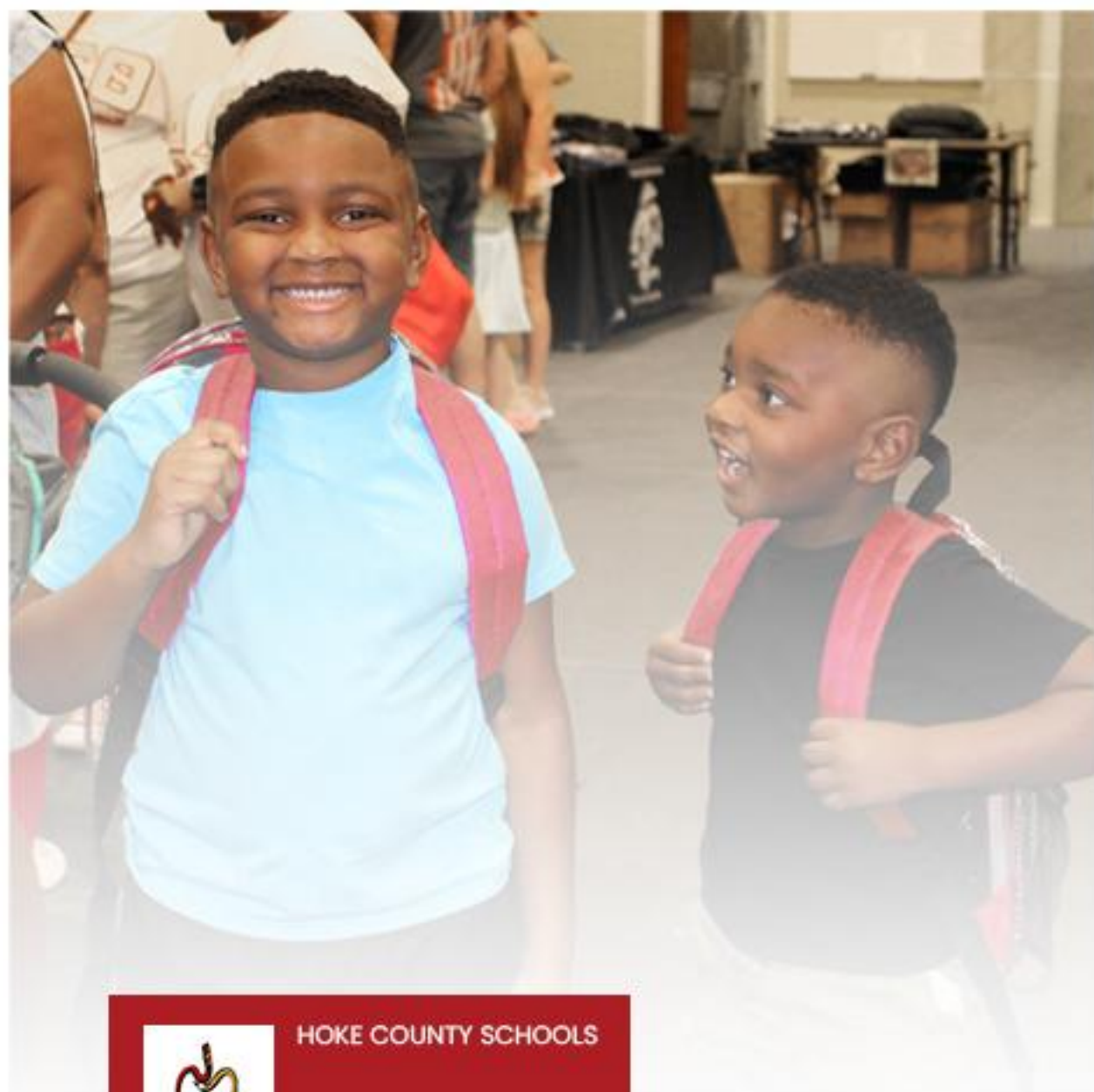




HOKE COUNTY SCHOOLS

FAMILY & STUDENT HANDBOOK

2026/27

"Passion for Learning, Excellence for All"



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From the Superintendent

Dear Hoke County Schools Families,

Welcome to a new school year in Hoke County Schools! We are excited to partner with you as we work together to provide every student with a safe, supportive, and engaging learning environment where they can thrive academically, socially, and emotionally.

The Hoke County Schools Family & Student Handbook has been developed to serve as a helpful resource for students and families throughout the school year. Inside, you will find important information about district policies, student expectations, attendance, transportation, technology, safety procedures, student services, and other topics that support a successful educational experience.

We encourage you to review this handbook together as a family. Taking time to understand the information it contains will help ensure that students are prepared for success and that families know what to expect throughout the school year. While this handbook provides an overview of district policies and procedures, additional information may also be shared by your child's school and through district communications.

At Hoke County Schools, we believe that strong partnerships between families, schools, and the community are essential to student success. Your involvement, encouragement, and support make a lasting difference in your child's education. We are grateful for the trust you place in us and remain committed to providing high-quality educational opportunities for every student, every day.

Thank you for being an important part of Team Hoke. We look forward to a successful school year filled with learning, growth, and achievement.

Together, we are building a future where every student is prepared to succeed.

Sincerely,



Dr. Kenneth Spells
Superintendent
Hoke County Schools



About This Handbook

The Hoke County Schools Family & Student Handbook provides a summary of selected policies and other important information for students and parents. It is intended as a general overview and does not replace the full policies adopted by the Hoke County Schools Board of Education.

The Hoke County Schools Policy Manual is a separate document available online at <http://www.hcs.k12.nc.us>. The Policy Manual contains the official policies adopted by the Board of Education, as well as related administrative regulations established by the Superintendent, organized by topic. Board policies communicate the positions adopted by the Board of Education and provide direction for the management and operation of the school district. Administrative regulations establish the procedures and rules developed by the Superintendent to guide the implementation of Board policy.

Students and parents are encouraged to review both the Family & Student Handbook and the complete Board Policy Manual. Questions about the policies or information included in this handbook should be directed to a school administrator.

Vision, Mission, and Beliefs

Our Vision

Every Hoke County student will graduate prepared for college, career, and life, guided by integrity, compassion, and perseverance to make meaningful contributions to a global society.

Our Mission

Hoke County Schools will provide a safe, nurturing, and innovative learning environment where all students achieve their full potential through high expectations, access for all, and strong partnerships with families and the community.

Belief Statements

Every student deserves access to rigorous, individualized instruction provided by highly-qualified teachers.

We provide continuous improvement in teaching and learning through data-driven decision making, setting performance goals, and strategies to enhance academic growth.



Families, staff, and community partners are essential to student success.

Creative and forward-thinking instructional approaches prepare students for future opportunities.

Transparency, accountability, and trust guide our work.



Enrollment & Attendance

Enrollment Requirements

Hoke County Schools is committed to ensuring that all eligible students are enrolled and able to begin attending classes promptly. The following procedures must be followed to support timely enrollment and ensure compliance with applicable requirements.

Immediate Enrollment Requirement

When a student is presented for enrollment and all applicable enrollment requirements have been met, the student must be registered and permitted to begin attending school immediately. State law allows parents 30 calendar days from the student's first day of attendance to provide documentation of required immunizations.

Special Considerations for Exceptional Children

If there are concerns regarding a student's exceptionality or need for special education services, the school's EC Coordinator or the Director of Exceptional Children must be contacted immediately. A staffing meeting must be convened no later than 48 hours after the student is presented for enrollment to address any special requirements or accommodations needed to allow the student to begin school promptly.

Except in exceptional circumstances, which must be referred immediately to the Director of Exceptional Children, students receiving Exceptional Children services who are presented for enrollment with all required documentation must be permitted to begin attending school immediately. If a school employee believes that a barrier to enrollment will prevent the student from beginning school within 72 hours, including a delay in providing necessary accommodations, the Director of Exceptional Children must be notified immediately.

Special Considerations for Students Experiencing Homelessness and Students in Foster Care

Under the McKinney-Vento Homeless Assistance Act and Hoke County Board of Education Policy 4125, Homeless Students, a student who meets the definition of a homeless student is entitled to immediate enrollment, even if all required enrollment documentation has not been provided. Students living in foster care are similarly entitled to immediate enrollment when required documentation is delayed.



School Entry Requirements

Students must meet all school entry requirements established by North Carolina law and Hoke County Schools Board policy, including requirements related to immunizations and health assessments.

Parents or guardians must provide documentation of all age-appropriate immunizations within 30 calendar days of the student's first day of attendance.

Students entering a North Carolina public school for the first time must also submit a completed health assessment form within 30 calendar days of school entry. The health assessment must meet all state requirements and include the required screenings. A student who does not submit the required health assessment may not be permitted to continue attending school until the completed form is provided.

Required enrollment documentation may include immunization records, a completed health assessment, vision screening information, proof of age, proof of residence, and any other documents required by law or district procedure.

Hoke County Schools will follow all legal protections provided to students experiencing homelessness, students in foster care, and children of military families. Enrollment for these students will not be delayed because immunization or health assessment documentation is unavailable. The school will work with the family or appropriate agency to obtain the required records.

Reassignment & Transfer Requests

Reference [Policy Code: 4150 School Assignment](#)

Hoke County Schools assigns students to schools based on their place of residence. Parents or guardians may request that their child attend a school outside the assigned attendance area by submitting a [student reassignment application](#).

Reassignment requests must be submitted each year. Approval for one school year does not guarantee approval for a future school year. A separate application must be completed for each child.



The primary reassignment window is open from February 1 through June 1 for currently reassigned students, incoming kindergarten students, Dual Language Immersion students, and students who are new to Hoke County Schools.

The reassignment window reopens on August 1 for additional requests.

Attendance Requirements

Reference [Policy Code: 4400 Attendance](#)

Regular school attendance and class participation are essential to academic achievement and the teaching and learning process. Consistent attendance also helps students develop habits that support future personal and professional success.

Attendance is mandatory. North Carolina law requires every child between the ages of 7 and 16 to attend school. Children younger than age 7 are also subject to attendance requirements once they are enrolled. Parents and legal guardians are responsible for ensuring that students attend school and remain at school each day.

Early Checkouts and Daily Attendance

Students who leave school early must attend at least half of the school's daily instructional minutes to be counted as present for the day. A student who misses more than half of the instructional day will be considered absent for the entire day.

The halfway point of the instructional day at each school level is as follows:

- Elementary schools: 10:52 a.m.
- Middle schools: 11:45 a.m.
- Hoke County High School and SandHoke Early College: Students must be present for at least 60 minutes of an instructional period to be counted as present for that period.

Procedures for Unexcused Absences

In accordance with Hoke County Schools Board Policy 4400, *Attendance*, the following actions will be taken in response to unexcused absences.



After Three Unexcused Absences

- A three-day attendance letter will be generated for each student with three unexcused absences.
- A school social worker or administrative designee will follow up as needed.

After Six Unexcused Absences

- A six-day attendance letter will be generated for each student with six unexcused absences.
- A school social worker or administrative designee will follow up as needed.
- A home visit may be conducted by the school social worker or administrative designee.
- For students in grades K–8, a conference will be scheduled with the school's Attendance Committee. Participants may include the parent or guardian, an administrator, teacher, school social worker, school counselor, dropout prevention specialist, and other support personnel, such as IEA staff, migrant education staff, or the school nurse, as appropriate.
- An attendance action plan will be developed as needed.
- Failure to comply with attendance requirements may result in court action.

After 10 Unexcused Absences

- A 10-day attendance letter will be generated for each student with 10 unexcused absences.
- The letter will be sent by registered mail, with a return signature required.
- A school social worker or administrative designee will follow up as needed.
- A home visit will be conducted by the school social worker or administrative designee.

Ten-Day Attendance Violations

High school students over the age of 16 who miss 10 consecutive school days may be withdrawn from enrollment.

High school students must attend at least 60 minutes of an instructional period to be counted as present for that class period.



Attendance During Remote Learning

Except on the student's initial enrollment day, a student will be considered in attendance during a remote instruction day by meeting one or both of the following requirements:

- Completing the day's assigned work, either online or offline; or
- Participating in a daily check-in through two-way communication with the homeroom teacher in grades K–5 or with each scheduled course teacher at all other grade levels.

School officials will communicate remote attendance procedures to students and families before remote instruction begins.

School-Related Activities

The Board recognizes the importance of classroom instruction while also acknowledging that school-related activities outside the classroom can provide valuable learning experiences.

The following school-related activities will not be counted as absences from class or school:

- School-sponsored field trips;
- Job shadowing and other work-based learning opportunities, as described in G.S. 115C-47(34a);
- Activities initiated and scheduled by the school;
- Athletic events that require early dismissal; and
- Career and Technical Education student organization activities approved in advance by the principal.

Excused Absences

When a student must miss school, a written excuse signed by a parent or guardian must be submitted to the student's teacher on the day the student returns. Absences resulting from an extended illness may also require documentation from a health care practitioner.

An absence may be excused for any of the following reasons:

- A personal illness or injury that makes the student physically unable to attend school;



- Isolation ordered by the local health officer or the State Board of Health, or isolation or quarantine required as a state or local control measure;
- A death in the immediate family;
- A medical or dental appointment;
- Attendance at a court or administrative tribunal proceeding when the student is a party to the action or has been subpoenaed as a witness;
- A minimum of two days during each academic year to observe an event required or suggested by the religion of the student or the student's parent or legal guardian;
- Participation in a valid educational opportunity, such as travel or service as a legislative or Governor's page, with prior approval from the principal;
- Pregnancy and related conditions or parenting, when medically necessary;
- A minimum of two days during each academic year for visitation with the student's parent or legal guardian when:
 - The student has not been identified as being at risk of academic failure because of unexcused absences;
 - The parent or legal guardian is an active-duty or inactive member of the uniformed services, as defined by Policy 4050, *Children of Military Families*; and
 - The parent or legal guardian has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting; or
- Any other reason approved by the Board through a Board resolution.

Educational Trip Approval Process

An educational trip may be approved as a lawful absence when the purpose of the trip is to provide the student with a valid educational opportunity and approval is granted before the absence occurs.

In accordance with G.S. 115C-378 and North Carolina State Board of Education guidelines, Hoke County Schools may excuse absences for educational experiences of significant value. Family trips and vacations that were not originally planned as educational experiences will not be excused. Approval will be based on the educational merit of the trip and its potential effect on the student's academic progress.



Request Process

A parent or guardian must submit the Educational Leave Request Form through Droplet, available on the Hoke County Schools website under Parent Resources, before the trip begins. Unless the school has established a longer advance-notice requirement, the request should be submitted at least five school days before the proposed absence.

The request must include the student's name, grade level, dates of absence, destination, reason for the trip, and a brief explanation of the educational benefit to the student.

Approval is not automatic. The absence will not be considered lawful unless written approval is granted in advance by the principal or the principal's designee.

School Review Process

The principal or the principal's designee will review the request to determine whether the trip provides a valid educational opportunity comparable to the instruction the student would have received at school.

In making this determination, the school may consider:

- The student's attendance record;
- The student's academic standing;
- The length and timing of the absence;
- The educational value of the trip; and
- Whether the cumulative effect of the student's absences would substantially interfere with the student's education.

When possible, the school will notify the parent or guardian whether the request has been approved or denied before the absence occurs.

If the request is denied or the trip occurs without prior approval, the absence will be recorded as unexcused or unlawful unless another lawful reason for the absence is provided in accordance with district procedures.

Student Responsibilities

When an educational trip is approved, the student remains responsible for obtaining assignments, completing missed work, and meeting all teacher-established deadlines.



The principal or teacher may also require the student to submit a written report, reflection, or other assignment demonstrating the educational value of the experience after returning to school.

Approval of an educational trip does not exempt the student from course requirements, testing expectations, or attendance requirements beyond the dates specifically approved.

Late Arrivals

Students are expected to arrive at school on time and remain at school until dismissal. During the school day, students must arrive at each class by its scheduled start time and remain in class until the instructional period ends.

When an elementary or middle school student arrives late, a parent or guardian must accompany the student to the front office and sign the student in.

School Start Times

School Level / Program	Student Drop-Off Begins	Instructional Start Time
Elementary Schools	7:15 AM	7:45 AM
Middle Schools / Hoke High	8:00 AM	8:30 AM
SandHoke Early College	—	9:00 AM

Early Departures

A student will not be permitted to leave school before dismissal unless a parent or guardian comes to the school office and signs the student out.

Elementary students may not be signed out after 2:00 p.m., and secondary students may not be signed out after 3:00 p.m., unless an exception is approved by school administration.



Academics & Student Success

Curriculum and Instruction Overview

Hoke County Schools is committed to providing all students with high-quality, standards-aligned instruction in a safe, supportive, and student-centered learning environment. Instruction is aligned with the North Carolina Standard Course of Study, district curriculum expectations, and approved course requirements.

Role of Curriculum in Teaching and Learning



Guiding Educators in Lesson Planning



Providing Structure and Consistency



Aligning Educational Outcomes with Goals

Teachers provide rigorous instruction, meaningful learning experiences, and appropriate support to help students master grade-level or course-level standards. Students are expected to attend school regularly, participate actively in class, complete assignments, and seek assistance when needed.

Families are encouraged to remain informed about their child's progress by reviewing grades, assignments, teacher communications, and school updates. Infinite Campus is a web-based platform that allows parents and guardians of students in grades 3–12 to view attendance, assignments, grades, disciplinary information, and other student data from any internet-connected computer or mobile device.

At the secondary level, students may have access to standard, honors, Advanced Placement, Career and Technical Education, College and Career Promise, and other academic opportunities. Teachers will communicate course-specific expectations, grading categories, required materials, and major assignments through the course syllabus or an approved learning platform.

Grading and Reporting

Grading

Grades communicate student progress toward mastery of grade-level standards or course objectives. Teachers use a variety of assignments and assessments to evaluate student



learning. These may include classwork, homework, quizzes, tests, projects, writing assignments, performance tasks, and other evidence of learning.

Grades 3–12

Hoke County Schools uses the following grading scale for students in grades 3–12 unless a different scale is required by a college partner:

- A: 90–100
- B: 80–89
- C: 70–79
- D: 60–69
- F: 59 and below

Grades K–2

Students in grades K–2 are evaluated using standards-based grading, which communicates progress toward grade-level expectations. The following indicators may be used, as applicable:

- M: Mastery
- P: Progressing
- LP: Limited Progress
- WA: With Assistance
- NA: Not Assessed

Conduct Grades

Students also receive conduct grades that communicate information about behavior, work habits, and participation. Conduct grades may be reported using the following scale:

- O: Outstanding
- S: Satisfactory
- N: Needs Improvement
- U: Unsatisfactory



Elementary Resource Classes

At the elementary level, students may also receive grades in resource classes such as Music, Physical Education, and Art. These grades reflect participation, effort, and general understanding of course content. Students are expected to follow all class expectations, including wearing appropriate footwear for Physical Education when required.

Progress Reports and Report Cards

Progress reports will be provided during each grading period, and report cards will be issued at the end of each grading period.

Families are encouraged to monitor student progress regularly through the Infinite Campus Parent Portal and to contact the teacher with questions or concerns. Grades displayed in Infinite Campus may change as assignments are entered, updated, or weighted. Final grades are determined at the end of the grading period or course.

Progress Report Dates

Traditional Calendar			SandHoke Early College Calendar	
Quarter	Teacher Due Date	Release Date	Teacher Due Date	Release Date
First	9/18/26	9/21/26	9/9/26	9/11/26
Second	11/17/26	11/19/26	11/18/26	11/20/26
Third	2/5/27	2/8/27	2/4/27	2/5/27
Fourth	4/16/27	4/19/27	4/13/27	4/15/27

Report Card Dates

Traditional Calendar			SandHoke Early College Calendar	
Quarter	Teacher Due Date	Release Date	Teacher Due Date	Release Date
First	10/19/26	10/23/26	10/15/26	10/23/26
Second	1/5/27	1/8/27	1/4/27	1/8/27
Third	3/16/27	3/19/27	3/5/27	3/19/27
Fourth	5/21/27	5/26/27	5/14/27	5/19/27



Assignment Weights

Throughout each marking period, your child will receive a minimum of assignments with the categories listed below. This is to ensure the final grade is a true reflection of their overall performance in class.

Grading Category	Weight	Minimum per Grading Period
Tests	30%	Minimum 3 per grading period
Quizzes	20%	Minimum of 3 per grading period
Projects	20%	Minimum of 2 per grading period
Homework <i>(completion only, not accuracy)</i>	10%	Minimum of 6 per grading period
Classwork	20%	Minimum of 6 per grading

Selective Grading Floor

Hoke County Schools applies a selective grading floor during certain early grading periods. The grading floor does not apply to progress reports.

When applicable, a minimum grade of 50 may be recorded during the following grading periods:

- Semester-long courses: First and third quarters only
- Year-long courses: First and third quarters only

The grading floor does not apply during the final grading period of a course. For semester-long courses, the grade earned during the second or fourth quarter will be recorded without a minimum grade. For year-long courses, the grade earned during the fourth quarter will be recorded without a minimum grade.

Final semester grades and final year-end grades are based on the student’s actual earned grade, with no minimum grade applied.

When the grading floor is used, the student’s actual earned grade will be included in the teacher’s comments so that students and families have an accurate understanding of the student’s performance.



Promotion & Retention

Reference [Policy 3420: Student Promotion and Accountability](#)

Promotion and retention decisions are based on multiple measures of student performance and are made in accordance with Hoke County Schools Board policy and state requirements. No single assessment or data point will be used as the sole basis for a promotion or retention decision.

Students are expected to demonstrate sufficient mastery of grade-level or course-level standards to be prepared for success at the next grade or course level. When a student is not making adequate progress, the school will notify the parent or guardian through progress concern letters and provide appropriate academic support. Support may include conferences, academic intervention plans, tutoring, progress monitoring, and additional instructional opportunities.

Elementary and Middle School Students

Parents or guardians will be notified when a student is at risk of retention and are encouraged to remain in close communication with the school. Principals are responsible for applying promotion standards consistently and have the authority to make promotion and retention decisions in accordance with Board policy.

Parents or guardians may appeal a promotion or retention decision in accordance with Hoke County Schools Board Policy 3420, *Student Promotion and Accountability*.

High School Students

High school grade-level classification is based on the number of credits earned and completion of the required English courses:

- **Sophomore:** 6 credits, including English I
- **Junior:** 13 credits, including English I and English II
- **Senior:** 20 credits, including English I, English II, and English III

Students must also meet all state and district graduation requirements to earn a high school diploma.



Social promotion and parent or guardian requests for promotion will not be considered when a student has not met established promotion requirements.

Additional information about promotion standards, retention decisions, and the appeals process is available in Hoke County Schools Board Policy 3420, *Student Promotion and Accountability*.

Graduation Requirements

Students who entered ninth grade for the first time during the 2021–2022 school year or later must complete the North Carolina Future-Ready Course of Study. To earn a high school diploma, students must complete a minimum of 22 credits and meet all state and local graduation requirements.

Students and families should work closely with the school counselor each year to ensure that the student is enrolled in the courses required for graduation and aligned with college admission requirements, career pathways, and postsecondary plans.

Subject Area	Required Credits	Course Requirements
English	4 credits	English I, English II, English III, and English IV
Mathematics	4 credits	NC Math 1, NC Math 2, NC Math 3, and a fourth math course aligned with the student's post-high school plans
Science	3 credits	A physical science course, Biology, and an earth/environmental science course
Social Studies	4 credits	Founding Principles of the United States of America and North Carolina: Civic Literacy; Economics and Personal Finance; American History; and World History
Health and Physical Education	1 credit	Health and Physical Education, including required CPR instruction
Electives (from CTE, Arts Education, or World Language)	2 credits	Any combination of Career and Technical Education, Arts Education, or World Language courses
Additional Electives	4 credits	Courses may include Career and Technical Education, ROTC, Arts Education, World Language, dual enrollment, or other approved subject-area courses. A four-course concentration is recommended.
Total	22 credits	Minimum credits required for graduation



Mathematics Notes

Most students are expected to complete NC Math 1, NC Math 2, NC Math 3, and a fourth mathematics course aligned with their college, career, or military plans.

In limited circumstances, a principal may exempt a student from the standard Future-Ready Core mathematics sequence. When an exemption is approved, the student must still complete NC Math 1, NC Math 2, and two additional mathematics courses selected from options approved by the North Carolina Department of Public Instruction.

Students planning to attend an institution within the University of North Carolina System should be aware that UNC minimum admission requirements include a fourth-level mathematics course. This requirement may be met through Math IV, Precalculus, or another higher-level mathematics course.

CPR Requirement

To meet high school graduation requirements, students must successfully complete CPR instruction as part of the Healthful Living Essential Standards. Appropriate accommodations or alternative assessments will be provided for students identified under the Americans with Disabilities Act (ADA) or the Individuals with Disabilities Education Act (IDEA).

Elective Requirements

Students must complete two elective credits from any combination of the following areas:

Elective Area	Examples
Career and Technical Education	agriculture, business, health science, trades, technology, family and consumer sciences, and other CTE courses
Arts Education	dance, music, theater arts, visual arts, or other approved arts courses
World Language	spanish or other approved world language courses

Acceptable combinations may include two World Language credits, two CTE credits, one CTE credit and one Arts Education credit, one Arts Education credit and one World Language credit, or another approved combination from these areas.



Students must also complete four additional elective credits. These credits may include courses in CTE, ROTC, Arts Education, World Language, dual enrollment, or other approved subject areas. Students are encouraged to complete a four-course concentration when possible.

Additional information about graduation requirements is available in Hoke County Schools Board Policy 3420, *Student Promotion and Accountability*.

Arts Education Requirement

Beginning with students who entered sixth grade in fall 2022 and ninth grade for the first time during the 2025–2026 school year, students must complete at least one Arts Education course in grades 6–12.

To meet this requirement, the student must complete the full Standard Course of Study for the Arts Education course. After-school activities, clubs, performances, and partial courses do not satisfy this graduation requirement.

Students who transfer into a North Carolina public school in ninth grade or later may be exempt from this requirement if completing the Arts Education course would prevent them from graduating with their assigned cohort.

Computer Science Requirement

Students who enter ninth grade for the first time during the 2026–2027 school year must complete one credit in Computer Science. For these students, the number of required elective credits will be reduced from six to five so that the total graduation requirement remains 22 credits.

Testing & Assessments

Assessments are used to monitor student progress, guide instruction, identify academic needs, and measure mastery of academic standards. Students may participate in classroom assessments, interim assessments, diagnostic assessments, district benchmarks, NC Check-Ins, mCLASS and other literacy assessments, End-of-Grade assessments, End-of-Course assessments, Career and Technical Education assessments, final exams, college-readiness assessments, and other state- or district-required assessments.



Test vs Exam vs Assessment

TEST	EXAM	ASSESSMENT
		
• Short & Focused • Covers Specific Topics • Measures Knowledge	• Comprehensive • Cumulative Content • High Stakes	• Evaluates Skills • Ongoing & Holistic • Identifies Strengths & Needs
Quiz in Class	Finals or Midterms	Projects & Evaluations

Schools will communicate testing dates, expectations, and procedures to students and families. Students are expected to arrive on time, follow all testing procedures, and give their best effort.

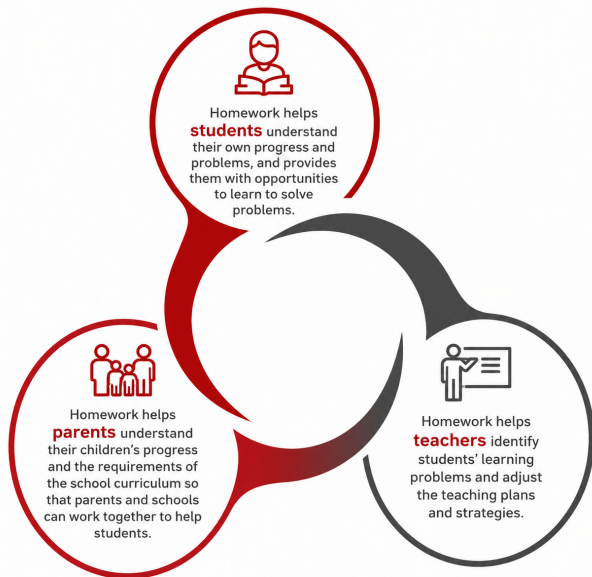
Hoke County Schools provides a [Parent Guide to Assessments](#) to help families understand the assessments administered across the district. The guide includes the purpose of each assessment, who requires it, when it is administered, and the approximate amount of time students may spend testing.

Students with approved accommodations through an Individualized Education Program (IEP), Section 504 Plan, English Learner plan, or other approved support plan will receive accommodations in accordance with that plan.

Homework

Homework is intended to reinforce classroom instruction, provide practice with previously taught skills, prepare students for upcoming learning, and help students develop responsibility, independence, and effective study habits. Assignments should be reasonable





in length, appropriate for the student's age and grade level, and aligned with instructional goals.

Students are responsible for recording assignments, completing work on time, submitting work according to teacher directions, and asking for help when needed. Parents and guardians are encouraged to provide a quiet place for homework, review assignments and grades regularly, and contact the teacher when questions or concerns arise.

Make-Up Work

Students who are absent from school for any reason will have five school days after returning to complete and submit make-up work. Students are responsible for requesting missed assignments and completing the work within the established timeline, with support from a parent or guardian as appropriate.

When extenuating circumstances may prevent a student from completing make-up work within five school days, the parent or guardian should contact the student's teacher or a school administrator as soon as possible. School administrators may approve additional time or other reasonable adjustments based on the circumstances.

For extended absences or requests for additional time, families may be required to provide appropriate documentation. Any additional allowances will be considered on a case-by-case basis and must be approved by school administration.

Remote Instruction

If an emergency closure or another situation requires remote instruction, Hoke County Schools will communicate expectations to students and families through district and school communication channels. These may include automated calls, email, text messages, district and school websites, social media, the Infinite Campus Parent Portal, and approved learning platforms.



Students are expected to participate in remote instruction, complete assigned work, and communicate with their teachers when assistance is needed. Instruction and assignments may be provided through an approved learning management system, live virtual instruction, online activities, or paper-based materials when necessary.

Attendance during remote instruction may be determined through student participation, two-way communication with the teacher, attendance in a live virtual class, or completion and submission of assigned work. To be counted present for the remote instruction day, students must submit assigned remote work within three school days.

Students with an Individualized Education Program (IEP), Section 504 Plan, or other approved support plan will receive accommodations and services to the greatest extent possible during remote instruction. Families with concerns about internet access, devices, assignments, or student support should contact the school as soon as possible so that assistance can be provided.

MTSS / Academic Interventions

Hoke County Schools is committed to ensuring that every student has the opportunity to succeed academically, behaviorally, socially, and emotionally. To support this commitment, the district uses a Multi-Tiered System of Support (MTSS), a proactive, data-informed framework designed to provide each student with the appropriate support at the appropriate time.

MTSS helps educators identify student strengths and areas of need before challenges become significant barriers to learning. Teachers and support teams use multiple sources of information, including academic performance, attendance, behavior, and social-emotional well-being, to determine the instruction, intervention, enrichment, or other support a student may need.

MTSS is not limited to students who are struggling. It is a comprehensive approach designed to promote the growth of every student. A student may need intervention to address a learning gap, grade-level support to maintain progress, or enrichment and acceleration to extend learning beyond grade-level expectations.

This approach reflects the district's commitment to equity by providing students with the resources, opportunities, and support necessary to reach their full potential.



Collaboration and Support for the Whole Child

MTSS is built on collaboration among teachers, school counselors, administrators, specialists, families, and students. Together, these partners create a supportive learning environment that promotes the success of the whole child.

MTSS supports students receiving general education services, as well as students participating in Exceptional Children (EC), Academically or Intellectually Gifted (AIG), English Learner (EL), Section 504, and other specialized programs or services.

MTSS is not a separate program or referral process. It is the district's comprehensive framework for providing instruction, intervention, enrichment, and support to all students.

The Three Tiers of Support

Tier 1: Universal Support for All Students

All students receive high-quality core instruction, positive behavior supports, and social-emotional learning within the general education setting. Universal screenings, classroom assessments, and other data are used to determine whether students are making expected progress.

At least 80 percent of students in a class should demonstrate success on a given assessment before ineffective core instruction is ruled out as a possible cause of below-grade-level performance.

Tier 2: Targeted Support for Some Students

Students who need additional assistance receive targeted interventions in addition to Tier 1 core instruction. These supports may include:

- Small-group academic instruction;
- Social skills instruction;
- Mentoring;
- Attendance interventions; or
- Behavioral supports.

Student progress is typically monitored at intervals ranging from once a week to once every two weeks to determine whether the intervention is effective.



Tier 3: Intensive Support for a Few Students

Students with the greatest needs receive individualized, intensive interventions tailored to their academic, behavioral, attendance, or social-emotional needs. These supports are developed through collaborative problem-solving and are provided in addition to Tier 1 instruction and, when appropriate, Tier 2 interventions.

Student progress is typically monitored at intervals ranging from daily to weekly to determine whether the intervention is effective and whether adjustments are needed.

Tier 2 and Tier 3 supports do not replace high-quality core instruction. They are layered with Tier 1 instruction to provide students with increasing levels of support based on their individual needs.

Layered Support for Every Learner

Within MTSS, support is viewed as a continuum rather than a destination. Some students need additional intervention to address academic, behavioral, attendance, or social-emotional concerns. Other students benefit from enrichment and extension opportunities that promote deeper learning, creativity, critical thinking, and advanced academic growth.

Students performing at or above grade level continue to receive high-quality core instruction and may also participate in opportunities such as:

- Enrichment and extension activities;
- Advanced coursework and accelerated learning opportunities;
- Problem-based and inquiry-based learning experiences;
- Leadership and collaborative learning opportunities; and
- Individualized goal-setting and personalized learning experiences.

Layered support helps ensure that students who have mastered grade-level expectations continue to grow rather than simply maintain proficiency. Every student deserves opportunities to make meaningful academic, behavioral, social, and emotional progress each year.



Benefits of MTSS

MTSS helps schools:

- Identify and address academic, behavioral, attendance, or social-emotional concerns early;
- Provide equitable support based on each student's individual strengths and needs;
- Monitor student progress and adjust interventions as needed;
- Strengthen partnerships between schools and families;
- Promote academic achievement, positive behavior, consistent attendance, and social-emotional well-being; and
- Create safe, supportive, and inclusive learning environments in which every student can thrive.

MTSS, RTI, and PBIS

Families may hear the terms MTSS, Response to Intervention (RTI), and Positive Behavioral Interventions and Supports (PBIS) used together.

RTI focuses primarily on providing additional academic support to students who need it. PBIS focuses on teaching and reinforcing positive behavior while creating a safe and supportive school climate.

MTSS is the broader framework that brings together academic, behavioral, attendance, and social-emotional supports to meet the needs of every student. RTI and PBIS are important components of the larger MTSS framework.

Individual Intervention and Reading Plans

When a student is not performing at grade level, the school will develop an Individual Intervention Plan (IIP) or an Individual Reading Plan (IRP), as appropriate. A student experiencing behavioral difficulties may also have an IIP developed to address the student's individual needs.

These plans will be developed and stored in Infinite Campus and reviewed with the student's family. The plans are intended to help families understand:

- The specific areas in which the student needs support;



- The strategies and interventions the school will provide;
- How the student's progress will be monitored; and
- The next steps for continued growth.

Partnering with Families

Families play an essential role in the MTSS process. Parents and guardians are encouraged to communicate regularly with teachers, participate in problem-solving meetings when appropriate, review student progress, support learning and behavior goals at home, and celebrate their child's growth.

By working together, families and schools can provide each student with timely support, high-quality instruction, positive relationships, and meaningful opportunities to succeed.

At-Home Learning Opportunities

Learning does not end when the school day is over. Families can support learning at home and in the community in many meaningful ways.

Provide children with access to a variety of reading materials, such as books, magazines, newspapers, and age-appropriate digital resources. Read with your child regularly, and talk together during everyday activities such as preparing meals, completing household tasks, running errands, or traveling. These conversations help build vocabulary, strengthen communication skills, and encourage critical thinking.

Families are also encouraged to establish a regular time and place for homework and to talk with their child about what they are learning at school. Asking open-ended questions and encouraging children to explain their thinking in complete sentences can strengthen understanding and confidence.

As students enter high school, families should encourage them to consider honors, advanced, dual-enrollment, and other challenging courses that align with their interests, abilities, and postsecondary goals.

Student Recognition Programs

Hoke County Schools values student achievement, growth, leadership, character, service, attendance, and positive contributions to the school community.



Schools may recognize students through programs such as honor roll, academic awards, student-of-the-month or student-of-the-quarter recognition, Positive Behavioral Interventions and Supports (PBIS) or character awards, attendance recognition, club and organization honors, service awards, and graduation honors. Recognition programs may vary by school.

Schools will clearly communicate recognition criteria to students and families and will work to ensure that recognition programs are fair, inclusive, and aligned with academic and behavioral expectations.

Awards related to grade point average, graduation honors, honor cords, college coursework, or transcript status will be determined in accordance with district procedures and state requirements.

English Learners

A multilingual learner (ML) is a student who is developing proficiency in English while also using or learning one or more additional languages. The North Carolina Department of Public Instruction (NCDPI) uses the term *multilingual learner*. The terms English Learner (EL), English as a Second Language (ESL), and English Language Learner (ELL) may also be used in reference to these students or services.

Students whose Home Language Survey indicates exposure to a language other than English may be screened to determine eligibility for English language development services. Eligible students receive support through the Hoke County Schools Language Instruction Educational Program (LIEP), which provides designated and integrated English language development instruction.

Services are based on each student's individual language proficiency needs and may include instruction from licensed ESL teachers, co-teaching, push-in or pull-out services, small-group instruction, tutoring, and Saturday Academy opportunities. Accommodations and supports are documented in the student's Limited English Proficiency Plan (LEP) and implemented by classroom and ESL teachers.

English language proficiency is assessed annually using the ACCESS for ELLs assessment. Students continue to receive services until they meet North Carolina's exit criteria. After exiting the program, students are monitored for four years to support their continued academic success.



Parents and guardians have the right to:

- Receive notification about their child’s English Learner status and services;
- Participate in decisions regarding language instruction services;
- Request information about their child’s academic progress and English language development;
- Decline direct EL services, although the student must still participate in required annual English language proficiency assessments; and
- Receive information in a language they can understand, to the extent practicable.

Hoke County Schools values strong partnerships with multilingual families and encourages parents and guardians to participate in family engagement opportunities and school activities. For additional information about English Learner services, contact the Hoke County Schools English as a Second Language Department.

Academically or Intellectually Gifted (AIG)

Academically or Intellectually Gifted (AIG) students are identified through multiple performance indicators related to aptitude, achievement, and behavior. Hoke County Schools provides a continuum of AIG services for both identified students and students who demonstrate potential for gifted learning.

AIG services are designed to address students’ individual strengths, needs, abilities, and interests. Through advanced instructional strategies, differentiated learning experiences, and appropriately challenging materials, the program supports continued growth and allows gifted learners to progress at an appropriate pace.

The AIG identification process includes the following steps:

Step 1: Nomination

A student may be nominated by a parent or guardian, general education teacher, other school employee, community member, peer, or the student. Families interested in making a nomination should contact the school’s AIG Facilitator or AIG Specialist.

Step 2: Screening

The screening process is used to gather information and develop a body of evidence for students who may benefit from AIG services. Screening helps determine whether a student



should be referred for an individual evaluation and provides information about the student's strengths, interests, talents, and potential eligibility.

Hoke County Schools reviews End-of-Grade and End-of-Course assessment scores at or above the 90th percentile. Screening may be completed individually or with groups of students and includes both qualitative and quantitative measures.

Step 3: Referral

A referral is the formal request for an individual evaluation of a student who demonstrates a possible need for gifted education services. Referrals are often based on information gathered during the screening process and may be submitted throughout the school year.

Step 4: Evaluation

Hoke County Schools will administer an individual intellectual evaluation within 90 days of the initial referral to determine eligibility for AIG services. AIG identification testing is administered during the fall and spring.

A student who is not found eligible for AIG identification may be evaluated again one year after the initial assessment.

Exceptional Children (EC)

Child Find for Students with Disabilities

Hoke County Schools is responsible for identifying, locating, and evaluating children ages 3 through 21 who may be eligible for special education services.

Parents or guardians of children age 2 or younger, as well as children ages 3 through kindergarten eligibility, should contact the Hoke County Schools Exceptional Children's Pre-K Office at 910-875-8009.

Learn more: [Child Find](#)



Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA) is a federal law that helps ensure that eligible students with disabilities receive a free appropriate public education in the least restrictive environment.

IDEA requires schools to provide eligible students with the specialized instruction, services, and supports needed to address their individual needs. To the greatest extent appropriate, students with disabilities participate in the same classes, programs, and activities as students without disabilities.

IDEA applies to eligible children and students ages 3 through 21. Part B, Section 619 of IDEA specifically addresses services for children ages 3 through 5 who are not yet eligible for kindergarten.

Students with Disabilities and Postsecondary Education

The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibit discrimination based on disability in educational institutions, including colleges and universities.

The rights and responsibilities of students and schools differ at the postsecondary level. Colleges and universities are not required to provide a free appropriate public education. However, they must provide appropriate academic adjustments and ensure that programs, services, and housing are accessible to eligible students with disabilities.

Students planning to attend a college, university, or other postsecondary institution are encouraged to contact the institution's disability services office to learn about eligibility requirements, documentation, available accommodations, and the process for requesting support.

Federal and state special education and disability laws protect the rights of students with disabilities and support their access to educational opportunities. These laws establish requirements for schools while helping students participate in educational programs alongside their peers to the greatest extent appropriate.

Students Attending Private Schools



Under the Individuals with Disabilities Education Act, North Carolina public school districts are responsible for identifying, locating, and evaluating children with disabilities, including children who attend private schools, through the Child Find process.

A parent, guardian, or private school employee may refer a child for evaluation when there is reason to suspect that the child has a disability.

Surrogate Parents

A surrogate parent may be appointed to represent the educational interests of a child with a disability when:

- The child's parents cannot be identified;
- After reasonable efforts, the local educational agency cannot locate a parent;
- The child is a ward of the State of North Carolina and the parents' rights have been terminated, or their rights to make educational decisions have been terminated by a court; or
- The child is an unaccompanied homeless youth, as defined in Section 725(6) of the McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11434a(6).

Surrogate parents receive training to help them understand and carry out their responsibilities in representing the student's educational interests.

Specially Designed Instruction

What Is Specially Designed Instruction?

Specially designed instruction (SDI) is systematic, purposefully planned instruction that addresses a student's unique learning needs. Depending on the student's disability, SDI may address academic, behavioral, communication, health, functional, or transition needs.

All students receive core instruction. SDI provides additional individualized instruction for students who receive special education services. Under the [Individuals with Disabilities Education Act \(IDEA\)](#), students with disabilities must be educated in the least restrictive environment and have access to the general education curriculum to the maximum extent appropriate.



SDI may include accommodations, modifications, interventions, instructional strategies, and other supports that help students make progress toward grade-level academic standards and the goals in their Individualized Education Program (IEP). Because SDI is based on individual needs, students in the same classroom may receive different instruction and supports.

What Is the Purpose of SDI?

The purpose of SDI is to provide students with the [instruction, resources, and support](#) needed to make progress toward the goals [outlined in their IEP](#).

The student's IEP describes the specially designed instruction and services the student will receive. SDI may be provided in a general education classroom, special education classroom, pull-out setting, or another appropriate setting based on the student's individual needs.

Who Receives SDI?

SDI is provided to students who have an IEP and are eligible to receive special education services. It is designed to address needs that cannot be fully met through core instruction alone.

Who Designs and Provides SDI?

Qualified professionals, such as special education teachers and related service providers, design SDI based on their specialized training and the student's identified needs. These professionals may also serve as case managers and participate in developing the student's IEP.

All members of the IEP team contribute information when planning SDI. Parents and guardians, general education teachers, special education teachers, therapists, related service providers, and other specialists may provide information about the student's strengths, needs, progress, and areas for improvement.

General education teachers may collaborate with special education teachers and other qualified professionals to plan and provide SDI. Paraprofessionals and other team members may assist with delivering SDI under the supervision of a special education teacher or other qualified professional.



The qualified professional remains responsible for ensuring that the student receives the specially designed instruction described in the IEP.

Accommodations and Modifications

Students with disabilities have the right to access the general education setting and participate in classroom and school activities to the maximum extent appropriate. Accommodations and modifications may be provided to support student success and progress toward the goals and objectives identified in the student's Individualized Education Program (IEP) or Section 504 Plan.

Accommodations and modifications are adaptations to the learning environment, curriculum, instruction, or assessment practices. They are intended to provide students with equitable access to instruction and meaningful opportunities to participate alongside their peers. These supports are not designed to give a student an unfair advantage.

All school employees responsible for implementing a student's IEP or Section 504 Plan must provide the accommodations and modifications identified in that plan. These requirements are established under federal and state law, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

What Are Accommodations?

Accommodations are changes in how a student accesses information, participates in instruction, or demonstrates learning. They do not substantially change the instructional level, academic content, or performance expectations. Instead, accommodations provide students with equitable access to learning and an equal opportunity to demonstrate what they know and can do.

Accommodations may include changes to:

- The presentation of information;
- Response formats and procedures;
- Instructional strategies;
- Time or scheduling;
- The learning environment;
- Equipment or assistive technology; or
- Physical access.



What Are Modifications?

Modifications are changes in what a student is expected to learn or demonstrate. They may alter the instructional level, academic content, or performance expectations so that the student can participate meaningfully and productively in classroom and school learning experiences.

Modifications may include changes to:

- The instructional level;
- The content being taught; or
- The criteria used to evaluate student performance.

Opportunities to Participate in Extracurricular and Nonacademic Activities

Students with disabilities must be provided an equal opportunity to participate in extracurricular and nonacademic activities to the fullest extent appropriate to their individual needs.

These activities may include, but are not limited to:

- Athletics;
- Health services;
- Counseling services;
- Lunch;
- Recess;
- Field trips; and
- Assemblies.

This list is not exhaustive. It provides examples of activities and services in which students with disabilities must have opportunities to participate alongside students without disabilities.

A student's Individualized Education Program (IEP) must identify the special education and related services, supplementary aids and services, program modifications, and supports for school personnel needed to enable the student to participate in extracurricular and other nonacademic activities.



Discipline Removals

Reference: [NC Policy, pp. 96-102](#)

Reference: [Parent Rights with Discipline Removals](#)

(Authority: 20 U.S.C. 1415(m); 34 CFR 300.520)

NC 1504-2 Discipline Procedures

(b) General.

(1) School personnel under this section may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under NC 1504-2.7).

(2) After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal the public agency must provide services to the extent required under paragraph (d) of this section.

(d) Services

(1) A child with a disability who is removed from the child's current placement pursuant to paragraphs (c) or (g) of this section must--

(i) Continue to receive educational services, as provided in NC 1501-1.1(a), so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and

(ii) Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. If a behavioral



intervention plan already has been developed, it must be reviewed and modified, as necessary, to address the behavior.

Manifestation determination.

(1) Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the child's IEP Team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine--

(i) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

(ii) If the conduct in question was the direct result of the LEA's failure to implement the IEP.

(2) The conduct must be determined to be a manifestation of the child's disability if the LEA, the parent, and relevant members of the child's IEP Team determine that a condition in either paragraph (e)(1)(i) or (1)(ii) of this section was met.

(3) If the LEA, the parent, and relevant members of the child's IEP Team determine the condition described in paragraph (e)(1)(ii) of this section was met, the LEA must take immediate steps to remedy those deficiencies.

Total School Environment and Inclusion

Hoke County Schools serves students identified through the Exceptional Children Program within the total school environment. The general education classroom is the preferred setting whenever appropriate, although instruction and services may also be provided in other settings based on the student's individual needs.

Supports, instructional expectations, and performance expectations are determined by the student's Individualized Education Program (IEP). Students may participate in the same activities as their peers, with or without accommodations or modifications, or may



participate in parallel activities that address the same content area through different tasks or expectations.

Inclusion reflects the principle that students with disabilities are members of the general school community. Inclusive practices provide opportunities for students with disabilities to receive some or all of their instruction in the general education classroom and to participate with peers without disabilities in academic, nonacademic, and extracurricular activities.

The Individuals with Disabilities Education Act (IDEA) requires that, “to the maximum extent appropriate,” students with disabilities are educated with students who do not have disabilities. Special classes, separate schools, or other removal from the general education environment may occur only when the nature or severity of the disability is such that satisfactory education in general education classes cannot be achieved through the use of supplementary aids and services.

Complaint Procedures

Families and students who have questions or concerns about a school-based decision may use the district’s complaint process.

More information can be found by referencing [Board Policy Code: 1740/4010 Student and Parent Grievance Procedure](#).

Section 504

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law that prohibits discrimination based on disability. Under Section 504, an individual with a disability may not, solely because of the disability, be excluded from participation in, denied the benefits of, or subjected to discrimination under any program or activity that receives federal financial assistance.

For additional information, contact your child’s school counselor or school social worker, or call the Hoke County Schools Student Support Services Department at 910-904-1067.



Student Support Services

Specialized Instructional Support Professionals

Specialized Instructional Support Professionals (SISP) work together to identify and address barriers to student learning and success. These professionals coordinate services and supports that promote students' academic, social-emotional, mental, and physical well-being.

Support may include instructional strategies, prevention and intervention services, transition assistance, counseling, consultation, individual assessment, and follow-up services for students, families, and school employees.

SISP staff may also provide professional development and parent education and collaborate with community organizations to build partnerships that support students, families, and employees. Their work is an essential part of the district's comprehensive approach to student success.

School Counseling Services

School counselors design and deliver comprehensive school counseling programs that promote student achievement and support academic, career, and social-emotional development. These programs are comprehensive in scope, preventive in design, and developmental in nature.

Student Health Services

School nurses help ensure that health-related concerns do not prevent students from accessing education. They promote student health and safety, respond to actual and potential health concerns, provide case management services, and coordinate communication among families, appropriate school employees, and health care providers.

School Social Work Services

School social work is a specialized area of professional practice. School social workers are trained to identify and address barriers that may affect student learning, attendance, and achievement.



They develop and implement strategies to reduce those barriers and serve as an important connection among the home, school, and community. School social workers also help families access services and resources that support student success.

Dropout Prevention Services

Dropout prevention specialists work to help students who are at risk of leaving school before graduation remain enrolled and make progress toward completion. Services may include prevention, intervention, mentoring, academic support, and other strategies designed to increase student engagement and achievement.

School Mental Health Services

The School Mental Health Program supports the whole child by promoting social-emotional development and addressing factors that may affect academic performance and success at school.

The program provides prevention, early intervention, and referral services to help connect students with appropriate resources and support. Professional development is also provided to school employees to help them recognize possible signs of mental health concerns and use appropriate strategies to support teaching and learning.

McKinney–Vento Homeless Education

The McKinney–Vento Homeless Assistance Act is the primary federal law protecting the educational rights of children and youth experiencing homelessness. It is intended to promote school stability, remove enrollment barriers, and ensure access to educational services and opportunities.

Eligibility for these protections is based on whether a child or youth meets the federal definition of homelessness under the McKinney–Vento Act.

North Carolina Foster Care Education Program

Federal law establishes educational protections for students in foster care. These protections are intended to promote educational stability, remove enrollment barriers,



support continued attendance at the school of origin when appropriate, and improve educational outcomes.

Hoke County Schools works with families, child welfare agencies, and other partners to support students in foster care and ensure compliance with applicable state and federal requirements.

Student Assistance Team

The Student Assistance Team (SAT) is a multidisciplinary, school-based problem-solving team that supports students experiencing academic, attendance, social-emotional, or behavioral challenges.

The team uses available data to identify concerns, develop appropriate interventions, monitor progress, and adjust supports as needed. SAT members may include educators, specialists, administrators, and family members who work collaboratively to remove barriers to learning and support the success of the whole child.



School Operations

Inclement Weather Procedures

Hoke County Schools will communicate inclement weather updates, including school closures, delays, early dismissals, and other schedule changes, through Infinite Campus messages and automated phone calls.

Weather-related transportation updates, such as bus delays or route changes, may also be shared through Here Comes the Bus. Parents and guardians are encouraged to keep their contact information current in Infinite Campus and use Here Comes the Bus to monitor transportation updates during inclement weather.

Transportation & Student Conduct

Reference [Policy Code: 6305 Safety and Student Transportation Services](#)

Reference [Policy Code: 6320 Use of Student Transportation Services](#)

Reference [Policy Code: 6321 Bus Routes](#)

Reference [Policy Code: 4300 Student Behavior Policies](#)

In accordance with Hoke County Schools Board of Education policies, including Policy 6305, *Safety and Student Transportation Services*; Policy 6320, *Use of Student Transportation Services*; Policy 6321, *Bus Routes*; and Policy 4300, *Student Behavior Policies*, Hoke County Schools provides transportation services designed to support safe, reliable, and efficient travel to and from school.

Bus routes are established with student safety and operational efficiency in mind. District buses may be equipped with GPS technology to help school and district administrators monitor bus locations and respond to delays, route concerns, or emergencies.

Transportation services are a privilege, not a right. The school bus, bus stop, and the process of boarding or exiting the bus are considered extensions of the school environment. The Hoke County Schools Student Code of Conduct therefore applies while students are riding the bus, waiting at a bus stop, boarding the bus, or exiting the bus.

Students are expected to:

- Follow all school bus safety rules;
- Obey the bus driver;



- Remain seated while the bus is in motion;
- Keep noise at an appropriate level; and
- Behave in a manner that does not distract the driver or endanger themselves or others.

Inappropriate behavior on the bus, at a bus stop, or while boarding or exiting the bus may result in disciplinary action in accordance with the Hoke County Schools Student Code of Conduct, applicable Board of Education policies, and state law. The Student Code of Conduct serves as the district's governing reference for student behavior expectations and disciplinary consequences.

Parents and guardians are encouraged to review school bus safety expectations with their child, including waiting safely at the bus stop, looking both ways before crossing a street, and following all directions from the bus driver.

Bus Supervision for Pre-Kindergarten Through Grade 2 Students

Reference [Policy Code: 6305 Safety and Student Transportation Services](#)

Parents and guardians are encouraged to review bus safety expectations with their child, including looking both ways before crossing a street, waiting safely at the bus stop, and following all directions from the bus driver.

A parent or guardian, approved designee, or older sibling must be present at the bus stop each afternoon to receive students in Pre-Kindergarten through grade 2.

In accordance with Policy 6305, bus drivers will not release a student in Pre-Kindergarten through grade 2 unless the required parent, guardian, approved designee, or older sibling is present. If no authorized individual is present, the student may be returned to the school. The school will then follow established procedures for notifying the parent or guardian and supervising the student.

To authorize the release of a student in kindergarten through grade 2 to an older sibling, the parent or guardian must submit a K–2 Bus Release Waiver.

School Fees

Student fees can vary depending on grade level and selected activities. The list of fees that could be assessed is included below.



Elementary School Fees & Dues

Fee Name	Fee Description	Cost
After-school Care Cost	Weekly payment	\$60.00 / child
After-school Care Registration	Non-refundable, annual registration fee	\$20.00 / child
After-school Extra-Curricular Clubs	Materials needed for club(s), as applicable (e.g. uniforms, project materials, etc)	Varies at each school
Battle-of-the-Books Team	- T-shirt - Competition-day lunch	\$20.00
Beta Club	- Certificate - Pin - T-shirt	\$35.00**
Replacement Student ID	Materials needed for a replacement student ID	\$5.00
Robotics Club	- T-shirt - Competition-day lunch and/or snacks	\$35.00
School Fees	- One (1) student ID - One (1) lanyard - Communication folder and/or agenda - Teacher instructional supplies	\$10.00
VEX Robotics Club	- T-shirt - Competition-day lunch and/or snacks	\$35.00

Middle School Fees & Dues

Fee Name	Fee Description	Cost
After-school Extra-Curricular Clubs	Materials needed for club(s), as applicable (e.g. uniforms, project materials, etc)	Varies at each school
Battle-of-the-Books Team	- T-shirt - Competition-day lunch	\$20.00
Beta Club	- National certificate and pin - Local club dues	\$35.00**



HOSA Competition	Competition fee	\$145.00**
HOSA Club	National fees	\$45.00**
Replacement Lanyard	Optional purchase <i>(parents may purchase a replacement lanyard elsewhere as long as it is the same solid color as the given grade-level)</i>	\$2.00
Replacement Student ID	Materials needed for a replacement student ID	\$5.00
Robotics Club	- T-shirt - Competition-day snacks and/or lunch	\$35.00
School Fees	- One (1) student ID - One (1) lanyard - Agenda - Teacher instructional supplies - Locks	\$15.00
Yearbook	Item cost	\$30.00

High School Fees & Dues

Fee Name	Fee Description	Cost
Band <i>(marching, symphonic, jazz)</i>	- Shoes - Hat - Spats - Gloves - Shorts - Shirt - Windsuit <i>(jacket and pants)</i> - Fees and dues associated with performances and competitions	\$300.00
Beta Club	- Local and national due - T-shirt	\$50.00
Clubs and Afterschool Activities	- T-shirts - Field trips - Special events	\$50.00
Dance Team	- Fees associated with participation in dance - Fees for performances and competitions	\$250.00



Fee Name	Fee Description	Cost
Drama Club	• T-shirt • Special attire • Competition fees	\$145.00
FBLA	• Membership dues • T-shirt • Additional fees for competition	\$30.00
FCCLA	• Membership dues • T-shirt • Fees for competition	\$50.00
FFA	• Membership dues • T-shirt • Fees for competition	\$50.00
Forensics (speech and debate)	• Membership dues • T-shirt • Fees for competition	\$50.00
Freshman Dues	• Student ID • Lanyard • field trip costs • Transportation and Lab supplies (SHEC lab only)	\$50.00
HOSA	• Membership dues • T-shirt • Additional fees for competitions	\$50.00
JROTC	• Activities fee	\$15.00
Junior Dues	• Student ID • Lanyard • field trip costs • Transportation and Lab supplies (SHEC lab only)	\$100.00
Key Club	• Local, state, and national dues	\$50
National Honor Society	• School and national dues • Induction ceremony • Pin	\$35.00
Parking Fee	• Sticker or decal for the current school year	\$50.00
Prom	• Ticket	\$100.00



Fee Name	Fee Description	Cost
Science National Honor Society	- School and national dues - Induction ceremony - Experiment supplies and materials - T-shirt	\$30.00
Science Olympiad	- Membership fees - T-shirt - Competition costs - Project supplies and materials	\$35.00
Senior Dues	- Student ID - Lanyard - T-shirt - field trip costs - Transportation - Graduation costs - Programs and supplies - Senior activities - Senior gift (sunrise breakfast, dinner awards night, sunset event)	\$125.00
Sophomore Dues	- Student ID - Lanyard - Field trip costs - Transportation and lab supplies (SHEC only)	\$75.00
Yearbook	Subject to change, determined by vendor (pre-orders, length, etc)	\$75.00

High School Athletics Fees & Dues

Fee Name	Fee Description	Cost
Baseball	- Socks (required equipment) - athlete keeps - Belts (required equipment) - athlete keeps - Hat (required equipment) - athlete keeps - T-Shirt (required equipment) - athlete keeps	\$10.00 \$15.00 \$25.00 \$20.00



Fee Name	Fee Description	Cost
Basketball	• T-shirt <i>(required equipment) - athlete keeps</i>	\$20.00
	• Socks <i>(required equipment) - athlete keeps</i>	\$10.00
Bowling	• T-shirt <i>(required equipment) - athlete keeps</i>	\$20.00
	• Polo Shirt <i>(required equipment) - athlete keeps</i>	\$35.00
	• Bowling Shirt <i>(required equipment) - athlete keeps</i>	\$50.00
Cheerleading	• Bloomers <i>(required equipment) - athlete keeps</i>	\$35.00
	• Shoes <i>(required equipment) - athlete keeps</i>	\$75.00
	• Warm-up Suit <i>(required equipment) - athlete keeps</i>	\$75.00
Football	• Socks <i>(required equipment) - athlete keeps</i>	\$10.00
	• T-shirt <i>(required equipment) - athlete keeps</i>	\$20.00
Golf	• Polo Shirt <i>(required equipment) - athlete keeps</i>	\$35.00
	• Hat or Visor <i>(required equipment) - athlete keeps</i>	\$25.00
Soccer	• Socks <i>(required equipment) - athlete keeps</i>	\$10.00
Softball	• Socks <i>(required equipment) - athlete keeps</i>	\$10.00
	• Belts <i>(required equipment) - athlete keeps</i>	\$15.00
	• Hat <i>(required equipment) - athlete keeps</i>	\$25.00
	• T-Shirt <i>(required equipment) - athlete keeps</i>	\$20.00
Swimming	• Swimsuit <i>(required equipment) - athlete keeps</i>	\$50.00
	• Swim Cap <i>(required equipment) - athlete keeps</i>	\$25.00



Fee Name	Fee Description	Cost
Tennis	• Polo Shirt <i>(required equipment) - athlete keeps</i>	\$35.00
	• Hat or Visor <i>(required equipment) - athlete keeps</i>	\$25.00
Volleyball	• T-shirt <i>(required equipment) - athlete keeps</i>	\$20.00

Daycare Expectations and First Ten-Day Rule

The Hoke County Schools Transportation Department may provide transportation to and from daycare locations based on available bus capacity, route efficiency, and applicable school bus capacity regulations. Students who ride to and from their home address will receive priority for bus assignments.

During the first 10 school days, students attending daycare locations must be transported to and from school by a parent, guardian, or daycare provider. After that period, daycare transportation requests will be reviewed, and students may be assigned to a bus when capacity and routing permit.

Daycare providers must have an employee present and clearly visible at the assigned stop when the bus arrives to receive students or assist them in boarding. If daycare staff are not present, students will not be released and will be returned to the school at the end of the route. The daycare provider or parent or guardian will then be responsible for arranging transportation.

Repeated failure to provide appropriate supervision at the assigned stop may result in the daycare location losing transportation privileges. The Hoke County Schools Transportation Department may suspend or discontinue daycare transportation when concerns related to safety, supervision, capacity, routing, or operations arise.

Technology & Devices

Hoke County Schools offers students the option to take a school-issued device home to support learning outside the classroom. Participation in the Device Take-Home Program is optional and is not required for students to complete schoolwork.



Approved learning platforms, such as Canvas, Clever, and NCEdCloud RapidIdentity, may be accessed from any internet-connected personal laptop, tablet, or desktop computer. Families may choose to use a personal device at home. Doing so may reduce the risk of damage to a school-issued device and help ensure that the student has a fully charged, working device available during the school day.

Families who choose to participate in the Device Take-Home Program must agree to and follow the terms and conditions outlined below.

Device Use

School-issued devices may be used only for educational purposes. Students must comply with the Hoke County Schools Student Technology Handbook and the Hoke County Schools Policy Manual.

Charging and Daily Preparedness

Students must bring their school-issued device to school each day fully charged and ready for use. Repeated instances of forgotten or uncharged devices, or repeated device damage, may result in the device being restricted to school use only.

Responsibility for Loss or Damage

Families are financially responsible for lost or damaged devices as follows:

- **First repair during a calendar year:** Covered by Hoke County Schools
- **Additional repairs:** \$100 or the actual repair cost, whichever is less
- **Lost or stolen devices and chargers:** Full market replacement cost

When a theft is reported to law enforcement within two days and a copy of the police report is provided, the replacement fee will be reduced to \$100.

Proper Care

Students and families must follow the device-care guidelines included in the [Student Technology Handbook](#). Neglect, misuse, or failure to follow those guidelines may result in additional charges.

Return of Equipment



School-issued devices and chargers must be returned in good working condition by the last day of the school year. Failure to return the equipment may result in replacement charges.

Device Monitoring

Hoke County Schools may inspect and monitor school-issued devices at any time, with or without notice.

Devices Issued

Students who participate in the Device Take-Home Program will receive a grade-appropriate device and charger:

- Pre-Kindergarten through grade 1: iPad and charger
- Grades 2–13: Chromebook and charger
- Exceptional Children Program: Device exceptions may be provided when required by the student's Individualized Education Program (IEP).

Additional information about device use, care, fees, and agreements is available in the [Student Technology Handbook](#).



Student Behavior & Discipline

Student Code of Conduct

Reference Policy Code: [4300 Student Behavior Policies](#)

For a complete explanation of student behavior expectations, prohibited conduct, disciplinary procedures, and possible consequences, families should review Hoke County Schools Board Policy 4300, *Student Behavior Policies*, and the Hoke County Schools Student Code of Conduct.

The Student Code of Conduct addresses topics including, but not limited to:

- Integrity and civility;
- Disruptive behavior;
- Student dress;
- Use of wireless communication devices;
- Tobacco products;
- Drugs and alcohol;
- Gang-related activity;
- Theft, trespassing, and damage to property;
- Assaults and threats;
- Weapons, bomb threats, terrorist threats, and other clear threats to safety;
- Criminal behavior; and
- Applicable disciplinary consequences.

The Hoke County Schools Student Code of Conduct is available on the district website at <http://www.hcs.k12.nc.us>.

Bullying

Reference Policy Code: [4329/7311 Bullying and Harassing Behavior Prohibited](#)

Bullying is a form of harassment involving the repeated intimidation of another person through actual or threatened physical, verbal, written, electronic, or emotional abuse or through attacks on another person's property. Bullying generally involves a pattern of harassing or intimidating behavior that occurs over time.



Reporting and Investigation Procedures

Bullying may include, but is not limited to, any of the following behaviors or a combination of these behaviors:

- Verbal taunts;
- Nonverbal gestures;
- Name-calling or put-downs;
- Extortion of money or possessions;
- Implied or stated threats; and
- Exclusion from peer groups.

All school employees are required to report alleged violations.

The school will contact the parents or guardians of the possible victim and the witnesses as part of the investigation process. Findings will be documented throughout the investigation.

After completing the investigation, the administration will determine whether Board policy or state law has been violated and will assign appropriate interventions or disciplinary consequences.

Consequences for Bullying

Reference: Hoke County Schools Student Code of Conduct

- **First offense:** The violation may result in appropriate interventions, short-term suspension, or other disciplinary measures deemed necessary by the principal.
- **Second offense:** The violation may result in short-term suspension for up to 10 days.
- **Third offense:** The violation may result in short-term suspension for up to 10 days.

The administration reserves the right to assign consequences based on the severity of the behavior, regardless of the number of previous referrals involving the student.

After-School Events and Student Supervision

Hoke County Schools is committed to maintaining safe, orderly, and caring environments for students, employees, and visitors. The Hoke County Schools Student Code of Conduct applies before, during, and after school hours while students are on school property,



attending school-sponsored activities or athletic events, or under the authority of school personnel.

General Expectations

Students may remain on campus after the regular school day only when participating in a school-sponsored activity under staff supervision or attending an approved event with the supervision required for their grade level.

Each school will establish procedures for after-school activities and events. These procedures may address:

- Staff supervision assignments;
- Areas where students and spectators may gather;
- Student dismissal procedures;
- Parent or guardian pick-up expectations; and
- Event-specific rules consistent with the Student Code of Conduct.

Parents and guardians must pick up students promptly at the published end time of the activity or event. Schools may establish event-specific pick-up deadlines, which will be communicated in advance by the school or activity sponsor.

Students who are not participating in a supervised activity or who do not have the required supervision may be directed to leave campus or may be released only to a parent, guardian, or other approved adult, as appropriate for the student's age and grade level.

All students attending after-school events must follow school rules, staff directions, event procedures, and the behavior expectations outlined in the Student Code of Conduct.

Elementary Schools

Elementary students attending after-school events that are open to spectators or families must be accompanied and directly supervised by a parent, guardian, or other responsible adult.

After dismissal, elementary students may remain on campus only when they are:

- Enrolled in an approved after-school program; or
- Participating in a school-sponsored activity under staff supervision.



Elementary students must be picked up immediately when the event, program, or activity ends. When a student is not picked up on time, school employees will:

- Keep the student in a safe, supervised area;
- Attempt to contact the parent or guardian; and
- Follow school procedures for late pick-up or repeated supervision concerns.

Middle Schools

Middle school students may remain after school only to participate in supervised school-sponsored activities, approved academic support, athletics, clubs, or other programs approved by the principal.

For evening events, a school may require middle school students to be accompanied by a parent, guardian, or other responsible adult. Any such requirement will be included in the school's event procedures.

Middle school students must be picked up at the designated dismissal time unless they have written permission to leave under another school-approved arrangement. Students may not loiter on campus before or after an event and must remain in the areas designated for the activity.

A student who does not have the required supervision or fails to follow event procedures may:

- Be removed from the event;
- Be referred for disciplinary action; or
- Lose the privilege of attending future after-school activities or events.

Any consequences will be assigned in accordance with the Student Code of Conduct.

High Schools

High school students may attend after-school events in accordance with school rules, event procedures, and the Student Code of Conduct.

Elementary and middle school students attending events at a high school must be accompanied and supervised by a parent, guardian, or other responsible adult unless the school has communicated a different supervision arrangement for that event.



High school administrators may establish event-specific expectations, including:

- Student identification requirements;
- Restricted areas;
- Re-entry restrictions;
- Dismissal procedures; and
- Pick-up times, when applicable.

Students and spectators who engage in disruptive, unsafe, or noncompliant behavior may be removed from the event and may lose the privilege of attending future events or activities.

Parent, Guardian, and School Responsibilities

School employees are responsible for supervising students participating in school-sponsored after-school activities and for enforcing school rules during approved events.

Parents and guardians are responsible for:

- Arranging timely transportation;
- Reviewing conduct expectations with their child; and
- Supervising children at events when adult supervision is required.

When a student is not picked up by the required time, the school may contact the parent or guardian, conduct administrative follow-up, or limit the student's future participation in optional after-school activities or events. Repeated late pick-up may result in additional action consistent with school procedures and the Student Code of Conduct.

Dress Code

Reference Policy Code: [4316 Student Dress Code](#)

In accordance with Hoke County Schools Board Policy 4316, *Student Dress Code*, and the Hoke County Schools Student Code of Conduct, students are expected to maintain standards of dress and grooming that support a safe, healthy, respectful, and orderly learning environment.

Student clothing, appearance, and accessories must not:



- Substantially disrupt the educational process;
- Create a health or safety concern;
- Promote alcohol, tobacco, drugs, violence, gang affiliation, or other prohibited conduct; or
- Display language, images, or symbols that are vulgar, obscene, discriminatory, or otherwise inconsistent with acceptable standards of student conduct.

Additional dress code expectations, violations, and consequences are outlined in the Hoke County Schools Student Code of Conduct.

Drugs, Alcohol, Tobacco & Vaping

Reference Policy Code: [7240 Drug-Free and Alcohol-Free Workplace](#)

Reference Exhibit Code: [7240-E Drug-Free and Alcohol-Free Workplace](#)

Reference Policy Code: [5026/7250 Smoking and Tobacco Products](#)

In accordance with Hoke County Schools Board of Education policies, including Policy 7240, *Alcohol-Free Workplace*; Policy 7240-E, *Drug-Free and Alcohol-Free Workplace*; and Policy 5026/7250, *Smoking and Tobacco Products*, all Hoke County Schools facilities, campuses, grounds, vehicles, and school-sponsored activities are alcohol-, tobacco-, and vape-free environments.

Students, employees, visitors, volunteers, and all other individuals are prohibited from possessing, using, distributing, or being under the influence of alcohol, tobacco products, electronic cigarettes, vaping devices, or related paraphernalia while on school property or attending a school-sponsored activity.

Violations may result in disciplinary action, removal from school property or the event, referral to law enforcement, or other appropriate consequences in accordance with Board policy, the Student Code of Conduct, and applicable law.

Student Investigations, Questioning, and Searches

Reference Policy Code: [4340 School-Level Investigations](#)

In accordance with Hoke County Schools Board of Education Policy 4340, *School-Level Investigations*; Policy 4342, *Student Searches*; and other applicable Board policies, school administrators and designated school officials may investigate alleged violations of Board



policy, school rules, the Student Code of Conduct, or other conduct that may affect the safety and order of the school environment.

As part of an investigation, administrators may question students who have or may have knowledge of an incident, including students alleged to have engaged in misconduct. Students are expected to respond truthfully and cooperate with school-level investigations.

When there is reasonable suspicion that a student possesses an unauthorized, illegal, unsafe, or prohibited item, school officials may search the student, the student's personal belongings, lockers, desks, vehicles, or other areas or items as permitted by Board policy and applicable law.

Searches involving wireless communication devices or school technology resources will be conducted in accordance with applicable Board policies, including Policy 4318, *Use of Wireless Communication Devices*.

Evidence of misconduct discovered during an investigation or search may result in disciplinary action in accordance with the Student Code of Conduct, Board policy, and applicable law.

Requests to Review Video or Recordings

Reference Policy Code: [4700 Student Records](#)

In accordance with Hoke County Schools Board of Education Policy 4700, *Student Records*; the Family Educational Rights and Privacy Act (FERPA); and other applicable confidentiality requirements, requests from a parent, legal guardian, or eligible student to review video recordings related to a student incident will be considered by school administration on a case-by-case basis.

Recordings from school buses, campuses, classrooms, common areas, school-sponsored events, or other school-related settings may be considered student education records when they are directly related to a student and maintained by the school system.

Because a recording may include multiple students, a parent, legal guardian, or eligible student may be permitted to inspect and review only the portion directly related to the student, as allowed by law and Board policy. Copies of recordings generally will not be provided when doing so would disclose personally identifiable information about other students or compromise student confidentiality, school safety, or an ongoing investigation.



Before viewing a recording, the parent, legal guardian, or eligible student may be required to complete the Hoke County Schools Confidential Video Viewing Parent/Eligible Student Agreement. By signing the agreement, the individual acknowledges that:

- The viewing is limited to content directly related to the student;
- The recording, or any portion of it, may not be recorded, photographed, captured by screenshot, reproduced, or shared; and
- The confidentiality of all other students shown or discussed in the recording must be protected.

The administrator will document the school, the administrator conducting the viewing, the student's name, the name of the parent, legal guardian, or eligible student, and the date of the viewing.

Requests to review a recording must be directed to a school administrator. School officials will determine:

- Whether the recording is available for review;
- Whether the requesting individual has the legal right to inspect it;
- Whether confidential information about other students must be protected; and
- Whether the request can be fulfilled without interfering with school safety, disciplinary procedures, law enforcement matters, an ongoing investigation, or other legal requirements.



Health & Safety

School Safety

Hoke County Schools is committed to maintaining safe, orderly, and welcoming learning environments for all students, employees, families, and visitors. School safety is a shared responsibility. Students must follow the Hoke County Schools Student Code of Conduct, employees must consistently supervise students and enforce expectations, and visitors must comply with all campus check-in procedures, identification requirements, and directions from school personnel.

Behavior that disrupts the educational environment, threatens the safety or well-being of others, violates school rules, or interferes with the orderly operation of a school may result in disciplinary action, removal from school property or an event, referral to law enforcement, or other appropriate action.

These expectations apply during the school day, on school property, at school-sponsored activities and events, on school transportation, and in other situations in which student conduct has a direct effect on the school environment.

Safety Drills

Reference Policy Code: [1510/4200/7270 School Safety](#)

Hoke County Schools maintains emergency plans designed to protect students, employees, and visitors. Schools practice these procedures throughout the year so that students and staff know how to respond during an emergency.

Safety drills may include fire, lockdown, and tornado drills. Emergency exit maps are posted near classroom doors. Classrooms are also equipped with crisis bags containing current student rosters, emergency and health information, and first-aid supplies.

The following drills are conducted during the school year:

- **Fire drills:** Conducted monthly and unannounced
- **Lockdown drills:** Conducted twice each year
 - Fall drill: Announced
 - Spring drill: Unannounced
- **Tornado drill:** Conducted during the spring and unannounced



Students are expected to follow all directions from school employees and participate appropriately during each drill.

Backpack Policy



To support safe and secure learning environments, students who bring backpacks or bookbags to school must comply with Hoke County Schools' clear or mesh backpack requirements.

Backpacks must be made of clear plastic, vinyl, mesh, or another transparent material that allows the contents to remain visible. Colored straps, small logos, mesh pockets, and reinforced corners are permitted as long as they do not obstruct visibility into the bag. Fully tinted or opaque backpacks are not permitted.

Gym bags, spirit bags, and similar bags must also meet the clear or mesh requirement unless specifically exempted.

Permitted exceptions may include:

- Lunch boxes or lunch bags;
- Small personal hygiene pouches;
- Instrument cases; and
- Sport-specific equipment bags.

School employees may require exempted items to be stored in designated locations.

Students who bring a bag that does not meet these requirements may be required to return it to a parent or guardian, remove any necessary school materials, or follow other school safety procedures.

Visitors

Reference Policy Code: [5020 Visitors to the Schools](#)

Reference Policy Code: [5030 Community Use of Facilities](#)

In accordance with Hoke County Schools Board of Education Policy 5020, *Visitors to the Schools*, the Board encourages parents, guardians, families, and community members to support and participate in the educational program. All visitors must follow established procedures designed to maintain a safe, orderly, and disruption-free learning environment.

Visitors may participate in school activities in the following ways:

- Observing and learning about the educational program, when approved by school administration;
- Using facilities made available to the public, such as media centers or meeting spaces, in accordance with Board Policy 5030, *Community Use of Facilities*;
- Attending public events, including athletic events, musical programs, and dramatic productions; and
- Serving as school volunteers through the school's volunteer coordinator or principal. All volunteers must apply and receive approval before volunteering.

Although visitors are welcome, the Board's primary responsibility is to maintain a safe, orderly, and welcoming learning environment while minimizing disruptions to instructional time. The Superintendent and each principal may establish and enforce reasonable rules to support this responsibility.

The following requirements apply to all school visitors:

- Visitors must report immediately to the school's administrative office and receive permission before entering other areas of the school. Each principal is responsible for ensuring that signs are posted notifying visitors of this requirement.
- An employee who observes an individual in the school without permission must direct the individual to the administrative office or notify the principal, as appropriate.



- Students should immediately notify a school employee of unusual or suspicious behavior that may threaten safety.
- Employees must immediately report to the principal any student-provided information or personal observations involving potentially unsafe or suspicious behavior.
- An individual who disrupts the educational environment, behaves in a disorderly manner, damages school property, or violates Board policy or law may be directed to leave school property. The individual may also be referred for prosecution and prohibited from attending future school events.

Custody Documentation

Reference Policy Code: [4120 Domicile or Residence Requirements](#)

Parents and guardians should provide current copies of all custody orders, agreements, or related legal documents to the school administration, the student's teacher, and the school data manager. The school must have current documentation on file to follow and enforce any custody restrictions or release requirements.

A student will not be released to any individual without the prior approval of the parent or guardian who has physical custody. When parents or guardians are divorced or separated, the student may be released to either parent unless the school has received a court order or other legal agreement that states otherwise.

Emergency Information

Parents and guardians should provide the school with current information that may be needed during an emergency. To help protect students and ensure timely communication, families should provide at least two reliable phone numbers where a parent, guardian, or other approved emergency contact can be reached.

Parents and guardians must notify the student's teacher and the school data manager of any changes to:

- Home, work, or mobile phone numbers;
- Emergency contacts;
- Home address;
- Housing status;



- Guardianship or custody arrangements; or
- Military deployment status.

A Care Plan is requested for students whose parents or guardians are both deployed.

Title IX: Nondiscrimination on the Basis of Sex

Reference Policy Code: [1725/4035/7236 Title IX Sexual Harassment – Prohibited Conduct and Reporting Process](#)

In accordance with Hoke County Schools Board of Education Policy 1720/4030/7235 and Policy 1725/4035/7236, *Title IX Sexual Harassment—Prohibited Conduct and Reporting Process*, Hoke County Schools prohibits sex-based discrimination and sexual harassment in all school system education programs and activities.

Students have the right to learn in an environment free from sexual harassment, sex-based discrimination, intimidation, and retaliation.

Any concern involving possible sexual harassment, sex-based discrimination, intimidation, or retaliation should be reported immediately so that the procedures established by Board policy can be followed. A student who believes they have experienced or witnessed possible misconduct, or who has received information about it, may report the concern to:

- A school administrator;
- A teacher;
- A school counselor; or
- The district Title IX Coordinator.

Formal complaints and grievance procedures will be addressed in accordance with Policy 1726/4036/7237, *Title IX Sexual Harassment Grievance Process*, and applicable law.

Hoke County Schools will take all reports seriously and respond promptly, fairly, and appropriately to protect student safety and access to educational programs and activities.

Immunizations

Reference Policy Code: [4110 Immunization and Health Requirements for School Admission](#)

North Carolina General Statute 130A-152(a) requires children in the state to receive all required immunizations. Each parent, guardian, or person standing *in loco parentis* is responsible for ensuring that their child receives the required immunizations.



The required immunizations are listed below.

Vaccine	Doses Required Before School Entry*
Diphtheria, tetanus and pertussis	5 doses*
Polio	4 doses*
Measles	2 doses*
Mumps	2 doses*
Rubella	1 dose*
Haemophilus Influenzae type B (Hib)	4 doses*
Hepatitis B (Hep B)	3 doses*
Varicella (chickenpox)	1 dose*

Vaccine Requirements for Students Entering Seventh Grade

North Carolina requires students entering seventh grade to provide documentation of the following immunizations:

- One booster dose of the tetanus, diphtheria, and acellular pertussis vaccine (Tdap), if the student has not previously received it; and
- One dose of the meningococcal conjugate vaccine (MenACWY).

Students entering 12th grade must receive a booster dose of the meningococcal conjugate vaccine unless an applicable exemption applies.

Educational Information Required by Garrett's Law

Vaccines are available to help prevent meningococcal disease, influenza, and human papillomavirus (HPV).



The HPV vaccine helps protect against HPV infections that can cause cervical cancer and several other types of cancer. Families should consult their child's health care provider for current vaccine recommendations and information about the appropriate vaccination schedule.

For additional information, contact the school nurse, the local health department, or your child's health care provider. Current North Carolina school immunization requirements are also available through the North Carolina Division of Public Health.

Health Screenings

The Hoke County Schools Health Services Program supports the early identification of possible vision, hearing, and dental concerns by providing health screenings for students. When a potential concern is identified, the school will send a referral letter to the student's parent or guardian.

The following screenings are provided:

Pre-Kindergarten

- Dental screening conducted by a public health dental hygienist with the North Carolina Dental Health Section

Grades 3 and 7

- Vision screening
- Hearing screening

Medication at School

Reference Policy Code: [6125 Administering Medicines to Students](#)

The following guidelines are based on the Hoke County Schools Medication Administration Policy. A complete copy of the policy and all required forms are available from the school office.

Whenever possible, medications should be administered at home.

When medication must be administered during the school day, the following requirements apply:



Long-Term Medications

The Long-Term Medication Form must be completed for any medication that will be administered for more than two weeks. The form must be completed and signed by the parent or guardian and the student's physician or other health care provider.

All medication must be provided in a pharmacy-labeled container.

Over-the-Counter Medications

Over-the-counter medications will not be administered at school unless:

- The medication is provided in a pharmacy-labeled container; and
- A Long-Term Medication Form has been completed by the student's physician or other health care provider.

Transporting Medication

Medication must be transported to and from school by a parent or guardian. Families may wish to ask the pharmacist to provide two labeled containers—one for home and one for school.

Severe Allergies and Emergency Medication

If a student has a severe allergy that requires an epinephrine auto-injector or another injectable medication, the parent or guardian must notify the school administration, teachers, and school nurse.

The parent or guardian must provide the emergency medication and submit a completed Long-Term Medication Form.

Student Possession and Self-Administration

Students may not carry medication or self-administer medication during the school day unless permitted under Hoke County Schools policy. Approved exceptions may include inhalers, epinephrine auto-injectors, and insulin.

Students may not possess unauthorized medications or health products, including cough drops, aspirin, or vitamins.



Changes to Medication

When possible, families should complete all required medication forms before the beginning of the school year if they know that medication will need to be administered during school hours.

Parents and guardians must notify the school in writing when a medication is discontinued. A new medication form must be completed whenever the medication or dosage changes.

Unused Medication

Parents and guardians must pick up any unused medication at the end of the school year. Medication that is not collected within two weeks will be destroyed in accordance with school procedures.

A complete copy of the Hoke County Schools Medication Administration Policy and all required forms may be obtained from the school office.

Questions should be directed to the student's school nurse or the nurse's designee.

Child Nutrition

Hoke County Schools participates in the United States Department of Agriculture Community Eligibility Provision (CEP) for the 2026–2027 school year.

Through CEP, all enrolled students are offered one reimbursable breakfast and one reimbursable lunch each school day at no charge. After-school snacks are also provided at no charge to enrolled students who participate in an approved after-school program.

Because Hoke County Schools participates in CEP, families are not required to complete Free and Reduced-Price Meal Applications for the 2026–2027 school year.

Students may choose to purchase additional food items or à la carte snacks. Each student will be assigned an identification number for use during meal service.

Parents and guardians are encouraged to have their children participate in the school meal program. Student participation helps support the district's continued eligibility for CEP.

Monthly breakfast and lunch menus are available online. Questions about meal accounts or school nutrition services should be directed to the school's Child Nutrition Manager.



Cafeteria Meals and Outside Food

To support student health and safety and the efficient operation of school cafeterias, students are expected to eat either the school meal provided or a lunch brought from home.

The following items are not permitted in the cafeteria during student lunch periods:

- Fast-food meals from restaurants;
- Pizza or other food delivered by outside vendors;
- Carbonated beverages, including soft drinks; and
- Class treats or celebratory foods, including cupcakes, birthday cakes, cookies, doughnuts, candy, and similar items.

Parents and visitors should not bring restaurant meals or other prohibited items to students during the school day. These guidelines help protect students with food allergies, promote healthy eating habits, reduce distractions during lunch, and maintain consistent expectations across the district.

Schools will communicate approved procedures for classroom celebrations and special events in accordance with district guidelines.

Students may not use microwave ovens at school, and school employees may not heat student meals because of safety concerns. Any microwave ovens located in dining areas are not operated or maintained by the Child Nutrition Program.

Beginning with the 2026–2027 school year, schools will provide a designated seating area for parents and students to eat together whenever space and operational needs allow.

Diet Orders

When a student has a food allergy, health-related condition, religious restriction, or other dietary need, the parent or guardian should contact the school nurse or Child Nutrition Manager to discuss available meal accommodations.

When a Diet Order is required, the student's health care provider must complete and sign the form. The completed form should be submitted to the school nurse, Child Nutrition Manager, or principal.



The Diet Order form is available from the school nurse, school office, Child Nutrition Manager, or Child Nutrition website.

Questions about dietary accommodations or the Diet Order process should be directed to the school nurse, Child Nutrition Manager, or Child Nutrition Director.



Family Engagement

Parent and Family Engagement Plan

Reference Policy Code: [1320/3560 Title I Parent and Family Engagement](#)

Hoke County Schools will implement its Title I Parent and Family Engagement Policy in accordance with Section 1116(a)–(f) of the Every Student Succeeds Act of 2015 (ESSA).

Each school receiving Title I funds will jointly develop with parents and family members of participating students a written Parent and Family Engagement Plan. The plan will describe how the school will meet applicable parent and family engagement requirements.

The school will distribute the plan to parents and family members in a clear and consistent format and, to the extent practicable, in a language they can understand. Families will also be informed of the Hoke County Schools Parent and Family Engagement Policy and applicable Board policy. The school's plan will be made available to the community and updated as needed to address the changing needs of students, families, and the school.

Each Title I school will:

- Provide meaningful opportunities for the participation of all parents and family members, including families of migratory children, individuals with limited English proficiency, and individuals with disabilities;
- Communicate information about school programs, family engagement opportunities, meetings, and activities in a clear and consistent format and, to the extent practicable, in a language families can understand;
- Convene an annual meeting at a convenient time and invite all parents and family members of participating students to attend;
- Explain the school's participation in Title I, the requirements of the program, and the rights of parents and families to be involved;
- Involve parents and family members in an organized, ongoing, and timely manner in the planning, review, and improvement of the school's Parent and Family Engagement Plan;
- Provide opportunities for parents and family members to participate in decisions related to their child's education;
- Provide reasonable support for parent and family engagement activities;



- Provide timely information about Title I programs, the curriculum used by the school, the academic assessments used to measure student progress, and student achievement in relation to state academic standards;
- Provide assistance, materials, training, and other opportunities to help families support their child's academic achievement, in a format and, when feasible, a language they can understand;
- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with assistance from parents and family members, about the value of family contributions and effective ways to communicate and work with families as equal partners; and
- Coordinate and integrate parent and family engagement programs with other federal, state, and local programs, including preschool programs, that encourage and support family participation in students' education.

Title I

Purpose of Title I

Title I is a federally funded program designed to ensure that all children have a fair, equal, and meaningful opportunity to receive a high-quality education and meet challenging state academic standards.

Title I supports this purpose by:

- Aligning academic assessments, accountability systems, educator preparation, curriculum, and instructional materials with state academic standards;
- Addressing the needs of students in high-poverty schools and students who may require additional academic support;
- Closing achievement gaps among student groups, particularly those affecting historically underserved and economically disadvantaged students;
- Holding schools, local educational agencies, and states accountable for improving student achievement;
- Directing resources to schools and communities with the greatest needs;
- Strengthening teaching, learning, and accountability through state assessment systems;



- Providing schools and educators with appropriate flexibility while maintaining responsibility for student performance;
- Expanding access to enriched and accelerated educational opportunities;
- Supporting schoolwide improvement and access to effective instructional practices and challenging academic content;
- Providing meaningful professional development for school employees;
- Coordinating Title I services with other educational programs and, when feasible, with agencies serving children, youth, and families; and
- Providing parents and families with meaningful opportunities to participate in their child's education.

Operation of Title I Programs

Title I provides additional academic support and services to help students meet state and district academic standards. These services supplement the instruction and support available through the regular school program.

Eligible Title I schools may operate as either schoolwide programs or targeted assistance programs, based on federal requirements.

- **Schoolwide programs** use a comprehensive school improvement process to support the academic needs of all students in the school.
- **Targeted assistance programs** provide additional services to eligible students who have been identified as having the greatest academic need.

When individual students must be selected to receive Title I services, eligibility will be determined using objective criteria consistent with federal and state requirements. These criteria may include assessment results, teacher recommendations, preschool screening information, and other relevant academic data.

Both schoolwide and targeted assistance programs will use effective strategies to improve student achievement and provide meaningful opportunities for parent and family engagement.

Annual Meeting

Each year, parents and family members of students participating in Title I programs will be invited to an annual meeting. During the meeting, schools will explain parent and family



rights, review the programs and activities supported with Title I funds, and provide opportunities for families to offer input on the Title I program and applicable parent and family engagement policies and plans.

Parents and family members will also have opportunities to evaluate the effectiveness of Title I programs and parent and family engagement efforts. Feedback and other information collected through this process will be used to improve Title I programs and revise parent and family engagement policies and plans as needed.

What Families Can Expect from Title I

As a result of receiving Title I funds, Hoke County Schools and participating Title I schools will provide families with important information about student achievement, school performance, instructional programs, and educator qualifications.

Families can expect to receive or have access to:

- An annual state and district school report card containing information about school performance, student achievement, academic growth, and other required data;
- Information about their child's performance on required state assessments;
- Notification regarding the school's identification for improvement or other state accountability designations, when applicable;
- Information about the professional qualifications and licensing status of the teachers and paraprofessionals who work with their child; and
- Timely notification when their child has been assigned to or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements.

School Communication Expectations

Policy Code: [1310/4002 Parental Involvement](#)

Hoke County Schools values open and timely communication between families and schools. Parents and guardians should provide the school with a current phone number and email address and notify the school whenever that information changes. The student's school email address will also be shared with the parent or guardian.



When a concern involves classroom instruction, assignments, grades, or another teacher-related matter, parents and guardians should contact the classroom teacher first. Concerns submitted to school administration before the teacher has been contacted may be referred to the appropriate teacher for an initial response.

To protect instructional time, telephone calls will not be transferred to classrooms during the school day. Parents and guardians may schedule a conference before or after school by contacting the school office during regular business hours.

Schools regularly send messages about activities, announcements, and upcoming events. Families should keep all contact information, including mobile phone numbers and email addresses, current to ensure they receive important communications.

The Infinite Campus Parent Portal is a web-based platform that provides parents and guardians with access to information about their child's grades, attendance, assignments, schedule, and school announcements. Instructions for accessing the Parent Portal are available on the [Hoke County Schools website](#).

Complaint Resolution Process

Reference Policy Code: [1740/4010 Student and Parent Grievance Procedure](#)

Filing a Grievance

A student or parent who believes they have been adversely affected by a decision or action of a district employee may file a grievance in accordance with this policy.

A grievance should be filed as soon as possible and no later than 30 days after the facts giving rise to the grievance are disclosed or discovered.

When a grievance is submitted after the 30-day period and alleges a violation, misapplication, or misinterpretation of state or federal law, the Superintendent or designee will determine whether the grievance should be investigated. Factors considered may include:

- The reason for the delay;
- The length of the delay;
- The effect of the delay on the district's ability to investigate and respond; and
- Whether an investigation is necessary to meet the district's legal obligations.



Students and parents should understand that delays in filing a grievance may significantly limit the district's ability to investigate and respond effectively.

A student or parent filing a grievance must submit the following information in writing to the principal:

- The name of the district employee or other individual whose decision or action is at issue;
- A description of the specific decision or action being challenged;
- Any Board policy, state or federal law or regulation, or State Board of Education policy or procedure believed to have been misapplied, misinterpreted, or violated; and
- The specific resolution being requested.

When there is no specific decision or action being challenged and no allegation that state or federal law has been misapplied, misinterpreted, or violated, the concern should be addressed under Policy 1742/5060. In that case, the principal will respond in accordance with that policy.

Even when the principal is the employee whose decision or action is being challenged, the grievance must first be submitted to the principal so the matter can be addressed through the formal process.

However, when a grievance alleges that state or federal law has been misapplied, misinterpreted, or violated, the student or parent may submit the grievance directly to the Superintendent or designee.

When a student or parent wishes to file a formal grievance concerning a decision by the Superintendent that directly and specifically affects them, the general process described in this policy will apply. The grievance must be submitted to the Assistant Superintendent of Human Resources, who will forward it to the Board chairperson.

Parent Teacher Student Organization

The Parent Teacher Student Organization (PTSO) works to support students, strengthen relationships between home and school, encourage cooperation among families and educators, and promote opportunities that contribute to students' academic, physical, social, and emotional development.



Parents and guardians interested in participating should contact the school office or complete the Google Form available on the school website.

Visitors

All visitors must report to the front office, sign in, and wear a visitor pass while on campus during the school day. These procedures are an important part of maintaining a safe and secure environment for students and employees.

Elementary Lunch Visits

A parent, guardian, or other approved adult who wishes to join an elementary student for lunch must be listed as an authorized contact in the student's school records and should notify the classroom teacher in advance.

Visitors must present a state-issued photo identification card, which will be scanned through the Ident-A-Kid system for verification.

Volunteering

Individuals who wish to assist in classrooms, support school events, chaperone field trips, or participate in other volunteer activities may be required to complete a background check before beginning service. A background check is required for volunteer activities involving direct or unsupervised contact with students.

Approved background checks are valid for one calendar year from the date of approval. Families are encouraged to complete the process early and coordinate volunteer arrangements with the appropriate teacher or school employee in advance.

During designated testing periods, volunteers may be asked not to visit classrooms or cafeterias so that schools can maintain a quiet, focused testing environment.

Parent Conferences

Teachers are responsible for scheduling conferences and meetings with parents and guardians. Families are encouraged to participate in these opportunities to discuss student progress, strengths, concerns, and needed support.



The Board encourages the Superintendent to work with local business leaders, including local chambers of commerce, to promote workplace policies that allow parents and guardians time to attend conferences with their child's teachers.

The scheduled parent-teacher conference date for schools operating on the traditional calendar is October 19, 2026.

[See the traditional calendar.](#)

Parents' Bill of Rights

Hoke County Schools values strong partnerships among families, schools, and the community. Parents and guardians play an essential role in supporting their child's education, development, health, and well-being.

North Carolina's Parents' Bill of Rights outlines specific rights related to a child's education and school experience. These rights include access to academic and health-related information, student records, instructional materials, and other information provided under state law and applicable Board policies.

Hoke County Schools is committed to communicating openly with families and providing parents and guardians with the information needed to remain informed and involved in their child's education.

Additional information about the Parents' Bill of Rights is available in North Carolina General Statute § 115C-76.25 and applicable Hoke County Schools Board policies.

[More information, here.](#)

Inspection of and Objection to Instructional Materials

Reference Policy Code: [3200 Selection of Instructional Materials](#)

Reference Policy Code: [3210 Parental Inspection of and Objection to Instructional Materials](#)

Reference Policy Code: [3540 Comprehensive Education Program](#)

Parents and guardians may review instructional materials as defined in Policy 3200, *Selection of Instructional Materials*. For purposes of this policy, instructional materials do not include academic tests or assessments.



A parent or guardian who wishes to inspect instructional materials should submit a written request to the principal. The principal will provide an opportunity to review the materials in accordance with administrative procedures established by the Superintendent.

Materials used in reproductive health and safety education will be available for review as provided in Policy 3540, *Comprehensive Health Education Program*.

Parents and guardians may also submit a written objection to the principal regarding the use of specific instructional materials. The principal may establish a school-level committee (SLC) to review the objection.

Although the committee may seek input from the community, the Board recognizes that professional educators are best positioned to determine whether instructional materials are appropriate for the age and maturity of the students and for the subject matter being taught.

