



SALLIE B. HOWARD SCHOOL OF
ARTS & SCIENCE

Parent/Student Handbook
(Grades K-8)

Revised August 2022

*High School Handbook (9-12) from page 65 onwards

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WELCOME LETTER FROM THE EXECUTIVE DIRECTOR



Welcome to Sallie B. Howard School of Arts and Science! This Handbook is intended to familiarize parents, guardians, and students with the policies and procedures that will help you and your children have a successful year. Please take time to read it and keep it handy for future reference. It is important to note that the handbook is both selective and general in its coverage of the school system's policies and procedures. As a stakeholder of Sallie B. Howard School, you are responsible for familiarizing yourself with these policies and for compliance with them.

We have assembled an outstanding faculty, support staff, and leadership team consistently focused on producing breakthrough results for your children. A healthy and effective school depends on established policies and procedures. More importantly, it requires members of the community to respect, understand, and implement the policies and procedures for the success and well-being of everyone. All such policies are designed to support the mission of Sallie B. Howard School of Arts and Science.

If you need clarification on anything you read in this handbook or have questions not addressed in this document, please contact any office staff and we will be happy to help you get the information you need.

Sincerely,

Dr. JoAnne Woodard
Executive Director
Sallie B. Howard School of Arts & Science

INTRODUCTION

Overview

Sallie B. Howard School of Arts & Science is a free, public charter school founded in 1997 in Wilson, N.C. that serves over 1100 students in grades K-12. Named after the legendary author, educator, playwright and actress Sallie Baldwin Howard, SBHS is dedicated to ensuring that every child – privileged or underprivileged – gets the kind of education that will allow them to become more than they ever thought they would be.

With a performing arts-based curriculum, a study abroad program that has brought hundreds of children to nearly all 7 continents, a culturally-diverse faculty and student body, and the addition of a high school, Sallie B. Howard School is preparing its students to become 21st century industry leaders both locally and globally.

Mission

Established in 1997, **Sallie B. Howard School of Arts and Science (SBHSAS)** is a free, public charter school in Wilson, N.C. that serves over 1100 students in grades K-12. Our mission is to ensure that every child – privileged or underprivileged - gets the kind of education that will allow them to become more than they ever thought they would be. With a performing arts-based and science focused curriculum, a study abroad program, a culturally diverse faculty and student body, and our expansion to the SBH High School of Arts and Science in 2020, Sallie B. Howard School is preparing its students to become 21st century, industry leaders in their disciplines both locally and globally.

History

Established in 1989, **YEP (Youth Enrichment Program) of Wilson, Inc.** is a non-profit, tax-exempt, educational and cultural organization inspired by the legendary educator and playwright Mrs. Sallie Baldwin Howard and founded by Dr. JoAnne Woodard, a licensed psychologist and Wilson native.

From the very beginning, this work was a labor of love. YEP began as a volunteer grassroots initiative devoted to breaking the cycle of drugs, crime, truancy and teenage pregnancy in low-income communities. The organization developed educational programs — summer camps, community choirs, workshops for boys, rites of passage training, parent education seminars and more – to build self-confidence and raise the achievements and aspirations of local youth.

For 8 consecutive summers, YEP served over 400 children each year thanks to the support of area churches, elected officials and community leaders. The program's impact was immediate: Wilson saw a decline in juvenile crime during the summers and demand for enrollment created long waiting lists.

After just a few years, it became clear that YEP needed a more permanent year-round presence in the community. The organization went on to apply for and win one of North Carolina's first contracts to operate a public charter school. Thus, in 1997, the Sallie B. Howard School for the Arts & Education (SBHS) was born.

Two decades later, SBHS serves over 1,100 students in grades K-12 and features a performing arts-based curriculum, a travel abroad program, and a culturally diverse faculty. In 2020, the school expanded to include the SBH High School of Arts and Science.

Since its founding, SBHS has been on a mission to capture the imagination and spirit of children whose lives and accomplishments would be unfulfilled had there not been a school dedicated to the ideals that

Mrs. Howard lived, taught, and left as her legacy. With passion, heart, and determination, Sallie B. Howard School has helped many children believe and achieve their dreams.

Parent-Student Commitment and Expectations

SBHS cannot succeed in its mission without commitment and effort from the parents/legal guardians who enroll their children. A strong partnership between Parents and SBHS is essential.

Parents and families support SBHS's mission and fulfill their primary role as teachers of their children when they respect and support the efforts and staff of SBHS, promote the desire for and pursuit of learning, and model ethical and relational integrity.

Respect for and support of SBHS's mission includes the following commitments on the part of every Parent:

- To follow and support SBHS's policies and procedures;
- To ensure prompt arrival to SBHS and to promote their students' daily attendance to the maximum extent feasible;
- To nourish their students' physical and emotional health to promote learning;
- To help their students' complete assignments and other academic demands and to communicate with staff as necessary to address particular needs;
- To attend Parenting on Purpose workshops with Annie Morris;
- To replace, repair, or pay for books or other school property that his/her child loses or damages;
- To cooperate with SBHS staff in providing needed information or other support when reasonably requested;
- To monitor your student's grades each week on PowerSchool Parent Portal;
- To know what is required for promotion and make sure your child is on track in reading, writing, science, and math;
- To participate responsibly in classroom and school meetings and functions through use of technology such as REMIND text app to communicate often; and
- Practice speaking English at home.

The Student is also expected to demonstrate respect for and support of SBHS's mission through:

- Maintaining a level of academic performance and behavioral conduct that meets SBHS standards;
- Properly dressing according to the required dress code as established by SBHS;
- Attending classes and being punctual every day and when in good health; and
- Observing all other established rules and policies as dictated in this policy manual.

School Governance

Board of Directors

SBHS is a public charter school under the auspices of the Youth Enrichment Program of Wilson, a charitable 503c, non-profit organization established in 1991. SBHS is governed by a Board of Directors. The Board of Directors has 8 members charged with the primary responsibilities of ensuring the school is achieving its mission, creating and following Board policies, overseeing the strategic plan for the school, and approving the annual budget. The Board is also responsible for establishing operational policies. The Board meets 10 times per year. All Board meetings are open to the public and date for each meeting is available on the school website.

Mr. H. Maurice Barnes, Chair
Mr. Maurice Coble, Vice Chair, Treasurer
Ms. Annie Fay Morris, Secretary
Ms. Geraldine E Dew
Mr. Bob Worthington
Mr. Robert A Farris Jr.
Ms. Catherine Andrews
Mr. Kennette Thigpen Harris

Leadership Team

Dr. JoAnne Woodard, Founder/Executive Director
Mr. Sandeep Aggarwal, Assistant Director/Dean of Business & Technology
Ms. Pratibha Rani, Principal, Elementary School
Mr. Glenn Reaves, Principal, Middle & High School
Ms. Kimberly Hines, Dean of Student Services / Social Studies Instructional Coach
Ms. Diana Torres, Dean of Arts & Humanities/ Theater Teacher

Legal Compliance, Equal Education Opportunities, School Charter and School Calendar

Sallie B. Howard School, by law, is a North Carolina public school, operated by a private, tax-exempt non-profit corporation. As a charter school it is exempt from most state education laws that apply to traditional public schools. SBHS provides equal education opportunities for all students and does not discriminate on the basis of race, gender, disability, nationality, religious affiliation or any other protected class. We shall comply with all remaining state laws and applicable federal laws and regulations, including, but not limited to, section 504 of the Rehabilitation Act of 1973 and the Individual with Disabilities Education Act Amendments of 1997. SBHS shall also comply with all applicable health and safety laws and regulations, whether federal, state, or local, which apply to traditional public-school systems. SBHS shall be nonsectarian in its programs, admission policies, employment practices, and all other operations and shall not charge tuition or fees, except that it may charge fees that are charged by the local school district.

SBHS's state-approved charter is a contract. Therefore, we shall also operate consistent with all provisions in its charter. SBHS will publish a School Calendar that will include the beginning and ending dates of each school year, dates for teacher workdays and holidays. The SBHS calendar will also include the minimum number of make-up days required by law.

Sallie B. Howard School – Title 1 Status

The Sallie B. Howard School receives money from the federal government to pay for extra services that help students and families achieve academic success. Examples include tutoring, summer school, parent workshops, teacher training, etc. As a Title I school, we are expected to comply with requirements set by the federal government to keep parents informed about the qualification status of all teachers, implement parent involvement policy, conduct a needs assessment for parents, teachers, and staff, and implement plans to raise student achievement on state exams.

Sallie B. Howard School

2022-2023 Calendar

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- Progress Report/ Report Card
- Early Release Day for students
- Half-Day - Student Release
- Intercession - No School
- First Day of School
- Teacher Workday - No Students
- Holiday - No School
- EOG Testing Window
- Afterschool Staff Mtg
- Last Day of School

July
25 - 29 Teacher Workdays
August
1 First Day of School
31 Teacher Workday
September
5 Holiday - Labor Day
28 Teacher Workday
30 Report Card/ End of Quarter
October
3 - 14 Fall Break
17 Teacher Workday
November
1 2 3
11 Holiday - Veterans Day
23 - 25 Thanksgiving Break
December
20 Teacher Workday
22 Report Card, End of Quarter/Semester
23 - 30 Winter Break
January
2 - 6 Winter Break
9 Teacher Workday
16 Holiday - King Holiday
March
8 Teacher Workday
10 Report Card/ End of Quarter
13 - 24 Spring Break
27 Teacher Workday
April
7 Holiday - Good Friday
26 Progress Reports
28 Teacher Workday
May
26 EOG Begins
29 Holiday - Memorial Day
June
7 Last Day (Half day for students)
8 - 12 Teacher Workday

Revised - SBHS Board approved 06/28/2022

Admission, Enrollment, and Placement

Purpose: This policy is in place to address the process for handling admissions at Sallie B Howard. The goal of this admissions policy is to declare the process and methods that will be used to admit students in a fair and consistent way that does not offer priority to any student except those specifically noted in North Carolina law.

Sallie B Howard is a nonprofit, tuition-free charter school authorized by the state of North Carolina. As a charter school, **Sallie B Howard** will be open to all students who would otherwise qualify for enrollment in North Carolina Public Schools. The school will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. School will open enrollment on February 1st. The open enrollment period will end on May 20th. If needed, the lottery will occur on May 20th. The lottery date, time and location will be published on the school's website by February 28th of each year.

No criteria for admission will be used except the completed application. The application may be completed online through our website www.salliebhowardschool.com unless a family is unable to access the site. In that case, we will provide a paper application to parents when requested. The application will include the student's name, parent/guardian names, current address of student, phone number of parent/guardian, email of parent/guardian, county of residence, current grade level, student's date of birth, the name of any siblings already enrolled at the school, and a declaration of the student's residence in the state of North Carolina.

Per NC G.S. 115C-218.45 (a), any child who is qualified for admission to a NC Public School is qualified for admission to SBHS. SBHS shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the charter of SBHS, SBHS shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

Open Enrollment

SBHS will hold an annual open enrollment period. At the conclusion of the enrollment period, if the number of applicants for a particular grade does not exceed the number of available spaces for that grade level, all eligible students who have properly applied by the deadline will be accepted. At the close of the enrollment period, if the number of applicants for a particular grade level exceeds available spaces for that grade level, a lottery system will determine admission eligibility. (See Admission and Lottery Policy Appendix B)

If a student is not present by 9:00 a.m. on the first day of school (Day 1), then a student on the waitlist will be allowed to take their place and the absent student will then be placed on the waitlist.

Enrollment Documentation

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

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

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

School Transfer Student Placement

SBHS reserves the right to place students in grade levels determined by competency tests, regardless of the grade level a student was in at a previous school. For example, if a student applying to enter the fourth-grade tests more than one year below the fourth-grade competency level, SBHS may offer admission to the lower and more appropriate grade. Such placement will be determined based upon all student records including relevant assessment, program, and therapeutic service files.

Withdrawal

Parents choosing to withdraw a student from SBHS should contact the Dean of Student Services and provide the following information:

- ✓ The last day the student will be at school.
- ✓ The name and address of the school the student will be attending.

Parents and the Community

Open Communication

SBHS recognizes the need for clear and open communication between the Board, staff, and parents concerning issues of mutual interest. Parental suggestions, concerns, and questions regarding school policy and practice are encouraged and are most effectively and efficiently channeled directly through a teacher, Principal, the Executive Director (ED) or designee, or any other person or group assigned to receive such information. Parents are urged not to communicate directly with Board members on such matters to preserve the integrity of their policy-making role, the proper channels of administrative response, and Board neutrality.

The Board represents and serves the entire SBHS community. For this reason, the Board recognizes the value of public awareness and, when necessary, public input on educational issues. The Board, in its discretion, may provide opportunities for the public to express interest in

and concern about school matters. Any citizen may attend all open meetings of the Board.

Grievance Procedures

A grievance is a formal written complaint by a student, parent, or guardian, that a specific action has violated a School policy, Board policy, law, or regulation. Complaints that do not raise an alleged violation of a School policy, Board policy, law, or regulation, do not constitute a grievance and are not subject to these procedures. This policy does not apply in the case of long-term suspension or expulsion where the process set forth in N.C. Gen. Stat. § 115C-390.1 *et seq* shall apply. In addition, a grievance does not include a complaint of harassment, discrimination, or retaliation which shall be handled pursuant to other applicable Board policies and consistent with state and federal laws.

Grievances are best addressed with the person with whom one has a disagreement. If a student and/or parent has a grievance with a teacher or staff member, resolution should be sought with the teacher/staff member first. If the matter is not resolved with a teacher or staff, the grievance should be brought to the attention of the Principal. A grievance will only be heard if it is submitted within thirty (30) calendar days after the act that is being reported. This 30-day limitation may be extended at the discretion of the Principal. If no satisfactory agreement can be accomplished from these meetings, the student and parent may request an appeal with the ED in writing within 5 business days of the response from the Principal. The ED shall consider the matter. If no satisfactory resolution is achieved, the parent, student, or guardian may request an appeal to the Board. A hearing may be scheduled with the Board at its next regularly scheduled meeting, provided such meeting is more than seven (7) days after the appeal to the ED and submission of the grievance/appeal by the student, parent, or guardian. The student, parent, and/or guardian may attend the Board meeting. The Board will review the written documentation including the decision of the Principal and will issue a final decision within fifteen (15) business days of receiving the grievance or appeal. The Board's decision concerning the grievance is final.

Parent Involvement Policy – Title 1 Requirements

PART I. GENERAL EXPECTATIONS

The School agrees to implement the following statutory requirements and will incorporate this parental involvement policy into its school-wide plan.

- The school will put into operation programs, activities and procedures for the involvement of parents. Those programs, activities and procedures will be planned and operated with meaningful consultation from parents of participating children.
- The school will work to ensure that the required school-level parental involvement policies meet the requirements, accompanied by a school-parent compact.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and required school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If, after parent review, this plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the State Department of Education.
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that

- not less than 95 percent of the one percent reserved goes directly to the school.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:
 - *The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards:*
 - *Ways in which parents and families will be responsible for supporting their children's learning (e.g. monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; or positive use of extracurricular time); and*
 - *The importance of communication between teachers and parents and families on an ongoing basis through, at a minimum:*
 - (A) Parent/family-teacher conferences to discuss the compact;
 - (B) Frequent reports to parents and families on their child's progress;
 - (C) Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

PART II. DESCRIPTION OF HOW SCHOOL WILL IMPLEMENT REQUIRED PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The School will take the following actions to involve parents in the joint development of its school-wide parental involvement plan:
 - Invite parent leaders to attend meetings during this process and actively seek feedback and input from them on the subject.
2. The School will take the following actions to engage parents and families in the process of school review and improvement:
 - Facilitate the establishment of an independent Parent-Teacher Organization and report periodically.
 - Establish a parent advisory committee to provide advice on all matters related to parental involvement in Title I, Part A programs.
 - Conduct town hall meetings at least quarterly to solicit feedback and comments on school plans and to hear parent concerns, suggestions, and questions.
3. The School will provide the necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance through:
 - Identification of a person to serve as parent outreach coordinator; and
 - Provide any technical assistance, such as use and direction of technical equipment.
4. The School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of the school. The evaluation will include identifying barriers to greater parental participation in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The results of this parental involvement policy evaluation will be used to design strategies for more effective parental involvement,

and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Evaluation of this parental involvement policy will take place annually during Family Night, PTO sessions and/or via newsletter to ensure the greatest parental participation. The Principal and Parent Outreach Coordinator will be responsible for conducting evaluation. Parent Advisory Committee will be consulted in the formulation of evaluation. Howard parents will provide feedback via the evaluation.

We will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:

We will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- | | |
|---|--|
| ✓ the State's student academic achievement standards | ✓ the State's academic content standards |
| ✓ the State and local academic assessments (incl. alternates) | ✓ the requirements of Part A |
| ✓ how to monitor their child's progress | ✓ how to work with educators |

Activities might include but are not limited to workshops such as:

- | | |
|--|------------------------------------|
| ✓ Self-Esteem and Student Achievement | ✓ Home Study Skills |
| ✓ Language Development | ✓ Knowledge is Power |
| ✓ Effective Parent/Teacher Conferences | ✓ Managing Behavior and Discipline |
| ✓ NC Standard Course of Study: A Closer Look | |

The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- providing necessary literacy training for parents from Title I, Part A funds, if we have exhausted all other available funding sources for that training;
- providing technology classes;
- providing other workshops/trainings that will empower parents to help their children.

The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent possible, in a language the parents can understand:

- | | | |
|----------------------------|------------------|-------------------------------------|
| ✓ Letters/Flyers sent home | ✓ Newsletters | ✓ Phone Calls |
| ✓ Emails | ✓ School Website | ✓ Digital applications/social media |

PART III. DISCRETIONARY PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The school-wide Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary

activities:

- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities as parents may request.

Visitors

All visitors are required to report at the main office, sign in and receive a visitor pass. The visitors pass must be displayed at all times. All visitors are required to provide photo identification when visiting or checking-out a student from school. Visitors are restricted to remaining in the lobby/office area unless previous permission from administration has been granted and at no time during testing. Smoking is never permitted on school grounds. In addition, pets may not enter any buildings without prior approval from administration. Any approved pets must be confined to a cage or leash and must be escorted by an adult. Exceptions to this policy are only permitted in the event that an animal is used as a service animal meeting the criteria established by the ADA and US Dept. of Justice.

Parent-Teacher Conferences

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

Every minute of instructional time is valuable to SBHS. If you need to speak to your child's teacher, you must make an appointment. To set up an appointment please contact your teacher on Remind app or the front office. No visitors will be given access to any classroom unless the visitor has made prior arrangements for their visit.

Volunteers

We encourage our parents to volunteer and be active within SBHS. Please contact the front office for further information on how you can volunteer your time to make a difference at SBHS. We require all volunteers to undergo a criminal background check before volunteering at the school.

Daily Operations, Transportation, Attendance, and Dismissal

Front Office and School Hours

To maintain security within our building all visitors and students arriving late for school must check in at the Front Office.

Full day:

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

Half Day:

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

* Students may not be dropped off prior to 7:00am or left unattended.

**During the instructional day teachers accept phone calls only during their planning. Parent visits, except in cases of emergency as determined by the administration, must be scheduled in advance. Please contact teachers on Remind or email and they will reply to you within 24 hours on school workdays.

School Communication

Official prerecorded telephone calls are made by the school weekly. These phone calls provide important information and updates concerning you and your child. Please be certain that your contact information is correct and up-to-date. The school also will provide up to the minute communications via Remind, School website www.salliehowardschool.com, email and various social media channels. Check them often.

Emergency Data

SBHS staff will contact parents and guardians using the emergency contact information we have on record. To aid in this process please make sure emergency information is kept up-to-date with the front office and registrar's office.

School Uniform

Students enrolled in SBHS must wear the Board approved school uniform. The Dress Code information can be found in the Conduct and Discipline section of this handbook.

Official school uniform items, e.g. K-8 uniform shirts must be purchased through the school front office. From time to time students and parents may be able to purchase special edition SBHS long sleeve shirts and or jackets.

Parents will be notified when any special edition items are available for sale.

Transportation

School bus transportation is provided for any student living within Wilson County. Families

living outside of Wilson County will provide their own transportation to and from school. The SBHS Transportation Coordinator is responsible for student bus assignments and will verify bus assignments according to the address provided in the student's record. All buses must follow their route as designated unless prior approval is given by administration, emergency, or road work permit. The bus schedule will be posted on our school website.

Students may not ride any bus other than the one they are assigned and must enter and exit the bus at their assigned stop. All misconduct on the bus or at bus stops is considered a violation of school rules and will be reported promptly to school administration. Per NC law, riding a school bus is a privilege which may be withdrawn temporarily or permanently. The privilege of riding the bus may be suspended or revoked if student behaviors warrant such action.

Bus Safety

The following safety instructions must be followed by all students riding school provided transportation:

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

Should a bus accident occur, parents will be notified by the ED or his/her designee as soon as possible. Should you have any questions or concerns regarding transportation contact the transportation coordinator or the front office.

Compulsory Attendance

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

Excessive Absences and Tardiness

All students are required to attend at least 170 total school days in the academic year. If a student accumulates more than 15 unexcused absences in a single school year, promotion may be denied due to

excessive absences.

Excessive (≥ 5) unexcused absences in one month may be reported to law enforcement for violating the State's Compulsory Attendance Law and puts student in danger of being retained. **Fifteen (15) unexcused absences will be reported to Department of Social Services and the student may not be promoted.** Students having excused absences due to documented (medically) chronic health problems are exempt from this policy.

Excused Absences

When a student must miss school, a written excuse stating the reason for the absence, or a doctor's note must be presented to the teacher within two (2) days upon the student's return to school. The written excuse must be signed by a parent or guardian. Excused absences are permitted for the following reasons:

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

Students may make up class assignments missed for the above reasons only. The teacher shall determine when an appropriate timeframe for completion shall be according to the length and circumstances of the absence. The student is responsible for finding out what assignments are due and completing them within the specified time period.

Check-In/Check- Out Procedures

K-8 students who arrive at 8:00am or later must enter through the main entrance. Students who enter the building after 8:00 am are considered **tardy** for the day. **Please note that students who are tardy more than 5 times will receive after-school detention.** Parents will be notified of their child's tardy violations. Failure to report for detention may result in suspension. Students arriving after 11:30 am are considered **absent** for the day. Students leaving for the day prior to 11:30 am are considered **absent** for the day. Parent/guardian are expected to accompany late arriving students to the office to sign in. Students leaving early must be signed out of the building and if appropriate, back into the building by a parent/guardian.

Parents are encouraged to schedule appointments outside of school hours. Leaving school early can be harmful to a student's academic success. K-8 students may not be signed out after 2:30 pm except in case of emergency.

Changes to student dismissal may be made anytime from 7:00 am – 2:00 pm. Changes after 2:00 pm will not be honored, except in cases of emergency as deemed by school administration.

Child Nutrition Guidelines

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

Free meals

At SBHS meals are provided at school to **ALL** students **FREE** of charge. Breakfast is offered every morning from 7:00 am to 7:45 am to K-8. Children with medically documented food allergies may receive alternative meals/drinks. Medical documentation must be submitted to the Child Nutrition Director. Please keep in mind that charging food to an account is not permitted for students or adults.

Bringing lunch

Students are welcome to bring their lunch from home each day. Microwaves are **not** available to heat student lunches.

Lunch visits

Parents are welcome to have lunch with their children and classmates during their designated lunch period. The following guidelines should be followed:

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

Student deliveries and celebrations

Classroom celebrations may occur to celebrate student birthdays. Healthy snacks are preferred, but cupcakes and other items are permitted. Pizza deliveries are only allowed after 3:30pm. All food must be store bought and have labels to check for student allergies. Food items prepared from at home will not be permitted. Celebrations are only permitted with teacher approval in advance. Student gifts, flowers, balloons, etc. are delivered to the students during scheduled celebration time. Celebrations must not last over 30 minutes and should be scheduled near the end of the day.

Personal Belongings

Students are responsible for personal belongings at school. All personal belongings should be marked with the student's name. Students are not permitted to bring video games or gaming devices unless prior teacher approval is obtained.

Books

Any textbooks or library books issued to students become the responsibility of the child and parent. Fees will be incurred for lost, damaged, or otherwise missing materials. Please note that a book contract, requiring you to pay for books/items that are lost, damaged, or missing may be sent out by classroom teachers.

News Media Access

During the school year students may be recorded, videotaped, interviewed, and/or quoted by
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various types of news media (i.e. radio, television, and newspapers, etc). Release forms are included in the registration packet. If you do not wish for your child to be interviewed or photographed, contact the Administration in writing expressing your child's restriction to the news media.

Dismissal Procedures

To ensure safety for our students and staff please make note of the following dismissal procedures. During the first week of school we suggest you arrive at school no earlier than 3:20pm when picking up a K-8 car rider. Any **transportation changes must be made before 2:00pm in grades K-8. No early releases after 2:30pm for K-8.** Parents must remain in cars to pick up car riders and **cannot** walk to the buses to take a student off a bus. It should also be noted that **if no one is home when a bused student arrives home, the student is taken back to school.**

Third Party Transportation Providers

When a third-party transportation provider is used (Taxi, Uber, Lyft, etc.), parents must notify the office ahead of time.

Field Trips

Field trips are planned and organized by grade level teams. A student must have written permission from a parent or legal guardian to attend any field trip. Typically, there will be a fee involved for most field trips. Whenever sending money to school with your child; please send **exact change in the form of cash or visit the school to pay with a debit or credit card.** We **do not accept personal checks** as a form of payment for any transaction.

Behavior and Chaperones

Students who have a history of not following school rules must be accompanied by a family member on field trips. Parents and responsible adults are permitted to attend field trips as chaperones with prior approval from school administration. Parents serving as chaperones may be permitted to travel to and from the field trip destination on school buses if empty seats are available after all students and staff have a seat. Parents not serving as chaperones must provide their own transportation.

Academics and Instruction

Academic Honesty

Academic honesty is required at SBHS and any form of academic dishonesty is a violation of the school's student code of conduct. Academic dishonesty is defined as cheating; working with another person(s) without permission; copying someone else's work; sharing your work with others; unauthorized use of notes, books, or electronic equipment on examinations; tests, or quizzes; giving or receiving information on exams, tests, quizzes, classroom assignments, lab assignments, homework assignments, or any other work without approval of the teacher; forging signatures; and plagiarism. Plagiarism is defined as the copying of the language, structure, idea, and/or thought of another and representing it as one's own original work. Violation of this policy is considered a Level 2 offense. (See Student Code of Conduct section)

Moment of Silence and Pledge of Allegiance

As required by state law, SBHS shall (i) display the United States and North Carolina flags in each classroom when available, (ii) call for the recitation of the Pledge of Allegiance on a regular basis, and (iii) provide age-appropriate instruction on the meaning and historical origins of the flag and the Pledge of Allegiance. The school shall not compel any individual student or adult to

stand, salute the flag, or recite the Pledge of Allegiance. If flags are donated or are otherwise available, flags shall be displayed in each classroom.

Religion and Free Speech

As a public school, SBHS will remain neutral on matters of religion, politics, and other personal values and beliefs protected by the United States Constitution, while also protecting the rights of individual students and staff members to exercise their religious and free speech rights. The school will promote respect for and civility regarding individuals' personal beliefs, and will also strive to neutrally instruct students about the important role of religion and free expression as part of our heritage.

Curriculum

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

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

Review of Curriculum

Arts and Humanities Department

The Arts and Humanities classes at SBHS are a vital part of your child's education and should not be taken lightly. This unique program provides great learning opportunities that challenge student's minds, stimulate creativity, and offer opportunities for self-expression and self-discovery. A grade of "C" in any of these classes will automatically withdraw a student from the A/B honor roll. Children move through different levels designed to develop their abilities.

Kindergarten - First Grade

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

Students are graded on a point grade scale based on participation. If the child has an unexcused absence, he/she will receive a 50 for the class. Teachers will drop just one 50 per quarter.

Second – Eighth Grades

Students are grouped by discipline in a combination of 2nd and 3rd and 4th and 5th grade majors for 60 minutes and 6th through 8th grades for 90 minutes. At these levels students will major in one discipline five days a week.

In 2nd and 3rd grades the Arts and Humanities teachers may recommend a specific class if they see potential in a child. This recommendation is based on observations from current and/or previous grade levels. The student and parent may decline the recommendation and instead audition among the rest of the students. Parental guidance is vital for the selection of classes to audition.

Fourth through eighth grade students have to select three choices from the list of options and rank them in order from the most to the least desired. Auditioning is more rigorous at these grade levels.

It is important to understand that students will have to audition for every show and their chance to perform in public events is determined by the results of auditions and demonstrated growth.

- | | |
|-----------------------------|-----------------|
| ✓ Arts and Decor | ✓ Visual Arts |
| ✓ Band | ✓ Chorus |
| ✓ Theatre Arts | ✓ Science |
| ✓ Strength and Conditioning | ✓ Dance |
| ✓ Coding/STEM | ✓ Digital Media |
| ✓ Computer | |

Descriptions of each major can be found in Appendix A. It is important to note that some of these classes require special materials and/or clothing must be purchased. Grading for Second to Eighth grade majors are averaged from different categories, which can include; participation, performance, written assignments, and projects. When the audition process is completed and students are placed, each A&H teacher will inform parents about the specifics of the class on grading system and categories, important dates, cost of materials, etc.

Children with Special Needs

SBHS admits and serves special needs children under the Individuals with Disabilities Education Act (IDEA), state legislation (G.S. 115C-106 et seq.) and pursuant to the policies set forth by the NC Dept. of Public Instruction governing Services for Children with Disabilities (<http://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities>). All students will have available to them the appropriate public education that provides special education and related services designed to meet the individual needs in the least restrictive environment. A confidential folder shall be maintained for each child evaluated for and/or receiving exceptional student services. Access to such files shall be limited to appropriate personnel and parents in compliance with state and federal law. A handbook on special needs procedures and rights is available to parents of children with special needs.

Children with Special Needs identification process

Student Assistance Team (SAT)

The SAT utilizes a process of supporting and monitoring students who have not responded to core and strategic academic and behavioral instruction. Our teachers implement intensive interventions to address the student's targeted area of need. The goal of the SAT team is to strengthen and support the individual student, intervene early, develop and implement a collaborative plan utilizing research-based intervention, and progress monitoring. If these research-based interventions are unsuccessful in remediating academic deficiencies, teachers will discuss with parents further evaluation options to rule out or rule in special education services.

Section 504 Plan

Section 504 of the Rehabilitation Act of 1973 is a nondiscrimination statute that prohibits discrimination and is designed to assure that disabled students have educational

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

English Language Learners (ELL) Program

The ELL program at SBHS provides pull-out or push-in services to students according to their English language proficiency, years of school in the U.S. and academic performance in core subjects. Our ELL teachers are highly qualified and participate frequently in professional development sessions to keep up-to-date with methodologies and strategies to support English learners. ELL lessons integrate the WIDA English Language Development (ELD) Standards as well as technology to help students acquire the English language through interactive software and to develop 21st Century skills. All content teachers are trained and are familiar with appropriate modifications needed to meet their English learners' needs.

ESL Identification Process

Enrolling students in the ELL program at Sallie B. involves the following steps:

- ✓ **Identifying home language and place of birth.** Using the Home Language Survey (HLS), the team may identify and qualify a student for ESL services.
- ✓ **Assessing English language proficiency.** Students enrolled for the first time in the school system are assessed with the W-APT Screener Tool. Students who have previously been identified as Limited English Proficient (LEP) in another school are provided services according to the most current ACCESS scores available.
- ✓ **Notifying parents of ELL services.** Depending on the scores on the W-APT or ACCESS Test, students qualify for ELL services at school. Parents receive a notification letter with the scores and information about the ELL program. Although, parents have the right to refuse services for their child, it is important to understand that the child will have to take the annual language assessment until obtaining a passing grade*. Parents need to inform the ELL team of their decision by marking the corresponding area in the notification letter and returning it to school.

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

Grading, Promotion, and Retention

Standards

SBHS places a high value on student academic success and consistent student effort in all promotion and retention decisions. While each case of promotion/retention is an individual one, we expect our students to earn passing cumulative grades in each of their classes. Additionally, we expect our students to show growth and achieve grade level benchmarks as defined by the grade level.

Homework

All students are assigned homework at least weekly to strengthen their understanding of concepts taught in class. We encourage parents to help their children find a regularly scheduled time and location where their children can work independently on their

assignments. If your child struggles with homework, spends a great deal of time, or is unclear on the directions, we encourage you to contact the teacher as soon as possible. Time spent on homework per grade level varies, but should follow the table below.

Grade	Time Spent on Homework
K-3	10-30 minutes
4-8	30-60 minutes

Progress Reports/Report Cards

Report cards are sent home at the end of each quarter with your child. Report card distribution dates are printed on the school calendar. Teachers send home a mid-quarter progress report. Progress reports are sent home halfway through each quarter to update parents on their child's progress. We encourage parents to maintain consistent contact with teachers throughout the entire school year.

Grading Scale/Honor Roll

SBHS follows the following grading scale for all students.

“A” Honor Roll is achieved when a student receives an “A” in each academic and arts/humanities class. A student's behavior or poor conduct will not prevent them from being recognized on the A Honor Roll.

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

“A/B” Honor Roll is achieved when a student receives a grade of “B” or higher in each academic and arts/humanities class. Students cannot receive a grade of “C” in any subject and achieve A/B honor roll. A student's behavior or poor conduct will not prevent them from being recognized on the A/B Honor Roll.

Powerschool Parent Portal

PowerSchool is the statewide student information system used by schools throughout North Carolina. As part of this system, parents can check in on their child's grades and other information including:

- ✓ Check grades daily/weekly: homework, tests, quizzes, CFAs, projects, class participation;
- ✓ Check Reading scores in August, December, May;
- ✓ Check progress reports, report cards, and January retention letters.
- ✓ Check results from standardized testing (EOG, NC Check ins, RtA, BOG)

Parent login information will be distributed by the second week in August.

Conferences

Many times, issues that arise regarding academic performance and behavior can be mitigated through communication by the parent and teacher. We encourage parents and teachers to communicate often using REMIND texting app, the telephone, parent/teacher conference, and email. When conferences are necessary, they should be scheduled at least 24 hours in advance in order to avoid conflict with other scheduled appointments. Conferences with the Principal, Assistant Director, and ED are scheduled through the front office. Please notify the office if you are unable to keep your conference so that the teacher or administrator can make other plans. The following suggestions may help you get the most out of your conference:

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

Retention and Promotion

The long-term success of SBHS students is of utmost importance. The SBHS grading policy requires student accountability. We believe our students should be expected to put forth their very best effort in the classroom every day. We expect our students to show growth and achieve grade level benchmarks as defined by the grade level. Teachers will communicate academic problems students are having and invite parents to conference with teacher to develop a plan to remediate the deficiencies to avoid retention. It is always best to catch and address areas of weakness as soon as they become visible. Should you have any concerns, please be **proactive** and **communicate** with the teacher and Principal. Early warnings for retention are sent to parents via a letter at the mid-year point to inform parents if retention is a possibility for their child. Receiving this letter does not guarantee retention, it is only early warning to inform parents that steps need to be taken to avoid retention.

Grades K-2: Students must meet **ALL** the following criteria for promotion:

- ✓ Compliance with attendance/tardy policy;
- ✓ Reading mClass standards on grade level;
- ✓ Passing grades in all subjects with 60% or higher.

Grade 3: Students must meet **ALL** the following criteria for promotion:

- ✓ Compliance with attendance/tardy policy;
- ✓ Proficiency (**Level 3 or higher**) on EOG's;
- ✓ Passing grades in all subjects with 60% or higher.
- ✓ Meet RtA reading gateway

Grades 4-8: Students must meet **ALL** of the following criteria for promotion:

- ✓ Compliance with attendance/tardy policy;
- ✓ Proficiency (**Level 3 or higher**) on EOG's
- ✓ Passing grades in all subjects with 60% or higher.

Student Placement

The SBHS Principal shall have the authority to grade and classify students. In making these decisions, the principal shall consider the student's classroom work and grades, the student's scores on standardized tests, and the best educational interest of the student. Decisions will not be based solely on standardized test scores.

Academic Remediation

Students who demonstrate a pattern of failing to meet grade level proficiency on formative and summative benchmark assessments and/or state exams will receive research based remediation interventions in those subjects to bring students to grade level proficiency.

Good Cause Exemptions

Students with special needs who perform academically below grade level proficiencies due to cognitive deficiencies documented in IEP records or language ACCESS deficiencies, may be evaluated for grade placement using alternative criteria found in Appendix D.

Testing

Students' growth and understanding are monitored through various assessment tools throughout the year to ensure that students are meeting the rigorous academic requirements of their grade level. SBHS will conduct standardized testing as required by state and federal law and provide remediation and intervention for students not scoring at required levels. A testing coordinator will monitor compliance with this policy. All licensed testing personnel, teachers, and school administrators are subject to the state Testing Code of Ethics regarding the statewide testing program.

Common Formative Assessments (CFA), End of Quarter Assessments (EOQ) and End of Year Assessments (EOY) take place throughout the year to assess student understanding of instructional material. Other assessments are administered multiple times per year to check student mastery of state standards and readiness for state assessments.

Student work, test scores, and assignments are available in the PowerSchool parent portal to inform parents of their child's progress, giving them the opportunity to work with their child in academic areas where they lack understanding. Parents are also encouraged to monitor PowerSchool for additional assessment information.

Extracurricular Activities/Athletics

Athletics: The mission of the Athletic Department is to aid in the academic, emotional and physical development of our student athletes through teamwork, sportsmanship, discipline and competition. Athletics began at Sallie B. Howard in 2007. Sallie B. Howard became a member of the Piedmont Independent Athletic Conference in 2013. Since joining the PIAC, Sallie B. Howard Athletics has won Five Championships and Five Runner Up Trophies.

Middle School Athletics Offered

FALL: August – October: Cross Country, Volleyball, and Boys Soccer.

WINTER: October – February: Cheer, Girls Basketball, Wrestling, and Boys Basketball

SPRING: March – May: Girls Soccer, and Track

The Hope Gospel Choir of Sallie B. Howard School. The Hope Gospel Choir is an organization that allows students, staff, and family members to sing together while spreading positive messages about hope, harmony, and unity through song. The choir performs gospel style

music and spirituals to uplift people in our region. We believe that song has the power to transform lives and to unite people across differences. We use complex harmonies, high energy, and choreography to develop their unique sound. As an audience member, you should expect a hand clapping, foot stomping, hand raising experience.

Technology Use Cell Phones and Electronic Devices Prohibited

Students may bring cell phones but are not allowed to be visible or utilized during the school day. Any device possessed or used in violation of this policy shall be confiscated and only returned to the student's parents/guardian. Repeated violations of this policy will result in disciplinary actions

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

Internet and Social Networking

SBHS explicitly prohibits the unauthorized use of the name or logo of Sallie B. Howard School, its teachers and staff, and images of the students or staff in SBHS uniform on any social networking sites. This includes, but is not limited to, Facebook, Twitter, Instagram, SnapChat, Tumblr, etc. Anyone found in violation of this policy could face school suspension, or employment termination; students (14+ years old), may face expulsion in cases where their continued presences in school constitutes a clear threat to the safety of other students or school staff.. SBHS students are not allowed to "friend" teachers on social networking sites. We believe that there should be a divide between the interaction of teachers and students. Please speak with your student about this practice. Students are not allowed to have cell phones and personal electronic devices at school during the school day. Any personal electronic devices in student possession during the school day will be confiscated.

Acceptable Use Policy (AUP)

All students will be held accountable for understanding and complying with the SBHS AUP. Students at SBHS are granted access to all Instructional Resources, including the internet, that the school provides. Any parent wishing to deny their child access to the internet at school must contact the Dean of Student Services to complete an Opt-Out form. This form documents the level of access desired for your child, and is distributed to each of the child's teachers.

All Internet data that is composed, transmitted, or received through our computer communications systems is considered to be part of official School records and as such, is subject to disclosure to law enforcement or other third parties. The equipment, services, and technology provided to access the Internet remain at all times the property of the school. As such, SBHS reserves the right to monitor Internet traffic through our online connections and stored in our computer systems.

The school reserves the right to use "cookies" on its site. Cookies are computer programs that allow the school, among other things, to verify whether a visitor is an authorized user of the school's system and stores information about a user on a computer hard drive or disk. Information stored includes, but may not be limited to, the date and time a user visits the site and information about the user's activities while online. Any information gathered is obtained solely for the purpose of improving the school's services and providing the system with statistical information to assist in improving teaching and learning by teachers and students respectively.

Except as otherwise provided in this AUP, the school will not use cookies to gather personal identifying information about any of its users. Personal identifying information includes, but is not limited to, names,

home addresses, e-mail addresses and telephone numbers.

As required by the Children’s Internet Protection Act (“CIPA”), the school will monitor students’ online activities. Such monitoring may lead to discovery that the user has violated, or may be violating, the school’s AUP, the student disciplinary code, or the law. The school also reserves the right to monitor other users (e.g., non-students) online activities. The school reserves the right to employ and review the results of software that searches, monitors and/or identifies potential violations of the AUP.

Users should be aware that their personal files may be discoverable in court and administrative proceedings and in accordance with public records laws. System users have no privacy expectation in the contents of their personal files and records of their online activity while on the School system.

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

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

Conduct and Discipline

To provide a positive learning environment for students and staff, schools must be safe and orderly. SBHS provides students with clear expectations for appropriate behavior in school and fair practices for discipline. The SBHS policy establishes a code of conduct and due process requirements for imposing out of school suspensions. Recognizing that removal of students from school can exacerbate behavioral problems, diminish academic achievement, and lead to school dropouts, the board encourages teachers and school administrators to use in school disciplinary measures when possible and to reserve long-term out of school suspensions for serious misconduct.

When a student is suspended or expelled, SBHS will maintain data that includes the student’s race, gender, age, grade, disability status of each student, the duration of the suspension, alternative education and services provided (if any) during the suspension, and total suspension history for the academic year.

Corporal Punishment

Believing that other forms of discipline are more appropriate with children of all ages, SBHS prohibits the use of corporal punishment. No administrator, teacher, substitute teacher, or any other school employee or volunteer shall use corporal punishment to discipline any student. Corporal punishment is all forms of physical punishment including, but not limited to, spanking, paddling, or slapping.

Due Process

Under state and federal law, students are entitled to due process before being removed from

school for misconduct. The procedures that follow are required to provide a fair and thorough process for disciplinary suspensions from school.

General Provisions

Rules governing the suspension of children with disabilities shall be in compliance with state and federal guidelines. Because students with mental and language disabilities present unique challenges, special assistance may be needed for administrators and special education staff who conduct fact-finding interviews involving students with these disabilities. When it is necessary to conduct a fact-finding interview with a student with a mental disability or language delay, the Principal or designee has the option to request specialized assistance as deemed necessary.

The removal of a student from class by the teacher, administration, or other authorized school personnel for the remainder of the class period or school day and her/his relocation on the school premises shall not be considered a short-term suspension. Assignment to in-school suspension or an alternative educational center shall not be considered a suspension from school. The removal of students receiving EC services could affect delivery of services and may be considered in determining when a manifestation determination is made.

Short and Long-Term Suspensions

Short-Term Suspension

A short-term suspension is a removal from school for a period of ten (10) school days or less. The Principal or designee may invoke a short-term suspension only after investigating the misconduct, confronting the student with the charges and the basis for those charges, and allowing the student to respond in his/her own defense and/or to offer mitigating circumstances. Once the Principal or designee decides to invoke short-term suspension, the following procedures occur:

- ✓ The Principal or designee shall notify the student and parent of any short-term suspension, including the reason for the suspension and a description of the alleged conduct upon which the suspension is based. The notice will be provided by mail, telephone, fax, email, or other reasonable method by the end of the workday on which the suspension was imposed when reasonably possible but in no event more than two days after the suspension was imposed.
- ✓ If English is the second language of the parent, the notice shall be provided in the parent's primary language, when the appropriate foreign language resources are readily available, and in English. Both versions shall be in plain language and easily understandable.
- ✓ The Principal or designee shall notify the student and parent that during a short-term suspension a student shall be provided:
 - a. The opportunity to take study guides or books home for the duration of the suspension.
 - b. The opportunity to obtain homework assignments for the duration of the suspension.
 - c. The opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period.

Long-Term Suspension

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

A 365-day suspension is a suspension for 365 calendar days. An expulsion is an indefinite removal from the school enrollment for disciplinary purposes. If the Principal or designee investigates and determines that long-term suspension, 365-day suspension, or expulsion is appropriate, she/he shall invoke a short-term suspension of ten (10) school days, following the procedures above, and inform the student, and parent for long-term suspension/expulsion. The student shall be provided the same opportunities as stated in the appeal process below.

Long-Term Suspension Appeal Process

The School shall develop procedures, consistent with state and federal law, for the appeal of long-term suspensions, 365-day suspensions or expulsion. The procedures shall include, but not be limited to the following:

Long-Term Suspension Appeal Process	
Action Step	Description
Suspension Appeal Hearing	<p>A student shall be given an opportunity for a hearing before the Board prior to the start of a long-term suspension/365 suspension or the recommendation of expulsion. If the student/parent does not make a timely request for a hearing, the hearing panel shall review the Principal's recommendation and supporting documentation and may:</p> <ol style="list-style-type: none"> 1. impose the suspension if it is consistent with board policy, 2. impose another appropriate and authorized penalty, or 3. decline to impose any penalty. <p>If the student/parent requests a delay in the hearing or requests a hearing after the deadline, the student is not entitled to return to school pending the hearing.</p> <p>If neither the student nor parent appears for the hearing after being given reasonable notice, the parent and student are deemed to have waived the right to a hearing and the hearing shall proceed with a review and decision.</p>

Long-Term Suspension Appeal Process	
Board issues written decision	<p>The Board shall issue a written decision that shall contain:</p> <ol style="list-style-type: none"> 1. the basis for the decision, including a reference to any policy violated; 2. notice of what information will be included in the student's official record pursuant to G.S. 115C-402; and 3. notice of the student's right to appeal the decision to the Board and the procedure for the appeal.
<p>In considering the appeal, the Board will review and consider the entire record of the proceedings, including all of the evidence offered by the school administration and the student. Ordinarily, the Board will not hear or consider evidence at the hearings on appeal. However, in extraordinary circumstances and in the exercise of its discretion, the Board by majority vote may permit either party to call witnesses or offer additional evidence. If, at any level of investigation or appeal, the student is determined not guilty of the misconduct in question, the student's absences will be considered excused and the student shall have the right to make up missed work for credit.</p>	

Student Dress Code

Sallie B. Howard School is a uniform school. By enrolling your child at SBHS you agree to the uniform policy. Students must comply with all elements of the uniform dress code. Students violating uniform dress code will not be permitted to attend class until dress code violation has been corrected

- Children should be neat, clean, and well-groomed.
- Students are not permitted to wear or display any gang related signs, symbols, or paraphernalia.
- Belts should be worn with pants on the waist. Pants may not sag or be pulled down from the waist.
- Only the official SBHS uniform clothes can be worn.
- Official SBHS uniform clothes may not be written on and worn as a uniform shirt.
- Shirts are to be tucked neatly inside pants, skirts, etc.
- Students are permitted to wear official SBHS issued/provided jackets, hoodies, or other outerwear. If classroom temperatures are not warm enough for students' comfort, they may wear white, long-sleeved undershirts, t-shirts, turtle necks, etc. underneath their school shirt. Parents may also special order and purchase long-sleeved SBH school shirts or other official SBHS jackets and outerwear. Contact the front office for order information.
- Skirts/shorts must be appropriate, modest lengths. Knee length is most acceptable.
- No gang tattoos, armbands, or gang paraphernalia can be worn.
- Large jewelry, pins or additions to the uniform are not permitted.
- Crocs, Flip flop or thong slippers are not permitted.
- Leggings are not permitted.

Boys K-8

- Pants: navy blue pants/shorts, middle school students may wear khaki pants/shorts.
- Shirts: red knit polo shirt with official SBHS monogram
- Shoes: sneakers or boots of any color, with non-marking soles. Black soled shoes that are identified as non-marking are permitted.
- Socks: navy, black, or white socks
- Belts: black or brown belts must be worn when pants have belt loops

Girls K-8

- Skirts/Pants: Navy skirts, shorts, skorts, pants. Middle school students may wear khaki.
- Shirts: red knit polo shirt with official SBHS monogram
- Shoes: sneakers or boots of any color, with non-marking soles. Black soled shoes that are identified as non-marking are permitted.
- Socks: navy, black, or white socks

Code of Student Conduct

The Student Conduct Code (“Student Code” or “Code”) governs student behavior occurring on SBHS property, at SBHS sponsored activities, plus all off-campus activity that threatens SBHS student/staff safety or property, or that substantially disrupts or is likely to disrupt school operations. Administration reserves the right to amend or add to the Student Conduct Code as unique situations arise. The Administration may consider the student’s intent, disciplinary and academic history, the potential benefits to the students of alternatives to suspensions and other mitigating or aggravating factors when deciding whether to recommend or impose long term suspension. The administration further reserves the right to deviate from the state disciplinary action(s) based on unique or aggravating factors. This Student Conduct Code shall apply to any student:

- In any school building or on any school premises before, during, or after school hours;
- On any vehicle on which the student is being transported as part of any SBHS activity;
- Present during any school function, activity, or event;
- At the time when he/she is subject to the authority of school personnel;
- Whose conduct at any time or place has a direct and immediate effect on maintaining order and discipline at the school.

Violation of School policies, rules, or regulations, the Student Conduct Code, or the North Carolina General Statutes may result in disciplinary action. Re-entry requests will be based on a case-by-case basis and a review of behavioral and/or criminal incidents will be conducted. Students cannot re-register for the next school term at SBHS until a review is conducted and the decision by the Principal is made.

When a school official learns or suspects that any student has violated any Board or School policy, rule, or regulation that may also be a criminal violation of the laws of the United States or the State of North Carolina, he/she shall promptly report such violation to the proper law enforcement agency. In such cases, school officials shall cooperate fully with the law enforcement agency; however, internal disciplinary proceedings shall proceed independently from any criminal investigation and prosecution.

The Board and staff of SBHS believes that vitalized teaching and proper guidance will minimize

the need for various types of punishment. It does recognize that in some cases reasonable punishment or even suspension may be necessary. The teacher is charged with the responsibility of maintaining student control and proper conduct for all students. Administration shall be ready and willing to give the teacher any assistance he/she may need. However, the most effective control is that which is maintained by the teacher

Leveled Offenses

Code of conduct rules are leveled, indicating the severity of violation and consequence.

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

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

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

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

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

Afterschool Detention – Level 1 Offenses

In an effort to minimize out-of-school suspensions, afterschool detentions will be imposed for violations of several, but not all, Level 1 violations, e.g., uniform dress code, homework non-compliance, horse playing, profanity, excessive (5) tardys/month, etc. Failure to report to detention when required will result in short term suspension not to exceed 3 days. Detention begins the day after incident occurs to give parents time to arrange transportation. Detainees are not permitted to attend after school practices, events, etc. on the day of detention and the day of the violation.

Generally Prohibited Behaviors

The following tables describe prohibited behaviors and their consequence.

Level 1: In school discipline/afterschool detention. Possible Short-term suspension not to exceed 3 days	
Noncompliance	Students shall comply with all directions of school personnel or volunteers who are authorized to give such directions.
Disrespect	Students shall exhibit appropriate respect towards school personnel and volunteers.

Attendance	Being tardy, skipping, leaving campus without permission, or being in an unauthorized area. Out of school suspension may be used as a last resort and will not exceed two (2) days.
Academic Honesty	Students who violate the academic honesty policy by engaging in cheating, plagiarism, falsification, violation of software copyright laws or violation of computer access.
Inappropriate Language	Cursing or use of vulgar, profane, or obscene language
Inappropriate Dress	Principals shall exercise appropriate discretion, including making reasonable accommodations on the basis of students' religious beliefs or medical conditions. Students are expected to adhere to standards of dress and appearance that are compatible with an effective learning environment. Presenting a bodily appearance or wearing clothing which is disruptive, provocative, revealing, profane, vulgar, offensive or obscene, or which endangers the health or safety of the student or others is prohibited. Examples of prohibited dress or appearance include, but are not limited to: <ul style="list-style-type: none"> • exposed undergarments; sagging pants; excessively short or tight garments; bare midriff shirts; strapless shirts see through clothing; • attire with messages or illustrations that are lewd, indecent or vulgar or that advertise any product or service not permitted by law to minors; • any adornment such as chains or spikes that reasonably could be perceived as or used as a weapon; • any attire that is prohibited by Level 3: Gang & Gang Related Activities.
Electronic Devices	Students may bring cell phones but are not allowed to be visible or utilized during the school day. Any device possessed or used in violation of this policy shall be confiscated and only returned to the student's parents/guardian. Repeated violations of this policy will result in disciplinary actions.

Level 1: In school discipline/afterschool detention. Possible Short-term suspension not to exceed 3 days	
	If a student uses a laser pointer in a way that reasonably could or does cause physical harm, the laser pointer may be considered a dangerous instrument and the student may be charged with violation of Policy Level 3 and disciplined accordingly.
Trespassing	No student shall be on school campus without the knowledge and consent school officials. Students who remain at school after the close of the school day or come onto school grounds when school is not in session without permission will be considered trespassers. If the student does not leave when instructed to do so, he/ she may be prosecuted. A student under suspension from school is trespassing if he/she appears on the property of any school or at any school sponsored activity during the suspension period without the express permission of the ED.
Tobacco	No student shall possess, display, or use any tobacco product. This restriction applies when the student is on school system property or at any school-sponsored activity as a visitor or spectator. For the purpose of this policy: <ul style="list-style-type: none"> • Tobacco Product: cigarettes, electronic cigarettes, cigars, pipes, chewing tobacco, snuff, and any other items containing or reasonably resembling tobacco or tobacco products. • Tobacco Use: smoking, vaping, chewing, dipping, or any other use of tobacco products. • Display: having any tobacco product in a location or position that is visible to students or school personnel.
Gambling	Students shall not participate in any unauthorized games of chance in which money or items of value may be won or lost.

Misconduct on School Vehicle	School transportation service is a privilege, not a right. While riding a school bus or school vehicle shall observe the directives of the school bus driver at all times. The following conduct or violation of any other rule of the Code of Student Conduct while on the school bus or other school vehicle is specifically prohibited: <ol style="list-style-type: none"> 1. Delaying the bus schedule, 2. Getting off at an unauthorized stop, 3. Failing to observe established safety rules and regulations, and 4. Willfully trespassing upon a school bus.
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Level 2: Short-term suspension not to exceed 5 days. Aggravating factors may result in possible long-term suspension.	
Inappropriate Literature, Illustrations and Images	The possession of literature, illustrations, or other images which significantly disrupts the educational process or are obscene
Violation of computer access	No student shall engage in conduct prohibited by Policy 6446.
Class/Activity Disturbance	Any physical or verbal disturbance which occurs within the school environment and which interrupts or interferes with teaching or orderly conduct of class/school activities is prohibited. <i>Students misbehavior with a substitute teacher will result in an automatic 2-day suspension</i>

School Disturbance	No student shall, by use of passive resistance, noise, threat, fear, intimidation, coercion, force, violence, or any other form of conduct, cause the disruption of any lawful function, mission, or process of the school.
School Transportation Disturbance	Any physical or verbal disturbance which occurs on a school transportation vehicle and which interrupts or interferes with the safe and orderly operation of the vehicle is prohibited.
Disruptive Protest	No student on school property or on property adjacent thereto shall engage in any protest, march, picket, sit-in, boycott, walkout, or other activity which has as its purpose the disruption of any lawful function, mission, or process of the school, or in fact creates such a disruption.
False Fire Alarm	No student shall set off, attempt to set off, or aid and abet anyone in triggering a false fire alarm. No student shall interfere with or damage any part of a fire alarm, fire detection, smoke detection, fire extinguishing system or emergency escape system.
Fire Setting/Incendiary Material	The possession of any incendiary material (including but not limited to matches, lighters, or lighter fluid) or the use of any material reasonably likely to result in a fire on school property is prohibited.
Property Damage	No student shall intentionally damage or attempt to damage or deface school property, or personal property.
Theft	No student shall steal, attempt to steal, or knowingly be in possession of stolen property.
Extortion	No student shall attempt to extort money, personal property, or personal services.
Indecent Exposure, Excessive Display of Affection	No student shall engage in behavior which is indecent, or in consensual behavior which is overly affectionate.
Harassment/Bullying/Cyber Bullying	No student shall engage in conduct prohibited by the Harassment, Bullying, Cyber Bullying policy.
Sexual Harassment	No student shall engage in conduct prohibited by the sexual harassment policy.
Threat/False Threat	No student shall make any threat through written or verbal language, sign, or act which conveys a serious expression of intent to cause harm or violence. No student shall make a false threat of harm or violence, even jokingly, which causes or is reasonably likely to cause fear or a disruption to school activities.

Physical Aggression/Fighting	Physical aggression or fighting toward students and other people is prohibited. A student who is attacked may use reasonable force in self-defense, but only to the extent necessary to get free from the attack and notify proper school authorities. A student who exceeds reasonable force may be disciplined even though someone else provoked the fight. No student shall engage in fighting or physical aggression towards others, including but not limited to: <ul style="list-style-type: none"> a. Choking, hitting, slapping, shoving, scratching, spitting, biting, blocking the passage of, or throwing objects at another person in an aggressive, confrontational or dangerous manner. b. Taking any action or making comments or writing messages that might reasonably be expected to result in a fight or physical aggression.
Failure to Report Firearm	Any student who has knowledge that another student possesses or intends to bring a firearm on any school campus or to any school activity shall report this information to school or law enforcement authorities immediately.
Hazing	Hazing is prohibited. No group or individual shall require a student to wear

Level 2: Short-term suspension not to exceed 5 days. Aggravating factors may result in possible long-term suspension.	
	abnormal dress, play abusive or ridiculous tricks on him/her, frighten, scold, beat, harass, or subject him/her to personal indignity.
Aiding and Abetting	No student shall aid or abet another student in violating any rule in the code of student conduct.

Level 3: Long-term suspension or possible short-term suspension considering mitigating factors.	
Narcotics, Alcoholic Beverages, Controlled Substances, Chemicals, and Drug Paraphernalia	<p>No student shall possess, use, distribute, sell, possess with intent to distribute or sell, or conspire or attempt to distribute or sell, purchase, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, other controlled substance, any alcoholic beverage, malt beverage, fortified wine, other intoxicating liquor, drug paraphernalia, counterfeit substance, any unauthorized prescription drug, or any other chemicals or products with the intention of bringing about a state of exhilaration, euphoria, or of otherwise altering the student's mood or behavior. The proper use of a drug authorized by valid medical prescription from a legally authorized health care provider shall not be considered a violation of this rule when the drug is taken by the person for whom the drug was prescribed.</p> <p>Possession: having the prohibited substance on the student's person or in another place where the student, either alone or jointly with others, has control over it. This may include, but is not limited to, possession of a prohibited substance in a book bag or desk.</p> <p>Use: the consumption, injection, inhalation or absorption of a prohibited substance into a student's body by any means.</p> <p>Under the influence: the use of any prohibited substance when the prohibited substance would influence a student's mood, behavior, or learning to any degree.</p> <p>Counterfeit Substance: any substance that is described or presented with the intention of deceiving another into believing that it is a substance prohibited under this policy.</p> <p>Unauthorized Prescription Drug: Any drug or medication that has not been prescribed for the student.</p> <p>Drug Paraphernalia: Objects used for ingesting, inhaling, or otherwise introducing controlled substances into the body, e.g., pipes, rolling papers, "roach" clips. Relevant evidence may be considered in determining whether an object is drug paraphernalia.</p> <p>Conspiracy: An agreement by two or more persons to commit an unlawful act in violation of this policy.</p> <p>Sell: the exchange of a prohibited substance for money, property, or any other benefit or item of value.</p> <p>Possess with Intent to Distribute/Sell: Intent to distribute or sell may be determined from the amount of the prohibited substance found, the manner in which it was packaged, the presence of packaging materials such as scales, baggies or other containers, or from statements or actions of the student that demonstrate an intent to distribute or sell.</p> <p>Distribute: to give, share, or pass a prohibited substance for any benefit or item of value, or when the student possessed the substance, at least in part, for the purpose of distribution.</p>
<p>Note: The alternative shall consist of a short-term suspension and may also require participation in a counseling program. The program shall be designed by the Principal and agreed to in writing by the parent, guardian and student. Parents, guardians, and students shall be provided information by school authorities concerning approved alternative programs. This alternative shall be offered only one time to students during</p>	

Level 3: Long-term suspension or possible short-term suspension considering mitigating factors.	
their school career unless an exception is made by the ED based on mitigating factors.	
Gang and Gang Related Activity	<p>Gangs and gang-related activities pose a serious safety threat to students and staff members of the School and can significantly disrupt the educational environment. No student shall participate in any gang-related activities. For purposes of this policy:</p> <p>Gang: any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts, and having a common name or common identifying sign, colors or symbols.</p> <p>Gang-related activities: any activities engaged in by a student on behalf of an identified gang; to perpetuate the existence of an identified gang; to affect the common purpose and design of an identified gang; or to represent gang affiliation, loyalty, or solidarity.</p> <p>Conduct prohibited by this policy includes:</p> <ol style="list-style-type: none"> a. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs, visible tattoos and body markings, or other items, with the intent to convey or promote membership or affiliation in any gang; b. Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) with the intent to convey or promote membership or affiliation in any gang; c. Tagging, or otherwise defacing school or personal property with symbols or slogans intended to convey or promote membership or affiliation in any gang; d. Requiring payment of protection, money or insurance, or otherwise intimidating or threatening any person in connection with gang-related activity; e. Inciting other students to intimidate or to act with physical violence upon any other person in connection with gang-related activity; f. Soliciting others for gang membership; g. Committing or conspiring to commit illegal act in connection with gang-related activity. <p>When a first infraction involves only the wearing of gang-related attire, the student shall receive a warning and be allowed to immediately change or remove the attire as an alternative to disciplinary action.</p>
Weapons/Dangerous Instruments/Substances	<p>No student shall possess, handle, or transmit any weapon, facsimile of a weapon, dangerous instruments, substances or other object that can reasonably be considered or used as a weapon or dangerous instrument/substances. This does not apply to any student who finds a weapon or dangerous instrument /substances on school property or receives it from another person on school property and who immediately reports the weapon or dangerous instrument/substances to school or law enforcement authorities.</p> <p>Weapon: any firearm, BB gun, stun gun, mace/pepper spray, air rifle, air pistol, ammunition, power loads, fireworks, knife, slingshot, leaded cane, blackjack, metallic knuckles, razors, razor blades box-cutter and any sharp-pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction, and maintenance.</p> <p>Dangerous Instruments/Substances: Any object or substance that is</p>

Level 3: Long-term suspension or possible short-term suspension considering mitigating factors.	
	<p>possessed, handled, transmitted, or used for the purpose of causing or attempting to cause physical injury.</p> <p>Facsimile of a Weapon: any copy of a weapon that could reasonably be perceived to be a real weapon.</p>
Note: Refer to Level IV: Violations involving Firearms/Destructive Devices.	
Assault on a Student	No student shall cause or attempt to cause serious physical injury to another student. For the purposes of this policy “serious physical injury” shall refer to any significant or aggravated bodily injury, including but not limited to broken bone(s), loss or chipping of teeth, loss or impairment of vision, loss of consciousness, internal injuries, scarring or other disfigurement, significant bleeding, lacerations resulting in sutures, significant bruising, severe or prolonged pain, any injury requiring hospitalization for any period of time, and/or any injury resulting in medical treatment beyond simple first aid procedures.
Assault on School Personnel or Another Adult	No student shall cause or attempt to cause physical injury to any school employee or other adult. Note: If a teacher is assaulted or injured by a student and as a result the student is long-term suspended, or expelled, the student shall not be returned to that teacher’s classroom unless the teacher consents.
Assault Involving Weapon/Dangerous Instrument/Substances	No student shall assault another using a weapon, dangerous instrument, or dangerous substances.
Bomb Threat	No student shall make a bomb threat or hoax by making a false report that a device designed to cause damage or destruction by explosion, blasting, or burning is located on the school premises or at the site of school activities. No student shall with the intent to perpetrate a hoax, conceal, place or display on school property or the site of school activities any device or artifact so as to cause any person reasonably to believe the same to be a bomb or other destructive device.
Bomb Threat: Aiding/Abetting	No student shall aid, and/or abet in making a bomb threat or hoax by making a false report that a device designed to cause damage or destruction by explosion, blasting, or burning is located on the school property or at the site of school activities.
Acts of Terror	<p>No student shall make a report that he or she knows or should know is false, that any device, substance or material designed to cause harmful or life-threatening illness or injury to another person, is located on school property or at the site of a school activity.</p> <p>No student shall, with intent to perpetrate a hoax, conceal, place, disseminate or display on school property or at the site of a school activity any device, machine, instrument, artifact, letter, package, material, or substance, so as to cause a reasonable person to believe the same to be a substance or material capable of causing harmful or life-threatening illness or injury to another person.</p> <p>No student shall threaten to commit an act of terror on school property or at the site of a school activity that is designed to cause, or is likely to cause, serious injury or death to another person, when the threat is intended to cause, or actually causes, a significant disruption to the instructional day or a school-sponsored activity.</p> <p>No student shall make a report that he or she knows is false, that an act of terror designed to cause, or likely to cause, serious injury or death to another person on school property or at the site of a school-sponsored activity is imminent, when that report is intended to cause, or actually causes,</p>

Level 3: Long-term suspension or possible short-term suspension considering mitigating factors.	
	a significant disruption to the instructional day or a school-sponsored activity. No student shall aid, abet, and/or conspire to commit any of the acts described in section 1-4 of this policy.
Sexual Misconduct	Attempt to have sexual intercourse or solicit a student for the purpose of engaging in sexual misconduct, including intercourse, on campus grounds or through social media.

Level 4: Suspension required under state law.	
Firearm/Destructive Device K-8	<p>Any student in grades K-8 shall be suspended for 365 calendar days for bringing a firearm or destructive device onto school property or to a school-sponsored event off school property, or for possessing a firearm or destructive device on school property or at a school-sponsored event off school property. School property includes any property owned, used or leased by the Board, including school buses, other vehicles and school bus stops. Administration is required to refer to the law enforcement system any student who brings a firearm or weapon to school.</p> <p>Firearm: A weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; or any firearm muffler or firearm silencer. The term shall not include an inoperable antique firearm, a BB gun, stun gun, air rifle, or air pistol.</p> <p>Destructive Device: An explosive, incendiary, or poison gas; bomb; grenade; rocket having a propellant charge of more than four ounces; missile having an explosive or incendiary charge of more than one-quarter ounce; mine; or device similar to any of the devices listed in this definition.</p> <p>Violation of this section shall result in suspension from school for 365 days unless modified by the ED or Board on a case-by-case basis. The 365-day suspension does not apply to any student who finds the firearm on school property or receives it from another person on school property and who delivers the weapon, immediately, to school or law enforcement authorities.</p>

Level 5: Expulsion: A student may be expelled for a violation of this Code of Conduct if the student's behavior indicates that the student's continued presence in the school constitutes a clear threat to the safety of other students or employees, and the Board determines there is no appropriate alternative educational program. Additionally, any student who is a registered sex offender under N.C. General Statutes 14-208 may be expelled.	
Mitigating and Aggravating Circumstances	<p>Mitigating Factors</p> <ol style="list-style-type: none"> The student's age/maturity and developmental level, No recent disciplinary history, Being a passive participant or playing a minor role in the offense, Making appropriate restitution, Reasonably believing the conduct was allowed, Acting under strong provocation, Aiding in the investigation, Making a full and truthful statement admitting guilt at an early stage in the investigation of the offense, or Displaying an appropriate attitude and giving respectful cooperation during the investigation and discipline process. <p>Aggravating Factors</p>

Level 5: Expulsion: A student may be expelled for a violation of this Code of Conduct if the student's behavior indicates that the student's continued presence in the school constitutes a clear threat to the safety of other students or employees, and the Board determines there is no appropriate alternative educational program. Additionally, any student who is a registered sex offender under N.C. General Statutes 14-208 may be expelled.

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| | <ul style="list-style-type: none"> a. Inducing others to take part in the prohibited behavior or occupying a position of leadership or dominance of other participants, b. Attempting to flee or conceal guilt, c. Falsely blaming another individual, d. Receiving money or something of value from the misbehavior, e. Committing other offenses during the same school year, f. The misconduct was associated with gang activity, g. The victim of the misconduct is a teacher or other staff member, h. Victimizing a significantly younger or smaller student or a student with a known or obvious mental or physical disability, i. Repetitive blatant disrespect for authority, j. Taking advantage of a position of trust to commit the offense, or k. Committing an offense on other school system property. |
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HARASSMENT/BULLYING/CYBERBULLYING

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

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

A. Definition of Harassment and Bullying

As used in this policy, harassing or bullying behavior is any repeated, systematic pattern of gestures or written, electronic, verbal or intimidating communications, or any physical act or any threatening communication on school property; at any school, sponsored function; on a school bus; or as otherwise stated in the Student Code of Conduct, and that:

- a. Places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
- b. Creates or is certain to create a hostile environment by substantially interfering with, or impairing a student's educational performance, opportunities, or benefits. A hostile environment means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

Harassing or bullying behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical,

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

B. Reporting Harassing and Bullying Behavior

Any student who believes that he or she has been harassed or bullied in violation of this policy should report such behavior immediately to a teacher or administrator. Any employee who believes that he or she has been harassed or bullied in violation of this policy should report such behavior to their immediate supervisor and/or the ED. A school employee who has witnessed or has reliable information that a student or school employee has been subject to any act of harassing or bullying behavior shall report the incident as follows:

- a. To the Principal or designee in the case of a student; or
- b. To the immediate supervisor of the alleged harasser or bully and/or the Chair of the School Board.
- c. Failure to make such a report may subject the employee to disciplinary action.

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

C. Investigation of Harassment and Bullying Reports

All complaints of harassing or bullying behavior made by students shall be promptly and thoroughly investigated by the Principal or designee. If the alleged harasser or bully is an employee, the ED will determine if a referral to the board is warranted. All complaints of harassing or bullying made by employees shall be promptly reported to the ED or immediate supervisor. If the individual required to investigate a complaint made under this policy is the alleged harasser or bully, the investigation shall be conducted by an appropriate school administrator as designated by the ED. If the alleged perpetrator is the ED, the Board Chair is the investigator. In such cases, whoever receives a complaint of harassment or bullying shall immediately notify the Board Chair. The Board Chair shall direct the Board attorney to respond to the complaint and investigate. If the alleged perpetrator is a member of the Board, the Board attorney is the investigator

D. Disciplinary Action

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

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

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

E. Cyber Bullying

Using social media or other multimedia to communicate intimidating messages or threat is prohibited and will result in the same disciplinary action as other forms of bullying.

SEXUAL HARASSMENT

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

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

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

Examples of sexual harassment include, but are not limited to, deliberate, unwelcome touching; suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats; pressure for sexual activity; continued or repeated offensive sexual flirtations, advances or propositions; continued or repeated verbal remarks about an individual's body; sexually degrading words used toward an individual or to describe an individual; or the display in the work place or school setting of sexually suggestive objects or pictures.

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

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

to the following procedures:

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

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

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

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

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

Search and Seizure and Personal Searches

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

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

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

A student's person and/or personal effects (e.g. purse, book bag, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials. If a pat down search of a student's person is conducted, it will be conducted in private by a school official of the same sex and with an adult witness present, when

feasible.

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

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

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

EMERGENCY AND SAFETY PROCEDURES

Covid Safe School Plan

At SBHS we are focused on keeping students, families, and all adults at school safe.

1. In an effort to safeguard the health and security of all students, families, and adults in the care of SBHS, the Board of Directors require all adults working in close proximity to students and staff more than 15 minutes or longer on a regular basis to be fully vaccinated against Covid 19 coronavirus unless they have a religious or medical exemption.
2. We have proactively taken measures to minimize the risk of Covid spread to achieve that goal. We've installed bipolar ionization filtration technology in our HVAC system throughout our campus. In addition, each class and office space is equipped with portable medical grade HEPA air purifiers along with hand sanitizer dispensers, wipes and disinfect spray.
3. We've implemented a schoolwide "COVID-Safe" campaign that reinforce hygiene standards such as mask-wearing, handwashing, temperature checks, social distancing and staying at home if you don't feel well. The majority of all adults at school are vaccinated and we encourage families with students 5 years and older to get the COVID-19 vaccine.
4. SBHS Board require that students and all adults practice safety protocols to mitigate the spread of Covid 19 while at school. These practices include:
 - a. proper handwashing and sanitizing
 - b. temperature checks before boarding school buses or entering school building;
 - c. social distancing to the greatest extent possible while interacting with others
 - d. staying at home when sick

If a student tests positive for Covid or comes in close contact with someone who tested positive, the parent or guardian of the student must inform the school nurse and teacher immediately and follow SBHS nurse recommendations, including quarantining and submitting negative PCR Covid results of tests done. Number of tests and time gaps between tests will be recommended by SBHS nurse. Such student will only return to school with written clearance from SBHS nurse. If required to quarantine,

student will receive excused absence for school days missed with verification from school nurse and approval of principal in writing.

What is the school’s protocol for letting parents know when someone tests positive in the school?

Our protocol when someone tests positive for COVID is to contact the family of anyone who was within 3ft or less of the COVID-positive person for longer than 15 minutes cumulatively over a 24-hour period. Those persons must take a COVID test and can only return to school after submitting hard copy results of negative test(s) requested by SBHS nurse. We also check in with those individuals to monitor their symptoms while they are at home and provide remote instruction for students during quarantine if allowed by the parent.

SBHS Board of Directors reviews its COVID protocols and policy on a regular basis and changes to above protocols may be implemented as needed.

Building and Grounds

Maintaining safe and attractive school grounds and facilities requires everyone’s support. All students, staff and parents should make every reasonable effort to preserve and protect SBHS property.

Delayed Openings and School Closings

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

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

Weather announcements from local media outlets will come from the following:

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

Fire, Severe Weather, and Lock-Down Drills

The Dean of Student Services will conduct a fire drill during the first week after the opening of school and at least one fire drill each month thereafter. The route of egress and alternate routes will be posted in each classroom in each building. Tornado and lock-down drills will also be conducted on an annual basis. Students and staff will be instructed on the procedures to follow.

HEALTH AND WELLNESS

Illness and Injury

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

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| ✓ Fever, chills | ✓ Discharge from eyes |
| ✓ Diarrhea | ✓ Sore throat |
| ✓ Skin rash, spots, etc. | ✓ Flu like symptoms |
| ✓ Nausea or vomiting | ✓ Cough with fever |

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

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

Medications

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

Self-Administration of Emergency Medications

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

Communicable Diseases

SBHS aims to provide a safe and secure environment free of infection from communicable disease for all students and employees. To balance the need to protect the privacy rights of students and employees and to control the spread of communicable diseases and conditions, decisions concerning necessary action shall be made on a case-by-case basis in accordance with this policy, sound judgment, and applicable legal requirements.

A communicable disease or condition is defined as an illness due to an infectious agent, or its toxic products, which is transmitted directly or indirectly to a person from an infected person or animal.

This policy applies to all legally reportable communicable diseases, including HIV and AIDS, as set forth in state regulations.

In order to prevent the spread of communicable diseases, universal health and safety precautions, which include regulations regarding the cleanup of all bodily fluids (including blood), shall be distributed by the ED or his/her designee and shall be followed by all SBHS employees.

In accordance with state law, the ED or his or her designee shall report suspected cases of reportable communicable diseases or conditions to the county health director for investigation and shall provide available factual information to substantiate the report. Such reports shall remain strictly confidential and may be shared only with other staff members as necessary to prepare and file a report. All staff members who are made aware of any such report shall keep such information confidential. Without releasing any information that would identify the affected student when not required, the Superintendent shall report suspected cases of reportable communicable diseases or conditions to the Board.

Any student suffering from a communicable disease or condition shall follow all control measures issued by the county health director and shall take all necessary precautions to prevent the transmission of the disease or condition. Any SBHS employee who has reason to believe that a student is suffering from a reportable communicable disease and failing to follow safe practices shall report this to the School Administration or school health professional. Failure to follow control measures may result in disciplinary action. The Parent(s) of a student suffering from a communicable disease should inform the Dean so that appropriate accommodations and precautions may be put in place.

If the county health director notifies SBHS that a student with a communicable disease or condition may pose a threat to public health, the student and his or her Parents shall cooperate with the health director to eliminate the threat. It is the responsibility of the health director to determine when the SBHS community must be notified of the outbreak of a contagious disease. School officials shall cooperate with the health director in issuing such notification.

It is the responsibility of the county health director to notify SBHS if a student infected with the HIV virus is enrolled or scheduled for admission to the school, and if there is a serious risk of transmission of the virus by the student.

Communicable illnesses include:

Chicken Pox: Student is excluded from school for 6 days after the rash appears or until all blisters have formed scabs.

Measles: Student is excluded until physician's written approval is given and the student is no longer contagious.

Ringworm: Student is excluded from school until seen by a doctor and treatment is started.

Pink Eye: Student is excluded if: eyes are severely red, swollen, there is yellow discharge, the student excessively rubs the itching eye, or it appears that cases are being transmitted from one

student to another. Students should not return to school until prescription medication has been applied for up to 24 hours.

Impetigo: Student is excluded from school if he/she has more than 3 or 4 sores and until seen by a physician and treated with prescription antibiotic for 24 hours. Proof of medication is required.

Streptococcal and Staphylococcal Infections: Student is excluded from school until treated with prescription antibiotic. Students with a confirmed case of MRSA (Methicillin-resistant Staphylococcus aureus) will be treated on an individual basis. The student's physician, the school health professional, and Principal will decide when a student identified with MRSA infection may return to school.

Head Lice:

SBHS will take prompt action to eliminate the threat of head lice. Head lice do not represent a disease or infection and can therefore be readily treated. In-school transmission is considered to be rare and when transmission occurs, it is generally found among younger-age children with increased head-to-head contact. Children found with live head lice should remain in class, but be discouraged from close direct head contact with others. The school health professional or designated school staff will contact the parents to discuss treating the child by the end of the school day. Students with lice and have received treatment may not be excluded from school, however, further monitoring for re-infestation is appropriate as deemed necessary. Any member of the school community who knows of a manifestation of head lice should report this to a responsible staff member. A written notice will be sent to the parents of all students in a classroom where a confirmed case of head lice occurs; confidentiality and privacy of the affected student will be maintained. In classrooms where an outbreak (three or more cases) of head lice occurs, all students will be examined by the school health professional. The school health professional play an important role in providing education, addressing myths, and preventing any stigmatization regarding health issues.

Diabetes Plans and Compliance Reports

SBHS shall implement rules and procedures for students with diabetes in accordance with State Board of Education requirements and G.S. 115C-375.3. This includes making available necessary information and staff development to teachers and school personnel in order to appropriately support and assist students with diabetes in accordance with their individual diabetes care plans.

Immunizations

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

in progress had been received by the 30th calendar date from the first day of attendance, the Dean of Student Services is required by law to exclude the child from school on the 31st day until such evidence has been presented by the parents/guardians.

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

Kindergarten Health Assessment

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

Tdap Booster

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

Health Insurance

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

Garrett's Law

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

Meningococcal meningitis is another respiratory illness with symptoms that may resemble the flu. Seek immediate medical care if your child develops fever, headache, stiff neck, nausea, vomiting, confusion, sleepiness and sensitivity to light. The Advisory Committee of Immunization Practices recommends vaccination for college-aged students. With any contagious respiratory illness, the best method of prevention is good health habits. It is important to stay at home when sick. Take the following precautions to prevent illness;

- ✓ Avoid close contact with people who are sick,
- ✓ Cover mouth and nose with a tissue when coughing or sneezing,
- ✓ Avoid touching eyes, nose or mouth, and

- ✓ Wash hands to protect from germs

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

Child Abuse or Neglect

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

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

Suicide Risk/Prevention

The SBHS adopts suicide prevention protocols to increase the safety of at-risk youth and to protect the entire school community.

The SBHS clinical consultant, social worker, and health professional has specialized training to intervene, assess, and refer students at risk for suicide. These staff members will serve as screeners for suicide risk and prevention. These staff will also serve to educate, inform, and train in suicide risk and prevention when indicated.

A suicidal event or risk is recognized as an attempt, gesture or thoughts expressed by a student verbally, behaviorally, or in written form. The event is reported directly/in-person to a School Screener (Clinical Consultant, Social Worker, or Health Professional); and, the building administrator (s) notified.

The school screener gathers information and determines level of risk and need for further screening (a consultation with another school screener may also be utilized). Emergency services will be contacted if the student presents in eminent danger, i.e., ingests medication or other harmful substance, attempts to leave camp, threatens with a weapon. Parents/guardians will be contacted immediately or as soon as possible to inform and obtain further information and make any referrals needed. If the level of response requires out of school treatment, upon return, the student should be re-assessed by a school screener prior to re-entry. If necessary, a safety plan is developed and shared with responsible parties. Confidentiality and privacy are maintained on all health information.

STUDENT RECORDS

Regulations (FERPA)

The federal Family Education Rights and Privacy Act (FERPA) affords parents of students, legal guardians, and emancipated students the right to inspect their own or their child's records.

Furthermore, FERPA prohibits, with limited exception, other persons from accessing such records without the prior consent by a parent or emancipated student. Information regarding FERPA can be found on the US Department of Education website.

(<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html?src=ft>)

A parent or eligible student must normally submit a written notification at least five days in advance to the school records office to inspect the student's file.

SBHS may disclose appropriately designated "directory information" without written consent, unless the parent or emancipated student has directed the school not to disclose such information.

Such information allows SBHS to publish certain useful information such as an athletic roster or a program bulletin, a yearbook, honor rolls or other recognition lists or graduation programs. The school considers the following information as directory information: a student's name, address, phone number, activity or athletic photograph, dates of attendance, grade level, participation in activities and sports, and weight and height of sports team members. Each year SBHS will notify parents of the school's "directory information" and parents' right to opt out of such disclosures.

The Dean of Student Services or his or her designee shall compile and maintain an official record for each student that contains information including a birth certificate, dates of admission and departure, attendance data, standardized test results, and grading and promotion data. Each student's official record shall also include notice of any suspensions for a period of more than 10 days or of any expulsion. The notice of suspension or expulsion shall be expunged from the record if the student graduates from high school or is not expelled or suspended again during the two-year period commencing on the date of the student's return to school after the expulsion or suspension.

Official student records shall be permanently maintained. The Dean of Student Services is authorized to order the storage of official student records at a central location. Student records do not include individual notes and records made by teachers and administrators that are in the sole possession of their

maker and that are not accessible or revealed to any other person except a substitute teacher or supervisor.

Student Record Confidentiality

Student educational records are confidential. Access to the official student record and any other student record shall be strictly limited in conformance with state and federal law and Board policy. A confidential folder shall be maintained for each child evaluated for or receiving exceptional children's services.

Apart from directory information, personally identifiable information about a student shall not be released from a student's record without the prior written consent of the parent, legal guardian, or emancipated student, except to the following persons:

- ✓ School employees when a legitimate educational purpose exists for accessing the information, including professionals contracted to provide services for a student;
- ✓ Authorized government or educational officials, or others with legitimate reasons for reviewing a student's records;
- ✓ Appropriate persons in connection with an emergency, if the release of the information is necessary to protect the health or safety of the student or other persons;
- ✓ Authorized state and local officials with authority to review student information if the disclosure relates to the juvenile justice system's ability to serve, before adjudication, the student whose records are released. The official must certify in writing that the information will not be disclosed to any other party, except as provided by state law or with prior written consent of the student's Parent or an emancipated student;
- ✓ Officials of other schools where the student has enrolled or plans to enroll, unless the Parent or an emancipated student has specifically requested in writing that the information not be released to the requesting institution;
- ✓ Persons acting under court order or subpoena, as long as the Parent or an emancipated student shall be notified of the request prior to its execution;
- ✓ Accrediting organizations, to the extent necessary to enable them to carry out their functions; and
- ✓ Financial aid organizations if related to a student's application for receipt of financial aid.

Prior written consent for any other release of personally identifiable information must be signed and dated by the parent, legal guardian, or an emancipated student and must specify the records that may be disclosed, the purpose of the disclosure, and the party or class of parties to whom the disclosure may be made.

Right to Know Under Every Student Succeed Act

Parents of students have the right to know the professional qualifications of SBHS's classroom teachers and can ask for certain information about their child's classroom teachers. SBHS will give this information to parents in a timely manner if asked. Specifically, parents have the right to ask for the following information about each of their child's classroom teachers and SBHS:

- ✓ State Department of Education licensure
- ✓ State Department of Education special licensure considerations
- ✓ Teacher's college major and/or advanced degree's attained
- ✓ Any teachers' aides or similar paraprofessionals provide services to their child and their qualifications
- ✓ School Improvement Plan
- ✓ Qualifications of your child's teachers
- ✓ Professional development opportunities for teachers and assistants
- ✓ Opportunities for parent involvement and input
- ✓ Title I Parent Involvement Plan and School Parent Involvement Plan
- ✓ School Report Card

Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment affords parents certain rights concerning student privacy, parental access to information, and administration of physical examinations to minors. These include:

- Consent before students are required to submit to a survey that is funded in part or in whole by a program of the US Department of Education that concerns one or more of the following protected areas ("protected information survey")
 1. Political affiliations of student or student's parents
 2. Mental or psychological problems of the student or student's family
 3. Sexual behavior or attitudes
 4. Anti-social, demeaning, illegal, or self-incriminating behavior
 5. Critical appraisals of others with whom respondents have close familial relationships
 6. Legally recognized privileged relationships, such as with lawyers, doctors or ministers
 7. Religious affiliations, beliefs, or practices of the student or parent
 8. Income, other than as required by law, to determine program eligibility
- Receive notice and an opportunity to opt a student out of the following:
 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 SBHS, and not necessary to protect the immediate health and safety of the students (except for hearing, vision, scoliosis, or any other physical exam or screening permitted or required under state law)
 3. Any activity involving the collection, disclosure, or use of personal information or the marketing, selling, or distributing of such information to others.
- Inspect the following, upon request and before administration or use:
 1. Surveys created by a third party before their distribution by SBHS to its students
 2. Instruments used to collect personal information from students for marketing, sales, or other

- distribution purposes
3. Instructional material used as part of the educational curriculum

SBHS has developed and adopted policies regarding these rights, as well arrangements to protect students' privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. SBHS will directly notify parents of these policies at the beginning of each school year and after any substantive changes. SBHS will also both directly notify parents through US mail, e-mail, parent meetings, or the Parent and Student Handbook at the start of each school year of the specific or approximate date (if such events are planned/scheduled) of the above activities and provide an opportunity to opt out of participating in them. Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5920

McKinney-Vento

The McKinney-Vento Education of Homeless Children and Youth Assistance Act is the primary piece of legislation dealing with the education of children and youth experiencing homelessness. The Act is also known as Title X, Part C of the Every Student Succeeds Act. Information about this act can be found at: <https://www2.ed.gov/policy/elsec/leg/esea02/pg116.html>.

APPENDIX A

Class Descriptions

Arts and Decor: Students are exposed to various craft techniques and learn the application of principles of design through the utilization of a variety of media. This helps students gain an understanding of the various tools and vocabulary necessary to complete craft assignments.

Band: Band offers students learning and performance opportunities using musical instruments primarily focused on the development, continuation, and expansion of basic skills. Students will develop an ear and passion for music, becoming high achieving musicians capable of exceeding above and beyond the level expected after leaving middle school.

Music Programs: *Classes offered:* Beginning Band, Intermediate Band, Advanced Band. *After School:* Pep Band, Jazz Band, Drum-line, and Solo Recitals.

Chorus: Chorus offers the opportunity to participate in a vocal music program dedicated to the pursuit of excellence in music through performance, and expand basic music knowledge and history. Key components of this class include music theory, vocal health, stage presence, and ear training and tone development. Chorus students attend variety of master classes, workshops and competitions.

Dance: Students in 2nd – 8th grade are trained in ballet, jazz, contemporary, lyrical, hip-hop and acrobatics. As an art, dance is a conduit of expression and communication. At every level dancers will learn how to dance with joy, passion, and a respect for technique and history. Students in all grades will explore the diversity of the dance world through learning various dance styles, techniques, and genres. This will be accomplished through opportunities to learn about the history and context of each style, genre-specific terminology and skills, viewing and critiquing the aesthetics of dance, and creating and performing works in each genre. All of these elements culminate with opportunities for students to perform in multiple venues in school, and surrounding communities.

Multimedia (when available): Students explore and learn the fundamentals of different content forms such as audio, images, animations, TV, and movie making. Students produce a weekly SBH Broadcast, school visual communications, advertisements, and shows throughout the year. Students learn how to use their Multimedia experience to make school project presentations and expand their creativity.

P.E. & Strength and Conditioning: Physical Education classes are designed to practice and develop skills in activities that will help students maintain fitness throughout their lives. Students will understand the benefits that regular exercise can provide to one's mental, physical and social health and the significant role it plays in their physiological development. This program complies with North Carolina's Standards for K-8 Physical Education and will help students develop a life-long physically active lifestyle.

Theatre arts: Theatre Arts class has a great emphasis in acting. Students learn terminology, improvisation, acting technique, text analysis, vocal and physical expression, and characterization. However, students in this major learn much more than all aspects of being an actor. The class also integrates basic knowledge in other areas like: history, technical theatre, playwriting, and directing. Theatre students delight the audiences of Wilson and its surrounding areas with great plays and musicals and our Middle School theatre majors are the incessant

running “machinery” that serves the technical needs to all of our shows. It is our mission and passion to prepare students for the competitive field in the world of theatre.

Visual arts: Elements of Art and Principles of design are the foundation of the Visual Arts classes. Students are provided with a strong foundation in basic art skills and techniques and are taught how to look, talk, and write about art. We focus on drawing, painting, sculpture, and mixed media and teach our students how to be creative thinkers of today and future. Based on the NC Standards for Visual Art, students learn how to connect visual arts to history, culture, heritage, and other disciplines such as math, science, language arts and other art forms.

Science Elective (when available): Science elective will explore many different types of science from anatomy, physiology, biotech, astronomy, earth science, STEM- exploring engineering, and engineering challenges. We will do lots of experiments but we won’t blow up anything; collect and graph data, create your own prototype of an invention you come up with, read fascinating articles about other scientists, learn lab safety and techniques, and have lots of serious fun!

Appendix B

SBHS Admissions and Lottery Policy

Purpose: This policy is in place to address the process for handling admissions at Sallie B Howard. The goal of this admissions policy is to declare the process and methods that will be used to admit students in a fair and consistent way that does not offer priority to any student except those specifically noted in North Carolina law.

Sallie B Howard is a nonprofit, tuition-free charter school authorized by the state of North Carolina. As a charter school, **Sallie B Howard** will be open to all students who would otherwise qualify for enrollment in North Carolina Public Schools. The school will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. School will open enrollment on February 1st. The open enrollment period will end on May 20th. If needed, the lottery will occur on May 20th. The lottery date, time and location will be published on the school's website by February 28th of each year.

No criteria for admission will be used except the completed application. The application may be completed online through our website www.salliebhowardschool.com unless a family is unable to access the site. In that case, we will provide a paper application to parents when requested. The application will include the student's name, parent/guardian names, current address of student, phone number of parent/guardian, email of parent/guardian, county of residence, current grade level, student's date of birth, the name of any siblings already enrolled at the school, and a declaration of the student's residence in the state of North Carolina.

Grade Level for the Lottery Application

Parents may not choose which grade they would like their child enrolled in for the coming year, they must enter the actual current grade and student will be entered into the lottery for the next grade level.

Parents wishing to have their child considered for retention must still submit their student for the subsequent grade level. If the student's current school recommends a student for retention and has it documented in the student's file, the student will be moved to the appropriate grade if they have been admitted to school and will retain enrollment status with School. If the student is on the wait list at the time the retention decision is made, they will be moved to the correct grade level and placed on the wait list of their new grade based on the number they were pulled during the lottery.

Returning Students

Following the first year of operation, current students at School will not be required to re-enroll. They will be asked to sign a non-binding letter of intent for the coming year during January to allow the school to plan appropriately for the lottery.

Enrollment Priority

Sallie B Howard will follow all rules and regulations regarding enrollment priority as required by applicable North Carolina law.

The following groups will have enrollment priority at **Sallie B Howard** in the order that follows as space permits in each grade:

1. Children of full-time employees and board members (may not exceed 15% of total school population)
2. Siblings of currently enrolled students who were admitted to the charter school in a previous

year (as determined by Charter School law G.S. 115C-218.45(f)(1))

3. Children whose families are considered Economically Disadvantaged

Economically Disadvantage Students: **Sallie B Howard** will institute a priority lottery for remaining seats available in order where ED students will receive two tickets where non ED students will receive one ticket into the grade level

Families will be instructed to complete an optional form, separate from their lottery application, where they can offer family income information in order to determine if they are eligible for the purposes of the priority lottery. This supplemental form will ask applicants to consent to verify status as FRL eligible by **Sallie B Howard** staff, and will state no specific information will be obtained beyond eligibility status and that the information will not be retained.

Bundled Policy for Siblings

All children in a family are "bundled" together under one unique lottery registration number, but will only be registered to run in the lottery under the name and grade of the oldest child ("Primary Registrant"). If the "Primary Registrant" child is admitted, all siblings bundled on the registration form will be eligible for placement in their respective grade level immediately, as long as there is an opening. If there are no openings, they will be placed on the general wait list for the respective grade level. If the "Primary Registrant" is placed on the waitlist, the other siblings will also be placed on the wait list for respective grade levels. It is our intent to provide Lottery Procedures that benefit families but are fair and consistent for all of our applicants.

Multiple Birth Siblings

If multiple birth siblings apply to the school, they will be "bundled" together under one unique lottery registration number. If the multiple birth siblings are pulled in the lottery when there is still at least one spot remaining in their grade level, all multiple birth siblings shall be admitted. If their application is pulled after the spots are all filled, they will be added to the wait list under a bundled registration.

Lottery Procedures

Lotterease is an independent automated lottery system that Sallie B Howard uses to manage its lottery and waitlist. Since Lotterease is an independent system, the school staff do not have the ability to manipulate or adjust the lottery outcome. In addition, all activity that takes place with an application is tracked in a history log that the parent can view at any time by logging into the parent portal.

Preference order is as follow:

1. Children of staff members are given first priority (not to exceed 15%)
2. Siblings of currently enrolled students will be given second priority.
3. Economically disadvantaged children will be given 2 tickets for every 1 ticket on a non-economically disadvantaged student

The order the lotteries run will begin with the oldest grade through the youngest grade. If a family (more than one child) is applying, they will be bundled together using the surname function in Lotterease. The last student entered on the application will be the primary surname applicant. If that applicant is chosen during the lottery, their siblings will be placed in their respective grades, as long as there is a seat available. If there is not a seat available, they will be placed at the top of the waitlist. If the Primary surname applicant is not selected, then the whole family will be waitlisted. However, if any applicants from the family move up the waitlist and are eventually offered a seat then when the parent confirms, their siblings will move up the waitlist.

Lottery Results

The school will post the results of the lottery on the website within 5 business days of the lottery. If a student has been admitted to the school, the parent/guardian of the student will be contacted via email unless they indicated on their application that they did not have access to email. If the parent is unable to receive email, an acceptance letter will be mailed to the child's residence.

The results and the wait list will be updated monthly to allow parents to determine their current place on the wait list. Parents of students placed on the wait list will not receive communication via email or mail as to their student's place on the wait list. They will be asked to look at the wait list information placed online to determine their spot on the wait list.

Students Applying after the Open Enrollment Period

Any students applying after the open enrollment period will be placed in their respective grade if there is still space available. Otherwise, they will be placed directly after any wait-listed students from the lottery in the order the application was received.

Enrollment

Students admitted on or before May 25 will have 15 calendar days from the date their acceptance email was sent to accept or decline enrollment and 30 days from the time of the acceptance email to turn in enrollment paperwork. If a student is admitted after May 25, they will have 7 days to accept or decline enrollment at the school and 10 days to return the enrollment paperwork. If a student is admitted after July 5, they will have 48 hours to accept or decline enrollment at the school and 5 days to return the enrollment paperwork. If the school does not receive enrollment confirmation and the paperwork back in the specified time period, the Executive Director may decline enrollment to the student and offer the spot to the next student on the wait list. If enrollment is declined and then a parent later decides they would like to send their student after all, they will be asked to submit a new application and they will be placed on the wait list in the next available spot.

As spots at the school become available, the parent/guardian of the student will be contacted via email. If the parent does not have access to email and has specified that on their application, the school will make a phone call to the student's guardian. Every effort will be made to communicate promptly with all accepted families.

School's Right to Refuse Enrollment

School reserves the right to refuse to enroll any student currently under a term of expulsion or suspension by his or her school until that term is over.

School reserves the right to refuse to enroll a student if a parent willingly and knowingly provided incorrect information on the enrollment application.

If a student has accepted enrollment at the school, but does not appear at the school on the first day of school, the school reserves the right to remove the student from their enrollment roster and offer the next student on the wait list the spot.

Enrollment Forms

Enrollment forms will include, but are not limited to the following:

- (1) Proof of North Carolina Residency
- (2) Permission to request current school records
- (3) Immunization Records

Handling of Errors

School Errors

If any mistake is made by School in administering the lottery (or if any discrepancy occurs in the lottery process as a result of the actions of School that is not corrected during the lottery), such mistake or discrepancy will not invalidate the lottery and the lottery results will stand with respect to all applicants who were admitted at the appropriate grade level through the lottery. The mistake or discrepancy will be corrected at the next regularly scheduled meeting of the Board of Directors (after recognition of the mistake). If a mistake is made by an applicant resulting in the applicant not being placed at the appropriate grade level in the lottery, the applicant will not be admitted and may submit a corrected application, which will be subject to the process followed for students applying after the enrollment period.

If too many students were included in the lottery at a grade level or if a student name was duplicated in the lottery at a grade level, the student or students who should not have been included (or the duplicate with the lower priority placement number, as applicable) will be removed, and any applicants with placement numbers behind the applicants who were removed will be advanced in order on the list.

If an applicant is left out of the lottery by mistake, the number of students who were included in the lottery will be determined. For each applicant not included by mistake, a random application number from the full pool of applicants received will be assigned, and the applicant will be assigned that number as his or her lottery placement number and appropriately placed as if they were pulled at the same time as the randomly assigned placement number. Any applicants with placement numbers on the wait list behind the applicants who were left off by mistake will be moved down in order on the list. As noted above, lottery results will stand with respect to all applicants who were admitted at the appropriate grade level through the lottery.

Parent Errors

If a student name is duplicated in the lottery and School administration determines that the student was intentionally registered more than one time, the student will be assigned the lowest priority placement number assigned to the student in the lottery.

If an applicant has been incorrectly placed in a grade because a parent wishes to have their student retained, the applicant will not be admitted and may submit a corrected application, which will be subject to the process followed for students applying after the enrollment period.

APPENDIX C

Service Animals In School

Sallie B. Howard School prohibits discrimination on the basis of disability in the implementation of its educational program and services in accordance with state and federal law. Accordingly, an individual with a disability may be accompanied by his/her service animal on school property or at school-sponsored events in accordance with state and federal law and pursuant to the policy set forth below.

Definition of Service Animal

A service animal is any dog individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. The work or tasks performed by a service animal must be directly related to the individual's disability. Animals whose sole function is to provide emotional support, comfort, therapy, companionship, therapeutic benefits, or to promote general emotional well-being are not service animals for the purpose of this policy.

Procedures for Use of a Service Animal at School

1. An individual requesting use of a service animal at school must submit a written request and documentation of approved service animal training to the Executive Director at least ten (10) workdays prior to the proposed use of the service animal. Service animals will not be permitted in the school setting without prior approval. Service animals will not be permitted in the school setting without prior approval.
2. School employees will not ask an individual with a disability about the nature or extent of the person's disability or for proof of a service animal's training as a condition of allowing the animal onto school property. However, when not readily apparent, the Executive Director or his/her designee may inquire as to whether the animal is required because of a disability and what work or task the animal has been trained to perform.
3. The use of a service animal at school may be subject to a plan addressing: introduction of the service animal to the school environment, any necessary training for staff and/or students regarding interaction with the service animal, the presence of a handler other than the individual with the disability to control or care for the service animal, and other issues deemed necessary by school officials.
4. Requests for use of a service animal must be renewed annually, prior to the start of each subsequent school year. Approval of the use of a service animal on school property is subject to review by the Board at any time.

Presence of a Service Animal on School Property

1. An individual accompanied by a service animal is expected to be able to care for and supervise the service animal. If a student is not able to care for and supervise the animal, the student's parent will be responsible for providing such care and supervision of the service animal. The school is not responsible for the care or supervision of the service animal.
2. If a student requires assistance from his/her parent or handler to care for and supervise the animal, an

individual criminal history check for the person providing such assistance will be required in accordance with state law and school board policy.

3. Service animals must wear proper identification and must always be on a harness, leash or other tether at all times. If such tethering is not feasible due to the individual's disability, the service animal must be under other sufficient means of control such as the student or handler's control by way of voice controls, signals or other effective means.
4. The service animal must be housebroken, under the control of its handler, and have received all necessary vaccinations as required by state law.
5. The service animal should be free of parasites and otherwise in good health.

Health and Safety

1. Any animal that causes injury to students or staff or that behaves aggressively must be immediately isolated and removed from school premises. The service animal will not be permitted to return to school property unless the owner can establish that the animal does not pose a threat to the safety or well-being of students or staff.
2. If a student or staff member has an allergic reaction or other health concern related to the presence of a service animal, the animal must be immediately removed from the classroom or work area of the affected individual and, if necessary, removed from school premises until the situation is resolved. Legitimate health concerns of other students or staff members that cannot be eliminated by reasonable modifications may necessitate additional conditions or limitations being placed on the use of the service animal.

Liability

The school may hold the owner or handler of a service animal liable for any property damage caused by the animal to the same extent required by other school policies or rules that impose liability for property damage. In addition, either the owner or handler, or both may be liable for personal injury caused by the animal or related to the presence of the animal on school property.

Exclusion of a Service Animal from School Property

The Executive Director may exclude a service animal from school property for the following reasons:

1. The animal poses a direct threat to the health or safety of others that cannot be eliminated by reasonable modifications.
2. The animal is out of control and the handler does not take effective action to control it.
3. The animal is not housebroken.
4. The presence or behavior of the animal fundamentally alters the service, program or activity of the school.

The Executive Director's decision regarding exclusion of a service animal from school property may be appealed pursuant to the school's Grievance Policy.

If a service animal is excluded, an individual with a disability will be provided the opportunity to participate

in educational services, programs or activities without having the service animal on the premises.

Reference: Title II of the Americans with Disabilities Act (“ADA”), 42 U.S.C. 12134;
28 C.F.R. Pt. 35.

Adopted: 07/22/2020

Appendix D

Good cause exemption criteria for promotion/retention policy

(Adopted 5/30/2022)

1. EC students who fail EOG but meet all conditions below *may* be considered for promotion:
 - a. IQ at or below 72 (or classified as ID mild)
 - b. HR teacher verifies 80% compliance with all assignments, including homework, classwork, projects, quizzes/tests, etc.
 - c. Meets attendance requirements for promotion
 - d. Earns F1 grade of 60 or more in all subjects, core and electives.
 - e. HR teacher recommends promotion

2. EC students classified as LD or SLD *may* be considered for promotion if they meet the following criteria:
 - a. IQ at or below 80 (1+ SD below 100)
 - b. HR teacher verifies 80% compliance with all assignments, including homework, classwork, projects, quizzes/tests, etc.
 - c. Meets attendance requirements for promotion
 - d. Earns F1 grade of 60 or more in all subjects, core and electives.
 - e. HR teacher recommends promotion

3. EC students classified as Autistic or OHI *may* be considered for promotion if they meet the following criteria:
 - a. IQ at or below 80 (1+ SD below 100)
 - b. HR teacher verifies 80% compliance with all assignments, including homework, classwork, projects, quizzes/tests, etc.
 - c. Meets attendance requirements for promotion
 - d. Earns F1 grade of 60 or more in all subjects, core and electives.
 - e. HR teacher recommends promotion

4. English Learners in their first 2 years living in U.S. *may* be considered for promotion if they meet the following criteria:
 - a. HR teacher verifies 80% compliance with all assignments, including homework, classwork, projects, quizzes/tests, etc.
 - b. Meets attendance requirements for promotion
 - c. Earns F1 grade of 60 or more in all subjects, core and electives.
 - d. HR and ESL teachers recommend promotion

5. Other English Learners in their 3rd+ years of living in US *may* be considered for promotion if they meet the following criteria:
 - a. Show expected growth in language acquisition as measured by ACCESS testing standards
 - b. HR teacher verifies 80% compliance with all assignments, including homework, classwork, projects, quizzes/tests, etc.
 - c. Meets attendance requirements for promotion
 - d. Earns F1 grade of 60 or more in all subjects, core and electives.
 - e. HR and ESL teachers recommend promotion



SALLIE B. HOWARD SCHOOL OF
ARTS & SCIENCE

Parent and Student Handbook
(Grades 9-12)

Revised August 2022

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Contact Information

School Office Hours: 8:00am - 4:30pm

School student hours: 9:30 – 4:00pm

Mailing address: 1004 Herring Ave E. Wilson, NC 27893

Main office: (252) 293-4150 EXT 2

Website: <https://salliehowardschool.com/high-school/>

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Torres, Diana	Theatre Teacher	DTorres@sallieb.net
Wiggins, Sarah	Math Teacher	SWiggins@sallieb.net

Communication with Teachers and Staff

The faculty and staff of Sallie B. Howard School welcome and encourage direct communication with our families. The best way to communicate with the faculty and staff is through Remind and email. Please allow 24 hours on school workdays for staff to respond. When a response is needed sooner, please call the main office.

Confidentiality

Information concerning students, families and staff is confidential and cannot be shared at any time. **Faculty, staff and administration may only share information concerning student's behavior, performance, or disciplinary action with a student's parent or legal guardians.** According to State and Federal Statutes, administration is restricted in what may be discussed regarding personnel issues. The Board of Directors and administration retain the authority to designate individuals to work with confidential information on behalf of the school. Violations in our school must follow rules of confidentiality.

Mission

Sallie B. Howard School of Arts and Science is committed to ensuring that every child – privileged or underprivileged - gets the kind of education that will allow them to become more than they ever thought they would be.

Eagle P.R.I.D.E.

As a Sallie B. Howard Eagle, I will demonstrate...

- P- PERSEVERANCE
- R- RESPECT
- I-INTEGRITY
- D- DISCIPLINE
- E- EXCELLENCE

Our Students

Our goal is to graduate students who possess a strong sense of character, critical thinking skills, confidence and discipline that they can carry into their future professions. Students who succeed at SBH School of Arts and Science demonstrate the following:

- Desire a career in the arts or sciences.
- Possess strong study habits.
- Willingness to dedicate extensive time each week to practice and rehearsals.
- Maintain solid writing skills.
- Ability to successfully balance academic classes with arts/biotech studies.

These qualities will best prepare our students to compete in the 21st century job market. Have a clean behavior record.

Calendar

Sallie B. Howard School

2022-2023 Calendar

July 22						
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August 22						
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December 22						
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January 23						
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- Progress Report/ Report Card
- Early Release Day for students
- Half-Day - Student Release
- Intercession - No School
- First Day of School
- Teacher Workday - No Students
- Holiday - No School
- EOG Testing Window
- Afterschool Staff Mtg
- Last Day of School

July	
25 - 29	Teacher Workdays
August	
1	First Day of School
31	Teacher Workday
September	
5	Holiday - Labor Day
28	Teacher Workday
30	Report Card/ End of Quarter
October	
3 - 14	Fall Break
17	Teacher Workday
November	
11	Holiday - Veterans Day
23 - 25	Thanksgiving Break
December	
20	Teacher Workday
22	Report Card, End of Quarter/Semester
23 - 30	Winter Break
January	
2 - 6	Winter Break
9	Teacher Workday
16	Holiday - King Holiday
March	
8	Teacher Workday
10	Report Card/ End of Quarter
13 - 24	Spring Break
27	Teacher Workday
April	
7	Holiday - Good Friday
26	Progress Reports
28	Teacher Workday
May	
26	EOG Begins
29	Holiday - Memorial Day
June	
7	Last Day (Half day for students)
8 - 12	Teacher Workday

Revised - SBHS Board approved 06/28/2022

Bell Schedules

Daily Schedule	Start	End
Arrival	9:20	9:30
First Block	9:30	10:55
Second Block	11:00	12:25
Third Block	12:30	1:55
Lunch	2:00	2:30
Fourth Block	2:35	4:00

Early Release Bell	Start	End
Arrival	9:20	9:30
First Block	9:30	10:10
Second Block	10:15	10:55
Third Block	11:00	11:40
Fourth Block	11:45	12:25
Lunch	12:30	1:00

Attendance

Sallie B. Howard high school students are expected to be at school on time and to maintain their school commitments everyday as long as health and family circumstances permit. Attendance is mandatory. The State of North Carolina has a compulsory attendance law requiring school age students to be in attendance when school is in session barring any unforeseen circumstances. Students failing to comply may be referred for truancy. Students are expected to be in class at the time posted for that class. Students not in class at the designated time must have a signed pass from a SBHS staff member in order to be admitted. Students who are continually tardy (multiples of three) may be referred to the administration for disciplinary action. Students must be present for more than 45 minutes to be counted present. In order to receive credit for a class, the student must not be marked absent for more than eight (8) days per semester in that class.

Before & After School

Students may arrive at school at 9:00 and must leave by 4:30. Students are expected to be in class and ready to learn when the bell rings for each class period. After the first bell at 9:30, any students arriving must sign in at the front office and receive a tardy pass. Students may stay after school for school-sanctioned activities and rehearsals ONLY and must be supervised by a Teacher at all times.

Absence Documentation

When a student is absent, the school requires documentation regarding the reason for the absence within three school days of the student's return. Documentation due to a medical visit will only be accepted via notes from medical, dental, or mental health professionals. Furthermore, such documentation must be on the official letterhead with the healthcare provider's signature. Sallie B. Howard reserves the right to require documentation of absences in all cases; regardless of whether a parent note has been submitted.

Unexcused Absences

An absence cannot be excused without proper documentation. All absences are coded as unexcused until proper documentation has been received. Unexcused absences include:

- Absences for which documentation has been provided but the justification of the absence does not meet the state standards. Weather-related absences will not be excused outside of school initiated closing or delays.
- Undocumented absences occur when a student does not present adequate written documentation to the main office explaining the absence or fails to provide parent acknowledgement of the absence within the allotted three (3) school days following the absence. Students with an undocumented absence may submit make-up work, subject to school guidelines.

Excused Absences

Documentation should come from a parent, medical professional or other party who can justify the absence. Excused absences are only issued for the following reasons with verification:

- Student illness
- Medical appointments
- Death in the immediate family
- Court proceedings
- Religious observances
- Educational opportunity (at the discretion of the principal; prior approval required)
- Suspension
- Extenuating circumstances will be considered by the principal.

School sponsored trips, in which a student misses' class, are not considered absences; however, the student is responsible for making up any missed work.

Hall Passes

Required when students leave class at non-transition times.

Leaving Campus

All students are to remain on campus at all times during the school day, with the following exceptions:

- Students with notes from their parents may be excused for medical appointments. Students are required to present the office with a note from the medical provider immediately upon their return to school.
- Sophomores and juniors may leave at designated times for community-service projects.
- Senior leaders may leave campus for lunches as granted by the High School Director.

Students may leave campus only with permission from parents and the School. In unexpected situations, or in case of illness, students must contact the parent, who may verbally release a student from school. A student leaving school during the school day must sign out in the office.

Student Sign-In/Sign-Out

A parent/guardian who arrives to pick-up a child for early pick-up from the school must adhere to the following procedures:

1. Carry and show legal identification (i.e. driver's license).
2. Sign out students at the computer in the reception area.
3. Remain in the lobby area until the child arrives in the front office.

Students will only be permitted to leave school with a parent/guardian or anyone the parent deems acceptable as an emergency contact. If the parent/guardian is allowing someone else to pick up his or her child, he or she needs to call the school and inform the emergency contact person of the requirements.

Visitation & Deliveries

We are pleased to have parents, guardians, and extended family visit the school. Sallie B. Howard requires every visitor to sign in and out at the high school building office and to wear a visitor tag during their visit.

To avoid distraction to your students' instruction, we ask that you keep deliveries to a minimum. Please check with your student each morning to ensure he or she has their technology, schoolwork, and lunch.

Items such as flowers, balloons, outside food and other gifts create a disruption of the educational process when delivered to the school. **These items are not permitted** during the school day and will not be accepted by the main office or any staff member.

Surveillance

Sallie B. Howard high school is closely monitored by a closed-circuit security system that records video.

Cell Phones

Cell phones and other personal digital devices can only be used before school and at lunch. Devices MAY NOT be used during instructional time or transitions unless expressly allowed by the Teacher, including wireless Bluetooth earbuds. Smart watches will be confiscated if they interfere with instruction.

Food & Drink

Students may not eat in class. All drink containers must be tightly sealed. No outside drink or food is allowed (e.g., McDonald's, Starbucks).

Lost & Found

Items found that are unclaimed are turned into the main office. If a student is looking for something that has been lost, he or she should check with the office assistant.

Transportation

School bus transportation is provided for any student living within Wilson County. Families living outside of Wilson County must provide their own transportation to and from school. The SBHS Transportation Coordinator is responsible for student bus assignments and will verify bus assignments according to the address provided in the student's record. All buses must follow their route as designated unless prior approval is given by administration, emergency, or road work permit. The bus schedule will be posted on our school website.

Students may not ride any bus other than the one they are assigned and must enter and exit the bus at their assigned stop. All misconduct on the bus or at bus stops is considered a violation of school rules and will be reported promptly to school administration. Per NC law, riding a school bus is a privilege which may be withdrawn temporarily or permanently. The privilege of riding the bus may be suspended or revoked if student behaviors warrant such action.

Bus Safety

The following safety instructions must be followed by all students riding school provided transportation:

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

Should a bus accident occur, parents will be notified by the ED or his/her designee as soon as possible. Should you have any questions or concerns regarding transportation, contact the transportation coordinator or the front office.

Driving Safety

Students who are of the legal driving age (18) and have a state-issued driver's license may drive to school. Students are expected to drive carefully and respectfully – both on and off campus -- at all times, and to exercise special caution where safety is an issue. Students who drive recklessly will lose their drive-on campus privilege. Students (nor anyone else) must not use cell phones or text while their vehicles are in motion, especially in the school parking lot.

Emergency Procedures

The safety and well-being of our students and community members at SBHS is a top priority. As a school, we work to ensure that everyone is safe on our campus. Outlined below are important practices that keep our community safe.

- An emergency plan and crisis manual are routinely evaluated, updated, and implemented.
- Our staff receives yearly training in first Aid, Bloodborne Pathogens (BBP), CPR, Diabetes and Epi-Pens.
- Staff members are certified by American Red Cross in first aid, BBP CPR and AED use.
- The emergency plan and certified manual are reviewed with all staff members throughout the school year.
- SBHS works directly with the Wilson Police department.
- The School Improvement Team regularly reviews and discusses school safety.
- Our administrative and counseling staff have been trained in the event of an Active Shooter Threat.

Emergency Drills

Emergency drills are practiced throughout the school year to ensure our students and staff are well prepared in the event of an emergency. SBHS parents will be notified when we run full lock-down drills. The types of drills we practice are listed below:

- Evacuation (once a month): also referred to as “fire drills.”
- Tornado (at least once a year).
- Full Lockdown (at least once per year): a maximum level of school wide security is practiced, requiring staff and students to seek as much safety as possible by using barriers to block sight as well as other safety measures.

Real Crisis Emergencies

In the event there is a real or perceived emergency, Sallie B. Howard will always err on the side of safety. SBHS parents and guardians will be notified when we enter a Perimeter or Full Lockdown. Communication will be sent as soon as we are able and will include any relevant information about the event. Please understand we must comply with confidentiality laws and are not always able to completely divulge the details surrounding the event.

Weather-Related Procedures

Sallie B. Howard follows WCPSS when it comes to weather-related closing and delays. In the event of a weather-related closing, an announcement on the website and social media pages will be made and a robo-call will be sent. Please note that in the event of an area-wide power failure, these updates may not be possible.

Information on closings or delays can be found at the following:

- School Messaging: Text, Voice, and/or Email Notifications
- Social Media: Facebook (Sallie B. Howard School); Instagram/Twitter (@salliebhoward)
- School Website: salliebhowardschool.com
- News: Local ABC, NBC, and CBS stations

Parents/Guardians & Safety

SBHS parents are a crucial component of our school’s safety. Please follow the items outlined below to ensure you are a part of our efforts to keep everyone safe.

- Always follow our drop-off and pick-up procedures.
- Talk to your student about safety at school. Process drills and real emergencies with them at home.

- Do not attempt to pick-up our child during a drill or a real emergency. We cannot pull students out of classrooms during lockdowns. This compromises the safety of everyone at Sallie B. Howard. If students need to be picked up early from school due to an emergency, you will be notified.
- Report suspicious looking individuals or behaviors to a staff member immediately.
- Always sign in and out at the main office and wear a visitor's badge when in the building.
- If you are in the building during a drill or Lockdown, you must follow all procedures as well as any instructions given by a staff member.

Health & Medical Policies

Illness & Injury

Please use these guidelines when determining whether to keep your student home.

- Vomiting and/or diarrhea in previous 24 hours
- Temperature of 100 degrees or higher (Students must remain home until fever free for 24 hours without medication).
- Any suspicious rash must be seen by a physician. Students may return to school only with a medical doctor's note deeming the rash to be non-contagious.
- Illness that prevents a student from participating comfortably in classroom or rehearsal activities.
- Pink Eye with discharge - may return to school after treatment
- Strep Throat - until 24 hours after medication has been started.
- Head Lice - until morning after first treatment.
- Scabies- until after treatment is completed.
- Any communicable disease deemed by the Administration to require doctor approval to return to school.

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

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

Medications

If a student must take medication at school, the medication and the appropriate medication administration form must be turned in to the main office. Failure to do so could result in the student being in violation of the Alcohol, Drug and Tobacco Policy of this handbook. Medication will only be distributed as ordered. Medication must be delivered to the school by a parent or guardian, in the original prescription bottle with clear directions visible on the label. It is the responsibility of the family to make sure that prescriptions are kept filled. It is also the responsibility of the parent/guardian to notify the nurse or office of any changes in the student's medication. Medication cannot be distributed without the proper consent form on file and documentation from the doctor. No over-the-counter medication can be administered without a medical order. Medication orders must be on a Sallie B. Howard Medication authorization form. Sallie B. Howard will not accept authorization forms

from other school districts. All medication orders are only valid for the current school year. All unused medication not picked up by the parent/guardian at the end of the school year, will be properly disposed.

Self-Administration/Self-Carry medication

Students are only allowed to self-carry emergency lifesaving medication, such as insulin, inhalers, or epi-pens. A current authorization form must be on file and the student and parent must have signed the Self-Administration form. The student must also be checked off by the school nurse to determine the student's capability and competence to self-administer. No over the counter medication can be carried by the student and self-administered.

Health Conditions

The school is committed to identifying and safely meeting the needs of all students with acute and/or chronic health conditions. It is the responsibility of the parent/guardian to inform the school of these situations so that, if needed, an individualized Health Plan (IHP) and/or Emergency Action Plan (EAP) may be completed and implemented. At the beginning of each school year, the Health History form is provided to each student, for the parent/guardian to complete and return to the school.

Individualized Health Plans and Emergency Action plans

These forms are valid for one school year. An Emergency Action Plan will be completed for students who require emergency medication at school. The EAP will be developed by the school nurse, according to the healthcare provider's orders on the Medication Administration Authorization Form, and parent/legal guardian.

Immunizations

Every student present in the State of North Carolina entering a public school shall be immunized at the age required by the Commission. Every parent, guardian, person in loco parentis and person or agency, whether governmental or private, with legal custody of a child shall have the responsibility to ensure that the child has received the required immunizations for the child as soon as possible after the lack of the school within 30 calendar days of the first day of school attendance. Students out of compliance with this regulation will not be allowed to attend school until the age-appropriate immunization requirements are met.

Communicable Diseases

SBHS aims to provide a safe and secure environment free of infection from communicable disease for all students and employees. To balance the need to protect the privacy rights of students and employees and to control the spread of communicable diseases and conditions, decisions concerning necessary action shall be made on a case-by-case basis in accordance with this policy, sound judgment, and applicable legal requirements.

A communicable disease or condition is defined as an illness due to an infectious agent, or its toxic products, which is transmitted directly or indirectly to a person from an infected person or animal.

This policy applies to all legally reportable communicable diseases, including HIV and AIDS, as set forth in state regulations.

In order to prevent the spread of communicable diseases, universal health and safety precautions, which include regulations regarding the cleanup of all bodily fluids (including blood), shall be distributed by the ED or his/her designee and shall be followed by all SBHS employees.

In accordance with state law, the ED or his or her designee shall report suspected cases of reportable communicable diseases or conditions to the county health director for investigation and shall provide available factual information to substantiate the report. Such reports shall remain strictly confidential and may be shared only with other staff members as necessary to prepare and

file a report. All staff members who are made aware of any such report shall keep such information confidential. Without releasing any information that would identify the affected student when not required, the Superintendent shall report suspected cases of reportable communicable diseases or conditions to the Board.

Any student suffering from a communicable disease or condition shall follow all control measures issued by the county health director and shall take all necessary precautions to prevent the transmission of the disease or condition. Any SBHS employee who has reason to believe that a student is suffering from a reportable communicable disease and failing to follow safe practices shall report this to the School Administration or school health professional. Failure to follow control measures may result in disciplinary action. The Parent(s) of a student suffering from a communicable disease should inform the Dean so that appropriate accommodations and precautions may be put in place.

If the county health director notifies SBHS that a student with a communicable disease or condition may pose a threat to public health, the student and his or her Parents shall cooperate with the health director to eliminate the threat. It is the responsibility of the health director to determine when the SBHS community must be notified of the outbreak of a contagious disease. School officials shall cooperate with the health director in issuing such notification.

It is the responsibility of the county health director to notify SBHS if a student infected with the HIV virus is enrolled or scheduled for admission to the school, and if there is a serious risk of transmission of the virus by the student.

Communicable illnesses include:

Chicken Pox: Student is excluded from school for 6 days after the rash appears or until all blisters have formed scabs.

Measles: Student is excluded until physician's written approval is given and the student is no longer contagious.

Ringworm: Student is excluded from school until seen by a doctor and treatment is started.

Pink Eye: Student is excluded if: eyes are severely red, swollen, there is yellow discharge, the student excessively rubs the itching eye, or it appears that cases are being transmitted from one student to another. Students should not return to school until prescription medication has been applied for up to 24 hours.

Impetigo: Student is excluded from school if he/she has more than 3 or 4 sores and until seen by a physician and treated with prescription antibiotic for 24 hours. Proof of medication is required.

Streptococcal and Staphylococcal Infections: Student is excluded from school until treated with prescription antibiotic. Students with a confirmed case of MRSA (Methicillin-resistant Staphylococcus aureus) will be treated on an individual basis. The student's physician, the school health professional, and Principal will decide when a student identified with MRSA infection may return to school.

Head Lice

SBHS will take prompt action to eliminate the threat of head lice. Head lice do not represent a disease or infection and can therefore be readily treated. In-school transmission is considered to be rare and when transmission occurs, it is generally found among younger-age children with increased head-to-head contact. Children found with live head lice should remain in class, but be discouraged from close direct head contact with others. The school health professional or designated school staff will contact the parents to discuss treating the child by the end of the school day. Students with lice and have received treatment may not be excluded from school, however, further monitoring for re-infestation is appropriate as deemed necessary. Any member of the school community who knows of a manifestation of head lice should report this to a responsible staff member. A written notice will be sent to the parents of all students in a classroom where a confirmed case of head lice occurs;

confidentiality and privacy of the affected student will be maintained. In classrooms where an outbreak (three or more cases) of head lice occurs, all students will be examined by the school health professional. The school health professional play an important role in providing education, addressing myths, and preventing any stigmatization regarding health issues.

Diabetes Plans and Compliance Reports

SBHS shall implement rules and procedures for students with diabetes in accordance with State Board of Education requirements and G.S. 115C-375.3. This includes making available necessary information and staff development to teachers and school personnel in order to appropriately support and assist students with diabetes in accordance with their individual diabetes care plans.

Health Insurance

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

Garrett's Law

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

Meningococcal meningitis is another respiratory illness with symptoms that may resemble the flu. Seek immediate medical care if your child develops fever, headache, stiff neck, nausea, vomiting, confusion, sleepiness and sensitivity to light. The Advisory Committee of Immunization Practices recommends vaccination for college-aged students. With any contagious respiratory illness, the best method of prevention is good health habits. It is important to stay at home when sick. Take the following precautions to prevent illness;

- Avoid close contact with people who are sick,
- Cover mouth and nose with a tissue when coughing or sneezing,
- Avoid touching eyes, nose or mouth, and
- Wash hands to protect from germs

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

Child Abuse or Neglect

Sallie B. Howard School believes students must be afforded the utmost protection in all suspected cases of child abuse and neglect. North Carolina law requires that any school employee who knows or suspects that a child's health or welfare has been or appears to have been harmed as a result of child abuse or neglect must report the case to the Director of Social Services. Once the suspected child abuse or neglect is reported, the school employee should refrain from further investigation. All questions about reports must be directed to Child Protective Services, not the school. Child Protective Services will determine if abuse or neglect has occurred.

Suicide Risk/Prevention

SBHS has adopted a suicide prevention protocol to increase the safety of at-risk youth and to protect the entire school community. An SBHS clinical consultant, social worker, and health professional are specially trained to intervene, assess, and refer students at risk for suicide. These staff members will serve as screeners for suicide risk and prevention. These staff will also educate, inform, and train others in suicide risk and prevention where necessary.

A suicidal event or risk is recognized as an attempt, gesture or thoughts of suicide expressed by a student verbally, behaviorally or in written form. The event is reported in-person to a School Screener (Clinical Consultant, Social Worker, or Health Professional); and the building administrator(s) are notified.

The school screener gathers information and determines the level of risk and need for further screening (a consultation with another school screener may also be utilized). Emergency services will be contacted if the student presents an eminent danger to themselves, i.e., ingests medication or other harmful substances, attempts to leave campus, threatens themselves (or others) with a weapon. Parents/guardians will be contacted immediately to inform and obtain further information and make any necessary referrals. If the level of response requires out-of-school treatment, the student should be re-assessed by a school screener prior to re-entry. If necessary, a safety plan will be developed and shared with responsible parties. Confidentiality and privacy are maintained on all health details.

Academics

Sallie B. Howard High School offers the choice to focus on one of six concentrations of Arts and Science: Biotechnology, Dance, Instrumental Music, Theatre, Visual Arts, and Vocal Music. As a high school that prepares students for careers in these areas, it is important to note that placement in these programs is done through an audition or interview screening process. Our program is committed to offer a rigorous pre-professional arts and biotechnology curriculum. Consequently, we instruct a high level of course work in each area that requires dedication, effort, and a high quality of work from students.

As a premier arts and science high school, many presentations are offered to the public and students are required to participate. We have several public events which showcase polished student performances or project presentations. Additionally, SBH provides opportunities for our students to work with a variety of guest artists and professionals in their fields, as well as apprenticeship experiences.

Majors/Concentrations

Biotechnology

The Biotechnology path at Sallie B. Howard High School offers an intense college preparatory curriculum with an emphasis on laboratory science and research. Biotech majors receive instruction in the fundamentals of biotechnology and bioethics and their applications within society. Our Biotech program features:

- A well-equipped research lab that allows students to undertake long-term research projects and engage in cutting-edge laboratory work.
- A team of skilled instructors with vast experience at the lab bench and in the classroom; these instructors promote flexible thinking, strong laboratory skills and teamwork.
- Opportunity for certification as a lab assistant and up to one year's worth of college credit for.
- Internship and summer work placements as well as networking opportunities within the biotech industry.

Dance

The Dance program at the Sallie B. Howard High School aims to produce well-rounded, confident and capable dancers, skilled in ballet, jazz, modern, improvisation and choreography. Our goal is to prepare all dancers to be selected for any professional or college audition of their choice.

Students will progress through four levels of ballet, jazz and modern technique classes. They will also study improvisation, composition (choreography) and complete a senior project. A variety of elective courses will also be offered, including pointe, hip hop and acrobatics.

Program opportunities include:

- Master Classes
- Conventions
- National Competitions
- Out of state dance opportunities
- Preparation for summer intensive

Music

The mission of the Sallie B. Howard High School Music Program is to foster a culture of life-long learning by pairing young musicians with dynamic artist-educators who advance the cause of the arts and cultivate talent for the music industry of tomorrow.

There are two divisions of our Music Department: Instrumental and Vocal.

Instrumental Music – A modern approach to music instruction, centered around composing, recording, and performing jazz and classical music.

Vocal Music – In-depth instruction in vocal technique and performance practices designed to prepare students for today's industry standards.

Core course offerings:

- Aural Skills
- Piano Theory
- Jazz Combo
- Music History
- Jazz/Vocal Ensemble
- Vocal Diction
- Instrument Technique
- Concert Choir

Specialized course offerings:

- Intro to Music Business
- Audio & Recording Techniques
- Composition
- College Audition Prep

Progress for music students of SBH High School will be assessed throughout each quarter in Applied Instrument Workshop classes, and during annual performance juries. Students are expected to demonstrate substantial progress when performing their respective solo pieces before peers and music staff.

Theatre

The vision of the Sallie B. Howard High School Theatre Program is to develop students into well-trained performers in the different areas of theatre and to produce lifelong learners with high critical-thinking skills.

The program's mission is to get students ready to audition for any university theatre. Our high school will provide them with performance opportunities, competitions, internships, and more to allow them to practice their craft and build their resume.

The Theatre Department offers two majoring tracks: Acting and Musical Theatre. On top of that, every actor will get training and practice in technical theatre.

Art

The Visual Art program at Sallie B. Howard High School offers students an exploration of various mediums and techniques to help them articulate their creative voice.

Goals of the Visual Art high school curriculum are:

- To provide a balanced curriculum of both traditional and contemporary art techniques.
- To nurture student's personal voice in their work.
- To coach students in producing a thorough portfolio for college entry into a Visual Art major.
- To prepare students to be business savvy entrepreneurs in the Visual Art market.

The Visual Art program seeks students with:

- A passion for the visual arts
- Strong observational skills and hand-eye coordination
- Self-motivation
- Courage to be different
- A full range of values in work

General Ed

Students can also opt to declare Gen Ed as their major/concentration and take a number of electives as mandated by the state curriculum.

Core Requirements

All public high school students must meet minimum state graduation requirements to earn a diploma and graduate. These graduation requirements are considered the Future-Ready Course of Study (FRC) requirements and are designed to prepare students for post-secondary success.

The state requires students to earn a minimum of 22 credits to graduate from high school. SBH High School's curriculum requires 28 credits.

Subject	Required units
English	4
Mathematics	4
Science	3
Health and P. E	1
Electives / Concentrations	12
Foreign Language	2
Total units	28

State Requirements

Future-Ready Course of Study: Students entering Grade 9 in 2022-2023

Four sequential English credits which shall be:

1. Starting with English I
2. English II
3. English III
4. English IV

Four Mathematics credits which shall be either

1. NC Math 1, 2, and 3 and a fourth mathematics course to be aligned with the student's post high school plans

2. In the rare instance a principal exempts a student from the Future-Ready Core mathematics sequence, except as limited by N.C.G.S. §115C-81(b), the student will be required to pass: NC Math 1 and Math 2 plus two additional courses identified on the NC DPI Math options chart.

Note: Credit shall be awarded for Math I, II, III if taken prior to the 2016-17 school year.

Three Science credits which shall be:

1. a physical science course
2. Biology
3. an earth/environmental science course

Four Social Studies credits which shall be:

1. A founding principles course which shall be either:
 1. American History: Founding Principles, Civics and Economics
 2. Founding Principles of the United States of America and North Carolina: Civic Literacy
2. An American history course which shall be either:
 1. American History I
 2. American History II
 3. American History
3. World History
4. Economics and Personal Finance

NOTE: It is strongly recommended that these students take World History in the first year of their high school Social Studies course sequence due to the nature of the adoption of the new Social Studies Standard Course of Study effective in 2021-22. Economics and Personal Finance is strongly recommended to be offered later in the student's high school career.

One Health and Physical Education credit

1. Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation.
2. Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.

Two Elective credits of any combination from either:

1. Career and Technical Education (CTE) or
2. Arts Education or
3. World Language

Note: For clarification, possible elective combinations may include 2 World Language credits; or 1 CTE credit and 1 Arts Education credit; or 2 CTE credits; or 1 Arts Education credit and 1 World Language credit; or other combinations from a, b and c.

Four Elective credits from the following (four-course concentration recommended):

1. Career and Technical Education (CTE)
2. ROTC
3. Arts Education (e.g., dance, music, theater arts, visual arts)
4. Any other subject area or cross-disciplinary courses (e.g., mathematics, science, social studies, English and dual enrollment courses)

Sallie B. Howard High School students must also successfully complete CPR training and maintain a minimum GPA of 1.0.

Promotion & Grading

In addition to local requirements for promotion, standards for promotion and individual course credit as appointed by the State Board of Education of Public Instruction shall apply.

To be a Sophomore	6 credits
To be a Junior	13 credits
To be a Senior	20 credits
To Graduate	28 credits

Students who have been retained in a grade (9-12) and have earned the appropriate number of credits at the end of the first semester will be considered for mid-year promotion. Students may not be promoted ahead of their graduating class.

The Principal or designee on an individual basis will determine promotions and graduation requirements of students who transfer into Sallie B. Howard. The units earned at the time of enrollment will determine the requirements and the number of opportunities to earn credits toward the expected year of graduation.

Grading Scale

A	B	C	D	F
90-100 %	80-89%	70-79 %	60-69 %	Below 60 %

Grade-Point Average

The State of North Carolina now requires all public high schools to use standardized transcripts and to calculate the grade-point average and class rank by a standard method. All courses are assigned the same quality point value except those designated as Honors, Advanced Placement, and International Baccalaureate courses.

Quality Points

Regular Courses	Honors Courses	AP / IB Courses
A = 4	A = 4.5	A = 5
B = 3	B = 3.5	B = 3
C = 2	C = 2.5	C = 2
D = 1	D = 1.5	D = 1
F = 0	F = 0	F = 0

Calculating Grade Point Average

Calculating Grade Point Average Grade point averages are often utilized to ascertain eligibility for college or university entrance, class rank, or standing on the honor roll or principal's list. To calculate a GPA, set up three columns. In the 1st column, put the course title. In the 2nd column, list the grade letter. In the 3rd column, record the points for that grade according to the quality point chart above. Add up the points in the 3rd column and divide by the number of subjects listed. This final number is your GPA.

For Example:

Subject	Grade	Points
Math I	B	3
English I - Honors	A	4.5
Spanish	A	4
Physical Science	C	2
Total	4	13.5

$$\text{GPA} = 13.5/4 = 3.375$$

Performances

Arts integration is an integral instructional methodology at SBHS. The arts are viewed as a critical part of the curriculum and a participating student's attendance is mandatory at his or her performances. As a result, performance or presentations are part of the criteria used to determine your student's grade in art subjects. Each Teacher will determine how an unexcused absence will impact the student's grade. Please review each Teacher's syllabus for further details regarding performance expectations.

Required Course Work

Each discipline has a predetermined series of required courses. Entering a program after freshman year will mandate an individualized plan designed by the department instructors.

If a student encounters an unavoidable scheduling conflict and is unable to complete a required class, the concentration instructors will meet with the student and parents to agree upon a specific course of action.

Exemptions to a Required Course

Students who have had outside training in a discipline and make a claim for a specific placement will have to submit an application and pass our evaluation of the previous level. We understand each student has specific needs and we will take those into consideration; however, we cannot guarantee that the exemption will be granted.

Process of Dismissal from Concentrations

Students and their parents must sign a contract of commitment to their concentration. Violation of this contract may result in a probationary period or immediate dismissal. Each situation will be handled on a case by case basis.

Grounds for dismissal from a concentration include:

- Not enrolling in any required area course.
- Not maintaining a "B" average or higher for the year in any concentration course.
- Attendance and discipline issues

- Repeated violations of the SBH High School Students Handbook
- Not meeting the basic etiquette for public presentations (included in each concentration handbook)
- Failure to meet the criteria agreed upon for removal from probation within the stipulated time

Policies & Procedures

Student Records

SBHS follows the rules and regulations of Permanent Student Records retention as outlined in the North Carolina Division of Archives and History Records Retention and Disposition. From time to time, a parent, legal guardian, or student over the age of 18 may wish to review their educational records. To do so, the individual must submit the Records Request or Transcript Form to the Dean of Student services.

Withdrawals/Transfers

Students choosing to withdraw from Sallie B. Howard High must have their parent or legal guardian submit a withdrawal request form to the Dean of Student services. Students wishing to transfer must return all electronic devices, books, supplies, and other SBHS belongings to the appropriate person before student records will be sent. Families should understand that requesting a transfer means relinquishing the student's spot at Sallie B. Howard.

Harassment Policy

Sallie B. Howard will not, under any circumstances, tolerate intimidation, humiliation, or degradation by any school community member on the basis of race, religion, gender/ gender identification, sexual orientation, nationality, or any other category of identity.

Any such conduct will result in serious consequences up to and including suspension or expulsion and may also result in legal action. Any instances of such behavior should be reported to the Teacher or other adult such as Mr. Reaves or Ms. Hines.

The following is a guide to examples of harassing behavior but is not an exhaustive list.

- Sexual harassment → Includes any unwanted sexual advances or any intimidating, degrading, and/or offensive conduct, whether it be verbal, visual, electronic, or physical. This includes sending or receiving explicit pictures.
- Sexual Orientation/Gender Identification → Includes explicit behaviors (verbal, written, physical) and forms like graffiti, epithets, and offensive remarks/jokes.
- Racial Harassment → Includes racist epithets and offensive jokes or stereotypes as well as more explicit behavior.
- Religious/Ethnic → Includes any behavior or remarks that demean, trivialize, or otherwise offend any religion or ethnicity.

Bullying/Cyberbullying Policy

Sallie B. Howard strives to be a place where ALL STUDENTS feel comfortable and affirmed. As such, any bullying, whether virtual or in person, will not be tolerated in the Sallie B. community. Bullying is defined as unwanted, aggressive behavior among school-aged children that involves a real or perceived imbalance of power. Especially with virtual learning, cyberbullying is a very real concern.

The following is a list of common cyberbullying behaviors, but is not exhaustive:

- Building a fake profile or Website with the intent of intimidating or tormenting a minor/classmate

- Posting or encouraging posting of private, personal, or sexual information involving a minor/classmate
- Posting real or doctored images of a minor with the intent to intimidate/torment
- Accessing or attempting to access a minor's passwords
- Making statements/comments online intended to provoke a third party to stalk/harass a minor/classmate
- Making statements/comments online intended to intimidate/torment a minor/classmate

Any such behavior will result in disciplinary and potentially legal action, including suspension or expulsion.

Alcohol, Drug, and Tobacco Policy

Sallie B. Howard School of Arts and Science, will be free from illegal drugs, alcohol, or the abuse of prescribed or "over-the-counter" medication while attending or participating in any school-sponsored event. Sallie B. Howard High School will not use, consume, deliver, purchase, sell, have in their possession or be under the influence of illegal drugs, alcohol, or tobacco while on school property, or while attending or participating in any school-sponsored activity on or off campus. This policy is intended to include any and all paraphernalia associated with such contraband. This policy is in effect at all times regardless of the school calendar. Any Sallie B. Howard student at a school-sponsored activity, on campus or off, who chooses to remain in the company of another person who is clearly using, consuming, delivering, selling, or possessing illegal drugs or alcohol, or abusing prescribed medication, may also be considered in violation of this policy, unless he / she is clearly intervening to prevent a problem, to assist the person in difficulty, or to get adult assistance. If a student is concerned about his / her own involvement in drugs or alcohol or that of another student or friend, he / she is encouraged at any time to speak with their Administrator, the Guidance Counselor, or any faculty member with whom the student feels comfortable. Confidentiality will be kept in as much as the law permits. Those found to have violated this policy will be subject to a range of possible disciplinary measures up to and including dismissal from school depending on the circumstances.

Dress Code & Uniform

Sallie B. Howard School is a uniform school. By enrolling your child at SBHS you agree to the uniform policy. Students must comply with all elements of the uniform dress code. Students violating uniforms dress code will receive after school detention. Failure to report to detention will result in suspension.

- Students should be neat, clean, and well-groomed.
- Belts should be worn with pants on the waist. Pants may not sag or be pulled down from the waist.
- Only the official blue SBHS shirts can be worn.
- Shirts are to be tucked neatly inside pants, skirts, etc.
- Students are not permitted to wear official SBHS jackets, hoodies, or other outerwear while inside any school building. If classroom temperatures are not warm enough for students' comfort, they may wear white, long-sleeved undershirts, t-shirts, turtlenecks, etc. underneath their school shirts. Parents may also special order and purchase long-sleeved SBHSS school shirts or other official SBHSS jackets and outerwear. Contact the front office for order information.
- Skirts/shorts must be appropriate, modest lengths. Knee length is most acceptable.
- Students are not permitted to wear face jewelry, e.g., nose, eyebrows, or tongue rings/studs
- Earrings and permitted.
- No gang tattoos, armbands, or gang paraphernalia can be worn.
- Large jewelry, pins or additions to uniforms are not permitted.
- Flip flops. Crocs, or thong slippers are not permitted.
- Leggings are not permitted.

- Ripped jeans are not permitted.

Boys

- Pants: Gray dress pants
- Shirts: Navy knit polo shirt with official SBHS monogram, or white button-down dress shirt
- Blazer: Navy SBHS monogram blazer must be worn on Mondays with white button-down shirt
- Shoes: All Black dress shoes with non-marking soles.
- Socks: Navy blue or black
- Belts: Black belts must be worn
- Tie: SBHS official tie; must be worn on Monday's

Girls:

- Skirts/pants: Gray skirts or dress pants
- Shirts: Navy knit polo shirt with official SBHS monogram, or white button-down dress shirt
- Blazer: Navy SBHS monogram blazer must be worn on Mondays with white button-down shirt
- Shoes: Navy dress shoes or dress boots, with non-marking soles.
- Socks: navy or black
- Belts: Black belts must be worn
- Crossover tie: SBHS office tie; must be worn on Monday's

Dress Out Days

- On dress out days students may not wear crocs (or open toe, open heeled shoes), ripped jeans of any kind (must be one continuous piece of cloth), pajamas, leggings/jeggings, halter tops, spaghetti straps, thigh high shorts/skirts, or any other inappropriate clothing.

Student Life

Students at Sallie B. Howard High School have access to several extra-curricular activities to enhance their high school experience:

- Student Government Association
- Principals Advisory Committee
- School Newspaper
- Yearbook
- Chess Club
- Fitness Club
- Prom

Code of Student Conduct

The Student Conduct code ("Student Code" or "Code") governs student behavior occurring on SBHS property, at SBHS sponsored activities, plus all off-campus activity that threatens SBHS student/staff safety or property, or that substantially disrupts or is likely to disrupt school operations. Administration reserves the right to amend or add to the Student Conduct Code as unique situations arise. The administration further reserves the right to deviate from the star disciplinary action(s) based on unique or aggravating factors. This Student Conduct Code shall apply to any student:

- In any school building or any school premises before, during or after school hours:
- On any vehicle on which the student is being transported as part of any SBHS activity
- Present during any school function, activity, or event
- At the time when he/she is subject to the authority of school personnel
- Whose conduct at any time or place has a direct and immediate effect on maintaining order and discipline at the school

Violation of School policies, rules, or regulations, the Student Conduct Code, or the North Carolina General Statutes may result in disciplinary action including termination of the student from SBHS pursuant to Board policies. All expulsions will be for the remainder of the school year. Re-entry request will be based on a case-by-case basis and a review of behavioral and/or criminal incidents will be conducted. Students cannot re-register for the next school term at SBHS until a review is conducted and the decision by ED is made.

When a school official learns or suspects that any student has violated any Board or School policy, rule or regulation that may also be criminal violation of the laws of the United States or the State of North Carolina, he/she shall promptly report such violation to the proper law enforcement agency; however, internal disciplinary proceedings shall proceed independently from any criminal investigation and prosecution.

The Board and staff of SBHS believes that vitalized Teacher and proper guidance will minimize the need for various types of punishment. It recognizes that in some case reasonable punishment or even suspension may be necessary. The Teacher is charged with the responsibility of maintaining student control and proper conduct for all students. Administration shall be ready and will give the Teacher any assistance he/she may need. However, the most effective control is that which is maintained by the Teacher.

Behavioral Expectations

Level 1	Level 2	Level 3
Peer Relations	Fighting	Bomb Threat
Integrity/Academic Honesty – Cheating	Theft (Major)	Use of a Weapon
Skipping class	Damage of Property	Explosives
Failure to report to assigned detention	Failure to Comply with a Lawful Directive	Arson
Aggressive behavior/Assault	Possession of Weapons other than a Firearm	Possession or Use of a Firearm
Conduct on the School Bus	Assault on School Employee	Distribution of Drugs or Alcohol
Profanity directed at students	Threats	Use or Possession of Drugs or Alcohol
Failure to dress out for P.E.	Intimidation	Possession of Weapons other than a Firearm
Gambling	Fireworks or Ammunition	
Use/Possession of tobacco products	Profanity directed at school personal	
Hazing		
Dress Code		
Disruption / Protests / Boycotts / Trespassing		
Disruptive or Obscene Literature and Illustrations		
Theft (minor)		
Damage to property		

- Law enforcement personnel will be notified on all offenses as necessary or required by law
- For a violation of the policy concerning possession or use of firearms and explosives a student shall be suspended for 365 calendar days in accordance with G.S. 115C-391
- For a violation of the policy concerning arson, bomb threat, and use of a weapon a student shall be long-term suspended for the remainder of the school year.
- For a violation of the policies concerning drugs of alcohol the student, when in simple possession of drugs or alcohol, will be suspended ten days and referred to a drug-counseling program.
- When a student distributes drugs or alcohol or transports drugs or alcohol for the purpose of distribution, or upon the second offense of possession or use of drugs or alcohol, the student shall be suspended for the remainder of the school year.
- The School Bus Coordinator has the authority to remove a student from the school bus for a short-term or long-term period of time when inappropriate behavior occurs on the school bus.
- Extreme violations of school policy shall result in Out-of-School Suspension, by-passing other disciplinary actions, as deemed necessary by the principal or his designee.

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR

LEVEL 1	LEVEL 2	LEVEL 3	CONSEQUENCE
1st Offense			3 Days Lunch Detention
2nd Offense			5 Days Lunch Detention
3rd Offense			3 Days After School Detention
4th Offense	1st Offense		5 Days After School Detention
5th Offense	2nd Offense		3 Days Out-of-School Suspension
6th Offense	3rd Offense		5-10 Days Out-of-School Suspension with possible suspension for the remainder of the year
7th Offense	4th Offense		5-10 Days Out-of-School Suspension with possible suspension for the remainder of the year
8th Offense	5th Offense	1st Offense	5-10 Days Out-of-School Suspension with possible suspension for the remainder of the year
9th Offense	6th Offense	2nd Offense	Out-of-School Suspension for the remainder of the year

PERIOD DETENTION

Period Detention may be used by Teachers to remove students from class for minor disciplinary infractions (excessive talking, sleeping, etc.) for that period only. Each time a student accumulates 3 period detentions, he/she will receive an office referral and be seen by an administrator. Students sent to period detention must report. Failure to report will constitute a failure to follow a lawful directive and appropriate action will be taken and could result in an Out-of-School suspension.

Recommendation for long-term suspension (300 – 365 days where allowed by law):

- Bomb threat
- Possession or use of a Firearm
- Explosives

Violations resulting in 10-day suspension, with possible long-term suspension, regardless of the offense number:

- Assault on a faculty member, staff member, or volunteer
- Assault on another student including fighting
- Threats against life of student(s), faculty, staff, volunteer(s)
- Possession of a weapon or explosive device
- Possession of drugs or alcohol
- Distribution of drugs or alcohol
- Use of a Weapon

Additional Notes:

- Failure to report to detention when instructed to do so will result in Out-of-School Suspension
- Failure to report to After School Detention upon re-assignment will result in Out-of-School Suspension
- Tardy to school or class will result in consequences in accordance with school handbook policy
- Gross disrespect to a Teacher or staff member will result in Out-of-School Suspension.

Appendix A

Admissions and Lottery Policy

Purpose: This policy is in place to address the process for handling admissions at Sallie B. Howard School. The goal of this admissions policy is to declare the process and methods that will be used to admit students in a fair and consistent way that does not offer priority to any student except those specifically noted in North Carolina law.

Sallie B. Howard is a nonprofit, tuition-free charter school authorized by the state of North Carolina. As a charter school, Sallie B. Howard will be open to all students who would otherwise qualify for enrollment in North Carolina Public Schools. The school will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. School will open enrollment on February 1st. The open enrollment period will end on May 20th. If needed, the lottery will occur on May 20th. The lottery date, time and location will be published on the school's website by February 28th of each year.

No criteria for admission will be used except the completed application. The application may be completed online through our website www.salliebhowardschool.com unless a family is unable to access the site. In that case, we will provide a paper application to parents when requested. The application will include the student's name, parent/guardian names, current address of student, phone number of parent/guardian, email of parent/guardian, county of residence, current grade level, student's date of birth, the name of any siblings already enrolled at the school, and a declaration of the student's residence in the state of North Carolina.

Grade Level for the Lottery Application

Parents may not choose which grade they would like their child enrolled in for the coming year. They must enter the actual current grade and the student will be entered into the lottery for the next grade level.

Parents wishing to have their child considered for retention must still submit their student for the subsequent grade level. If the student's current school recommends a student for retention and has it documented in the student's file, the student will be moved to the appropriate grade if they have been admitted to school and will retain enrollment status with School. If the student is on the wait list at the time the retention decision is made, they will be moved to the correct grade level and placed on the wait list of their new grade based on the number they were pulled during the lottery.

Returning Students

Following the first year of operation, current students at School will not be required to re-enroll. They will be asked to sign a non-binding letter of intent for the coming year during January to allow the school to plan appropriately for the lottery.

Enrollment Priority and Weighted Lottery

Sallie B. Howard will follow all rules and regulations regarding enrollment priority as required by applicable North Carolina law.

The following groups will have enrollment priority at Sallie B. Howard in the order that follows as space permits in each grade:

4. Children of full-time employees and board members (may not exceed 15% of total school population)
5. Siblings of currently enrolled students who were admitted to the charter school in a previous

- year (as determined by Charter School law G.S. 115C-218.45(f)(1))
6. Children whose families are considered Economically Disadvantaged

Economically Disadvantage Students: Sallie B. Howard will institute a priority lottery for remaining seats available in order where ED students will receive two tickets where non ED students will receive one ticket into the grade level.

Families will be instructed to complete an optional form, separate from their lottery application, where they can offer family income information in order to determine if they are eligible for the purposes of the priority lottery. This supplemental form will ask applicants to consent to verify status as FRL eligible by Sallie B. Howard staff, and will state no specific information will be obtained beyond eligibility status and that the information will not be retained.

Bundled Policy for Siblings

All children in a family are "bundled" together under one unique lottery registration number, but will only be registered to run in the lottery under the name and grade of the oldest child ("Primary Registrant"). If the "Primary Registrant" child is admitted, all siblings bundled on the registration form will be eligible for placement in their respective grade level immediately, as long as there is an opening. If there are no openings, they will be placed on the general wait list for the respective grade level. If the "Primary Registrant" is placed on the waitlist, the other siblings will also be placed on the wait list for respective grade levels. It is our intent to provide Lottery Procedures that benefit families but are fair and consistent for all of our applicants.

Multiple Birth Siblings

If multiple birth siblings apply to the school, they will be "bundled" together under one unique lottery registration number. If the multiple birth siblings are pulled in the lottery when there is still at least one spot remaining in their grade level, all multiple birth siblings shall be admitted. If their application is pulled after the spots are all filled, they will be added to the wait list under a bundled registration.

Lottery Procedures

Lotterease is an independent automated lottery system that Sallie B. Howard uses to manage its lottery and waitlist. Since Lotterease is an independent system, the school staff does not have the ability to manipulate or adjust the lottery outcome. In addition, all activity that takes place with an application is tracked in a history log that the parent can view at any time by logging into the parent portal.

Preference order is as follow:

4. Children of staff members are given first priority (not to exceed 15%)
5. Siblings of currently enrolled students will be given second priority.
6. Economically disadvantaged children will be given 2 tickets for every 1 ticket on a non-economically disadvantaged student

The order the lotteries run will begin with the oldest grade through the youngest grade. If a family (more than one child) is applying, they will be bundled together using the surname function in Lotterease. The last student entered on the application will be the primary surname applicant. If that applicant is chosen during the lottery, their siblings will be placed in their respective grades, as long as there is a seat available. If there is not a seat available, they will be placed at the top of the waitlist. If the Primary surname applicant is not selected, then the whole family will be waitlisted. However, if any applicants from the family move up the waitlist and are eventually offered a seat then when the parent confirms, their siblings will move up the waitlist.

Lottery Results

The school will post the results of the lottery on the website within 5 business days of the lottery. If a student has been admitted to the school, the parent/guardian of the student will be contacted via email unless they indicated on their application that they did not have access to email. If the parent is unable to receive email, an acceptance letter will be mailed to the child's residence.

The results and the wait list will be updated monthly to allow parents to determine their current place on the wait list. Parents of students placed on the wait list will not receive communication via email or mail as to their student's place on the wait list. They will be asked to look at the wait list information placed online to determine their spot on the wait list.

Students Applying after the Open Enrollment Period

Any students applying after the open enrollment period will be placed in their respective grade if there is still space available. Otherwise, they will be placed directly after any wait-listed students from the lottery in the order the application was received.

Enrollment

Students admitted on or before May 25 will have 15 calendar days from the date their acceptance email was sent to accept or decline enrollment and 30 days from the time of the acceptance email to turn in enrollment paperwork. If a student is admitted after May 25, they will have 7 days to accept or decline enrollment at the school and 10 days to return the enrollment paperwork. If a student is admitted after July 5, they will have 48 hours to accept or decline enrollment at the school and 5 days to return the enrollment paperwork. If the school does not receive enrollment confirmation and the paperwork back in the specified time period, the Executive Director may decline enrollment to the student and offer the spot to the next student on the wait list. If enrollment is declined and then a parent later decides they would like to send their student after all, they will be asked to submit a new application and they will be placed on the wait list in the next available spot.

As spots at the school become available, the parent/guardian of the student will be contacted via email. If the parent does not have access to email and has specified that on their application, the school will make a phone call to the student's guardian. Every effort will be made to communicate promptly with all accepted families.

School's Right to Refuse Enrollment

School reserves the right to refuse to enroll any student currently under a term of expulsion or suspension by his or her school until that term is over.

School reserves the right to refuse to enroll a student if a parent willingly and knowingly provided incorrect information on the enrollment application.

If a student has accepted enrollment at the school but does not appear at the school on the first day of school, the school reserves the right to remove the student from their enrollment roster and offer the next student on the wait list the spot.

Enrollment Forms

Enrollment forms will include, but are not limited to the following:

- (4) Proof of North Carolina Residency
- (5) Permission to request current school records
- (6) Immunization Records

Handling of Errors

School Errors

If any mistake is made by the School in administering the lottery (or if any discrepancy occurs in the lottery process as a result of the actions of the School that is not corrected during the lottery), such mistake or discrepancy will not invalidate the lottery and the lottery results will stand with respect to all applicants who were admitted at the appropriate grade level through the lottery. The mistake or discrepancy will be corrected at the next regularly scheduled meeting of the Board of Directors (after recognition of the mistake). If a mistake is made by an applicant resulting in the applicant not being placed at the appropriate grade level in the lottery, the applicant will not be admitted and may submit a corrected application, which will be subject to the process followed for students applying after the enrollment period.

If too many students were included in the lottery at a grade level or if a student name was duplicated in the lottery at a grade level, the student or students who should not have been included (or the duplicate with the lower priority placement number, as applicable) will be removed, and any applicants with placement numbers behind the applicants who were removed will be advanced in order on the list.

If an applicant is left out of the lottery by mistake, the number of students who were included in the lottery will be determined. For each applicant not included by mistake, a random application number from the full pool of applicants received will be assigned, and the applicant will be assigned that number as his or her lottery placement number and appropriately placed as if they were pulled at the same time as the randomly assigned placement number. Any applicants with placement numbers on the wait list behind the applicants who were left off by mistake will be moved down in order on the list. As noted above, lottery results will stand with respect to all applicants who were admitted at the appropriate grade level through the lottery.

Parent Errors

If a student name is duplicated in the lottery and School administration determines that the student was intentionally registered more than one time, the student will be assigned the lowest priority placement number assigned to the student in the lottery.

If an applicant has been incorrectly placed in a grade because a parent wishes to have their student retained, the applicant will not be admitted and may submit a corrected application, which will be subject to the process followed for students applying after the enrollment period.

Appendix B

Service Animals in School

Sallie B. Howard School prohibits discrimination on the basis of disability in the implementation of its educational program and services in accordance with state and federal law. Accordingly, an individual with a disability may be accompanied by his/her service animal on school property or at school-sponsored events in accordance with state and federal law and pursuant to the policy set forth below.

Definition of a Service Animal

A service animal is any dog individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. The work or tasks performed by a service animal must be directly related to the individual's disability. Animals whose sole function is to provide emotional support, comfort, therapy, companionship, therapeutic benefits, or to promote general emotional well-being are not service animals for the purpose of this policy.

Procedures for Use of a Service Animal at School

1. An individual requesting use of a service animal at school must submit a written request and documentation of approved service animal training to the Executive Director at least ten (10) workdays prior to the proposed use of the service animal. Service animals will not be permitted in the school setting without prior approval. Service animals will not be permitted in the school setting without prior approval.
2. School employees will not ask an individual with a disability about the nature or extent of the person's disability or for proof of a service animal's training as a condition of allowing the animal onto school property. However, when not readily apparent, the Executive Director or his/her designee may inquire as to whether the animal is required because of a disability and what work or task the animal has been trained to perform.
3. The use of a service animal at school may be subject to a plan addressing: introduction of the service animal to the school environment, any necessary training for staff and/or students regarding interaction with the service animal, the presence of a handler other than the individual with the disability to control or care for the service animal, and other issues deemed necessary by school officials.
4. Requests for use of a service animal must be renewed annually, prior to the start of each subsequent school year. Approval of the use of a service animal on school property is subject to review by the Board at any time.

Presence of a Service Animal on School Property

1. An individual accompanied by a service animal is expected to be able to care for and supervise the service animal. If a student is not able to care for and supervise the animal, the student's parent will be responsible for providing such care and supervision of the service animal. The school is not responsible for the care or supervision of the service animal.
2. If a student requires assistance from his/her parent or handler to care for and supervise the animal, an individual criminal history check for the person providing such assistance will be required in accordance with state law and school board policy.
3. Service animals must wear proper identification and must always be on a harness, leash or other tether at all times. If such tethering is not feasible due to the individual's disability, the service animal

must be under other sufficient means of control such as the student or handler's control by way of voice controls, signals or other effective means.

4. The service animal must be housebroken, under the control of its handler, and have received all necessary vaccinations as required by state law.
5. The service animal should be free of parasites and otherwise in good health.

Health and Safety

1. Any animal that causes injury to students or staff or that behaves aggressively must be immediately isolated and removed from school premises. The service animal will not be permitted to return to school property unless the owner can establish that the animal does not pose a threat to the safety or well-being of students or staff.

2. If a student or staff member has an allergic reaction or other health concern related to the presence of a service animal, the animal must be immediately removed from the classroom or work area of the affected individual and, if necessary, removed from school premises until the situation is resolved. Legitimate health concerns of other students or staff members that cannot be eliminated by reasonable modifications may necessitate additional conditions or limitations being placed on the use of the service animal.

Liability

The school may hold the owner or handler of a service animal liable for any property damage caused by the animal to the same extent required by other school policies or rules that impose liability for property damage. In addition, either the owner or handler, or both may be liable for personal injury caused by the animal or related to the presence of the animal on school property.

Exclusion of a Service Animal from School Property

The Executive Director may exclude a service animal from school property for the following reasons:

1. The animal poses a direct threat to the health or safety of others that cannot be eliminated by reasonable modifications.
2. The animal is out of control and the handler does not take effective action to control it.
3. The animal is not housebroken.
4. The presence or behavior of the animal fundamentally alters the service, program or activity of the school.

The Executive Director's decision regarding exclusion of a service animal from school property may be appealed pursuant to the school's Grievance Policy.

If a service animal is excluded, an individual with a disability will be provided the opportunity to participate in educational services, programs or activities without having the service animal on the premises.

Reference: Title II of the Americans with Disabilities Act ("ADA"), 42 U.S.C. 12134;
28 C.F.R. Pt. 35.
Adopted: 07/22/2020