

# **G.W. Carver Elementary School**

## **Parent-Student Handbook 2025-2026**



***Lindsay Palmer***

***Principal***

***Ryan Thorne***

***Assistant Principal***

700 E. Hamlet Street  
Pinetops, NC 27864

Office: (252) 827-2116

Fax: (252) 827-2814

Website: [gwcarver.ecps.us](http://gwcarver.ecps.us)

Facebook:



*OUR VISION: Our Eagles will soar to their personal best, equipped to overcome all challenges in the future.*

*OUR MISSION: We foster an inclusive, nurturing environment. We create challenging, authentic learning experiences. We empower our students to own their learning.*

## Welcome back, Carver Eagles

Dear Carver families,

I hope this letter finds you and your Eagle refreshed, recharged, and ready for a new year of learning and discovery! On behalf of Mrs. Ryan Thorne, our Assistant Principal, and myself, we are thrilled to welcome you back to G.W. Carver for another year of excellence and growth.

At G.W. Carver, we are **rooted in excellence**—grounded in strong traditions, high expectations, and a deep commitment to student success. These roots give us the strength to **grow greatness** in every child who walks through our doors. Whether it's mastering a new concept, building friendships, or exploring new ideas, we believe that every moment holds the potential for greatness.

Our dedicated teachers and staff are here to nurture that potential. They are committed to providing a learning environment that is engaging, supportive, and inclusive—a place where curiosity is encouraged, resilience is built, and a love of learning is celebrated. We know that growth doesn't happen alone. It takes a strong partnership between school, students, and families. Together, we can cultivate an environment where our Eagles can thrive and soar.

This year, we remain focused on building a positive and empowering school culture where each child feels seen, heard, and valued. We will continue to strive for academic excellence through enriched curriculum, innovative teaching practices, and meaningful extracurricular opportunities that support the whole child.

As always, communication and collaboration are key. We invite you to stay engaged and informed through our school website, Facebook page, Class Dojo (yes, it is back), and parent-teacher conferences. Your voice matters, and your involvement is vital to your child's success.

Our theme this year is "**Rooted in Excellence, Growing Greatness.**" This theme speaks to who we are and where we're going. We are proud of our strong foundation and excited about the growth we will achieve together this year.

Inside this handbook, you'll find important information to help you navigate school expectations and procedures. We encourage you to read it thoroughly and refer to it as needed throughout the year.

Let's make this a year filled with growth, connection, and celebration of every success—big and small. Here's to a wonderful year ahead. Together, let's continue to **SOAR HIGH** and grow greatness at Carver!

With Eagle pride,

*Lindsay Palmer*

Lindsay Palmer  
Principal

# 2025 – 2026 Traditional Calendar

## EDGECOMBE COUNTY PUBLIC SCHOOLS

*Futures Reimagined*

### Elementary/Middle Schools

#### Progress Reports

September 23  
November 20  
February 5  
April 30

#### End of Grading Periods

October 17  
December 19  
March 19  
June 3

#### Report Cards

October 30  
January 8  
March 26  
June 3

### High Schools

#### Progress Reports

September 12  
October 21  
December 3  
January 28  
March 12  
May 9

#### End of Grading Period

October 1  
November 10  
December 19  
January 10  
April 2  
June 3

#### Report Cards

October 9, November 18, January 8,  
February 26, April 21, June 3

### Graduation Ceremonies

May 21 – 4:00 p.m. - EECHS  
June 5– 10:00 a.m. – Tarboro  
June 5 – 1:30 p.m. – SouthWest  
June 5 – 4:00 p.m. – North Edge

August 19– Convocation  
August 21– Open House  
September 22 – Staff Curriculum Council  
March 5 – Staff Curriculum Council

July 2025						
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August 2025						
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September 2025						
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March 2026						
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April 2026						
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May 2026						
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June 2026						
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28	29	30				

 Required Planning Day  
 Optional Planning Day

 Holiday  
 Vacation

 Early Release Day (3-hour early release)  
 First/Last Day for Students

 Non-calendar day/no school for students or staff

## Daily Schedule

Office Hours: 7:20 A.M. - 4:30 P.M.

Teacher Hours: 7:20 A.M. - 3:20 P.M.

Student Drop Off: 7:30 A.M. - 8:00 A.M.

Student Instructional Day: 8:00 A.M. - 3:15 P.M.

Dismissal: 3:15 P.M.

### Student Arrival Procedures

7:30 A.M. - Doors Open and Students May Report to Class

7:55 A.M. - Instructional Warning Bell

8:00 A.M. - Tardy Bell (Instructional Day Begins)

Instruction will begin promptly at 8:00 A.M. All students riding a car or walking to school should arrive no earlier than 7:30 A.M. Under no circumstances should a child be left on the campus before 7:30 A.M., as there are no adults on campus prior to that time assigned to supervise students. Students should report directly to their classrooms. Breakfast carts will be stationed throughout the building to provide breakfast to all students.

Students arriving after 8:00 A.M. are considered tardy. Your child will not be allowed to sign in if they are tardy unless a parent is with them. You must accompany your child to the office and sign him/her in before they are admitted to class. If your child is tardy without your accompaniment, you will be called back to school to sign in your child. Students will be marked TARDY and receive a pass to their classroom. Any child marked as tardy or checked out early will not qualify for perfect attendance recognition. Excessive tardiness may accumulate to be considered as excessive or concernable absences and may result in disciplinary action.

Parents who choose to walk with their children to the classroom are welcome to do so; however, please remember that you should only park in the front parking lot and enter by the main office doors. Only parents of Pre-K students are allowed to enter the building at another location. All other parents should enter through the doors by the main office. Parents should also plan to walk students down between the time of 7:30-7:55, unless a conference has been individually scheduled with a teacher for an earlier time. Following the Tardy Bell ringing at 8:00 A.M., parents are not permitted to walk students down to class unless they are working with the teacher as a scheduled volunteer. It is very important that teachers are able to begin with formal instruction at the sound of the tardy bell at 8:00 A.M. We must take advantage of every instructional minute and get our students started off on the right routine each day. Thank you for your support in helping us have a smooth opening to our school day.

### School Dismissal Procedures

3:10 - Car Riders and Older Siblings dismissed to assigned pick up locations

3:15 - Buses Load for dismissal

It is important that your child remain in school for the full instructional day. ***If a student needs to be released early, he/she must be picked up BEFORE 2:45 P.M.*** To ensure a safe and orderly dismissal procedure, after 2:45 P.M., we will ask that you use the carpool procedure or you will be asked to wait in the office until the carpool procedure has safely finished. For safety purposes and attendance requirements, no student will be dismissed between 2:45 and 3:15. Parents wishing to pick their children up for an appointment, etc. should do so **BEFORE 2:45**. If there is a change in routine at home or in the method of transportation, please send a note to the teacher to prevent confusion for both the child and the teacher.

A note is required when your child's daily routine is going to change in any way. A telephone call is not sufficient!

- From riding a car to riding a bus
- From riding a bus to riding a car
- From riding a different bus
- Going home with a friend
- Leaving with anyone other than the normal routine
- Picked up early

For your child's protection, when picking up a student during the school day, parents/guardians need to report to the office to sign students out. The office will then call the classroom (or send someone) for the student. Parents should not go to the classroom first. Only individuals listed as parents, guardians, or emergency contacts will be allowed to sign students out without written notification from a parent. Students will not be called from class ahead of time in order to wait in the office until your arrival. Students will remain in class until the parent comes in to sign them out. Continued frequent early checkouts will result in a mandatory parent conference.

Reminders about Transportation Changes (must be made by 2:00 P.M.) - In case of an emergency transportation change, please contact the school **BEFORE 2:00 P.M.** (this includes sending messages to teachers on the ECPS app requesting a transportation change as teachers may not have access to check their messages after 2:00 P.M.). This time is needed to record the transportation form, which will be shared with your child's teacher by 2:45 P.M. We will not be able to notify the teacher of a transportation change after 2:45 due to dismissal transitions.

3 Hour Early Dismissals: On early dismissal days, students will be dismissed at 12:15 P.M. No students will be released between 11:45-12:15 on early dismissal days due to transition routines.

### Students Who Walk to School

All walking students should be extremely careful when coming to and departing from school. When walking to school, make sure that you observe the following rules:

- Walk on the side facing traffic.
- Walk in single file.
- Observe and obey traffic lights and signs.
- Look both ways before crossing streets.
- Cross streets only at corners and crosswalks.
- Be alert at all times.

### Car Rider Procedures

For the safety of all students and staff members, private vehicles are not allowed in the bus parking lot nor on the playground. Do not use the bus area for unloading in the morning or picking up in the afternoon.

#### **A. Morning Drop Off Procedures:**

*No student may be dropped off before 7:30 A.M. as staff members are not assigned to duty to provide supervision before this time.*

### **Pre-K**

- ❖ Pre-K families are required to park and walk your child into their classroom and sign them in. Please find an open parking spot. Do not park on the grass.
- ❖ Please DO NOT park on the grass.

### **Kindergarten/1<sup>st</sup> Grade/2<sup>nd</sup> Grade (Sally Jenkins loop):**

- ❖ Kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grade students should be dropped off in the loop by the end of the Kindergarten grade hallway off of Sally Jenkins Street. Remember that no parking is allowed in the loop, only student drop off.
- ❖ NO cars are allowed in the bus parking lot, both in the morning as well as in the afternoon.
- ❖ Parents wishing to walk their children to class must park in the front lot only and enter the school by the main office.

### **3<sup>rd</sup> Grade/4<sup>th</sup> Grade/5<sup>th</sup> Grade (Front Loop):**

- ❖ As cars enter the parking lot, continue on the right side until you let your child off at the flagpole.
- ❖ If you are coming into the building, you must park in an available parking space and not park in the traffic loop.
- ❖ Keep the left lane open for flowing traffic.

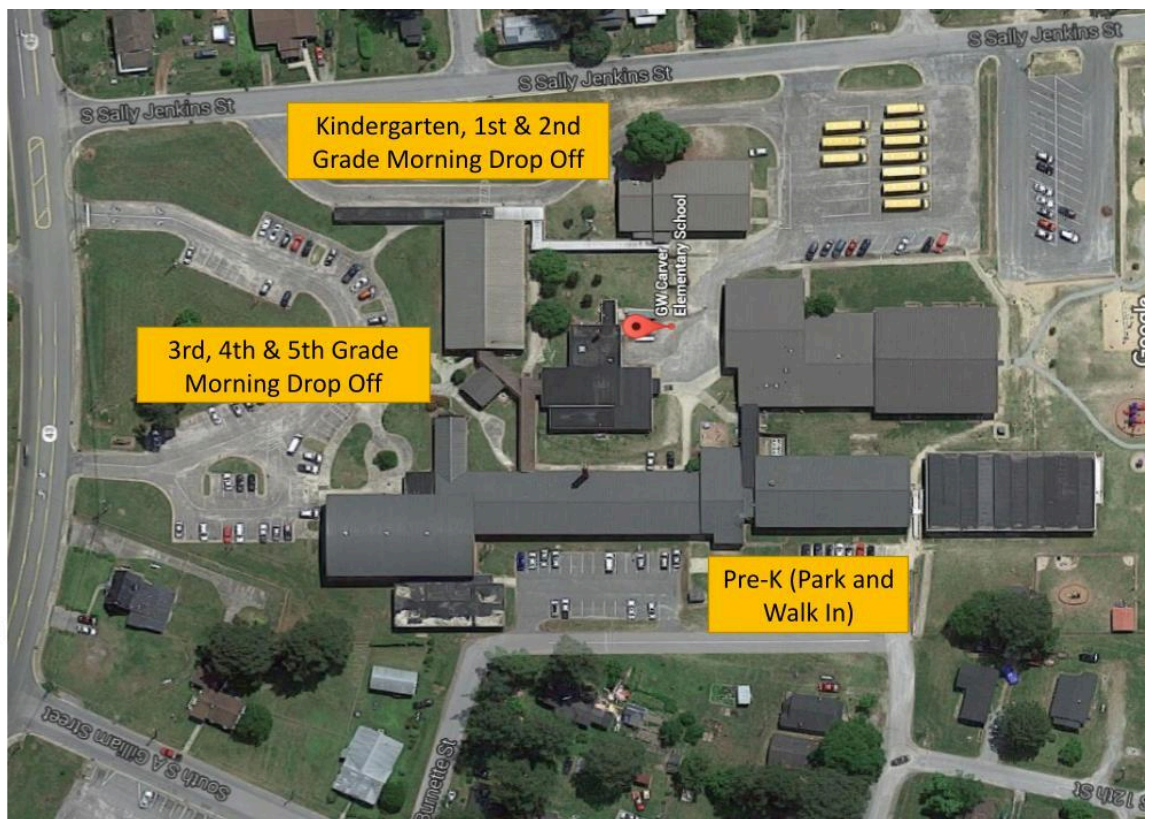
Families with more than one student should drop students off in the designated area for the youngest student in the vehicle.



**2025-2026  
G.W. Carver  
Car Rider Locations –  
Arrival**

**No cars can enter the  
bus parking lot.  
This is a law.**

**Pre-K families must  
park, walk their  
student(s) in, and sign in  
with the teacher.**



## B. Afternoon Bell Dismissal/Pick-Up Locations

- ❖ 3:10 – Dismiss all car riders
- ❖ 3:15 – Dismiss all bus riders

## C. Afternoon Pick-Up Procedures for Car Riders:

### Front Parking Lot: 2nd & 3rd Grade Student Pickup

1. Second and third grade students will be picked up at the end of the awning at the front of the school, near the front of the Kindergarten building.
2. Please enter the school at the front driveway, stay in the right lane, and pull all the way to the end of the parking lot. We will not have a double line to load cars. The left lane will be reserved for thru traffic. We may shift to a double-line depending on the number of car riders in that area, but a decision will be made once school begins.
3. As a reminder, we do not have lobby dismissal.

### Side Area (Behind gym Near Burnette St.): Pre-K Pickup

1. All traffic will enter from E. Burnette Street.
2. Find an open parking spot and park. Walk into your child's classroom to sign them out.
3. At no time is any parent allowed to park in residential yards (grassy areas) to pick up children.
4. Parking may be used in the first parking lot (nearest the gym).

### Side Area (Driveway beside K & 1<sup>st</sup> grade building): Kindergarten and 1<sup>st</sup> Grade Student Pickup

1. Students will only be picked up at the designated pick-up points (there are 6 lanes).
2. Cars need to pull up to the next numbered space.
3. As you are waiting at the numbered space, a staff member will take your child to the car. Please remain in your vehicle for safety reasons. School staff will assist your child.
4. If you park across the street, you must walk over to get your child and wait in the grassy area. Use the crosswalk area. K and 1 parents may not park in the front loop of the school, as this is for another grade level.
5. Remember to place the name strip on the front dash or the sun visor so that it is visible so that students can be called in a timely manner.

### Near Fifth Grade Parking Lot: 4<sup>th</sup> Grade and 5<sup>th</sup> Grade Student Pickup

1. Parents should enter the last parking lot (behind the bus lot) through the second entrance.
2. Please be careful not to enter the bus parking lot!
3. Pull all the way around the loop to the exit of the parking lot in either of the two lanes. Students will be escorted to parent cars.



2025-2026  
G.W. Carver  
Car Rider Locations –  
Dismissal

No cars can enter the  
bus parking lot.  
This is a law.

Pre-K families must  
park, walk in, and sign  
students out.



## School Bus Regulations

Providing safe bus transportation for students is one of the priorities at G.W. Carver. It is very important for students to understand that they are responsible for following the rules that will help make their ride on the bus safe and enjoyable. Each student will be given a set of simple rules to follow while riding the bus and waiting at the bus stop. Students who fail to follow the rules run the risk of losing the privilege of riding a bus to and from school.

### School Bus Rules

1. Stay seated while the bus is moving.
2. Sit in your assigned seat.
3. No eating or drinking.
4. Talk quietly only to those around you.
5. No cellphones, toys, radios, etc. allowed on the bus. Cellphones may be kept in bookbags.
6. No profanity of any kind.
7. No fighting.
8. Keep all body parts to yourself.
9. Be respectful and obey the bus driver at all times.

### Consequences for Bus Referrals

#### IF YOU BREAK RULES 1, 2, 3, OR 4:

*1<sup>st</sup> Referral* – Warning in writing by administrator,

*2<sup>nd</sup> Referral* – 1 day bus suspension,

*3<sup>rd</sup> Referral* – 3 day bus suspension,

*4<sup>th</sup> Referral* – 5 day bus suspension,

*5<sup>th</sup> Referral* – 7 day bus suspension,

*6<sup>th</sup> Referral* – 10 day bus suspension,

*7<sup>th</sup> Referral* – Off the bus for the remainder of the school year

#### IF YOU BREAK RULE 5:

The toy, radio, etc. will be taken, and a parent will need to pick it up from the office.

#### IF YOU BREAK RULES 6, 7, 8, OR 9:

*1<sup>st</sup> Offense* – Potential of bus suspension even on first offense

Major offenses such as fighting or extreme disruptions could result in an out of school suspension for students. This type of action puts the entire bus at risk and will not be tolerated.

Parents, please REMEMBER:

1. Please have your child at the bus stop on time and visible to the bus driver. Buses are not allowed to wait for students not at the stop. Your child should be at the stop 10 minutes before the assigned time.
2. Students will ride only the bus to which they have been assigned. Transportation assignment will be from the student's house to school and from school back to the student's house. Requests for alternate pick-up and drop off points will depend on the bus space and must be approved by the principal before the student is allowed to ride. Bus drivers will not be allowed to pick up students that are not on their bus passenger list. Changes to bus assignment can take several days to complete, so please notify the school well in advance of any potential changes or questions you may have.

3. When a student breaks the rules, a Bus Conduct Report will be completed and given to the assistant principal. A copy will be given to the student to take home to parents. If unsafe behavior occurs before the bus leaves school, the student will be provided with two options: (1) Correct the behavior and continue home (behavior documented) or (2) be removed from the bus and stay at school with staff supervision until a parent or guardian can pick the student up.
  - \* If unsafe behavior occurs after the bus leaves the school, the driver will call the school. The bus coordinator will then meet the bus and assess the situation. If necessary, the bus coordinator will remove the student/s from the bus and return the student/s to the front office to remain under staff supervision until a parent or guardian can pick the student up.
  - \* If either of the above instances occurs, the consequences for the bus referrals plan will be in effect.

Any person who shall unlawfully and willfully stop, impede, delay, or detain any public-school bus or activity bus being operated for public school purposes shall be guilty of a Class 1 misdemeanor. G.S. 14-132.2

*\*\*\*Concerns about bus procedures should be directed to the Assistant Principal\*\*\**

## Student Attendance

Students are encouraged to attend school and be on time each day. Attendance in school is essential to educational achievement and school success. While there are times when students must be absent from school due to physical inability to attend, it must be understood that parents/guardians have the responsibility for ensuring that students attend and remain at school daily. Parents should note that breaking the compulsory attendance law can result in the retention of your child.

- ❖ A perfect attendance certificate will be given on the last day of school. In order to receive a certificate, a student must attend all day, every day of the school year. The student will be allowed two excused tardies for appointments only.
- ❖ After a student's 3<sup>rd</sup> absence, parents will be notified by phone by the teacher.
- ❖ After a student's 6<sup>th</sup> absence, parents will be notified by letter and the school counselor will reach out.
- ❖ After a student's 10<sup>th</sup> absence, parents will be contacted by an administrator and/or school social worker. An attendance contract will be signed.
- ❖ After a student's 20<sup>th</sup> unexcused absence, the principal will submit an attendance petition. (please see compulsory attendance law below)
- ❖ If your family will be absent for a vacation (week or more), please contact both the teacher and administrator at least a week before to discuss work arrangements.
- ❖ If a student is signed out before 11:15, he/she will be marked absent.
- ❖ If a student is signed out after 11:15, he/she will be marked tardy.
- ❖ If a parent/guardian signs a student out and he/she returns the same day, the student must have been at school for a minimum of 3 hours or he/she will be considered absent.
- ❖ Students who need to be signed out early from school for an afternoon appointment must be signed out before **2:45 P.M.** We will not call classrooms for students to leave between the hours of **2:45 - 3:15 P.M.** as our teachers are preparing for dismissal and this disrupts the flow of procedures and creates disruptions in getting students to the appropriate buses and car rider pick up rooms.

## Make Up Work—For Absences:

Students who are absent from school will need to complete any missed assignments and ensure that they are submitted to their teacher. Typically, a student will have as many days to make-up work as they were absent from the class, unless they have discussed alternatives with their teacher. Students absent from school for any reason should be sure to work with their teacher upon their return to ensure missed assignments and lessons are completed. Parents are also encouraged to stay in contact with your child's teacher to inform them when absences will occur and help ensure that students are completing assignments from time missed.

## Compulsory Attendance Law

According to the Compulsory Attendance Law 115C-378, children between the ages of seven and sixteen years shall attend school continuously while school is in session. It is the responsibility of the parent, guardian, or other person in charge or control of a child to make sure he/she is in attendance regularly because it is unlawful for a child to be absent from school without a valid reason.

In order to comply with G.S. 115C-558, students will be required to bring a note from their parent/guardian on the first day back after being absent. The parent or guardian should notify the school of the reason for each known absence.

The law also states that even if a child is below the age of seven and starts school, he/she is required to attend regularly or he/she may be referred to the attendance counselor.

## Being at School on Time – Don't Be Tardy!

Tardy can be defined from a school perspective as arriving at class or school after the scheduled time for class or school to begin. A tardy is considered unexcused unless there is a valid reason for being late. These valid reasons listed below are accepted only when accompanied by a written note which includes the date of the tardy and reason:

1. Personal illness
2. Death in the immediate family
3. Medical appointments
4. Court summons

Tardiness due to traffic, car trouble, oversleeping, or missing the bus is not excused.

\*\*Notes must be provided on the day the student returns to school. Notes sent in late may not be excused by the principal.

At Carver, students may enter the building at 7:30 A.M.. They are considered tardy after 8:00 A.M. When a child misses instruction consistently, learning is impacted. Late arrival disrupts the morning routine for both the late student and others already at work in the classroom. Please remember, no parents may walk their child to class after 8:00 A.M. bell. Please make every effort to ensure your child is at school on time each and every day. This is critical to ensure that they have a responsible start to their school day.

## Parents and Visitors

Parents and visitors are welcomed at G.W. Carver Elementary School and are encouraged to come and observe the many educational activities. In order to provide for a safe and secure environment for our students and staff, our visitation guidelines as required by our Safe School Plan are as follows:

- ❖ All parents and visitors should enter the building through the main office area to sign in and obtain a visitor's pass before entering halls and any classrooms. Parents signing in between the hours of 8:00-3:15 will have to be "buzzed" into the building by our office staff. Display your visitor's pass at all times.
- ❖ If you wish to visit your child's classroom, you must make an appointment with your child's teacher at least two days before your visit. This allows teachers the opportunity to check the school and class schedules for potential conflicts (assessments, programs, etc.) The teacher and/or principal should approve this visit and notify the office of any expected visitors.
- ❖ Interactions with students other than your own children are not permitted unless under the direct request and supervision of school staff.
- ❖ Limit your visit to the area indicated when you obtain your visitor's pass.
- ❖ If you are observing a class, please sit in the area designated by the classroom teacher. Do not engage the teacher in conversation during your classroom visit unless you have prearranged volunteer service or a conference with the teacher.
- ❖ Visits that will extend beyond 10-15 minutes should be approved in advance by the teacher or administration. Remember, we do not want to serve as a distraction to students.
- ❖ Visiting hours conclude at 2:30 P.M. each day. From 2:30 P.M. – 3:15 P.M., parents are requested to wait for students in the designated pick-up zone(s) so that classes may prepare to go home and easily exit the building.
- ❖ If you would like to set up a parent conference in order to discuss your child's progress, please contact the teacher to schedule a time during their planning or after school so that instruction isn't interrupted.
- ❖ Birthdays and Celebrations - Teachers will recognize birthdays at school. All classroom birthday parties must be pre-arranged with the teacher at least a week in advance. Any celebrations or parties that involve providing food/drink to students may take place only after the cafeteria has closed for the day at 1:00 P.M. It is required that any food that is brought to school be store bought and include an ingredient label. As a reminder, balloons, flowers and gifts are not permitted to send home on the bus with students.

By following these simple rules, we can help reduce class interruptions and monitor access to our school campus.

## Guardianship

The Edgecombe County Board of Education requires that individuals, other than the parents of a child, obtain legal custody or guardianship by court order to enroll a child in their care into the Edgecombe County Public Schools. This includes children living with relatives or anyone other than their parents. A copy of the court order must be presented to the principal upon enrollment, or within 30 days of enrollment.

## Academic Expectations for Students

Students are expected to demonstrate proficiency on the grade level standards for their assigned grade level. Parents should frequently communicate with your child's teacher to

ensure they are on track to meet their academic expectations and to learn how they can best support their continued growth at home.

### Student Report Cards

Students are expected to make satisfactory marks on their report cards in all areas. In K-2 classrooms, this is measured on a Standards Based Report Card once every 9 weeks. Teachers will mark all standards the child is being assessed and provide the parent with a “mark” which will indicate that they are on track or that they are struggling to meet the standard. In 3<sup>rd</sup>-5<sup>th</sup> grades, students will be assigned a numerical grade which will correspond with a letter grade on their report card. 0-59 will be considered an F, 60-69 will be considered a D, 70-79 will be considered a C, 80-89 will be considered a B, and 90-100 will be considered an A. Students are expected to maintain passing grades in all core content areas.

### End of Grade Test

Students in grades 3-5 are required to participate in the NC End of Grade Assessment program. All 3<sup>rd</sup>-5<sup>th</sup> grade students will be assessed near the end of the year in both Reading and Math. 5<sup>th</sup> grade students will also be assessed in the area of Science. All EOGs this year will be given on the computer, not paper and pencil tests. The scale will be from Not Proficient (NP), 3, 4 or 5 with students scoring at level 3's, 4's, and 5's being considered proficient for the grade level content area. These tests measure the grade level content for the tested area and are good indicators of where a student's understanding of grade level content is currently. Students are expected to demonstrate minimum proficiency on each of these tests by scoring at a 3, 4, or 5.

### K-3 Reading Measures

Students in Kindergarten-3<sup>rd</sup> grade are assessed throughout the year to gauge their current reading skills and to provide our instructional staff with evidence and data to plan appropriate and differentiated instruction. As part of the Read to Achieve process, students are expected to reach a minimum proficiency range for their assigned grade level. Parents will receive information regarding these assessments and their child's progress and growth at regular intervals throughout the year. Please be sure to ask your child's teacher about specific goals for your child and how you can support their continued growth at home.

\*\*\*Helping our students grow to meet their full potential is truly a team effort. In order for students to meet all of the academic expectations listed above, they will need to first know what is expected and then set clear goals to ensure they are working with their parents and teachers to accomplish them. Please do not hesitate to contact our school with questions regarding these expectations\*\*\*

### Parent Portal

Please reach out to Amanda Davis, data manager, to receive your Activation Key for Infinite Campus's Parent Portal. You will be required to share your ID to receive this letter. This individualized code can be used to create your account and access attendance and 3rd, 4th, 5th grade students up to date grades.

### Conferences

We encourage parents to be involved in their child's education. Therefore, we urge you to set up a conference any time that you feel the need with your child's teachers. Please schedule a conference by reaching out to your child's teacher. We do ask that you come by the office to sign in and receive a visitor's pass before going to the classroom.

### Messages for Teachers

Communication with your child's teacher is a vital way to ensure that we are working collaboratively to ensure that they are growing to their fullest potential. We want you to challenge your student daily to come to school focused and ready for a successful day.

When communicating with our staff, remember the following:

By phone: Teachers will not be called to the phone during the instructional day unless it is during their planning time. This ensures that they are not stopping in the middle of instruction. Messages will be taken or teacher voicemail will be provided. Teachers will make every effort to return calls or messages within a 24-hour time frame.

By email: Teachers may share their email address with parents. It is important to realize that emails may not be read right away because of classroom obligations. Teachers will make every effort to respond to emails within 24 hours.

By written note: Written notes in student folders help keep communication clear and avoid confusion. We encourage parents to utilize their child's communication folder with their teachers on a frequent basis.

By ECPS App: Teachers frequently use Class Dojo to send messages to parents. It is important to realize that Dojo messages may not be read right away because of classroom obligations. Teachers will make every effort to respond to messages within 24 hours.

### Telephone

The office telephone is a business phone and is not to be used by students, except in case of an emergency. Students are not allowed to use the phone to make personal arrangements (such as requesting permission to go to another student's home after school). Arrangements for transportation must be made prior to students coming to school.

Please do not call school after 2:00 P.M. with a message for students about transportation arrangements. We will not guarantee the delivery of any message after 2:00 P.M. If a call is received regarding changing a student's mode of transportation from bus to car rider, students will need to be picked up from the main office and adults will have to present a picture I.D.

### Student Promotion Policy

The promotion of students in the school system will be made in the best interest of the student. In order for a student to be promoted from one grade to another, that student must demonstrate a mastery of the minimum competencies as prescribed by the State Board of Education policies on Student Accountability as well as the local requirements of the Board of Education. The local requirements shall include the exception that each student is expected to be able to perform at year's end level, which demonstrates satisfactory academic achievement for the next grade level. Students who are alternatively assessed in accordance with NC Procedures Governing Programs and Services for Children with Special Needs and English Speakers of Other Languages may not be governed by this requirement.

A variety of factors should be considered and carefully evaluated before promotion and retention decisions are made, namely academic progress, social maturity, age, and psychological and physical needs. Students should be assigned, by the principal, to the

grade level which provides the student the best opportunity to progress and develop educationally. The power to grade and classify (promote and retain) a student rests with the principal, who will work with the school team and parents to make the decision that is most appropriate for the individual student.

### Volunteers

We believe that cooperation and interaction between the home, school, and the community is necessary for the success of our educational program here at G.W. Carver School. We encourage you to volunteer your talents and services. If you would like to volunteer in a classroom or in our school, please contact the office or your child's classroom teacher to complete the required forms. All volunteers and chaperones must complete a volunteer request form and background check that must be turned into the central office for approval before services may begin. Once all clearances have been obtained, we will work with our volunteers to place them where they feel the most comfortable and can assist our staff and students in the most productive way.

### Parent Teacher Organization (PTO)

We welcome each of our parents and guardians to be a part of our PTO and to become involved in our school in a variety of ways. The primary objective of our PTO is to provide G.W. Carver with parent leadership, funds, programs, supplies and resources that will enrich and maximize the education of every child. PTO will meet on the first Monday of the month unless it is a holiday or teacher workday, those months meetings will be held on the second Monday of the month.

### Medication

Our school has a written policy to assure the safe administration of medication to students during the school day. If your child must have medication of any type given during school hours, including over-the-counter drugs, you have the following choices:

1. You may come to school and give the medication to your child at the appropriate time(s).
2. You may obtain a copy of the medication form from the school nurse. Take the form to your child's doctor and have him/her complete the form by listing the medication(s) needed, dosage, and number of times per day that the medication is to be administered. The physician, for both prescription and over-the-counter drugs, must complete this form. All medications must be brought to school by the parent and CANNOT be sent to school with the student. Prescription medicines must be brought to school in a pharmacy-labeled bottle, which contains instructions on how and when the medication is to be given. Over-the-counter drugs must be received in the original container and will be administered according to the doctor's written instructions. Parents should see either the school nurse or a school administrator when they bring medication to school.
3. You may discuss with your doctor an alternative schedule for administering medication (i.e., outside of school hours).

School personnel will not administer any medication to students unless they have received a medication form properly completed and signed by both doctor and parent/legal guardian, and the medication has been received in an appropriately labeled container. This is to protect the safety of your child and in fairness to those administering the medication.

We also remind our parents that children cannot bring cough drops to school to self-medicate or share with others. Medication is brought to school by parents only, according to our stated procedures. We encourage parents whose children are taking medication to be easily available by phone at their designated phone number. It is critical that we always have the most current phone numbers for parents and for their emergency contacts. We absolutely need to be able to contact you easily in the event of an illness or medical emergency.

For students needing to self-administer medication, such as asthma inhalers, epi-pens, insulin, etc., a self-contract should be completed by physician, parent/legal guardian, student, and reviewed by school nurse, in addition to a medication request form/health plan.

Parents must inform the teacher and school nurse of any allergy.

If you have questions about the policy, or other issues related to the administration of medication in the schools, or any health-related issues, please contact the school nurse.

### Dress Appearance and Guidelines

All students at G.W. Carver are required to follow the Edgecombe County Schools Dress Code which can be found on the website. We also ask that the children wear comfortable shoes that are appropriate and safe for gym classes, recess, and for walking quietly in the halls. Tennis shoes or sneakers seem to offer the most comfort and safety for our students.

- ❖ Clothing and appearance must be age-appropriate, not disruptive to the teaching-learning process and cannot be provocative, indecent, vulgar or obscene.
- ❖ All clothing must be appropriately sized for the student.
- ❖ Clothing and/or accessories that are associated with gangs or other disruptive groups are not permitted.
- ❖ Hats, sweatbands, bandanas, or sunglasses will not be worn inside the school buildings.
- ❖ Shorts must be of adequate length to reach the ends of one's fingertips when the student is standing and the arms are by one's sides.
- ❖ Skirts and dresses must be no higher than three (3) inches above the top of the knee.
- ❖ Footwear is required. Bedroom shoes are not allowed. Students in physical education classes must wear athletic shoes.

### Violations of the Student Dress Code Policy:

A student not in proper school attire will be referred to the principal or a designee. Students will be required to contact a parent and request the appropriate attire. Students will not be allowed to return to class until they are in compliance. In addition, students who do not comply with the dress code policy will be issued the following consequences:

*1st Offense* – Warning and parent notification

*2nd Offense* – In addition to the disciplinary action available for a first offense, a parent/guardian conference shall be held.

*3rd Offense* – In-school suspension and/or written notification to parents

*4th Offense* – Out-of-school suspension

Administrators may establish incentive and/or school spirit days on which uniform restrictions may be lessened. These days will be announced in advance and dress expectations will be communicated to students and parents.

### Books/Technology

Library books and other school books are loaned to students for their use during the school year. All books are to be kept clean and handled carefully. Instructional Technology is also issued to students at school for use on instruction. It is very important that students follow all guidelines, rules, and procedures for the ethical and safe use of the technology they are loaned. Inappropriate use of school technology such as Chromebooks, computers, or inappropriate use of the internet will result in loss of privileges and potential discipline consequences. Damages to school technology will be assessed based on the situation and parents informed of any fees responsible for repair. Parents would also be responsible for paying for any damage or lost books loaned from the library or school.

### Field Trips

In an effort to have consistency in the school and to be in compliance with school board policy regarding permission procedures concerning field trips, we will need to follow the steps listed below.

1. The parent must complete a parent permission form before a student can leave campus for a trip.
2. A letter explaining destination, date, and itemized expenses should go to parents.
3. Parents will be notified prior to the trip if there is a transportation charge.
4. Parents may sign for their child not to ride the bus home from the trip; however, all students are required to ride the bus from school to the field trip destination. Special medical issues, etc. will be considered as needed.

Field trips enrich the instructional program at our school. Experiences from the trips support classroom learning. However, field trips are a privilege that may be revoked when severe behavior is repeated at school or on the bus. Parents will be notified if the child is in danger of losing this privilege. If a parent would like to chaperone at the trip, they must fill out a volunteer packet to be sent to the central office.

Only students with written permission from parents/guardians may participate. Students who do not participate will be provided an appropriate educational experience and proper supervision at school. Students participating in an approved field trip will not be counted absent from school as long as they ride the bus with their class to the destination.

### Emergency Situations/Inclement Weather

At certain times during extremely inclement weather, it is necessary to suspend the operations of schools. This is usually done only at times when accumulation of snow or ice is on the roads, which makes it dangerous to safely transport our students. If a decision is made to close school, please tune in to a local T.V. or radio station. Please do not call the Central Office or schools since unnecessary phone calls serve only to tie up telephone lines and slow down the process of getting news to proper authorities who can

then notify the public. We will send out calls using our mass notification system, Connect Ed. These messages are sent directly to your telephone. *It is very important to keep us supplied with a correct telephone number at all times.*

### Cafeteria

G.W. Carver School offers a breakfast and lunch program. Meals are prepared on site. Breakfast begins at 7:30 and ends at 8:00. Breakfast will be available on a cart in each hallway. Lunch will be eaten in the cafeteria. This school year the Board of Education has approved the use of a national breakfast and lunch program whereby *ALL students will eat breakfast and lunch for free this school year.* We will also be offering healthy snacks to our students such as fruits and vegetables several days a week at no charge through the Fresh Fruit and Vegetable Program (FFVP). Please remind your child to be respectful of our cafeteria and our cafeteria staff. Always remind them to do their best to keep their areas clean and to assist in keeping our lunch tables ready for other students who may eat following them.

### Food Brought into School to Share

Foods brought into the school system that are shared with others should come in pre-packed containers or wrappers or that are prepared in a kitchen facility that is regularly monitored and graded by state health inspectors. All food must be store-bought (including an ingredient label) to be shared with other students.

### Accidents

If a student gets hurt at school, he/she is to report the accident to their teacher immediately. Depending on the nature of the accident, the teacher will decide if the parent needs to be contacted.

### Equal Educational Opportunities

The Edgecombe County Board of Education believes in and supports equal opportunities for all its students. No student shall, on the basis of age, color, handicap, national origin, race, religion, sex, economic or social conditions, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational policy, program, or activity.

### Family Education Rights and Privacy Act (FERPA)

The Family Education Rights and Privacy Act (FERPA) is a Federal law that governs the maintenance of student records. Under this law, parents of students or students (if they are at least 18 years of age) have both the right to inspect records kept by the school about the student and the right to correct inaccuracies in the records. Access to the records by persons other than the parents or the students is limited and generally requires prior consent by the parents of the students.

Copies of this policy may be found in the office of the superintendent and in the principal's office of each school within the Edgecombe County School system.

Complaints about failures of the Edgecombe County Public School System to comply with the Family Education Rights and Privacy Act may be made in writing to:

FERPA Office  
Federal Building #10  
600 Independence Avenue SW  
Washington, DC 20202

If a request to examine school records is made by the parent, the principal shall set up an appointment within ten school days. A school staff member must be present to help interpret information. The following individuals and agencies may view or receive student records, without written parent consent: school officials within the district, school officials requesting transfers, state education authorities, financial aid agencies, organizations conducting studies, accrediting organizations, emergency situations to protect health or safety.

### Laws Governing Rights of Parents

North Carolina must provide education for children with special needs, ages 5-17. Special education means specially designed instruction, at no cost to the parent, to meet the unique needs of the exceptional child includes classroom instruction, home instruction, instruction in hospitals and instruction in residential facilities. Children with special needs include children who are autistic, academically gifted, hearing impaired, mentally handicapped, multi-handicapped, orthopedically impaired, other health impaired, pregnant, behaviorally/emotionally handicapped, specific learning disabled, speech and/or language impaired, and visually impaired. A copy of the Handbook on Parent's Rights is available in the principal's office or for parents use at their request.

### Notification to Parents Destruction Policy for Special Education Records

Records for Special Education students will no longer be maintained for longer than five years from the time of the student's exit/graduation from the Edgecombe County Public Schools System. These records contain personally identifiable information and will no longer be needed to provide special education and related services. Parents are entitled to receive a copy of the record, which may be needed for social security benefits or other purposes. Please contact the School Base Chairperson, should you wish to obtain a copy of your child's record.

### School Security

The safety and security of students and staff are top priorities at G. W. Carver Elementary School. We are committed to addressing the physical, academic and emotional safety of the students and staff. We ask that parents and visitors cooperate with us in our endeavor to ensure the safety of everyone.

When you visit our school, please stop by the office and receive a visitor's badge or volunteer's badge before proceeding to any other part of the building. We request prior notice if parents wish to spend time in the classroom.

### Transfers

If you move from our school district during the school year, please give your child's teacher adequate notice. This will avoid delays in ensuring that all records are current. All books and equipment must be turned in and all fees due must be paid. The school counselor will request that you sign a release form in order to send records to the new

school. Records, including the attendance record and academic profile are sent directly to the new school upon request.

### Title IX Statement

All vocational, academic, and extracurricular opportunities will be offered without regard to race, color, national origin, sex, or handicap.

### Citizenship

It is the responsibility of each student to display qualities of good citizenship. Your best conduct should be practiced in the halls, cafeteria, assemblies, playground, classroom, and library. All Carver teachers want our students to become good citizens. Your teachers will constantly remind you to practice good citizenship at all times. They place high values on honesty, respect, and courtesy. These three elements or characteristics are expected of all Carver students. Remember that by following Carver's 3B's for PBIS—Be Respectful, Be Responsible, and Be Prepared—you will also be displaying the characteristics of good citizenship.

### Positive Behavior Intervention and Support Expectations Matrix

*What is PBIS?* PBIS is teaching behavioral expectations in the same manner as any of our core subjects. The system includes various proactive strategies for defining, teaching, and supporting appropriate student behaviors to promote a positive school environment. It also rewards those students who consistently demonstrate our motto, be respectful, be responsible, and be prepared!

### Reward Programs

**STAR Students:** Each classroom teacher will pick a student of the month from their classroom. This student should be one that has exhibited positive behavior for the month or the student that has shown an improvement in behavior. Teachers will submit the name at the end of each month and students will receive a special treat and recognition on the Star Student Bulletin Board.

**Nine Week Incentives:** Each nine weeks, students may participate in a scheduled event if they have met the PBIS expectations of their grade level for that time frame. Please refer to your classroom teacher for what the expectations are at each grade level for participation. Students who receive office or bus referrals will not be allowed to participate in the incentives.

**Elite Eagle Postcards:** Staff members will be using their Eagle Eyes to spot students following our school-wide PBIS expectations. When a student is spotted setting a good example, a staff member may write an Elite Eagle Postcard for this student explaining the positive behavior exhibited.



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**BE RESPECTFUL  
BE RESPONSIBLE  
BE PREPARED**



# G.W. Carver Elementary

## School-Wide PBIS Expectations



● Respectful

● Responsible

● Prepared

Location:	Assembly	Classroom	Hallway	Bus	Recess	Cafeteria	Restroom
Motto:	<p><b>M</b>ake sure you sit quietly</p> <p><b>E</b>yes on speaker</p> <p><b>E</b>ars open</p> <p><b>T</b>ake part</p> <p><b>S</b>hhhhh!!!</p>	<p><b>L</b>isten attentively</p> <p><b>E</b>yes on teacher</p> <p><b>A</b>lways respectful</p> <p><b>R</b>eady to do your best</p> <p><b>N</b>ow challenge yourself</p>	<p><b>W</b>alk second block</p> <p><b>A</b>rms at side</p> <p><b>L</b>ooking forward</p> <p><b>K</b>eep it silent</p>	<p><b>B</b>e respectful</p> <p><b>U</b>se a quiet voice</p> <p><b>S</b>it on your seat</p>	<p><b>P</b>lay by the rules</p> <p><b>L</b>isten to others</p> <p><b>A</b>lways keep hands &amp; feet to yourself</p> <p><b>Y</b>ou need to be kind</p>	<p><b>Y</b>ou know your number</p> <p><b>U</b>se your quiet voice</p> <p><b>M</b>ake good choices</p> <p><b>M</b>ind your manners</p> <p><b>Y</b>ou leave your area neat</p>	<p><b>F</b>lush the toilet</p> <p><b>L</b>eave the area clean</p> <p><b>U</b>se a quiet voice</p> <p><b>S</b>oap and water</p> <p><b>H</b>ead back to class</p>

## **G.W. Carver Elementary Parental Involvement Policy**

Carver Elementary will hold a meeting for parents, teachers and students within the first month of the new school year to discuss expectations for high student achievement, status of the school in relation to the North Carolina Annual School Report Card and growth and proficiency data as measured by local, state, and federal mandates, resources available for continuous improvement, and the goals for the upcoming school year. The PTO president and other PTO officers will serve as parent representatives on the School Improvement Team during the school year. The School Improvement Team (Leadership Team) will discuss important issues related to all stakeholders.

Carver Elementary School will hold PTO meetings a minimum of three times per year to share updates about continuous student achievement and Title I requirements, to review current resources available for support in all curriculum areas, to present information about a selected curriculum topic and to view performances by various student groups. The PTO board will meet a minimum of four times a year to discuss financial reports, upcoming events, current school issues and on-going plans for continuous school improvement. The PTO board will present its discussion findings and outcomes during the scheduled general PTO meetings.

Carver Elementary encourages parents to volunteer and become active in the overall school program. Parents may join the PTO or serve as a volunteer in various school capacities. Parents are also urged to schedule periodic conferences with teachers and the principal in order to discuss the academic progress of their child(ren). Carver Elementary provides parents with various opportunities to become involved with the academic success of the school, and research indicates that student achievement will increase when the level of parental involvement at the school increases.

Carver Elementary will issue accountability contracts during the first month of school or in accordance with a date set by the LEA. These contracts outline goals and responsibilities of parents, teachers, students and principals in order for individual students to reach academic success.

Carver Elementary administration and staff will provide assistance and resources as needed to those parents who have hardships, are disabled, and/or who are Limited English Proficient in order to maximize positive communication regarding the academic progress of their child(ren). Resources may include but are not limited to: translation of materials, assistance with facilities for handicapped parents, home visits, child care, transportation and providing interpreters during conferences and meetings.

Carver Elementary will communicate with parents in a variety of ways: PTO meetings, scheduled parent-teacher conferences, classroom reports, monthly progress reports, ConnectEd calls, report cards, school website, curriculum-focus nights, social media such as Facebook and other letters and flyers as necessary.

Carver Elementary will notify all parents of their right to request information on the professional qualifications of their child's teacher(s), including the degrees and certifications held. Parents may request to know if their child is receiving instruction by a paraprofessional, and if so, his/her qualifications. Carver Elementary will also notify parents regarding information on the level of achievement of their child in each of the state academic assessments. Carver Elementary will also notify parents if their child has been assigned or taught for at least four consecutive weeks by a teacher who does not meet the highly qualified requirements.

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All decisions related to student behavior are guided by the educational objective of the Edgecombe County Board of Education (the “Board”) to teach responsibility and respect for cultural and ideological differences and by the Board’s commitment to creating safe, orderly and inviting schools. Student behavior policies are provided in order to establish (1) expected standards of student behavior; (2) principles to be followed in managing student behavior; (3) consequences for prohibited behavior or drug/alcohol policy violations; and (4) required procedures for addressing misbehavior.

**A. PRINCIPLES**

The reasons for managing student behavior are to (1) create an orderly environment in which students can learn; (2) teach expected standards of behavior; (3) help students learn to accept the consequences of their behavior; and (4) provide students with the opportunity to develop self-control. The following principles apply in managing student behavior.

1. Student behavior management strategies will complement other efforts to create a safe, orderly and inviting environment.
2. Positive behavioral interventions will be employed as appropriate to improve student behavior.
3. Responsibility, integrity, civility and other standards of behavior will be integrated into the curriculum.
4. Disruptive behavior in the classroom will not be tolerated.
5. Consequences for unacceptable behavior will be designed to help a student learn to comply with rules, to be respectful, to accept responsibility for his or her behavior and to develop self-control.
6. Strategies and consequences will be age and developmentally appropriate.

**B. COMMUNICATION OF POLICIES**

Board policies related to student behavior are codified mainly in the 4300 series. The Superintendent shall incorporate information from such policies into a Code of Student Conduct that notifies students of the behavior expected of them, conduct that may subject them to discipline and the range of disciplinary measures that may be used by school officials. At the discretion of the Superintendent, the Code of Student Conduct may include additional rules needed to implement the Board’s student behavior policies. Each school will create a student behavior management plan that will elaborate further on processes for addressing student misbehavior and the use of intervention strategies and consequences (see policy 4302, School Plan for Management of Student Behavior). The Code of Student Conduct must incorporate by reference any additional student behavior standards, prohibited conduct or disciplinary measures identified in individual school behavior plans developed in accordance with policy 4302, provided such measures are consistent with law and Board policy. The Code of Student Conduct must not impose mandatory long-term suspension or expulsion for specific violations unless otherwise provided in state or federal law.

At the beginning of each school year, principals shall make available to each student and parent all of the following: (1) the Code of Student Conduct; (2) any Board policies related to behavior that are not part of the Code of Conduct; (3) any related administrative procedures; (4) any additional discipline-related information from the school’s student behavior management plan, including behavior standards, prohibited conduct or disciplinary measures; and (5) any other school rules. This

information must be available at other times upon request and must be made available to students enrolling during the school year and their parents.

For the purpose of Board policies related to student behavior, all references to “parent” include a parent, a legal guardian, a legal custodian or another caregiver adult authorized to enroll a student under policy 4120, Domicile or Residence Requirements.

#### C. APPLICABILITY

Students must comply with the Code of Student Conduct in the following circumstances:

1. while in any school building or on any school premises before, during or after school hours;
2. while on any bus or other vehicle as part of any school activity;
3. while waiting at or being released at any school bus stop;
4. during any school-sponsored activity or extracurricular activity;
5. when subject to the authority of school employees; and
6. at any place or time when the student’s behavior has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.

#### D. CONSEQUENCES FOR VIOLATIONS

Violations of the Code of Student Conduct must be dealt with in accordance with the guidelines established in the school’s behavior management plan (see policy 4302, School Plan for Management of Student Behavior).

##### 1. Minor Violations

Minor violations of the Code of Student Conduct are those less severe infractions involving a lower degree of dangerousness and harm. Examples of minor violations include the use of inappropriate or disrespectful language, noncompliance with a staff directive, dress code violations and minor physical altercations that do not involve a weapon or an injury. Aggravating circumstances, however, may justify treating an otherwise minor violation as a serious violation.

Minor violations of the Code of Student Conduct may result in disciplinary measures or responses up to and including short-term suspension. Further information regarding the procedures for short-term suspensions is provided in policy 4351, Short-Term Suspension. Other disciplinary measures or responses may include, but are not limited to, the following:

- a. parental involvement, such as conferences;
- b. isolation or time-out for short periods of time;
- c. behavior improvement agreements;
- d. instruction in conflict resolution and anger management;
- e. peer mediation;
- f. individual or small group sessions with the school counselor;
- g. academic intervention;
- h. in-school suspension;

- i. detention before and/or after school or on Saturday;
- j. community service;
- k. exclusion from graduation ceremonies;
- l. exclusion from extracurricular activities;
- m. suspension from bus privileges; and
- n. placement in an alternative program /school.

The parent or guardian is responsible for transportation that may be required to carry out a consequence. With the exception of suspension from bus privileges, if a parent or guardian is unable to provide transportation, another consequence will be substituted.

## 2. Serious Violations

Serious violations of the Code of Student Conduct may result in any of the consequences that may be imposed for minor violations. In addition, serious violations that threaten to substantially disrupt the educational environment may result in long-term suspension, and serious violations that threaten the safety of students, school employees or school visitors may result in long-term suspension or expulsion. Certain violations involving firearms or explosive devices may result in a 365-day suspension. Further information regarding the standards and procedures for long-term suspensions, 365-day suspensions and expulsions is provided in policies 4351, Short-Term Suspension, and 4353, Long-Term Suspension, 365-Day Suspension, Expulsion. (See also policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety, for information regarding 365-day suspensions for certain violations involving firearms or explosive devices.)

## E. ENFORCEMENT

The Superintendent is responsible for supervising the enforcement of the Code of Student Conduct to ensure that school disciplinary policies are uniformly and fairly applied throughout the school system. The Code of Student Conduct is contained in Administrative Regulation 4300-R issued by the Superintendent.

Legal References: G.S. 115C-47, -276(r), -288, -307, -390.1, -390.2

Cross References: Goals and Objectives of the Educational Program (policy 3000), Counseling Program (policy 3610), Domicile or Residence Requirements (policy 4120), Student Behavior policies (4300 series), Student Code of Conduct 4300-R

Adopted: March 9, 2015

Replaces: Policy 4300, Code of Conduct (in part), Policy 4330, Prohibited Conduct at School Events

## **AUTHORITY OF SCHOOL PERSONNEL**

*Policy Code: 4301*

The principal has the authority and responsibility to investigate and take appropriate action regarding any prohibited or criminal student behavior and any other behavior appropriately referred to him or her. The principal is responsible for informing students and parents of any standards or rules that, if violated, could result in short-term or long-term suspension or expulsion.

The teacher has the authority and responsibility to manage student behavior in the classroom and when students are under his or her supervision. The teacher is expected to

implement the student behavior management plan and any other school standards or rules. The teacher may develop other standards or rules consistent with the direction provided by the Edgecombe County Board of Education (the “Board”), Superintendent and school principal. Every teacher, student teacher, substitute teacher, voluntary teacher, teacher assistant or other school employee is required to report to the principal all acts of violence occurring in school, on school grounds or at any school-sponsored activity.

Teachers and other school personnel have the authority to manage or remove disruptive or dangerous students from the classroom and other locations within the school building. School personnel may use reasonable force to control behavior or to remove a person from the scene in those situations when necessary:

1. to correct students;
2. to quell a disturbance threatening injury to others;
3. to obtain possession of a weapon or another dangerous object on the person, or within the control, of a student;
4. for self-defense;
5. for the protection of persons or property; or
6. to maintain order on school property, in the classroom, or at a school-related activity whether on or off school property.

Except as restricted by G.S. 115C-391.1, school personnel may use appropriate seclusion and restraint techniques reasonably needed in the circumstances described above as long as such use is consistent with state law and applicable Board policies and procedures. (See policy 4302, School Plan for Management of Student Behavior.)

Students must comply with all directions of principals, teachers, substitute teachers, student teachers, teacher assistants, bus drivers and all other school personnel who are authorized to give such directions during any period of time when they are subject to the authority of such personnel.

The Superintendent or designee shall provide copies of this policy, policy 4302, School Plan for Management of Student Behavior, regulation 4302-R, Rules for Use of Seclusion and Restraint and G.S. 115C-391.1 to school personnel and parents and guardians at the beginning of each school year.

## **SCHOOL PLAN FOR MANAGEMENT OF STUDENT BEHAVIOR**

*Policy Code: 4302*

Each school must have a plan for managing student behavior that incorporates effective strategies consistent with the purposes and principles established in policy 4300, Student Behavior Policies. School officials are encouraged to implement a system of positive behavior support and to seek other positive, innovative and constructive methods of correcting and managing student behavior in an effort to avoid repeated misbehavior and suspension.

### **A. COMPONENTS OF THE PLAN**

The plan should address: (1) the process by which student behavior will be addressed, including any use of a disciplinary committee and the means by which students at risk of repeated disruptive or disorderly conduct are identified, assessed and assisted; (2) positive behavioral interventions and possible consequences that will be used; and (3) parental involvement strategies that address when parents or

guardians will be notified or involved in issues related to their child's behavior (see policy 4341, Parental Involvement in Student Behavior Issues).

No school plan for managing student behavior may authorize the use of corporal punishment. Corporal punishment is the intentional infliction of physical pain upon the body of a student as a disciplinary measure. It includes, but is not limited to, spanking, paddling and slapping. The Edgecombe County Board of Education (the "Board") prohibits corporal punishment, believing that other consequences are more appropriate and effective for teaching self-control. No teacher, substitute teacher, student teacher, bus driver, or other employee, contractor or volunteer may use corporal punishment to discipline any student. Reasonable force that is necessary to protect oneself or others is not considered corporal punishment. (See also policy 4301, Authority of School Personnel.)

Principals shall avoid removing students from the classroom for a long period of time, including in-school or out-of-school suspension, unless necessary to provide a safe, orderly environment that is conducive to learning. The principal is authorized to remove students in accordance with Board policies for prohibited or criminal conduct or for other behavior that interferes with a safe, orderly environment.

#### B. PROCESS FOR DEVELOPING AND EVALUATING THE PLAN

Principals are encouraged to use a team approach in developing and evaluating the school's plan to manage student behavior. On at least an annual basis, the plan should be evaluated based upon data on disciplinary actions taken and the impact on student academic performance. Principals shall report on at least an annual basis to the Superintendent and the Board on the effectiveness of the plan in minimizing classroom disruptions, referrals to the principal's office and the use of out-of-school suspension. The report also will address the plan's effect on academic performance.

The Superintendent also is encouraged to consider, develop and propose new and alternative discipline programs to the Board.

### **RULES FOR USE OF SECLUSION AND RESTRAINT IN SCHOOLS**

*Regulation Code:* 4302-R

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The following rules will govern the use of seclusion and restraint by school personnel. As used in this regulation, "school personnel" means employees of the Edgecombe County Board of Education (the "Board") and any persons working on school grounds or at a school function (1) under a contract or written agreement with the school system to provide educational or related services to students or (2) for another agency providing educational or related services to students.

#### A. PHYSICAL RESTRAINT

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

Physical restraint will be considered to be a reasonable use of force when used in the following circumstances:

1. as reasonably needed to obtain possession of weapons or other dangerous objects on the person or within the control of a student;

2. as reasonably needed to maintain order or to prevent or break up a fight;
3. as reasonably needed for self-defense;
4. as reasonably needed to ensure the safety of any student, employee, volunteer, or other person present;
5. as reasonably needed to teach a skill, to calm or comfort a student, or to prevent self-injurious behavior;
6. as reasonably needed to escort a student safely from one area to another;
7. if used as provided for in an IEP, Section 504 plan, or behavior intervention plan; or
8. as reasonably needed to prevent imminent destruction to school or another person's property.

Except as set forth above, physical restraint of students will not be considered a reasonable use of force, and its use is prohibited. In addition, physical restraint will not be considered a reasonable use of force when used solely as a disciplinary consequence.

## B. MECHANICAL RESTRAINT

Mechanical restraint means the use of any device or material attached or adjacent to a student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove.

Mechanical restraint of a student by school personnel is permissible only in the following circumstances:

1. when properly used as an assistive technology device included in the student's IEP, Section 504 plan, or behavior intervention plan or as otherwise prescribed by a medical or related service provider;
2. when using seat belts or other safety restraints to secure a student during transportation;
3. as reasonably needed to obtain possession of weapons or other dangerous objects on the person or within the control of a student;
4. as reasonably needed for self-defense;
5. as reasonably needed to ensure the safety of any student, employee, volunteer, or other person.

Except as set forth above, mechanical restraint, including the tying, taping, or strapping down of a student, will not be considered to be a reasonable use of force, and its use is prohibited.

## C. SECLUSION

Seclusion means the confinement of a student alone in an enclosed space from which the student is (a) physically prevented from leaving by locking hardware or other means or (b) incapable of leaving due to physical or intellectual capacity.

If a locking mechanism is employed, it shall not automatically lock, but shall be constructed so that it will engage only when a key, knob, handle, button, or other similar device is being held in position by a person. If the locking mechanism is electrically or electronically controlled, it shall automatically disengage when the building's fire alarm is activated. Upon release of the locking mechanism by a supervising adult, the door must be able to be opened readily.

Seclusion of a student by school personnel may be used in the following circumstances:

1. as reasonably needed to respond to a person in control of a weapon or other dangerous object;
2. as reasonably needed to maintain order or prevent or break up a fight;
3. as reasonably needed for self-defense;
4. as reasonably needed when a student's behavior poses a threat of imminent physical harm to self or others or imminent substantial destruction of school or another person's property; or
5. when used as specified in the student's IEP, Section 504 plan, or behavior intervention plan; and
  - a. the student is monitored by an adult in close proximity who is able to see and hear the student at all times while the student is in seclusion;
  - b. the student is released from seclusion upon cessation of the behaviors that led to the seclusion or as otherwise specified in the student's IEP, Section 504 plan, or behavior intervention plan;
  - c. the confining space has been approved for such use by the local education agency;
  - d. the space is appropriately lighted, ventilated, and heated or cooled; and
  - e. the space is free from objects that unreasonably expose the student or others to harm.

Except as set forth above, the use of seclusion is not considered to be reasonable force, and its use is prohibited. In addition, seclusion will not be considered a reasonable use of force when used solely as a disciplinary consequence.

#### D. ISOLATION

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

Isolation is permitted as a behavior management technique provided that:

1. the isolation space is appropriately lighted, ventilated; and heated or cooled;
2. the duration of the isolation is reasonable in light of the purpose for the isolation;
3. the student is reasonably monitored while in isolation; and
4. the isolation space is free from objects that unreasonably expose the student or others to harm.

#### E. TIME-OUT

Time-out means a behavior management technique in which a student is separated from other students for a limited period of time in a monitored setting. Teachers are authorized to use time-out to regulate behavior within their classrooms.

#### F. AVERSIVE PROCEDURES

Aversive procedure means a systematic physical or sensory intervention program for modifying the behavior of a student with a disability that causes or reasonably may be expected to cause one or more of the following:

1. significant physical harm, such as tissue damage, physical illness, or death;
2. serious and foreseeable long-term psychological impairment;

3. obvious repulsion on the part of observers who cannot reconcile such extreme procedures with acceptable standard practice, for example:
  - a. electric shock applied to the body;
  - b. extremely loud auditory stimuli;
  - c. forcible introduction of foul substances to the mouth, eyes, ears, nose, or skin;
  - d. placement in a tub of cold water or shower;
  - e. slapping, pinching, hitting, or pulling hair;
  - f. blindfolding or other forms of visual blocking;
  - g. unreasonable withholding of meals;
  - h. eating one's own vomit; or
  - i. denial of reasonable access to toileting facilities.

The use of aversive procedures is prohibited.

#### G. NOTICE, REPORTING AND DOCUMENTATION

1. School personnel shall promptly notify the principal or designee of any of the following:
  - a. any use of aversive procedures;
  - b. any prohibited use of mechanical restraint;
  - c. any use of physical restraint resulting in observable physical injury to a student;
  - d. any prohibited use of seclusion; or
  - e. any seclusion exceeding 10 minutes or the amount of time specified in a student's behavior intervention plan.

Notification shall occur the same workday as the incident occurs. If same-day notification is not reasonable under the circumstances, then notification may be made the following workday, but no later.

2. Notice to Parents

When a principal or designee has personal or actual knowledge of any of the events listed in subsection G.1, above, he or she shall promptly notify the student's parent or guardian and shall provide the name of the school employee whom the parent or guardian may contact regarding the incident. Such notice shall be provided by the end of the workday during which the incident occurred when reasonably possible, but no later than the end of the following workday. Such notice also shall be provided in addition to the written incident report required in subsection G.3, below.

3. Written Report to Parents

Within a reasonable period of time not to exceed 30 days after any incident involving the use of physical restraint, mechanical restraint, seclusion, isolation, or aversive procedures, the principal or designee shall also provide the parent or guardian with a written incident report. This report must be submitted on the Notice of Use of Unreasonable Restraint, Seclusion, and Aversive Procedures Form and must include the following:

- a. the date, time of day, location, duration, and description of the incident and interventions;
  - b. the events or events that led up to the incident;
  - c. the nature and extent of any injury to the student; and
  - d. the name of a school employee the parent or guardian can contact regarding the incident.
4. Record and Reporting to State Board

The Superintendent shall maintain a record of incidents reported under the procedure described in subsection G.3, above, and will provide this information annually to the State Board of Education.

5. Non-Retaliatioin for Reporting

An employee making a report alleging a prohibited use of physical or mechanical restraint, seclusion or aversive procedure will not be discharged, threatened or retaliated against through compensation, terms, conditions, location or privilege of employment unless the employee knew or should have known that the report was false.

H. NOTICE OF POLICY, PROCEDURES AND APPLICABLE LAW

At the beginning of each school year, the principals shall provide to school personnel, parents and guardians a copy of the following:

1. Board Policy 4302, School Plan for Management of Student Behavior;
2. This Regulation 4302-R, Rules for Use of Seclusion and Restraint in Schools; and
3. North Carolina General Statute 115C-391.1.

	<b>The Student Will:</b>	<b>The Parent Will:</b>	<b>The Teacher Will:</b>	<b>The School Will:</b>
<b>Student Success</b>	<ul style="list-style-type: none"> <li>• Arrive at school on time and ready to learn</li> <li>• Give their best effort</li> <li>• Ask for help when needed</li> </ul>	<p>Support my child in their learning by:</p> <ul style="list-style-type: none"> <li>• Ensuring my child attends school regularly and on time</li> <li>• Ensuring my child receives proper rest and nutrition</li> <li>• Communicating areas of concern in my child's academic growth with their teachers</li> <li>• Communicating any concerns they may have about the well being of their child.</li> </ul>	<p>Provide high quality, engaging curriculum and instruction in a supportive and effective learning environment that enables children to reach their fullest potential by:</p> <ul style="list-style-type: none"> <li>• Differentiating instruction based on student needs</li> <li>• Teaching NC Standards and providing opportunities for students to explore their interests</li> <li>• Conducting frequent assessment of learning</li> <li>• Providing frequent feedback to students</li> </ul>	<p>Provide high-quality, engaging curriculum and instruction in a supportive and effective learning environment that enables children to reach their fullest potential by:</p> <ul style="list-style-type: none"> <li>• Following a schedule for learning</li> <li>• Providing extensions and interventions</li> <li>• Conducting ongoing professional development for all stakeholders</li> <li>• Using evidence-based curriculum</li> </ul>
<b>Engagement</b>	<ul style="list-style-type: none"> <li>• Actively listen</li> <li>• Participate</li> <li>• Ask for help when needed</li> <li>• Own their learning</li> <li>• Collaborate and communicate during all learning experiences</li> </ul>	<p>Participate in decisions relating to the education of my child by:</p> <ul style="list-style-type: none"> <li>• Attending scheduled conferences</li> <li>• Contacting school with questions or concerns</li> <li>• Attending school activities regularly</li> <li>• Monitoring my child's progress throughout the year</li> </ul>	<p>Provide data, materials, instructions and opportunities that engage families in student success:</p> <ul style="list-style-type: none"> <li>• Grade-level activities</li> <li>• Emails</li> <li>• Progress Reports</li> <li>• Report Cards</li> <li>• Parent Conferences</li> </ul>	<p>Provide data, materials, instructions and opportunities that engage families in student success:</p> <ul style="list-style-type: none"> <li>• Annual Title 1 Meetings</li> <li>• School-Wide Activities</li> <li>• Literacy Night</li> <li>• STEM Night</li> <li>• Social Media Posts</li> </ul>
<b>Build Community</b>	<p>Respect other students, adults and their property</p> <ul style="list-style-type: none"> <li>• Be Respectful</li> <li>• Be Responsible</li> <li>• Be Prepared</li> <li>• Be safe</li> </ul> <p>Communicate and collaborate with their peers and adults to form connections and positive relationships</p>	<p>Volunteer when possible</p> <ul style="list-style-type: none"> <li>• Parent Teacher Organization (PTO)</li> <li>• Classroom volunteer</li> <li>• Attend school functions</li> </ul>	<p>Engage in two-way, meaningful communication</p> <ul style="list-style-type: none"> <li>• Parent-Student-Teacher Conferences</li> <li>• Email/Phone/Dojo</li> </ul>	<p>Engage in two-way, meaningful communication</p> <ul style="list-style-type: none"> <li>• Provide opportunities for parents to volunteer, observe, participate in decision making</li> <li>• Provide translation services as needed</li> <li>• Use social media to share what is happening in our school</li> </ul>
<b>Home &amp; School Communication</b>	<ul style="list-style-type: none"> <li>• Take home needed materials each day</li> <li>• Complete and return assignments</li> <li>• Share learning with family and friends</li> </ul>	<p>Support my child with a positive use of extra-curricular time by:</p> <ul style="list-style-type: none"> <li>• Establishing a distraction-free place and time for assisting my child with assignments</li> <li>• Establish a reading routine with my child</li> </ul> <p>Communicate with teacher routinely</p> <ul style="list-style-type: none"> <li>• Read and attend to information shared by the teacher</li> <li>• Share concerns both academically and personally</li> </ul>	<p>Provide timely and meaningful feedback on assignments, assessments, student needs and behavior as appropriate</p> <ul style="list-style-type: none"> <li>• Share concerns with parents</li> <li>• Share positive things about students with their parents</li> </ul>	<p>Communicate routinely with families</p> <ul style="list-style-type: none"> <li>• Send home 4 report cards</li> <li>• Provide times for parents to meet with teachers</li> <li>• Send weekly ConnectEd calls with important information</li> <li>• Send monthly calendar of events</li> </ul>

## Convenio de la escuela primaria G.W. Carver 2025-2026

	El estudiante:	El padre/madre hará:	La profesora hará:	La escuela:
Éxito estudiantil	<ul style="list-style-type: none"> <li>Llegar a la escuela a tiempo y listo para aprender.</li> <li>Dar su mejor esfuerzo</li> <li>Pide ayuda cuando sea necesario</li> </ul>	<p>Apoyar a mi hijo en su aprendizaje al:</p> <ul style="list-style-type: none"> <li>Garantizar que mi hijo asista a la escuela con regularidad y puntualidad</li> <li>Garantizar que mi hijo reciba un descanso adecuado</li> <li>Comunicar áreas de preocupación en el crecimiento académico y el bienestar de mi hijo con sus maestros.</li> </ul>	<p>Proporcionar un plan de estudios e instrucción atractivos y de alta calidad en un entorno de aprendizaje eficaz y de apoyo que permita a los niños alcanzar su máximo potencial al:</p> <ul style="list-style-type: none"> <li>Diferenciar la instrucción basada en las necesidades de los estudiantes.</li> <li>Enseñar los estándares de Carolina del Norte y brindar oportunidades para que los estudiantes exploren sus intereses.</li> <li>Realizar evaluaciones frecuentes del aprendizaje.</li> <li>Proporcionar retroalimentación periódica a los estudiantes.</li> </ul>	<p>Proporcionar un currículo e instrucción atractivos y de alta calidad en un entorno de aprendizaje eficaz y de apoyo que permita a los niños alcanzar su máximo potencial mediante:</p> <ul style="list-style-type: none"> <li>Seguir un cronograma de aprendizaje</li> <li>Proporcionar extensiones e intervenciones</li> <li>Realizar desarrollo profesional continuo para todas las partes interesadas</li> <li>Utilizar un currículo basado en la evidencia</li> </ul>
Compromiso	<ul style="list-style-type: none"> <li>Escuchar activamente</li> <li>Participar</li> <li>Pide ayuda cuando sea necesario</li> <li>Apropiarse de su aprendizaje</li> <li>Colaborar y comunicarse durante todas las experiencias de aprendizaje.</li> </ul>	<p>Participar en decisiones relacionadas con la educación de mi hijo mediante:</p> <ul style="list-style-type: none"> <li>Asistir a conferencias programadas</li> <li>Contactar a la escuela con preguntas o inquietudes.</li> <li>Asistir a actividades escolares cuando sea posible.</li> <li>Monitorear el progreso de mi hijo durante todo el año.</li> </ul>	<p>Proporcionar datos, materiales, instrucciones y oportunidades que involucren a las familias en el éxito estudiantil, a la vez que se establece una comunicación significativa con las partes interesadas a través de:</p> <ul style="list-style-type: none"> <li>Correos electrónicos</li> <li>Informes de progreso</li> <li>Boletines de calificaciones</li> <li>Reuniones de padres, estudiantes y maestros</li> </ul>	<p>Proporcionar datos, materiales, instrucción y oportunidades que involucren a las familias en el éxito estudiantil:</p> <ul style="list-style-type: none"> <li>Reunión anual del Título 1</li> <li>Actividades escolares</li> <li>Noche de alfabetización</li> <li>Noche STEM</li> </ul>
Comunicación hogareña y escolar	<ul style="list-style-type: none"> <li>Llevar a casa los materiales necesarios todos los días.</li> <li>Completar y devolver tareas</li> <li>Comparte el aprendizaje con familiares y amigos.</li> </ul> <p>Respetar a otros estudiantes, adultos y su propiedad.</p> <ul style="list-style-type: none"> <li>Se respetuoso</li> <li>Sé responsable</li> <li>Estar preparado</li> <li>Estar a salvo</li> </ul>	<p>Apoyar a mi hijo con un uso positivo del tiempo extracurricular al:</p> <ul style="list-style-type: none"> <li>Establecer un lugar y un tiempo sin distracciones para ayudar a mi hijo con las tareas</li> <li>Establecer una rutina de lectura con mi hijo</li> </ul> <p>Comunicarse con el maestro de manera rutinaria:</p> <ul style="list-style-type: none"> <li>Leer y atender a la información compartida por el profesor.</li> <li>Compartir inquietudes tanto a nivel académico como personal.</li> </ul>	<p>Proporcionar comentarios oportunos y significativos sobre las tareas, evaluaciones, necesidades de los estudiantes y comportamiento, según corresponda.</p> <ul style="list-style-type: none"> <li>Compartir inquietudes con los padres</li> <li>Compartir cosas positivas sobre los estudiantes con sus padres.</li> </ul>	<ul style="list-style-type: none"> <li>Involucrarse en una comunicación bidireccional y significativa.</li> <li>Brindar oportunidades para que los padres se ofrezcan como voluntarios, observen y participen en el proceso de toma de decisiones.</li> <li>Proporcionar servicios de traducción según sea necesario.</li> <li>Utilizar las redes sociales para compartir lo que está sucediendo en nuestra escuela.</li> </ul>