears the building by the prescribed route as quickly as possible. Students should refrain from talking and remain outside the building until a signal is given. *All visitors on campus must adhere to the Fire Drill procedure.*

Lockdown Drills

Lockdown Drills will be conducted periodically throughout the year. Classroom teachers will instruct their students on the proper procedure and expectations during a lockdown drill and conduct practice drills prior to the school-wide drill. All visitors on campus must adhere to the lockdown procedure and students will not be allowed to be checked in/out until an all-clear is given by administration.

Tornado Drills

Tornado drills will also be conducted throughout the year. Classroom teachers will instruct their students on the proper procedure and expectations during a Tornado Drill and conduct practice drills prior to the school-wide drills. All visitors on campus must adhere to the tornado procedure.

School Insurance

Forms will be sent home on the first day of school. School insurance and Dental Insurance are optional and parents may choose from several options.

Tobacco Free Schools

Effective August 1, 2008, all Hoke County Schools are 100% Tobacco Free. We ask for your help to ensure compliance with our 100% Tobacco-Free School policy. This policy prohibits the use of tobacco products/E-cigarettes on any school campus at any time, this includes any school functions. Visit www.hcs.k12.nc.us for more information.

Visitors on Campus

Due to current health and safety measures, NO VISITORS will be allowed inside the buildings.

Behavior/Code of Conduct

Code of Conduct

All students will receive a Student Code of Conduct Handbook at the beginning of the school year. Please refer to the handbook for consequences. The policies and consequences are applicable in all of the following circumstances:

- while in any school building or on any school premises before, during, or after school hours
- while on any bus or other vehicle as part of any school activity
- while waiting at any bus stop
- during any school function, extracurricular activity, or any other activity or event
- when subject to the authority of school personnel
- any time or place when the student's behavior has a direct or immediate effect on maintaining order and discipline in the schools (this includes any activity from social media that carries over into the school environment).

It must be clear that the following behaviors will not be tolerated and MAY result in SUSPENSION.

- Consistent use of profanity/vulgarity/unwelcomed slang or slurs (verbal/written)
- theft
- damage to property and vandalism (parents and/or students will assume financial responsibility for school property that is damaged)
- disrespect to school employees with substantially disrupts the educational environment
- disruptive behavior
- fighting/assaulting/causing personal injury (to include instigating a fight)
- hitting/inappropriate touching
- setting off the fire alarm
- possession of weapons and dangerous instruments
- illegal drugs, controlled substances, and alcoholic beverages
- gambling/selling items (outside groups may not solicit or sell items at the school)
- clear threats to the safety of students and employees
- bullying/harassment

Positive Behavior Intervention and Support (PBIS)

Classroom and school expectations have been established at Sandy Grove Elementary School and students are made aware of what is expected of them at all times. The rules, consequences, rewards/incentives have been posted in every classroom. Every teacher will follow the same procedures. It is expected that students will behave accordingly.

Positive Behavior Intervention Support (PBIS) is a systematic approach that establishes and reinforces clear behavioral expectations. It is a team based system involving the entire school staff using a systems approach. Students will be able to earn “Bobcat Bucks” for demonstrating school wide expectations. Students will accumulate dollars throughout the quarter which they will redeem for prizes based on the number of dollars they earn. A list of prizes will be posted in every classroom and will be shared throughout the year.

When a discipline issue occurs, we will follow the following procedures:

- 1. First offense - teacher redirection**
- 2. Reflection time in the classroom**
- 3. Bounce to another classroom**
- 4. Parent/Guardian Contact**
- 5. SSR (Separate Setting for Reflection)**
- 6. Office Referral**

Severe Clause The principal or assistant principal has the right to administer a consequence deemed necessary depending on the severity of the behavior and the number of incidents reported.

Once a student has been referred to the office, an investigation will take place and parents will be updated with the consequences. For this reason, please make sure we have an updated phone number in the office.

Due to FERPA regulations/law, administration cannot disclose confidential information to include discipline, to parents other than the student's parents/guardian.

School Dress Code Policy

In order to provide a positive learning environment, we expect students to follow the dress guidelines below. Inappropriate dress can cause distractions to the learning environment and prevent students from participating in some activities. Every student will participate in moderate outside activity every day as outlined by the NC State Law; therefore, students must dress accordingly. **Parents will be called to bring a change of clothes if an outfit is deemed inappropriate by administration.** Students may want to bring a small jacket to keep in the classroom should they get cold due to the air conditioning. You may consider labeling your students' jackets and coats. ***All discarded clothing items are given to the Hoke County HELP store every 2 weeks.*** Please make sure your child checks the Lost and Found should he or she lose his coat or any clothing items.

For safety reasons, recess, and PE please abide by the Dress Code:

- Hoods will not be allowed inside the building.
- Shorts and skirts must measure to at least the tips of the fingers when arms are held down to the side.
- Holes in jeans must measure to at least the tips of the fingers when arms are held down to the side.
- Tennis shoes are expected, however; sandals may be worn with straps. Children tend to fall when they have no support of the heel especially during recess or physical activities. Flip-flops, slides or Heelys are not permitted.
- No spaghetti straps, halter, or strapless tops should be worn. All tops should have straps that are at least 3 fingers wide.
- Clothing should not have graphics that may be considered offensive. Graphics on clothing should not have offensive language, negative language, or pictures to include references to alcohol, tobacco, drug related, or disrespect. Clothing articles that are deemed to be gang related will not be allowed.
- Bandannas, hats, toboggans, hoodies, or other headgear/attire are not permitted to be worn inside of the building.
- Please make sure that your child's attire is comfortable and fits according to their height and weight. Clothing should cover the child's belly, waistline, and armpits.
- Heels are discouraged; the height of the heel should not prohibit the student from participating in classroom or physical education activities.

Cellular Device Policy

Student cell phone devices should remain turned off and out of sight during school hours. This includes bus transportation to and from school.

Student Services

Americans with Disabilities Act

No otherwise qualified individual with a disability shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subject to discrimination from any program or activity in the school. Qualified disabled students are entitled to a free appropriate public education. Disabled persons who believe they have been subjected to discrimination on the basis of disability may appeal to the Director of Exceptional Children of Hoke County Schools. The director can be reached through the Board of Education at 310 Wooley Street, Raeford, NC 28376. (910)875-4106.

Section 504

Purpose:

No otherwise qualified individual with a disability. . . Shall, solely by reason of his or her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Requirements for a Section 504:

- Eligibility for impairments that are episodic or are in remission is based on a substantial limitation when active.
- Prohibits consideration of mitigating measures for eligibility
- Minor and transitory impairments are not protected disabilities under Section 504

What qualifies for a Section 504?

- Temporary, non-chronic impairments are of short duration with little or no residual effects. They are usually not disabilities and do not qualify for Section 504.
- An impairment that is episodic, intermittent or in remissions meets the definition of disability if it would substantially limit a major life activity when active examples of impairment that are episodic include cancer, epilepsy, hypertension, multiple sclerosis, asthma, diabetes, major depression, bipolar disorder and schizophrenia.

It is important to acknowledge that when a student does not meet the requirements for an IEP, a Section 504 is NOT a substitute.

Student Individual Problem Solving Team

What is SIPS?

The Student Individual Problem Solving Team is a school-based program that is designed to assist students who are at risk of having school related problems such as poor academic performance, declining attendance, patterns of inappropriate behavior in the classroom as well as frequent referrals for discipline violations. The goals of the Student Individual Problem Solving Team is in place to provide a confidential process for school personnel, family and community agencies to help the students achieve academic success.

Who are the team members?

The Student Individual Problem Solving Team is led by the school counselor. Members of the team consist of teachers from all grade levels, Exceptional Children's teacher, Academic Coaches and the principal/assistant principal.

Student Support Services

Our student services team consists of our school counselor and our school social worker.

Elementary school counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today's diverse student population. Elementary school counselors don't work in isolation; rather they are integral to the total educational program. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help students achieve school success.

The school counselor provides assistance through the following:

School Guidance Curriculum

- Academic support, including organizational, study and test-taking skills
 - Goal setting and decision-making
 - Career awareness, exploration and planning
 - Education on understanding self and others
 - Peer relationships, coping strategies and effective social skills
 - Communication, problem-solving and conflict resolution
- *Substance abuse education
 - *Individual student planning
 - *Multicultural/diversity awareness

Academic planning

- Goal setting/decision- making
 - Education on understanding of self, including strengths and weaknesses
- *Transition plans

Responsive Services

- Individual and small-group counseling
 - Conflict resolution
 - Referrals
- *Individual/family/school crisis intervention
 - *Consultation/collaboration

System Support

- Professional development
 - Program management and operation
- *Consultation, collaboration and teaming

To refer a student to the counselor, please fill out a referral form outside the office.
A student may refer themselves as well as a parent.

The school social worker collaborates with families, schools and communities to help foster school and family settings that are appropriate for learning, so that students can achieve academic success.

The school social worker provides assistance through the following:

Attendance

- acting as liaisons between schools and students' families
 - link between families, schools and the community at large
- * ensuring attendance
 - * home visits

Providing Resources

- access needed social services to include physical/mental health programs
- advocates for families in dealing with school system and local social service agencies
- help address any existing family problems, such as truancy, abuse or neglect, teen pregnancy, or substance abuse

Total School Environment and Inclusion

At Sandy Grove Elementary, our staff services children identified under the Exceptional Children's program through the Total School Environment and Inclusion. The primary placement is in the general education classroom, although instruction may also be provided in other settings based on the student's needs. Supports and performance expectations vary based upon the student's needs and goals as stated in the Individualized Education Program (IEP). Students may be engaged in the same activity with or without modifications, or may be engaged in parallel activities (i.e., same content area but different activity).

Inclusion has come to be preferred primarily because it connotes that students with disabilities are considered part of the general education classroom. Inclusion is a facilitation of an array of practices to provide opportunities for students

with disabilities to receive some or all of their education in the regular classroom and to participate with non-disabled peers in school and extracurricular activities.

The Individuals With Disabilities Education Act (IDEA) states that "to the maximum extent appropriate" students with disabilities "are educated with [students] who do not have a disability" and that "special classes, separate schools or other removal... from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

Transportation

Buses and Student Conduct

It is a privilege to ride a school bus in the state of North Carolina for students who attend the public schools. Safety is first. For safety and emergency purposes students may be assigned to a seat and expected to sit in that seat for the entire school year unless moved by the driver or assistant principal. Students are assigned to seats by grade level to ensure the safety of our younger and smaller students. Parents' requests for seats **cannot** be honored. A written note **with the student's name**, physical address, phone number, and parent signature must be submitted in order to ride a different bus or to ride with a friend assigned to a different bus or get off at a different bus stop. If your child needs to ride a different bus to be transported to a daycare, sitter, or another guardian's residence on a consistent basis then a TIMS form should be completed (please see the front office staff). Transportation notes must be submitted by **10 AM** each day to the assistant principal. The request will only be granted if space is available on the bus. In addition, it is important that students get on and off the bus at their designated bus stops and can board the bus within 10 seconds. Bus drivers will **NOT** turn around to pick students up if the student is not at the stop the first time through, pick students up at non-designated stops, or honk horns to notify the bus has arrived. Routes, bus stops, and times are determined by the Director of Transportation.

Students in grades Pre-k, Kindergarten, First, and Second along with students who require special needs transportation will not be dropped off unattended. If a parent/guardian does not receive their Pre-K – 2nd grade student or students who require special needs transportation off the bus the student will be returned to the school and will need to be picked up from the front office. If this occurs three times then all bus privileges may be lost for the remainder of the year. The bus will **NOT** turn around to accommodate parents/guardians who are late to the stop. Safety and supervision of our students is a priority; therefore, please be at your student's bus stop at the designated time slot.

Policy requires a parent/guardian (adult) be present at the students' assigned bus stop for grades Pre-K and Kindergarten.

First and Second grade students will not be released without proper written authorization on file and will not be permitted to get off with an older sibling if parent/guardian is not present.

Video cameras have been installed on many of our school buses. These cameras will be viewed randomly or as part of an investigation. Consequences for engaging in prohibited behavior may result in temporary or permanent suspension from school transportation services and/or school in addition to other consequences for violating other student behavior policies. It is a criminal offense for students/adults to unlawfully or willfully stop, impede, delay, or detain a school or activity bus or to disturb the peace, order, or discipline on a school or activity bus. Students will follow the same rules on the bus as in school with the following **consequences**:

- **First Offense:** Warning/Parent phone call or letter
- **Second Offense:** Parent phone call or letter, conference w/ parent/driver/student, 1-3 day suspension
- **Third Offense:** Parent phone call or letter, Conference w/ parent/driver/student, 1-3 day suspension
- **Fourth Offense:** Parent phone call or letter, Conference w/ parent/driver/student, 3-5 day suspension
- **Fifth Offense:** Parent phone call or letter, Conference w/ parent/driver/student, and 5-10 day suspension
- **Sixth Offense:** Phone Call or letter, and 10 day suspension
- **Seventh Offense/Final Offense:** Phone Call, letter, suspension for the remainder of the school year

**Administration reserves the right to make changes to consequences due to the severity of the behavior.*

Changes to Mode of Transportation

Transportation opportunities are provided by Hoke County Schools to all students. However, we understand that due to schedules students will have various modes of transportation. Our priority is to provide a safe environment which includes your child being transported to and from school. Therefore, any changes in transportation to include bus to car rider, car rider to bus, daycare van/bus, persons picking up child (*unless noted on their check-in/out card*) must be put in writing by the parent/guardian. *No changes will be accepted by phone.*

Cafeteria Procedures

Lunch Rules

Breakfast will be eaten in the classrooms, and lunch will be served in the cafeteria.

Students who pack their lunches should pack healthy lunches. When packing your child's lunch, please include foods that your child will eat and will minimize their sugar intake. Students will not be allowed to use a microwave nor will teachers be allowed to heat a student's food due to safety concerns.

Lunch Accounts

We are a CEP (Community Eligibility Provision) school. With this program in place, all students on campus will receive a no cost breakfast and lunch. Students may not prepay for supplemental items, snacks, or ice cream. If a student wishes to purchase snacks, he/she will have to have cash with them to do so.

Academics/Instruction

Instructional Time

All students shall be involved in a minimum of 5.5 hours of instruction per day. Changing classes, homeroom, lunch, intramurals, pep rallies, and other extra-curricular activities are not considered instructional activities. Instructional time is valued. **Administration/front office staff will limit classroom interruptions.** Every effort will be made to keep the intercom turned off while classes are in session and eliminate phone calls to classrooms during the instructional day. Messages will be taken or phone calls will be delivered to staff members' voicemails to alleviate interruption.

Learning and instruction can only take place when our students are present in our classrooms. Therefore, we know you will support us in ensuring that every minute is valued as instruction. In order to promote instruction, staff is ready for students at 7:15. Teachers have classroom morning meetings, procedures, and clerical items that need to be completed prior to 7:45 announcements. Although students are not counted tardy until 7:40, we value every minute of instruction which begins at 7:15. During this time we understand you may need to discuss matters with your child's teacher but we ask that these discussions be brief as instruction, supervision, and setting the tone for our day is priority. If teachers are having conferences it can be distracting to our students and the consistency is needed to promote classroom routines. If you need to discuss matters with any staff members please make an appointment. Family members will not be permitted to classrooms after 7:30 unless you are volunteering. Cleared background checks must be on file with the front office in order to volunteer. Please arrange this with your child's teacher prior to coming in to volunteer in your child's classroom.

Individualized Intervention Plans

Individualized Intervention Plans (IIPs) are required on every K-5 student who is not performing at a level in reading, math, or writing. Your child's classroom teacher will share this IIP with you each nine weeks to discuss student concerns and student progress. IIPs will be signed by the parent each nine weeks. The IIP will document extended instructional opportunities designed to improve the student's performance to grade level proficiency. Strategies may include special homework, tutoring sessions, modified instructional programs, parental involvement, and access to selected educational software. If you have any concerns about your child's academics you may request to review the IIP at any time and you may also request your child receive an IIP.

Promotion and Retention Policy

Guidelines have been established by Hoke County Schools and the North Carolina Department of Public Instruction to determine whether a child is promoted to the next grade level (www.ncpublicschools.org/accountability/promotionstandards/). Social promotion and parent request for promotion will not be honored if the student fails to comply with these guidelines. If a parent desires his/her child to be retained, a conference must be held with the Principal, Assistant Principal, Teacher, and Counselor.

By monitoring your child's grades, you can stay aware of your child's academic progress. Possible retention letters will be sent home during the second or third 9-week marking periods. Factors such as the student's report card, benchmark data, homework and classwork grades, classroom assessments and tests, end-of-grade test data, K-2 test data, attendance and teacher observation are all utilized to determine a student's promotion or retention. The school will determine if a student has mastered the objectives taught according to the guidelines outlined by the North Carolina Standard Course of Study. All decisions for promotion and retention are the final decision of the Principal.

Report Cards/Progress Reports

The academic year is divided into four nine-week grading periods. Report cards will be distributed within ten school days following the close of each nine-week grading period. Progress reports will be sent home within ten school days of the halfway mark of the grading period. Any questions regarding progress reports or report cards should be directed to the classroom teacher(s).

Parent Involvement/Procedures

After School Care Program

After School Care is provided to students during the school year on regularly scheduled days. After School Care will **not** be open during Thanksgiving, Christmas, or Spring breaks, teacher workdays or the last day of school. A waiting list may be utilized if the student-teacher ratio is at the maximum requirement. An enrollment packet must be completed for review by administration prior to the student officially being enrolled. Packets can be picked up from the front office. Due to staffing constraints, After School Care cannot be utilized as an emergency daycare.

Student Awards Days and Incentives

Students at Sandy Grove Elementary *may* receive recognition for having good attendance, academic achievement, good character, and for going the extra mile to success. Awards programs will be scheduled at the end of each semester, and families will be notified of the dates, method of delivery, and time by invitation if their child is receiving an award.

Balloon/Flower Delivery & Classroom Celebrations

Deliveries

No deliveries will be accepted for students. Please have balloons, flowers, etc. for students delivered to your home address. Deliveries to students create a distraction to the learning environment. Students will not be permitted to carry balloons, flowers, etc on school buses as this could hinder the driver's focus.

Classroom Celebrations

At this time, we will allow parents to bring items for classroom celebrations as long as they are store bought packaged items, and planned with the teacher.

Check Return Policy

It is the policy of Sandy Grove Elementary School to accept checks on behalf of students for various reasons, such as school fees, school store, damage fees, lunch accounts, after-school day care, field trips and school-wide fundraisers. We will accept checks and process them in a timely manner to assure that no accounting issues arise. We will NOT accept checks from persons who owe previous balances on returned checks, persons who have had two or more returned checks or persons who fail to correct previous financial obligations that have gone unresolved during the previous or current school year.

It is our hope to operate in a manner that will allow parents to choose the method in which they pay their financial obligations. If there are any questions regarding this policy or if we may be of further assistance, please feel free to contact us.

Make-Up Work

Students who have an **excused** absence have the privilege to make up **missed class work**. However, it is the student and parent's responsibility to get the assignments from the teachers. Students shall be allowed one day plus the number of days absent to complete the assignments. Students absent for extended periods may be given special consideration. **Unexcused** absences/suspensions will result in zeroes on any missed assignments; students may make up major end of

9-week assessments and tests. When requesting work in advance due to an upcoming absence, please give at least a two day notice to the classroom teacher.

Open Communication

The faculty and staff at Sandy Grove Elementary would like to maintain open communication between home and school. For this reason, we are asking all parents/guardians to provide a working phone number as well as an email address where you can be reached as needed. In addition, your child's email address will be provided to you. If you have concerns regarding your child, please make an appointment with the classroom teacher first. If you have not seen the classroom teacher prior to contacting administration, your concern will be forwarded to the appropriate teacher first.

The best time for a telephone conference is prior to 7:30 am or after 2:50 pm. During the instructional day, phone calls are sent to classroom teachers' voicemail or a note is placed in the mailbox. We do not allow phone calls to the classrooms during the instructional day. Please schedule conferences before or after school. Conferences by appointment eliminate classroom disruptions.

We also send school reach messages on a regular basis to inform you of school activities, information, and upcoming events. *We urge you to keep your information to include cell phones updated and current so you may receive those calls.*

Parent Involvement and Participation

Parent involvement and participation are crucial to the academic success of our students.

***Phone/Zoom Conferences with Teachers-** Parents should not expect to conference with teachers without an appointment during the instructional day, which begins at 7:30 and ends at 2:45. Teachers will be available to conference with parents by appointment during resource times, before and after school. To schedule an appointment with your teacher, please call the front office and/or leave a message, write a letter, or email the teacher. School-wide Parent Conference Days are on the calendar. Information will be sent home prior to the conference to set a time. Master Policy 115 supports all of our military parents to attend scheduled parent conferences.

Notification will be sent home to notify you of upcoming events. You may also check the website, marquee, and your child's backpacks for letters from the teacher and administration. Parents may also be asked to attend IEP, SAT, or IIP meetings with selected staff. Please make arrangements to attend these meetings when you receive notification.

School Fees

Hoke County Schools' elementary students are asked to pay a \$10.00 school fee. The money is used to purchase school-wide materials for our students to use daily to include student incentives. Teachers may require specific supplies or materials for your child in addition to what the school furnishes. **School fees should be paid before the tenth day of school.**

Snacks

Some grade levels and classrooms have scheduled snack times during the day, prior to lunch or after lunch. This is completely at the classroom teachers' discretion. In order to help us maintain healthy eating habits, please avoid sending in chips, cookies, sodas, etc for classroom snack options. For classroom snacks, nutritional options such as crackers, granola bars, fruits, fruit drinks, water, etc. can be provided.

Teacher Requests

It is the responsibility of the administration to roster students each school year. Students have been assigned to teachers that will best meet their academic needs. **Parent requests will not be honored.** You may write a request to the Principal stating and explaining the best environment for your child, what type of teaching style your child responds to best, and describe your child's learning style. These factors will be taken into consideration when assigning students as we aim to provide your child with the most conducive learning environment.

Moving or transferring students from one teacher to another is not a procedure we will practice at Sandy Grove. If a situation arises, the parent should meet with the teacher to resolve any matters. If administrative assistance is necessary after the initial meeting, a conference will be called with the Parent, Teacher, Counselor, and Administration.

TITLE IX SEXUAL HARASSMENT – PROHIBITED CONDUCT AND REPORTING PROCESS *Policy Code: 1725/4035/7236*

The board acknowledges the dignity and worth of all students and employees and strives to create a safe, orderly, caring, and inviting school environment to facilitate student learning and achievement. As provided in policy 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex, the board will not tolerate sexual harassment in the education program and activities of the school system. The board takes seriously all reports and formal complaints of sexual harassment.

This Title IX sexual harassment policy specifically prohibits sexual harassment as that term is defined under Title IX. It provides a process for students, employees, and others to report such sexual harassment for response by school officials. All incidents of conduct that could constitute sexual harassment under this policy are to be reported and treated in accordance with this policy, whether or not the incidents may also constitute violations of other board policies or standards of conduct.

Individuals who believe they have been subjected to sexual harassment prohibited by this policy or who have witnessed or have reliable information that another person has been subjected to sexual harassment prohibited by this policy should use the process provided in Section C of this policy to report such violations.

The board also provides a grievance process for those who believe they have been victims of sexual harassment that is designed to achieve prompt and equitable resolution of formal complaints of sexual harassment through a formal investigation and adjudication of the allegations in the complaint or through informal resolution processes. The grievance process is provided in policy 1726/4036/7237, Title IX Sexual Harassment Grievance Process. Affected individuals are encouraged to report sexual harassment in accordance with the process provided in Section C of this policy before filing a formal complaint to initiate the grievance process.

A. PROHIBITED BEHAVIOR

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

Sexual harassment prohibited under Title IX and by this policy is conduct *on the basis of sex* occurring in a school system education program or activity that satisfies one or more of the following:

1. an employee of the school system conditioning the provision of an aid, benefit, service of the school system on an individual's participation in unwelcome sexual conduct;
2. unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school system's education program or activities. This determination requires consideration of all the facts and circumstances, including, but not limited to, the ages and disability statuses of the harasser and the victim and the number of individuals involved and their authority;
3. sexual assault including rape, statutory rape, fondling, and incest;
4. dating violence;
5. domestic violence; or
6. stalking.

Sexual assault, dating violence, domestic violence, and stalking will be defined in accordance with applicable law and the definitions will be incorporated into an administrative regulation developed by the superintendent.

Conduct that satisfies this standard is not sexual harassment for purposes of this policy if the conduct occurred (1) outside the United States or (2) under circumstances in which the school system did not have substantial control over both the harasser and the context in which the harassment occurred.

All references to "sexual harassment" in this policy mean sexual harassment that meets this definition.

Examples of conduct on the basis of sex that would be considered sexual harassment if the conduct satisfies the criteria above include, but are not limited to: unwelcome sexual advances; requests for sexual favors; and other verbal or physical conduct of a sexual nature, such as deliberate, unwelcome touching that has sexual connotations or is of a sexual nature; suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats; pressure for sexual activity; continued or repeated offensive sexual flirtations, advances, or propositions; continued or repeated verbal remarks about an individual's body; sexually degrading words used toward an individual or to describe an individual; sexual assault; sexual violence; the display of sexually suggestive drawings, objects, pictures, or written materials; posting sexually suggestive pictures of a person without the person's consent; and forwarding pornographic material depicting a classmate or other member of the school community. Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex stereotyping but not involving conduct of a sexual nature may also constitute sexual harassment.

Conduct that is determined not to meet the definition above may violate other board policies or established standards of conduct and will be treated accordingly. For example, conduct that does not meet the definition of Title IX sexual harassment above may nevertheless violate other board policies, including:

- policy 4329/7311, Bullying and Harassing Behavior Prohibited, prohibiting all forms of bullying and harassing conduct, including when it consists of unwelcome conduct of a sexual nature;
- policy 7232, Discrimination and Harassment in the Workplace, prohibiting harassment in the workplace; or
- policy 4040/7310, Staff-Student Relations, prohibiting romantic or sexual relationships between employees and students.

Nothing in this policy is intended to limit discipline for violation of other board policies when appropriate and consistent with law.

B. DEFINITIONS

The following additional definitions apply in this policy.

1. Report

A report is an oral or written notification that an individual is an alleged or suspected perpetrator or victim of sexual harassment.

Making a report initiates the interactive process with the complainant described in Section D.1, below. No disciplinary action will be taken against a respondent for sexual harassment based on a report alone.

2. Formal Complaint

A formal complaint is a document signed and filed with the Title IX coordinator by a complainant or signed by the Title IX coordinator alleging sexual harassment against a respondent and requesting that school officials investigate the allegation(s). Filing a formal complaint initiates the grievance process set forth in policy 1726/4036/7237, Title IX Sexual Harassment Grievance Process.

At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activities of the school system.

3. Complainant

The complainant is the individual(s) who is alleged to be the victim of conduct that could constitute sexual harassment.

4. Respondent

The respondent is the individual(s) who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

5. Grievance Process

Grievance process means the process for investigating and reaching a final determination of responsibility for a formal complaint of sexual harassment. The sexual harassment grievance process is set out in policy 1726/4036/7237.

6. Title IX Coordinator

The Title IX coordinator is a school official who is designated to coordinate the school system's response to sexual harassment and allegations of sexual harassment. Contact information for the Title IX coordinator is posted on the school system's website and listed in policy 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex.

7. Supportive Measures

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the school system's education program and activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the school system's educational environment, or deter sexual harassment.

Supportive measures available to the parties include, but are not limited to, counseling, mental health services referral, extensions of deadlines or other course related adjustments, modifications of work or class schedules, escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring, and other similar measures determined by school officials to be necessary to protect the safety or educational or employment activities of a party.

8. Days: Days are calendar days unless specified otherwise.

9. Student(s): "Student(s)" means the student and/or the student's parent or legal guardian unless the context clearly indicates otherwise. When the complainant or respondent is a student, references to those terms also include the student's parent or legal guardian unless the context clearly indicates otherwise.

10. Actual Knowledge: "Actual knowledge" means a school employee has notice of sexual harassment or allegations of sexual harassment.

C. REPORTING SEXUAL HARASSMENT

1. Student Reports: Any student who believes he or she is a victim of sexual harassment occurring in the school system's education programs or activities is encouraged to report the matter to the student's principal or to the Title IX coordinator. Reports may also be made to a teacher, counselor, assistant principal, teacher assistant, or any other school employee. Middle and high school students may also report sexual harassment through the anonymous tip line, but school officials may be limited in their ability to respond if the report does not identify the complainant.

2. Mandatory Reporting by School Employees and Board Members : Any employee or member of the board of education who has actual knowledge of sexual harassment or allegations of sexual harassment occurring in the education program or any activity of the school system must report that information immediately to the Title IX coordinator.

Any of the following confers "actual knowledge" and must be reported immediately:

- a. a report of sexual harassment from a student or other person;
- b. the employee or board member witnesses conduct that is or reasonably could be sexual harassment;
or
- c. the employee or board member discovers evidence of sexual harassment, such as sexualized graffiti on school property, or otherwise has reliable information or reason to believe that a student, employee, or other individual may have been sexually harassed in violation of this policy, even if no one has reported the sexual harassment.

Employees who observe an incident of harassment are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator, and it is safe to do so. An employee with actual knowledge of possible sexual harassment in violation of this policy who does not promptly report the conduct and/or take proper action as required by this subsection, or who knowingly provides false information about the incident, will be subject to disciplinary action, up to and including dismissal

Any doubt about whether particular conduct is possible sexual harassment must be resolved in favor of reporting the conduct.

The mandatory reporting required by this section is in addition to required reporting under policies 4040/7310, Student-Staff Relations, and 4240/7312, Child Abuse and Related Threats to Child Safety, where the conduct at issue requires a report under either of those policies.

3. Reporting by Others: All other members of the school community are strongly encouraged to report any act that may constitute an incident of sexual harassment in violation of this policy to the school principal, the Title IX coordinator, or the superintendent.
4. Content of the Report: To the extent possible, reports should be sufficient to put school officials on notice of conduct that could constitute sexual harassment. Employees making mandatory reports should provide as much detail about the alleged sexual harassment as is known, unless such disclosure would violate law or standards of professional ethics. Reports, other than mandatory reports by employees, may be made anonymously, but anonymous reports may limit the school system's ability to respond fully if the alleged victim is not identified.
5. Time Period for Making a Report: Reports by students and third parties can be made at any time. During non-business hours, reports can be made by using the contact information for the Title IX coordinator provided on the school system's website and in policy 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex. A report should be made as soon as possible after disclosure or discovery of the facts giving rise to the report. Delays in reporting may impair the ability of school officials to investigate and respond to any subsequent formal complaint. School employees and board members with actual knowledge of sexual harassment must report that information immediately, as provided in subsection C.2 above.

D. SCHOOL OFFICIALS' RESPONSE TO ACTUAL KNOWLEDGE OF SEXUAL HARASSMENT

As required to meet the school system's obligations under Title IX, school officials shall respond promptly and impartially to actual knowledge of alleged sexual harassment in a manner that is not deliberately indifferent. A response that is not deliberately indifferent is one that is not clearly unreasonable in light of the known circumstances and includes, at a minimum, the provision of supportive measures to the complainant, as described in this section.

Consistent with this duty, school officials shall respond to all reports of conduct that could constitute sexual harassment in accordance with this section. However, a report alleging conduct that is not sexual harassment as defined in this policy is not subject to this policy but may be referred to appropriate school officials as a possible violation of other board policies.

1. Title IX Coordinator Initiates Interactive Process with Complainant

Upon receiving a report of alleged sexual harassment, the Title IX coordinator shall promptly contact

the complainant and the complainant's parent or guardian confidentially. This contact must occur within three days, excluding weekends, absent extenuating circumstances. The Title IX coordinator shall also notify the principal of the report and, if an employee is the complainant or respondent, the senior human resources official or designee.

When contacting the complainant and parent or guardian, the Title IX coordinator shall do all of the following during the contact and shall document the same:

- a. offer supportive measures;
- b. consider the complainant's wishes with respect to supportive measures;
- c. explain that supportive measures are available with or without the filing of a formal complaint; and
- d. explain the process for filing a formal complaint with the Title IX coordinator and the response required of the school system when a complaint is filed, including all the following:
 - i. that a formal complaint will initiate the grievance process described in policy 1726/4036/7237, Title IX Sexual Harassment Grievance Process;
 - ii. that a formal complaint may be filed with the Title IX coordinator in person, by mail, or by electronic mail;
 - iii. the major steps in the grievance process, including (1) a notice of the allegations that will be provided to the respondent that includes identification of the complainant and the allegations made; (2) an investigation of the allegations of sexual harassment in which both parties will have opportunity to have an advisor, present witnesses, review evidence, pose written questions of the other party, and receive a copy of the investigative report; (3) a decision on responsibility in which a decision-maker objectively evaluates all relevant evidence and determines whether the respondent engaged in the alleged sexual harassment in violation of this policy; and (4) the opportunity for either party to appeal the decision;
 - iv. the approximate time frame for concluding the grievance process;
 - v. that school officials will treat both parties equitably by (1) providing remedies to the complainant if the respondent is found responsible, and (2) by not imposing disciplinary sanctions on the respondent without first following the grievance process set forth in policy 1726/4036/7237;
 - vi. the circumstances under which a formal complaint might be consolidated with other formal complaints or dismissed; and
 - vii. that the Title IX coordinator may have an obligation to initiate the grievance process in the absence of a formal complaint filed by the complainant and the time frame in which that decision will be made.

2. Title IX Coordinator Arranges Implementation of Supportive Measures

After considering the complainant's wishes, the Title IX coordinator shall arrange the effective implementation of appropriate supportive measures unless, in the exercise of good judgment, the Title IX coordinator determines that supportive measures should not be provided. If supportive measures are not provided to the complainant, the Title IX coordinator shall document why supportive measures were not provided and why not providing supportive measures is not deliberately indifferent to known sexual harassment.

If the complainant is a student with a disability, the Title IX coordinator may need to consult with appropriate school personnel to determine whether adjustments to the student's IEP or Section 504 plan are needed to implement any supportive measures to be provided and/or whether the student's plan necessitates any adjustment to the proposed supportive measures.

3. Title IX Coordinator Determines Whether to Sign a Formal Complaint

If the complainant declined to file a formal complaint within the designated time period following the interactive process described above, the Title IX coordinator shall determine on a case-by-case basis whether to sign, i.e., file a formal complaint to initiate the grievance process.

The Title IX coordinator should file a formal complaint (1) if the respondent is a school employee and the complainant is a student; and (2) in other cases where, in the exercise of good judgment and in consultation with the school attorney as appropriate, the coordinator determines that a grievance process is necessary to comply with the obligation not to be deliberately indifferent to known allegations of sexual harassment. Credibility or merit of the complaint shall not be considered in making the determination.

A decision by the Title IX coordinator to sign a formal complaint is not to be construed as supportive of the complainant or in opposition to the respondent or as an indication of whether the allegations are credible or have merit, or whether there is evidence sufficient to determine responsibility. Signing a formal complaint does not make the Title IX coordinator a complainant or party to the complaint nor relieve the Title IX coordinator from any responsibilities under this policy.

The Title IX coordinator shall document the decision of whether to sign a complaint and the reasons for that decision.

4. Presumption of Non-responsibility of Respondent and Bar on Disciplinary Sanctions without Due Process

The respondent identified in any report alleging sexual harassment under this policy will be presumed not responsible for the alleged conduct until the respondent's responsibility is conclusively established through the grievance process outlined in policy 1726/4036/7237, Title IX Sexual Harassment Grievance Process.

No disciplinary sanction or other action that is not a supportive measure, including but not limited to (1) short or long-term suspension, expulsion, or transfer to an alternative school or program for student-respondents and (2) suspension, demotion, or dismissal for employee-respondents, may be imposed for a violation of this policy unless the respondent agrees to a specific disciplinary sanction or action in an informal resolution or has been determined to be responsible for the sexual harassment at the conclusion of a grievance process that complies with the process in policy 1726/4036/7237. An employee-respondent, however, may be placed on administrative leave during the pendency of the grievance process if consistent with applicable state and federal laws.

Notwithstanding the limitation just described, respondents are subject to emergency removal as described in the next paragraph.

5. Emergency Removal of Respondent from School or Employment

Any respondent is subject to removal from the school system's education program and activities, or any part of the program or activities, on an emergency basis if a school-based threat assessment team conducts an individualized safety and risk analysis and determines that removal is justified because the person poses an immediate health or safety threat to any person arising from the allegations of sexual harassment. A removal under this subsection includes a transfer of a student to an alternative education program consistent with policy 3470/4305, Alternative Learning Programs/Schools. A schedule change, and/or removing a student from an extracurricular activity is also considered a removal under this subsection where such action would not otherwise constitute a supportive measure.

The emergency removal may take place regardless of whether a formal complaint has been filed. However, any such removal must be consistent with federal and state law, including any applicable law protecting the rights of individuals with disabilities. The respondent shall receive notice of the removal and an opportunity to challenge the decision in an informal hearing with the superintendent or designee immediately following the removal.

An employee may be placed on administrative leave with or without pay during the pendency of the grievance process set out in policy 1726/4036/7237, Title IX Sexual Harassment Grievance Process, if consistent with state law and in accordance with any applicable requirements of state law.

The superintendent or designee shall document all emergency removal decisions under this subsection, including the immediate threat to health or safety that justified the removal.

6. Supportive Measures

Supportive measures will be available to both the complainant and respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Supportive measures will remain confidential to the extent that maintaining such confidentiality does not impair the ability to provide the supportive measures. The Title IX coordinator is responsible for coordinating the effective implementation of supportive measures.

E. GRIEVANCE PROCESS FOR FORMAL COMPLAINTS

The grievance process for formal complaints of sexual harassment under this policy is set out in policy 1726/4036/7237, Title IX Sexual Harassment Grievance Process. The policy also provides an informal resolution process for complainants who seek an alternate means of resolution to their complaint.

As described in subsection D.3 above, the Title IX coordinator may also initiate the grievance process, as needed.

F. RECORDS

The Title IX coordinator shall create and maintain for a period of seven years records of all reports and formal complaints of sexual harassment. For each report or formal complaint, the coordinator shall document the following:

1. any actions, including any supportive measures, taken in response to the report or formal complaint;
2. that school officials have taken measures that are designed to restore or preserve equal access to the school system's education program and activities;
3. why school officials believe their response to the report or complaint was not deliberately indifferent; and
4. If supportive measures were not provided to the complainant, why, was not clearly unreasonable in light of the known circumstances.

In conjunction with the superintendent, the Title IX coordinator shall also maintain for seven years all materials used to train the Title IX coordinator, investigators, decision-makers, and any person who facilitates an informal resolution process. These materials will be made publicly available on the school system's website.

Legal References: Title IX of the Education Amendments Act of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; *Gebser v. Lago Vista Independent School District*, 524 U.S. 274 (1998); G.S. 115C 335.5; *Davis v. Monroe County Board of Education*, 526 U.S. 629 (1999); *Q&A on Campus Sexual Misconduct*, U.S. Department of Education, Office for Civil Rights (2017), available at <https://www2.ed.gov/about/offices/list/ocr/docs/qa-title-ix-201709.pdf>; *Dear Colleague Letter* (Title IX Coordinator) and *Title IX Resource Guide*, U.S. Department of Education, Office for Civil Rights (2015), both available at https://www2.ed.gov/policy/rights/guid/ocr/title-ix_coordinators.html; *Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties*, U.S. Department of Education, Office for Civil Rights (2001), available at <https://www2.ed.gov/about/offices/list/ocr/docs/shguide.html>

Cross References: Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Title IX Sexual Harassment Grievance Process (policy 1726/4036/7237), Alternative Learning Programs/Schools (policy 3470/4305), Staff-Student Relations (policy 4040/7310), Child Abuse and Related Threats to Child Safety (policy 4240/7312), Bullying and Harassing Behavior Prohibited (policy 4329/7311), Discrimination and Harassment in the Workplace (policy 7232)

Adopted: August 11, 2020

2022-23 TRADITIONAL CALENDAR



Hoke County Schools
"Resilient and Ready"

2022

July 4: Holiday
 August 15-19: Optional Teacher Workday
 August 22-26: Required Teacher Workday
 August 29: First Day of School/Grading Period Begins
 September 5: Holiday
 September 23: Required Teacher Workday
 October 28: Grading Period Ends
 October 31: Required Teacher Workday
 November 1: Grading Period Begins
 November 11: Holiday
 November 23: Optional Teacher Workday
 November 24-25: Holiday
 December 16: Early Release for Students
 December 19-20: Optional Teacher Workday
 December 21-22: Annual Leave Day
 December 23-27: Holiday
 December 28-30: Annual Leave Day

2023

January 2: Holiday
 January 3: Required Teacher Workday
 January 16: Holiday
 January 20: Grading Period Ends/1st Semester Ends
 January 23: Required Teacher Workday
 January 24: Grading Period Begins
 February 17: Early Release Day for Students
 February 20: Optional Teacher Workday
 March 24: Grading Period Ends
 March 27: Required Teacher Workday
 March 28: Grading Period Begins
 April 7: Holiday
 April 10-14: Annual Leave Day
 May 29: Holiday
 June 1: Grading Period Ends/Last Day of School
 & Early Release Day for Students
 June 2: Required Teacher Workday*
 June 5-9: Optional Teacher Workday
 *Hoke County High School Graduation is scheduled
 for Friday, June 2 at 6:00 pm.

July 2022						
S	M	T	W	T	F	S
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
August 2022						
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28	29	30	31			
September 2022						
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18	19	20	21	22	23	24
25	26	27	28	29	30	
October 2022						
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16	17	18	19	20	21	22
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30	31					
November 2022						
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December 2022						
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January 2023						
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February 2023						
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19	20	21	22	23	24	25
26	27	28				
March 2023						
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12	13	14	15	16	17	18
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April 2023						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
May 2023						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
June 2023						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- Holiday - Schools & District Offices Closed
- Annual Leave Day - Schools & District Offices Closed
- Optional Teacher Workday - No School for Students
- Required Teacher Workday - No School for Students
- Grading Period Begins
- Grading Period Ends

▲ Early Release for Students
 *Elementary - 12:30 pm
 *Middle/High - 1:30 pm

*All workdays should be considered possible inclement weather make-up days

Board Approved: 4-12-2022