

Dear Parents and Students,

Welcome to the 2023-2024 school year! The summer has flown by and we are preparing for a year filled with new opportunities to learn and grow. We are continuing with our work of building strong and meaningful relationships while providing rigorous instruction. The staff and I are working diligently to equip students with the knowledge and skills necessary to help them excel and reach their maximum potential. In addition to providing academic support, we strive to provide a nurturing environment that is conducive to learning.

Our teachers devote many hours to creating and designing engaging lessons that challenge students to think critically. Although rigorous instruction is prioritized, we also focus on the whole child providing social and emotional support to our students when needed. We realize that in order to teach a child, a child must feel safe and know that they are genuinely cared for by their educators. Every opportunity provided is another chance for our students to grow and flourish mentally, physically, and intellectually. To ensure a great start for each child, the staff and I have been reviewing data, collecting feedback, and reflecting on the previous year to make necessary changes to continuously improve and perfect our practices. We strive for each year to be better than the previous and each student to abound in success.

Our school is stronger with your support and commitment to involvement. We encourage you to be an active participant in your child’s education. Parent and community volunteers are welcomed and appreciated. Research indicates parental involvement increases student achievement. Opportunities for volunteering include chaperoning and attending field trips, assisting with school events, being a member of the Old Dock Elementary School Parent Teacher Association, and helping around campus with educational activities. Complete a volunteer application so you can be part of our school family. Together, we can build a partnership that promotes the best interests of our students. We look forward to partnering with you again this year.

Sincerely,
Leslie Faulk
Leslie Faulk
Principal

Principal.....	Leslie Faulk
Secretary/Bookkeeper/PowerSchools Data Manager.....	Tracie FormyDuval
Guidance.....	Crystal Cartrette
Bus Information.....	Leslie Faulk/Sherry Harrelson
Cafeteria.....	Cheryl Gerald
Media Center.....	Brandy Lee
Student Progress.....	Classroom Teachers
Exceptional Children Coordinator.....	Tracy Jones
School Nurse.....	Jana Freeman
Custodian.....	Alice Watts

OLD DOCK ELEMENTARY SCHOOL MISSION STATEMENT

Our mission is to ensure that each student excels to his or her maximum potential in order to build a solid foundation for future success.

PHILOSOPHY, OBJECTIVES, AND COMMITMENTS STATEMENT

The faculty, staff, and community of Old Dock Elementary School believe that our school says, “Welcome, you’re someone special.” The school exhibits an attractive, stimulating environment that is conducive to good learning, is a reflection of the community, and is a happy place to work and grow. We strive to provide a continuous gaining of knowledge, skills, and attitudes that equip a child to use his/her talents to meet the needs and challenges of life in his

world. To ensure this goal, we seek to provide opportunities developmentally compatible with his/her abilities, interests, and needs.

DISCLOSURE

The contents of this handbook/calendar are subject to change due to state and local government decisions and/or regulation. Please stay updated with changes through Columbus County Schools' webpage and Old Dock Elementary School's webpage.

ODES Webpage

Please visit our [website](http://www2.columbus.k12.nc.us/odes/) for the newest information.

<http://www2.columbus.k12.nc.us/odes/>

Title I

Title I is a federally funded program. The No Child Left Behind Act mandated this program provide money to our school district based on families' income. Title I funding is intended to ensure that all students have a fair, equitable, and sufficient opportunity to reach proficiency on challenging state academic content standards and state academic assessments. In addition, Title I funding is intended to help districts close the academic achievement gap between high and low performing students, especially between minority and nonminority students, and between students of varying socio-economic status.

Individual public schools, like Old Dock Elementary School, with more than 40 percent of families qualifying for free and reduced lunch, may use Title I funds, along with other federal, state, and local funds, to operate a school-wide program to upgrade the instructional program for the whole school.

Our Title I School-wide Program Plan requires a comprehensive needs assessment, school-wide reform strategies, highly qualified teachers and staff, parent involvement, and integration of programs to accentuate the current curriculum.

Title I Basic Requirements

1. **The School Parental Involvement Policy:** This is done on an annual basis in consultation with parents and must be distributed to all parents.
2. **The School-Parent Compact:** This must be jointly written and distributed to all Title I parents.
3. **The Annual Parent Meeting:** Each year Title I Programs are required to conduct this meeting for the school to explain what the Title I Program is and the rights of parents as defined in the law.
4. **Provide Opportunities for Training Parents:** The Title I Programs provides parents with opportunities to become partners with the school in promoting the education of their child both at school and at home. This includes parent training sessions, handouts, newsletters and parent conferences.
5. **Informing Parents of Student Progress:** This includes our Reporting System which encompasses suggestions of needed follow-up for parents and teachers.
6. **Parents Right to Know:** Parents have the right to request information regarding the professional qualification of classroom teachers and paraprofessionals.
7. **School Report Cards:** The Title I Law requires the state to prepare annual reports for all parents and the public on the academic achievement of all districts and public schools in the state.
8. **LEP Parent Notification:** The Law requires the school to notify parents if their child is placed in a program for LEP students.

Parent Rights

- Offer a flexible number of meetings for parents
- Provide parents timely information about Title I programs

- Provide parents an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet
- Provide parents, if requested, opportunities for regular meetings to participate in decisions relating to the education of their children
- Develop a school-family compact jointly with parents. This agreement states the shared responsibility of providing and supporting children's learning of high-quality curriculum
- Assist parents in understanding academic content and achievement standards
- Provide materials and training to help parents work with their children
- Educate staff in how to work with parents
- Coordinate parental involvement with other programs
- Distribute information in a format and language parents understand
- Provide support for parental involvement activities requested by parents

Title I Support at Old Dock Elementary School

- A teacher to reduce class size
- Dollars for Parent Involvement Activities
- Computers for individual classrooms and labs
- Several Instructional Programs to assist with implementation of the new Common Core and Essential Standards Curriculum
- Programs and materials for the Media Center
- Materials and supplies for students
- Professional Development for all school personnel
- Supports numerous central office personnel who visit and support the school with new teaching techniques and accountability
- Provides resources for parent training sessions which includes but is not limited to: math night, literacy night and other parent training activities.

Title IX

Keeping Students Safe

Title IX is a civil law where "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.". Any unwelcome harassment or discrimination falls under Title IX.

Columbus County Schools does not discriminate on the basis of race, color, national origin, sex or disability in its programs or activities. The following Title IX Coordinators: Heather Pigott for students and Cassie Cartrette for employees have been designated to handle inquiries. Columbus County Schools, 817 Washington St., Whiteville, NC 28472, (910) 642-5168

SCHOOL VOLUNTEERS

The board recognizes the valuable contributions that school volunteers make to the learning process and the educational goals of the school system. Instructional programs are enhanced through the contributions of students' parents, community members, and local business and industry. These volunteers contribute time, resources, and expertise that assist the school system to reach the goal of providing a sound basic education to all children.

The board encourages school administrators to develop and implement plans and procedures for utilizing school volunteers. The superintendent and designees shall be responsible for the implementing and supervising school volunteer programs. School volunteer programs must provide the following:

1. adequate screening of volunteers based upon the amount of contact they will have with students

2. all volunteers shall be subject to a criminal background check (performed by Columbus County Schools) for which they are financially responsible (\$10 per person)
3. the requirement that volunteers comply with policy 5015, Visitors to the Schools
4. reasonable supervision of volunteers based at least in part upon the amount of contact they will have with students
5. adequate training of volunteers, including familiarizing volunteers with applicable laws, board policies, administrative procedures and school rules

Individuals selected as school volunteers must be recommended by the school principal and superintendent and approved by the board before beginning services as a volunteer. All school volunteers shall be expected to be professional and dependable in their volunteer activities.

NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 19 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- (1) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.
Parents or eligible students should submit to the school principal or appropriate school official a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the record may be inspected.
- (2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
Parents or eligible students who wish to ask the school to amend a record should write to the school principal or appropriate school official, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parents or the eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible students when notified of the right to a hearing.
- (3) The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
An exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failure by Columbus County Schools to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education ~ 400 Maryland Avenue, SW ~ Washington, DC 20020-5920

Transfer of Disciplinary Records Regarding Suspension or Expulsion:

The Columbus County School System will forward education records to other schools that have requested the records and in which the student seeks or intends to enroll.

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents and students who are 18 or emancipated minors ("eligible students") certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. A copy of the school system's policy regarding PPRA can be obtained in the principal's office. These include the right to:

-Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Dept. of Education:

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems or the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

-Receive notice and an opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

-Inspect, upon request and before administration or use:

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the education curriculum

FEDERAL COORDINATORS

Section 504 (Rehabilitation Act), Deborah Spivey, Board of Education

As required by Federal regulations, you are notified by this memo that an asbestos management plan for your school has been developed. It is on file in the principal's office and is available for public view. A copy is also on file at the office of the superintendent.

DISCIPLINE PROGRAM

An updated Discipline Policy has been sent home with each child at Open House or the first day of school. Please make yourself familiar with the updated policy as it will be enforced. We believe students should conduct themselves appropriately at all times and should be responsible for their actions. Behavior should not prevent teaching or students from learning. In order to encourage good behavior and maintain an environment conducive to learning, procedures/agreements are necessary.

Classroom procedures/agreements will be developed by each individual class and sent home during the first week of school. All students are expected to follow these general procedures/agreements.

- Follow directions the first time they are given.
- Keep your hands, arms, and feet to yourself.
- Respect others and their property.
- Be Ready, Responsible, and Respectful.

Possible disciplinary action if referred to the office would be:

- Administrative conference
- OSS (Out of School Suspension)

Administrative/Parent Conferences may be scheduled after 3:15 pm.

Students are also expected to comply with the district's policies and procedures regarding student discipline. These may be found in your copy of the Student Rules and regulations or online at:

<https://docs.google.com/document/d/15FD9L-YLGzYWCd2LASb9TPqmM7AJhdjZ/edit>

STUDENT GRIEVANCE PROCEDURE

The following is a specific course of action for persons within the school system who feel that an application of policy or regulation against them was unjust or that a policy or regulation has been violated.

Specific course of action:

1. Communicate informally with the principal or immediate administrative head.
2. Present grievance in writing to the principal or immediate administrative head. A meeting will be arranged within four days after receipt of the grievance.
3. Within two school days after the formal meeting, the claimant will receive a written response from the principal or immediate administrative head.
4. If grievance is not disposed of satisfactorily, the claimant shall refer it to the superintendent or his designee within three school days.
5. Within five school days after receipt of the grievance, the superintendent will arrange a meeting between the claimant and himself.
6. If the claimant is not satisfied with the decision rendered, he/she may refer the grievance to the Board of Education within five school days.
7. Within ten school days after receiving the written grievance, the Board shall meet with the aggrieved person for the purpose of resolving the grievance. The ultimate decision shall be rendered by the full Board.
8. If the grievance is not resolved, then the individual will contact the state professional association for guidance, take court action, or accept the Board's decision as being final.

MEDICATION ADMINISTRATION POLICY

Medications administered during school hours by school personnel should be kept to a minimum. The student in need of medication to sustain his attendance in school may have a chronic health problem, special health care need, or have an unusual health problem where emergency measures are indicated. The policy is intended for this type of child. The school will assume no responsibility for students who self-medicate. This is the responsibility of the student's parents or guardians.

1. Acutely ill children may need medication for short periods of time to enable them to remain in school. Medications should be given at home before or after school hours. If this is not possible, it is the parent's or guardian's responsibility to make arrangements with school administration for medication to be given during school hours.
2. When medications such as asthma inhalers must be self-administered, an individualized plan, an authorization form completed by the parent and physician and competency of the student verified by physician with final review by school nurse will be secured. Students will agree to keep their medications secure from other students.
3. When children who are subject to unusual health hazards (such as allergy to bee stings when use of Epi-pen is needed)

attend school, it is the parent's or guardian's responsibility to assure that the school administration is aware of the situation and is prepared to implement emergency measures. The plan (developed between the student's parent or guardian, personal physician or health care source, and the school) for responding to such an emergency may include:

- administering medication to slow allergic reactions until the student can be transported to the physician's office, or emergency room, or
- instituting first-aid measures.

This should be included in an individualized written emergency plan developed for the student, and approved by the parent or guardian and physician. The after care of the student is determined by the attending physician who sees the student either in the office or in the emergency room. The parent or guardian has responsibility for assuring that an emergency care plan is developed for the child, and that written permission is given by them to institute emergency measures.

Parent or Guardian's Responsibility

Come to school and administer medications to their child as prescribed **OR**

1. Obtain a "Request for Medication to be Given During School Hours" (from the school) and have the child's doctor complete the indicated information. A separate form is required for each medication. Sign the form and return it to the school.
2. Provide prescription medication in a labeled container which includes:
 - the child's name
 - the name of the medication
 - the unit dosage to be given (ex: 10 mg.)
 - the number of dosage units (ex: 30 tablets)
 - the time the medication is to be given
 - how the medication is to be administered (ex: oral, topical, inhaled, injection)

Over-the counter medication should be in the original container and labeled with the child's name.

3. If the medication is needed at school and home, have the pharmacist label two containers (one for each place).
4. Maintain an adequate supply of medication at the school. The parent/guardian must deliver the medication to school. In the event that transmission of the medication to the school presents an undue hardship for the parent/guardian, the parent should contact the school to make alternate arrangements.
5. When changes are made (ex: amount/dose) new, labeled containers and request forms must be delivered to the school.
6. Maintain communication with the school staff regarding any changes in the medical treatment and child's needs at school.
7. Remove medication from school premises when treatment is completed, at the end of the school year, or when the student transfers to another school.
8. Any medication not picked up by the parent at the end of the school year will be properly disposed of in a safe manner.

NO MEDICATION, INCLUDING OVER-THE-COUNTER DRUGS, CAN BE ADMINISTERED BY STAFF WITHOUT A DOCTOR'S WRITTEN PERMISSION.

RECORD DESTRUCTION POLICY

- a. All confidential records will be maintained in the last school the student attended for five years beyond the twenty-first birthday.
- b. Public notice of intent to destroy scheduled records will be published in April of each year. Citizens will be informed that records may be needed for Social Security, legal proceedings, or other purposes. A copy of the written policy shall be given to eligible students and/or parents at the time of exit from school.
- c. The policy will be included yearly in each child's student handbook.
- d. Copies of student records will be made available to eligible students or parents upon request.
- e. Litigated inactive records will be forwarded to the Director for Exceptional Children.
- f. Records scheduled for destruction will be boxed and sent to the Exceptional Children's Department with an accompanying student roster.
- g. A student roster of personally identifiable information will be maintained in the database indefinitely. That information shall include full name, last school attended, birth date, exceptionality, parent name, address, phone number, exit status, and date of exit.

- h. Destruction of eligible records will be conducted in July of each year.

BOARD POLICY ON IMAGE USE

Release of Directory Information

Permission of the parent or eligible student is not required for the release of information that is designated as directory information by the board, provided that the parent or eligible student has been given proper notice and an opportunity to opt out. (See policy 1310/4002, Parental Involvement on CCS Webpage).

a. The board designates the following student record information as directory information:

- (1) Name
- (2) Address
- (3) Telephone listing
- (4) Photograph

SCHOOL BUS TRANSPORTATION AND SAFETY

BUSES (Also see Columbus County Schools Rules and Regulations pages 17-19.)**

It is a privilege, not a right, for students to ride school buses. Students who ride the buses are expected to obey the bus rules and the bus driver. Students are expected to remain seated and relatively quiet. Fighting or any conduct that hinders the safety and endangers the lives of the students riding the bus will **NOT** be tolerated. Any student abusing this privilege to ride a bus may be suspended from riding. **No food or drinks are allowed on buses at any time.** We ask parents to please help teach safety at home and expect students to act even better while on the bus than in the family car.

A NOTE MUST BE SENT BY THE PARENTS FOR A STUDENT TO RIDE A DIFFERENT BUS OR CHANGE THE MODE OF TRANSPORTATION. NO PHONE REQUESTS!

WALKING STUDENTS/CAR STUDENTS

1. Students who walk or ride a car to school are the responsibility of the parents until 7:45 a.m.
2. Students who ride in a car to school are to be dropped off **at the front entrance only**. The parents of students in the NC Pre-K class who have to walk your child to class can park in the parking lot and walk your child to class. All car students are to enter through the main entrance for their safety.
3. Car students will be released from class at 3:05 p.m. All afternoon car students are to go to the designated car student area near the cafeteria. **Parents are to remain in their cars** as a staff member supervises the dismissal and loading of students.
4. All walking students are to exit the campus from the southern-front exit after all buses have departed the campus.
5. NC Pre-K students must be walked to their class by a parent/guardian and sign in with the teacher.

STUDENT GOING HOME WITH ANOTHER STUDENT

If a student is to go home with another student, it will be necessary for the parents **of both students** to write the teacher a note stating that they are aware of the students' plan.

HEALTH AND SAFETY

In case of an accident, first aid is given by authorized personnel or the school nurse. In all cases of serious accidents or illnesses, every effort is made to contact the parents. The school follows the parents' directions on the emergency card if unable to reach them when a child needs more than first aid.

TESTING PROGRAM

Old Dock School follows the district, state, and federal testing programs. Kindergarten through third grade students are given a benchmark assessment (Amplify/Dibels) three times a year. These results are to identify those areas in which students show academic strengths or weaknesses. The results also help our teachers with differentiated instruction. End-of-Grade (EOG) tests are mandated by the state of North Carolina in grades 3-8. Students are required to score at least a Level III proficiency in reading and math in order to be promoted to the next grade. Remedial activities will be provided for those students who score Level I or Level II.

STUDENT DRESS CODE POLICY

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

1. For sanitary and safety reasons and in accordance with State health regulations, all students are required to wear shoes/footwear to school. Specific footwear may be required for certain courses/classes. Slippers or bedroom shoes are prohibited.
2. Dress for special school sponsored activities that occur outside the regular school day may be determined and regulated at the discretion of the principal.
3. Sunglasses, hats, hoods, and other headgear including kerchiefs, bandanas, and rags may not be worn inside
4. Jewelry and visible tattooing must not promote illegal drug, alcohol or tobacco use or be provocative, obscene or substantially disruptive. Jewelry cannot include any items that can be used as a weapon like spikes and chains attaching piercings.
5. Clothing which promotes illegal drug, alcohol or tobacco use or is provocative, obscene or substantially disruptive is prohibited (for information on gang-related attire, see policy 4328, Gang-Related Activity).
6. Clothing that is torn, cut, sliced or shredded from the neck to 4 inches above the knee is prohibited.
7. Garments for the lower body section must fall to at least four inches above the kneecap when the student is standing erect. These garments include dresses, skirts, shorts and any other appropriate apparel. These garments must fit snugly around the waist to eliminate sagging.
8. Garments for the upper body section must cover the upper torso. These garments include shirts, blouses and any other appropriate apparel. The bottom of any top must cover the waistband of the lower body garment so no skin is showing. Tank tops and sleeveless shirts must reach the edge of the shoulder and top of the arm.
9. All undergarments must be covered at all times.

Before receiving disciplinary consequences, a student who is not in compliance with this policy or a school dress code will be given a reasonable period of time to make adjustments so that he or she will be in compliance. Disciplinary consequences for a student who fails to comply after being offered this opportunity shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violation of the dress code.

Adopted: May 16, 2022

***OLD DOCK S.T.A.R.S.
STRIVING TOGETHER ACHIEVES REAL SUCCESS!***

TEXTBOOKS/LIBRARY BOOKS

Textbooks are the property of the State of North Carolina and students receive them free of charge. Students are responsible for the care and condition of their textbooks. If textbooks or library books are abused or lost, students must pay for them. New textbooks cannot be issued until lost books are paid for.

SPECIAL EDUCATION CLASSES

Resource and self-contained classes are provided for students who qualify. If you have any questions concerning this area, please make an appointment with the administration or exceptional teacher coordinator.

HOMEWORK POLICY

Homework is an extension of classroom instruction. Students are given homework in order to strengthen skills or concepts previously taught in the classroom and to supplement learning activities. Homework encourages students to work independently and provides an opportunity to communicate to parents.

PURPOSES OR OBJECTIVES

1. Homework reinforces school learning with additional practice and application.
2. Homework provides opportunities for enhancement of creative abilities.
3. Homework aides in identifying areas of learning which may need additional practice or review.
4. Homework provides an opportunity for students to develop and/or extend their skills.

SUGGESTIONS FOR PARENTS

(Homework should be a cooperative effort between students, parents, and teachers. The following may be helpful to parents).

1. Arrange for a specific quiet area with proper lighting.
2. Have needed materials available (paper, pencils, rulers, etc.)
3. Have a positive attitude toward your child's homework and be supportive.
4. Display school related dates on a calendar.
5. Review assignments with your child.
6. Ask your child questions about what he/she has learned.
7. Provide educational trips to libraries, museums, and historical sites.
8. Set a limit on extracurricular activities that may interfere with study times.

INSTRUCTIONAL AND CURRICULUM GUIDELINES GRADING SYSTEM

Grades 3-8

Numerical grades or letter grades are shown on report cards at the end of the nine-week grading periods. They will also be used at the end of each semester and at the end of the year.

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

ACADEMIC RECOGNITION

Students in grades 3-8 who make all As and Bs on their report card each nine weeks will be named to the Honor Roll. Students who make all As will be named to the Principal's List.

****END OF YEAR ACADEMIC AWARDS WILL BE BASED ON THE FIRST THREE NINE WEEK GRADING PERIODS****

AWARDS DAY CRITERIA

Kindergarten

Reading Certificates are presented to students who submitted one of the following lists to their teacher by a specific date set each year: I have enjoyed 100 books; I have enjoyed 50/read 50 books; I have read 100 books.

Citizenship Award is presented to one girl and one boy in each classroom who, for the entire year, has exhibited good character, integrity, leadership, and achievement.

Student Medallions are presented to students who have demonstrated a variety of skills throughout the year. These awards show various achievements/goals that students have accomplished.

Grade 1:

Reading Certificates are presented to students who submitted one of the following lists to their teacher by a specific date set each year: I have enjoyed 100 books; I have enjoyed 50/read 50 books; I have read 100 books.

Citizenship Award is presented to one girl and one boy in each classroom who, for the entire year, has exhibited good character, integrity, leadership, and achievement.

Student Medallions are presented to students who have demonstrated a variety of skills throughout the year. These awards show various achievements/goals that students have accomplished.

Grades 2:

Reading Certificates are presented to students who submitted one of the following lists to their teacher by a specific date set each year: I have enjoyed 100 books; I have enjoyed 50/read 50 books; I have read 100 books.

Citizenship Award is presented to one girl and one boy in each classroom who, for the entire year, has exhibited good character, integrity, leadership, and achievement.

Student Medallions are presented to students who have demonstrated a variety of skills throughout the year. These awards show various achievements/goals that students have accomplished.

Grades 3:

Academic Excellence awards are presented to students in grade 3 who have an overall yearly academic average of 90 or above (no rounding) in Language Arts, Reading, Math, Science and Social Studies. (First Three Nine Weeks)

Average will be calculated as follows: First Nine Weeks + Second Nine Weeks + Third Nine Weeks divided by 3! Make sure your calculator is set to "0" decimals.

Citizenship Award is presented to one boy and one girl in each homeroom who, for the entire year, has exhibited good character, integrity, leadership, and achievement.

Student Medallions are presented to students who have demonstrated a variety of skills throughout the year. These awards show various achievements/goals that students have accomplished.

Grades 4:

Academic Excellence awards are presented to students in grade 4 who have an overall yearly academic average of 90 or above (no rounding) in Language Arts, Reading, Math, Science and Social Studies. (First Three Nine Weeks)

Average will be calculated as follows: First Nine Weeks + Second Nine Weeks + Third Nine Weeks divided by 3! Make sure your calculator is set to "0" decimals.

Citizenship Award is presented to one boy and one girl in each homeroom who, for the entire year, has exhibited good character, integrity, leadership, and achievement.

Student Medallions are presented to students who have demonstrated a variety of skills throughout the year. These awards show various achievements/goals that students have accomplished.

PROMOTION AND RETENTION POLICY

A. General Requirements

1. In accordance with North Carolina General Statutes 115C-288, the school principal has the responsibility and authority for promotion/retention decisions.
2. Students who should be retained but must be advanced due to previous retention or other circumstances shall be shown as "assigned" rather than "promoted" on the final report card.
3. When it is apparent that a student may be retained, the school (teacher or principal) must provide **written** notification to the parent or guardian as early as possible, but no later than the end of the first semester.
4. Students who are absent for more than twenty (20) days are not eligible for promotion.

B. Specific Requirements – Standards for K-8

1. Interventions will be provided for all students below State Proficiency Level III.
2. All students must attend at least 160 days of school and meet the academic achievement and progress standards below.
3. Promotion standards apply to all students except:
 - a. K-5 students who have been retained within the K-5 grade span;
 - b. 6-8 students who have been retained within the 6-8 grade span.
4. **Kindergarten promotion standard:** Teacher and principal judgment.
5. **Grades 1-2 promotion:** To be based on the state's Grades 1 and 2 Assessment instruments.
6. **Grades 3-8 Promotion Standards: 2020-2021 Student Accountability Standards**

PROMOTION STANDARDS FOR GRADES 3-8, STATE TEST PERFORMANCE

The Standard

In grades K-8 teachers must certify that students are achieving on grade level. These certifications will be based on assessments that correspond to the *N.C. Standard Course of Study* for each grade. School data teams are crucial in making decisions concerning promotion or retention. A plan of action must be developed for all retained students.

Retesting Grade 3

Students who score at Achievement Level I or Level II in reading will have an opportunity to retake the N.C. End-of-Grade Reading Test. Parents are not allowed to opt out of Retest. If a student is not proficient (Level III or above) on the retest he/she will be administered the NC Read to Achieve Assessment. See other documentation.

Grades 4-8

Students in grades 4-8 will have a Columbus County Schools Student Portfolio Checklist. If the portfolio requirements meet the standards and the other requirements for promotion have been met, then the student shall be promoted. If the student's performance does not meet the standards, the student must be retained.

Opportunities for Remediation, Grades K-8

Schools must submit plans for remediation at the October meeting of the Columbus County Board of Education. The remediation plan must include the following elements:

1. Remediation must be provided during the regular school year for students who have been identified as at risk of failing the state test standard. Remediation must begin no later than six weeks after the first semester.
2. Students in grades 3-8 who have been retained will receive differentiated instruction.
3. The school principal shall report to the superintendent by the end of January a roster of students who, based upon interim testing and other factors, are in peril of being retained. The report shall describe the actions being taken to address the needs of the student and communication/involvement of parents.

WAIVERS

Number of Previous Retentions

Except for attendance, a student in grades 4-5 will have the promotion standards waived if the student has been retained once in the K-5 grade span. A student in grades 6-8 will have the promotion standards waived (except attendance) if the student has been retained once in the 6-8 grade span or if the student has been retained twice in the K-8 grade span.

DISABILITY, SECTION 504 STATUS

Some students who have a disability or who are members of the Section 504 class may not meet the test standards for promotion. If such children have an A, B, or C average in the tested subject, the principal and teachers must review the students' work to determine if a waiver request is appropriate based on evidence that they are making satisfactory progress toward achieving grade-level proficiency by the end of grade eight. Parents of such A, B or C students must be notified by the teacher regarding whether or not an appeal for a waiver will be made. Parents who disagree with a decision not to appeal may meet with the teacher and principal to ask for reconsideration. If the school chooses not to appeal, the parent may appeal. Appeals shall be made to the Appeals Committee at the school level. The appeal must be judged on the teacher's thorough documentation that the student is making satisfactory progress toward achieving grade-level proficiency by the end of grade eight.

LIMITED ENGLISH PROFICIENCY (LEP)

Title VI of the Civil Rights Act of 1964 prohibits discrimination against students due to their lack of English language proficiency. As a result, students cannot be refused enrollment, be retained, or be suspended/expelled solely because they have limited English proficiency.

Students in their first year in the United States scoring below Level 4 Expanding on the state-identified English language proficiency reading subtest in their first year in U.S. schools are not required to be assessed on the reading part of the end-of-grade test. They will take all other state-mandated achievement and diploma standard tests.

APPEALS

Grades 4-8

The teacher and principal may jointly appeal to have the state test standards waived for a student who has an A, B, or C average on grade level assignments in a subject and who has failed to meet the state test standards.

1. Students who score within five points on the READY EOG Assessment and have a 70 average or above in the subject area, principal discretion should be utilized. An Appeals Hearing should not be required.
2. The teacher and principal must review the work of the student not meeting the standard to determine if a waiver request is appropriate, based on evidence that the student has mastered the *N.C. Standard Course of Study* for the grade or course in question. Evidence shall include samples of the student's work referenced to objectives in the *N.C. Standard Course of Study*. An appeal presented without student work will not be accepted.
3. Parents of the student must be notified by the school regarding whether or not an appeal will be made. Parents who disagree with the decision not to appeal may meet with the teacher and principal to ask for reconsideration. If the parents are unsuccessful, they may pursue an appeal on their own. They must collect the evidence described above and support it before the school committee. The student must have an A, B, or C average on grade level assignments in order to be eligible for an appeal.
4. The appeal will be made to the principal and teaching staff from the subject area(s) in question. The judgment should be based on the validity of the principal's and teacher's contention, through thorough documentation, that the student has mastered the *N.C. Standard Course of Study* for the curriculum in question.

PARENT RESPONSIBILITIES

Successful student achievement is dependent on the involvement of parents and guardians. Knowledge of the expectations of the school is essential to the successful involvement of parents and guardians. Therefore, by the first scheduled parent conference day, the parents or guardians of each student should meet with their child's teachers in the core academic areas to receive information about the courses, course requirements and expectations for the year. Parents or guardians should sign at the time of the visit acknowledging receipt of the information and agreeing to be a partner in ensuring the success of their student in school. Parents of new students entering school during the school year should complete this process as well.

Principals and teachers are encouraged to invite parents to visit again to review the curriculum content covered by end-of-grade testing.

SCHOOL'S RESPONSIBILITY FOR NOTIFYING PARENTS

The following timelines shall be followed:

1. No later than two weeks after the end of first semester, teachers shall submit to the principal an initial list of students whose promotion is at risk. Reasons for consideration of retention shall accompany the list as well as an action plan for intervention.
2. The principal shall review the student records. A principal/teacher conference shall be held as soon as possible.
3. Parents/guardians of students being considered for retention shall be notified in writing and invited for conferences no later than six weeks after the end of the first semester. Documentation of the parent notification shall be maintained by the teacher.
4. During the last grading period, a grade level and/or individual teacher conference shall be held to discuss the academic deficiencies of possible retainees.
5. Promotion and/or retention of students who transfer during the school year should not be made until a full review of the student's records has been completed.
6. Parent/guardian concerns should be considered. The final decision regarding promotion/retention, however, shall be made by educators based on student progress, student attendance, and what is best for the student. Per state law, the final decision rests with the principal.
7. In grades 3-8, interim report cards shall be issued for all students at the midpoint of each grading period.

NOTIFICATION GUIDELINES FOR NC READ TO ACHIEVE

1. Third grade parents/guardians shall be notified in writing, in a timely manner, that the student shall be retained (unless they qualify for good cause exemption) if the student does not demonstrate reading proficiency by the end of third grade.
2. Also, parents/guardians of K, 1st, 2nd, and 3rd students shall receive written notification when a student is demonstrating difficulty with reading development, is not reading at grade level, or has a personal education plan (PEP).
3. Written notification must be provided to parents/guardians of any student who is retained as to the reason why that student does NOT qualify for a good cause exemption and this notification shall include a description of proposed reading interventions that will be provided to the student to remediate identified areas of reading deficiencies.

4. Students who are non-proficient shall receive monthly written reports on student progress toward reading proficiency. This can include an evaluation of classroom work, observations, test, assessments, Reading 3D progress monitoring and benchmark results, and other relevant information.
5. Teachers and principals shall provide opportunities, including, but not limited to, information sessions to discuss all of the above written notifications.

ATTENDANCE POLICY

(Both Lawful and Unlawful)

1. A student in grades K-8 must be in attendance a minimum of one hundred sixty (160) days. (To be counted present, a student must be in school at least one-half (1/2) of the school day--until 11:30 a.m.)
2. Virtual students who have not completed work or met with their teacher for 5 consecutive days will receive 5 absences.
3. **STUDENTS NOT IN ATTENDANCE FOR 160 DAYS CANNOT BE PROMOTED TO THE NEXT GRADE.**

LAWFUL ABSENCES

Following an absence, the student must bring a signed statement from his/her parent or guardian which gives the date of the absence and the reason for the absence. The student must bring this statement to school on the day of his/her return from the absence. The principal/designee will determine if the absence is lawful or unlawful and code it accordingly. No note results in an unlawful absence; however, if the note is brought on the second day, the absence will be coded. A lawful absence will allow the student to make up the work that was missed while he/she was away. The student shall be entitled to five school days to make up all missed work. This would include time for testing as arranged by the student at the convenience of the teacher. Any work missed by the student while absent and not turned in will result in no credit for that assignment. Lawful absences include the following:

- a. Illness or injury (A statement from a physician may be required at the discretion of the principal.)
- b. Quarantine
- c. Death in the immediate family
- d. Medical or dental appointments (documentation from physician required)
- e. Court or administrative proceedings
- f. Religious observances
- g. Educational opportunity (prior approval and documentation by the principal is mandatory)

UNLAWFUL ABSENCES

Any absence that is not defined or determined lawful by the principal/designee is unlawful. A student may make up any work or evaluations within five days following any absence, whether excused or not. Work missed during an extended absence will be addressed individually. The time and place for the make-up work shall be determined by the principal and teacher. If a student fails to be present for the make-up test(s), then he/she shall receive no credit for the test.

EXCESSIVE TARDINESS AND EARLY CHECK-OUTS

North Carolina State Board of Education Policy states that students must receive 1000 hours of instruction per 180 day period to receive credit. Likewise, students must receive 135 hours of instruction to receive credit for each class in which they are registered. When students are late or leave school early they are missing important instructional time. Therefore, it is imperative that students be in school and in class for the full time allotted. Excused tardies and excused check-outs will require official documentation from a Doctor or Dentist, Judge etc. Notes from parents will not be acceptable.

- a. Kindergarten through Grade 8. Three unexcused tardies to school or three unexcused check-outs from school, within a semester, will result in (1) day of unexcused absence from school.
- b. High school grades 9 through 12. Three unexcused tardies to class or three unexcused check-outs from class will result in (1) day of unexcused absence from that class.

****Students cannot be checked out from school after 2:30 p.m. unless it is an emergency.****

MAKE-UP WORK

The school will provide make – up opportunities within five (5) days following any absence, whether excused or not. Work missed during an extended absence will be addressed individually.

115C-378. Children required to attend.

(a) Every parent, guardian or custodian in this State having charge or control of a child between the ages of seven and 16 years shall cause the child to attend school continuously for a period equal to the time which the public school to which the child is assigned shall be in session. Every parent, guardian, or custodian in this State having charge or control of a child under age seven who is enrolled in a public school in grades kindergarten through two shall also cause the child to attend school continuously for a period equal to the time which the public school to which the child is assigned shall be in session unless the child has withdrawn from school.

(b) No person shall encourage, entice or counsel any child of compulsory school age to be unlawfully absent from school. The parent, guardian, or custodian of a child shall notify the school of the reason for each known absence of the child, in accordance with local school board policy.

(c) The principal, superintendent, or a designee of the principal or superintendent shall have the right to excuse a child temporarily from attendance on account of sickness or other unavoidable cause that does not constitute unlawful absence as defined by the State Board of Education. The term "school" as used in this section includes all public schools and any nonpublic schools which have teachers and curricula that are approved by the State Board of Education.

(d) All nonpublic schools receiving and instructing children of compulsory school age shall be required to make, maintain, and render attendance records of those children and maintain the minimum curriculum standards required of public schools. If a nonpublic school refuses or neglects to make, maintain, and render required attendance records, attendance at that school shall not be accepted in lieu of attendance at the public school of the district to which the child shall be assigned. Instruction in a nonpublic school shall not be regarded as meeting the requirements of the law unless the courses of instruction run concurrently with the term of the public school in the district and extend for at least as long a term.

(e) The principal or the principal's designee shall notify the parent, guardian, or custodian of his or her child's excessive absences after the child has accumulated three unexcused absences in a school year. After not more than six unexcused absences, the principal or the principal's designee shall notify the parent, guardian, or custodian by mail that he or she may be in violation of the Compulsory Attendance Law and may be prosecuted if the absences cannot be justified under the established attendance policies of the State and local boards of education. Once the parents are notified, the school attendance counselor shall work with the child and the child's family to analyze the causes of the absences and determine steps, including adjustment of the school program or obtaining supplemental services, to eliminate the problem. The attendance counselor may request that a law enforcement officer accompany him or her if the attendance counselor believes that a home visit is necessary.

(f) After 10 accumulated unexcused absences in a school year, the principal or the principal's designee shall review any report or investigation prepared under G.S. 115C-381 and shall confer with the student and the student's parent, guardian, or custodian, if possible, to determine whether the parent, guardian, or custodian has received notification pursuant to this section and made a good faith effort to comply with the law. If the principal or the principal's designee determines that the parent, guardian, or custodian has not made a good faith effort to comply with the law, the principal shall notify the district attorney and the director of social services of the county where the child resides. If the principal or the principal's designee determines that the parent, guardian, or custodian has made a good faith effort to comply with the law, the principal may file a complaint with the juvenile court counselor pursuant to Chapter 7B of the General Statutes that the child is habitually absent from school without a valid excuse. Upon receiving notification by the principal or the principal's designee, the director of social services shall determine whether to undertake an investigation under G.S. 7B-302.

(g) Documentation that demonstrates that the parents, guardian, or custodian were notified and that the child has accumulated 10 absences which cannot be justified under the established attendance policies of the local board shall constitute prima facie evidence that the child's parent, guardian, or custodian is responsible for the absences. (1955, c. 1372, art. 20, s. 1; 1956, Ex. Sess., c. 5; 1963, c. 1223, s. 6; 1969, c. 339; c. 799, s. 1; 1971, c. 846; 1975, c. 678, s. 2; c. 731, s. 3; 1979, c. 847; 1981, c. 423, s. 1; 1985, c. 297; 1991 (Reg. Sess., 1992), c. 769, s. 2; 1998-202, s. 13(aa); 2001-490, s. 2.38; 2003-304, s. 3; 2009-404, s. 1.)

EARLY RELEASE / ATTENDANCE / DAILY BELL SCHEDULE

In order to protect instructional time, parents are asked to pick up students early only when necessary. Students are encouraged to attend school regularly, arriving promptly and remaining all day. The school days are 7:45 until 3:12. Students **MUST** sign in and out through the office. **PARENTS ARE ASKED TO PICK UP STUDENTS IN PERSON, NOT BY TELEPHONE.** The parent must come to the office and sign the student out of school when leaving early and sign the student in school when arriving late. Students need a note from the office to enter the classroom after the tardy bell. Recent court actions make this necessary. This procedure is to protect your children. **STUDENTS MUST BE IN SCHOOL FOR AT LEAST THREE HOURS OF INSTRUCTIONAL TIME TO BE CODED PRESENT FOR THE DAY.**

BELL SCHEDULE

7:45 **First bell rings for all students.** (All Students report directly to their classroom)

8:00 **Tardy Bell Rings** (Students arriving after 8:05 are tardy and must sign in at the main office and get a tardy note.)

8:00 Instructional Day Begins

3:05 Dismissal Bell Rings for Car Students

3:12 Bus Students Released

3:30 Teachers Dismissed

REGISTRATION INFORMATION

The following items are necessary for registering new students at Old Dock Elementary. They are:

1. A registered birth certificate
2. A North Carolina Certificate of Immunization.
3. Social Security Card.
4. Legal guardianship appears if you are not the parent.
5. Proof of residence. (Must be a utility bill showing physical address).
6. Breakfast/Lunch information complete.

A parent or guardian must be present at the time of registration.

COLUMBUS COUNTY SCHOOLS MEAL PRICES

BREAKFAST: PK-8.....FREE

Adult/Others.....\$1.80

LUNCH: Students K-8.....FREE

Adult/Others.....\$3.80

Extra/Second Meal.....\$2.50

BREAKFAST AND LUNCH FOR ALL PRE-K-8TH GRADE STUDENTS: FREE FOR THE 2023 - 24 SCHOOL YEAR

DIABETES STATEMENT

North Carolina's Senate Bill 911 requires that schools have a diabetes care plan for children who are diabetic. The Columbus County Schools are in the process of identifying every child in our system with diabetes and ensuring an appropriate plan is in place.

If your child is diabetic, please contact your child's principal immediately, so a plan for your child's care at school can be implemented for the 2017-2018 school year.

CHILD FIND STATEMENT

Columbus County Schools is committed to identifying and serving all children with disabilities who are in need of special education and related services. If you know of a child or youth who has been diagnosed or suspected to have a disability, please contact the principal or exceptional children's director.

TO PARENTS OF STUDENTS

As required by Federal Regulations you are notified by this letter that an Asbestos Management Plan for your school, or workplace, has been developed. It is on file in the Administration office at the school location and is available for the public review. A copy is also on file at the office of the Superintendent and also the plant Operations Department Office.

PARENT CONFERENCES

Conferences with teachers and parents are encouraged but should be scheduled before or after school. As much as possible, conferences should be scheduled on Mondays, Tuesdays, and Thursdays. Your cooperation is appreciated. There will be a mandatory BOY conference in October and an MOY in January.

FIELD TRIPS

Parents must send written permission to school for students to go on school-sponsored field trips. The teacher will notify the parent at least a week in advance about the date of the trip, where they will go, the time of departure, and the expected return time to school. Students owing fees or any other money to the school may not be permitted to participate in field trips until the fees are paid.

FIRE DRILLS

There will be a fire drill during the first five days of school and thereafter, once a month for the remainder of the school year. The centralized fire alarm system notifies the faculty, staff, and students of a drill by sounding a loud alarm. When the alarm is sounded, pupils will rise and leave the room without books and other personal items, walking rapidly. No talking or pushing is allowed and there is to be silence in the hallway and for the duration of the fire drill. The order of leaving the room should be by rows beginning with the row nearest the door. One long ring of the bell will notify the students that they may safely return to their classroom.

In an effort to ensure safety, students are not to exit to or through parking areas.

DRUGS AND ALCOHOL

No form of drugs, alcoholic beverages, or controlled substances as defined in the General Statutes are allowed to be in the possession of a student during the school day, on school property, or off the school property if involved in a regular school activity. If any of these items are found in a student's possession during these times, it shall result in the student being subject to 10 days suspension or expulsion. This includes coming to school under the influence.

Any student selling or in any way dispersing alcoholic beverages, narcotic drugs, controlled substances, or misrepresentations of these on the school premises or at any school related function is subject to suspension and/or expulsion. Students will be held on the campus and turned over to the proper authorities.

Head Lice Facts

- **ANYONE** can get head lice.
- Having head lice does **not** mean a person is dirty, poor or uneducated.
- Head lice do not cause disease.
- They **DO NOT** fly or jump. They **DO** crawl quickly and hide well.
- They **DO NOT** live long off the human head (12 hours or less).
- They **DO NOT** infest animals.
- Head lice are about the size of a sesame seed. They are gray or brown and somewhat 'see-through'. Because lice are good at hiding, it is easier to look for and locate NITS (eggs).
- Nits are white or gray and smooth, with a defined oval shape. They are about the size of a grain of salt and are attached to the **sides** of strands of hair. Unlike dandruff, nits can **NOT** be shaken from hair.

As a parent, **YOU CAN HELP PREVENT HEAD LICE ON YOUR CHILD'S HEAD** and in your child's school or social group by doing the following:

1. Teach your child not to share combs, brushes, coats, hats, scarves, barrettes, head bands, hair ribbons, hair clips. Also, please teach your child that **anyone** can get head lice and that teasing should **not** happen.
2. Check your child's hair thoroughly **each week**.
3. If you find something **you suspect** may be lice or nits, but you are **not sure**, ask for help from your child's school, the school nurse, the health department or your child's doctor as soon as possible.
*Please note—while your child's doctor can help with identification and treatment, if your child has lice and/or nits, the child must be checked by their school nurse in order to re-enter school. **You must be present for your child to re-enter school.**
4. **If you find lice or nits AND feel confident about what you have found, please tell** your child's school, day care, relatives, playmates' parents, frequent visitors, sleepover buddies as soon as possible—so they can all start checking and working to clear-up the problem. When a student is found to have lice/nits, school personnel will inspect the student's school-aged siblings, classmates, and other close associates. **Columbus County School personnel will do everything possible to keep this information private!**
5. If you find lice or nits, use the head lice treatment/shampoo of your choice. (Be sure to read the warnings and cautions in order to choose the right product for your child/family). **Follow directions exactly!**
****Do not overuse chemical treatments.** They can not prevent lice, they do not remove nits and they can cause health problems (especially, if misused).

If you have questions, please contact the health department, your pharmacist, your child's doctor or the school nurse.

Spraying (carpet and furniture) is NOT advised (vacuuming is enough and safer).

Columbus County Schools' Head Lice Policy

Students found to have head lice or nits must be treated for lice. **All** nits must be removed. Once treated and all nits are removed, **the student can only be checked by the school nurse** to receive clearance to return to school. **Students must return to school as soon as possible!**

Garrett's Law

§ 115C-375.4. Meningococcal Meningitis and Influenza and Their Vaccines. Local boards of education shall ensure that schools provide parents and guardians with information about meningococcal meningitis and influenza and their vaccines at the beginning of every school year. This information shall include the causes, symptoms, and how meningococcal meningitis and influenza are spread and the places where parents and guardians may obtain additional information and vaccinations for their children. (2005-22, s.4(a), (b).)

In 2007 the General Assembly of North Carolina enacted the following to include HPV:

SECTION 1. G.S. 115C-47 is amended by adding a new subdivision to read: (49) To Ensure that Schools Provide Information Concerning Cervical Cancer, Cervical Dysplasia, Human Papillomavirus, and the Vaccines Available to Prevent These Diseases. – Local boards of education shall ensure that schools provide parents and guardians with information about cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases. This information shall be provided at the beginning of the school year to parents of children entering grades five through 12. This information shall include the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children."

(5/31/07)

Deborah Greenblatt Act **Permissible Use of Seclusion and Restraints**

It is the policy of the State of North Carolina to promote safety and prevent harm to all students, staff, and visitors in the public schools; to treat all public school students with dignity and respect in the delivery of discipline, use of physical restraints or seclusion, and use of reasonable force as permitted by law; to provide school staff with clear guidelines about what constitutes use of reasonable force permissible in North Carolina public schools; to improve student achievement, attendance, promotion, and graduation rates by employing positive behavior interventions to address student behavior in a positive and safe manner; and to promote retention of valuable teachers and other school personnel by providing appropriate training in prescribed procedures which address student behavior in a positive and safe manner.

The following definitions apply in this section: "Assistive technology device" means any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capacities of a child with a disability.

"Aversive procedure" means a systematic physical or sensory intervention program for modifying the behavior of a student with a disability which causes or reasonably may be expected to cause one or more of the following: significant physical harm, such as tissue damage, physical illness, or death; serious, foreseeable long-term psychological impairment; obvious repulsion on the part of observers who cannot reconcile extreme procedures with acceptable, standard practice, for example: electric shock applied to the body, extremely loud auditory stimuli, forcible introduction of foul substances to the mouth, eyes, nose, or skin, placement in a tub of cold water or shower, slapping, pinching, hitting, or pulling hair, blindfolding or other forms of visual blocking, unreasonable access to toileting facilities.

"Behavioral intervention" means the implementation of strategies to address behavior that is dangerous, disruptive, or otherwise impedes the learning of a student or others.

"IEP" means a student's Individualized Education Plan.

"Isolation" means a behavior management technique in which a student is placed alone in an enclosed space from which the student is not prevented from leaving.

"Law enforcement officer" means a sworn law enforcement officer with the power to arrest. Mechanical restraint" means the use of any device or material attached or adjacent to a student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove.

"Physical restraint" means the use of physical force to restrict the free movement of all or a portion of a student's body.

"School personnel" means employees of a local board of education, any person working on school grounds or at a school function under a contract or written agreement with the public school system to provide educational or related services to students, any person working on school grounds or at a school function for another agency providing educational or related services to students.

"Seclusion" means the confinement of a student alone in an enclosed space from which the student is physically prevented from leaving by locking hardware or other means or not capable of leaving due to physical or intellectual incapacity.

“Time-out” means a behavior management technique in which a student is separated from other students for a limited period of time in a monitored setting.

Physical restraint of students by school personnel shall be considered a reasonable use of force when used in the following circumstances: as reasonably needed to obtain possession of a weapon or other dangerous objects on a person or within the control of a person; as reasonably needed to maintain order or prevent or break up a fight; as reasonably needed for self-defense; as reasonably needed to ensure the safety of any student, school employee, volunteer, or other person present, to teach a skill, to calm or comfort a student, or to prevent self-injurious behavior; as reasonably needed to escort a student safely from one area to another; if used as provided for in a student’s IEP or Section 504 plan or behavior intervention plan; as reasonably needed to prevent imminent destruction to school or another person’s property. Except as set forth in subdivision one of this subsection, physical restraint of students shall not be considered a reasonable use of force, and its use is prohibited. Physical restraint shall not be considered a reasonable use of force when used solely as a disciplinary consequence. Nothing in this subsection shall be construed to prevent the use of force by law enforcement officers in the lawful exercise of their law enforcement duties.

Mechanical restraint of students by school personnel is permissible only in the following circumstances: when used as an assistive technology device included in the student’s IEP or section 504 plan or behavior intervention plan or as otherwise prescribed for the students by a medical or related service provider; when using seat belts or other safety restraints to secure students during transportation; as reasonably needed to obtain possession of a weapon or other dangerous objects on a person or within the control of a person; as reasonably needed for self-defense; as reasonably needed to ensure the safety of any students, school employee, volunteer, or other person present. Except as set forth in subdivision one of this subsection, mechanical restraint, including the tying, taping, or strapping down of a student, shall not be considered a reasonable use of force, and its use is prohibited. Nothing in this subsection shall be construed to prevent the use of mechanical restraint devices, such as handcuffs by law enforcement officers in the lawful exercise of their law enforcement duties.

Seclusion of students by school personnel may be used in the following circumstances: as reasonably needed to respond to a person in control of a weapon or other dangerous object; as reasonably needed to maintain order or prevent or break up a fight; as reasonably needed for self-defense; as reasonably needed when a student’s behavior poses a threat of imminent physical harm to self or others or imminent substantial destruction of school or another person’s property; when used as specified in the student’s IEP, Section 504 plan, or behavior intervention plan and the student is monitored while in seclusion by an adult in close proximity who is able to see and hear the student at all times, the student is released from seclusion upon cessation of the behaviors that led to the seclusion or as otherwise specified in the student’s IEP or Section 504 plan, the space in which the student is confined has been approved for such use by the local education agency, the space is appropriately lighted, the space is appropriately ventilated and heated or cooled, the space is free of objects that unreasonably expose the student or others to harm. Except as set forth in subdivision one of this subsection, the use of seclusion is not considered reasonable force, and its use is not permitted. Seclusion shall not be considered a reasonable use of force when used solely as a disciplinary consequence. Nothing in this subsection shall be construed to prevent the use of seclusion by law enforcement officers in the lawful exercise of their law enforcement duties.

Isolation is permitted as a behavior management technique provided that: the space used for isolation is appropriately lighted, ventilated, and heated or cooled; the duration of the isolation is reasonable in light of the purpose of the isolation; the student is reasonably monitored while in isolation; the isolation space is free of objects that unreasonably expose the student or others to harm. Nothing in this section is intended to prohibit or regulate the use of time-out as defined in this section.

The use of aversive procedures as defined in this section is prohibited in public schools. Nothing in this section modifies the rights of school personnel to use reasonable force as permitted under G.S. 115C-390 or modifies the rules and procedures governing discipline under G.S. 115C-391(a).

Each local board of education shall provide copies of this section and all local board policies developed to implement this section to school personnel and parents or guardians at the beginning of each school year. School personnel shall promptly notify the principal or principal’s designee of any use of aversive procedures, any prohibited use of mechanical restraint, any use of physical restraint resulting in observable physical injury to a student, any prohibited use of seclusion or seclusion that exceeds 10 minutes or the amount of time specified on a student’s behavior intervention plan. When a principal or principal’s designee has personal knowledge or actual notice of any of the events described in this subdivision, the principal or principal’s designee shall promptly notify the student’s parent or guardian and will provide the name of a school employee the parent or guardian can contact regarding the incident. “Promptly notify” means by the end of the workday during which the incident occurred when reasonably possible, but in no event later than the end of the following workday. The parent or guardian of the student shall be provided with a written incident report for any incident reported under this section within a reasonable period of time, but in no event later than 30 days after the

incident. The written incident report shall include: the date, time of day, location, duration, and description of the incident and interventions; the events or events that led up to the incident; the nature and extent of any injury to the student, the name of a school employee the parent or guardian can contact regarding the incident.

No local board of education or employee of a local board of education shall discharge, threaten, or otherwise retaliate against another employee of the board regarding that employee's compensation, terms, conditions, location, or privileges of employment because the employee makes a report alleging a prohibited use of physical restraint, mechanical restraint, aversive procedure, or seclusion, unless the employee knew or should have known that the report was false. Nothing in this section shall be construed to create a private cause of action against any local board of education, its agents or employees, or any institutions of teacher education or their agents or employees or to create a criminal offense.



OLD DOCK ELEMENTARY SCHOOL MISSION STATEMENT

OUR MISSION is to ensure that each student excels to his or her maximum potential in order to build a solid foundation for future success.

OUR VISION is to see our school as being a "School of Excellence," providing quality education that develops every child socially, emotionally, and academically, thus fostering a life-long love of learning.