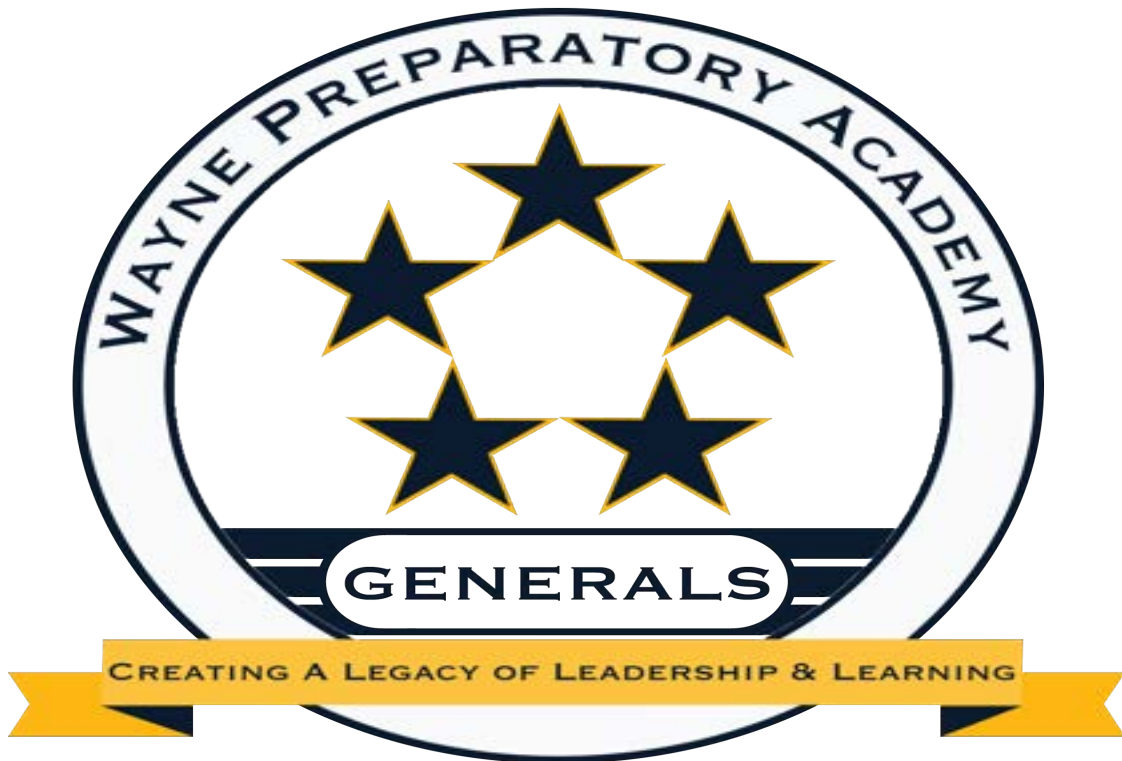


**APPENDIX C:  
ELEMENTARY SCHOOL  
SCHOLAR HANDBOOK**



**ELEMENTARY  
SCHOOL**

# SCHOOL PROFILE

## Wayne Preparatory Academy Elementary School (WPA ES) believes in...

- Providing comprehensive instruction in the core academic subjects, leadership, and arts education.
- Providing a rigorous academic environment based on high expectations for all with an emphasis on creating scholar leaders.
  - Every scholar's capability to successfully master grade level standards and achieve their personal goals.
  - Its teachers' commitment to implementing needed strategies for a scholar to find success. We combine continuous assessments, data-driven instruction, small group learning, afterschool tutoring, interventions sessions, and multi-tiered systems of supports to address the individual needs of each child.
  - Educating the whole child by putting an emphasis on classes that will enrich scholar's minds. These classes include, but are not limited to: visual arts, music, physical education, and STEM.
- Providing scholars with a college-preparatory curriculum. Each core subject in our curriculum is aligned with the North Carolina Standard Course of Study or Essential Standards.



## PHILOSOPHY/OVERVIEW

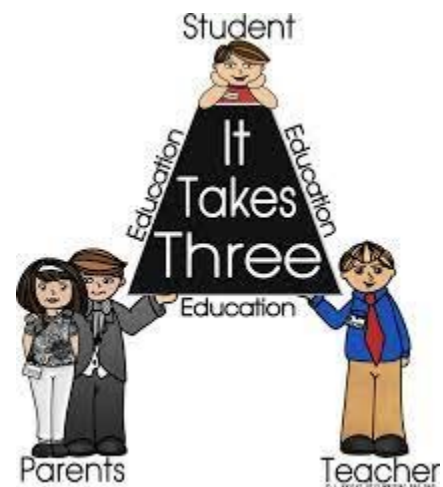
When interacting with scholars, we use the Cooperative Discipline philosophy because we believe that scholars are:

- **Capable** of the work/activity they are asked to do
- **Connected** to their teachers (and peers) through meaningful relationships
- Clear on how to **Contribute** to class in a meaningful way

## PARENTAL INVOLVEMENT

A successful learning experience would not be possible without the partnership and dedication of our scholars' parents. In fact, research suggests that a major predictor of scholar success is parental involvement; hence, parents are included in many aspects of the education program. WPA ES relies on significant parental input and cultivates a close working partnership between staff members and parents.

WPA ES believes that open communication between school and home improves the quality of the educational experience. Every nine weeks, parents receive report cards that indicate scholar performance and accomplishments. These reports are coupled with fall scholar led conferences. The reports and conferences include interpretation of internal and external measures of assessment. Teachers and parents may also schedule additional meetings.



At all other times throughout the year, parents can use the PowerSchool Parent Portal to

view their child's grades and progress. This website provides parents with both classroom information and scholar academic data.

## WPA ES SCHOOL HOURS

Morning Arrival	Grade Levels
7:30 am - 8:00 am *Scholars who arrive after 8:00 am must be checked in through the front office and walked in by an adult	K-5
Instruction begins promptly at 8:00 am. All scholars who enter the building after 8:00 am are tardy and missing instructional time.	K-5

Afternoon Dismissal	Grade Levels
3:00 pm - 3:30 pm *Scholars should be pick up in the car line unless there is an emergency	K-5
<b>Scholars who are not picked up by 3:30 will be placed in the After School Program at the drop-in rate of \$14.00 per hour.</b>	K-5

## CARLINE PROCEDURES

### Carline Procedures

- Drop off will begin promptly at 7:30am.
- Scholars will need to be dropped off/picked up from their respective school.
- Scholars are considered Tardy at 8 am & parent/guardian will need to sign scholars in at the Front Office.
- If you have scholars at both the Elementary & Middle school, we recommend you drop off/pick up your Elementary Scholar first (shown to the left in RED).
- If you decide to pick up your Middle school scholar first you will have to exit at Patetown rd and re-enter on the Tommy's rd entrance.
- The road connecting the Elementary & Middle School functions as a one way system during carline.

**\*Elementary Only:** please Enter & Exit through Tommy's Road (shown in blue).

**\*Middle school Only:** Please Enter & Exit through Patetown Rd (shown in purple).

Car rider families: Safety of our scholars and families is our number one priority. Your cooperation with our rules and procedures is paramount to ensuring everyone's safety. Please read carefully and assist us to make this process efficient and safe for all of our students.

PLEASE NEVER DRIVE IN OUR CAR RIDER LINE WHILE ON YOUR CELL PHONE. THIS IS A MAJOR SAFETY CONCERN FOR OUR SCHOLARS AND STAFF ON DUTY!

### **AM Drop Off: 7:30AM - 7:55 AM**

1. We will open the school doors and begin allowing students into the building at 7:30 AM. We recommend that you drop off your students as close to this time as possible. Students are considered late if they are not in the building at 8:00 AM. This time is according to our school bells and clocks. We cannot guarantee what time your car or watch times say. Students brought to school after the 9:10 AM bell will need to be taken to the front office. You must come in to sign your child into school. They will be considered tardy and will be marked in the attendance records as such. Every minute counts. If all staff have moved from the drop area, you will need to come in and sign in your child. Students cannot be dropped off from their cars at the front office.
2. As often as possible, scholars will enter and exit on the passenger side of the car.
3. A staff member will assist the scholar out of the vehicle by opening the door and greeting you.
4. We will have 2 lines with 5 vehicles being unloaded in each lane. This will offer the opportunity to unload 10 cars at one time.

Please follow the directions of the staff members on duty and drive with extra caution.

### **PM Dismissal: 3:00-3:30 PM**

1. All drivers MUST have a car rider tag in the front windshield. Any car without a 2020-2021 Acton Elementary School issued car rider tag will not be allowed to pick up at the car rider line. You must go to the front office to get a car rider tag before students will be turned over.
2. Place the card in your windshield where it is easily visible.
3. Pull up carefully as directed by a staff member.
4. Once you have pulled into a loading spot (2 lines with 6 loading spots in PM) please wait for you child to be loaded into your vehicle. Staff members will escort the students outside and again, open the door to assist in loading your child. **Please be sure your child can independently strap themselves in quickly. Waiting for parents to seatbelt a child will slow down our procedures.**
5. Once your child is loaded into the car, please watch for directions from staff members for pulling forward and exiting the lot. They will direct you when it is safe to move. We will not release any cars until all cars in a group are loaded.



\*If we are waiting on a scholar, we may ask that you pull forward when cars are dismissed. If you are asked to do this we would ask that you pull forward and park on the grass area beside the sidewalk.

Drive carefully around the corner of the building and out through the parking lot.

**Scholars picked up after 3:30 PM will be sent to the afterschool program at a drop in rate of \$14 per hour.**

Drivers and passengers are expected to follow all directions of the WPA staff members directing the line. The safety of our scholars and staff is our number one priority! With your help we can make our car rider line safe and efficient.

### **Tardies**

Scholars who arrive at school later than 8:00am are marked as being "tardy." Arriving late for class and/or leaving early prevents the maximum amount of instruction to take place, not only for the particular scholar, but also for other scholars in the class. Scholars that are habitually tardy to school will be subject to formal notification from the school. If the behavior is not corrected parents/guardians may be subject to report to the Board of Directors. Three (3) unexcused tardies equal one unexcused absence. Administration also reserves the right to recommend that enrollment status be revoked due to excessive tardiness



**\*Note - Scholars arriving late must be accompanied in the building and be signed in by parent or guardian.**

### **Early Pick-ups**

The administration expects that WPA scholars will be spending an entire school day in their assigned classes. The regular dismissal format is established by equal allotments of time in class. Picking up students prior to regular dismissal disrupts instructional time for scholars who remain in the class as well as the scholar who is being removed. **Should the rare occasion arise which requires the parent to remove a child early, we ask that you notify the child's teacher in advance with a written note.** This will allow appropriate time for makeup work to be assigned. Sign your child out at the front office desk and the staff will call the classroom for your child. Your child will meet you in the front office. Dental and doctor appointments, illness, and family emergencies are the only excused absences for early dismissal. Scholars must take responsibility to confer with their teacher about makeup work completion dates.



Scholars that are habitually picked up early will be subject to formal notification from the school. If the behavior is not corrected parents/guardians may be subject to report to the Board of Directors. Administration also reserves the right to recommend that enrollment status be revoked due to excessive tardiness

Students will only be released from school to authorized drivers for the student. Those NOT listed as an authorized adult on the list can only pick up a student if the school has



received a written and signed note from the parent/guardian giving permission for that person to pick up the student. Students cannot be checked-out early from school over the phone. Proof of identity is required in order to pick up a student.

In the event that a parent must pick up a scholar early from school, the scholar must be picked up at least 30 minutes prior to the start of dismissal for that school. Scholars will no longer be released within 30 minutes of dismissal, as this interferes with the dismissal process and scholar safety.

## ES AND SPECIAL EVENTS



Please note that for health and safety reasons WPA does not permit homemade or unpackaged foods to be distributed to scholars. Food that is designated for Birthday parties and special events has to be packaged in their original packaging.

Contact your scholar's teacher to schedule the time for celebrating your child's birthday during the school day.

## Academic Excellence: Curriculum

WPA ES uses the North Carolina Standard Course of Study, a rigorous and challenging curriculum uniquely designed to prepare them for high academic achievement in successive schooling environments. Our goal is to graduate scholars who have not only had the opportunity to experience academic excellence but have also acquired the knowledge and skills necessary to thrive in high school and beyond.

### English Language Arts

The North Carolina Standard Course of Study provides scholars with the knowledge, skills, and strategies necessary for success in listening, reading, speaking, viewing, and writing. Early reading instruction focuses on the building blocks of reading— phonemic awareness, phonics, vocabulary, comprehension, and fluency. These building blocks lay the foundation for the intellectual processes necessary for scholars to remember, understand, analyze, evaluate, and apply the ideas they encounter while reading.



Visit

<https://ncdpi.instructure.com/courses/914/pages/parent-guides> to gain access to Parent Guides for English Language Arts. These guides were developed to inform parents about the ELA standards as well as to offer strategies that can be used at home.

You may also simply click on the correct grade level below to see each grade level guide.

[Kindergarten Parent Guide Reading](#)

[First Grade Parent Guide Reading](#)

[Second Grade Parent Guide Reading](#)

[Third Grade Parent Guide Reading](#)

[Fourth Grade Parent Guide Reading](#)

[Fifth Grade Parent Guide Reading](#)

## Mathematics

To provide scholars with the mathematical skills they will need in everyday life as well as in the rigors of high school and post-high school mathematics, the North Carolina Standard Course of Study offers a rich math curriculum that emphasizes communicating, computational and procedural skills, making connections, reasoning and proofing, problem solving, and using representations. Scholars learn to represent and communicate ideas through graphs, mathematical terms, models, signs, symbols, and writing.



The K-5 Parent Briefs below give a brief overview of the North Carolina Mathematics Standard Course of Study, relative content for each grade level including content from previous and subsequent grade levels,

and strategies for parents to use at home and in partnership with schools.

[Kindergarten Parent Math Brief](#)

[First Grade Parent Math Brief](#)

[Second Grade Parent Math Brief](#)

[Third Grade Parent Math Brief](#)

[Fourth Grade Parent Math Brief](#)

[Fifth Grade Parent Math Brief](#)

## Science

The NC essential standards for Science offers an engaging science curriculum that encourages scholars to participate actively in scientific inquiry while developing scientific literacy. When participating in inquiry, scholars describe objects and events, ask questions, construct explanations, test those explanations against current scientific knowledge, and communicate their ideas to others. Scholars' scientific knowledge is developed in the areas of The Nature of Science, The Living Environment, Physical Science, and Earth and Space Science.



## Social Studies

The NC essential standards for Social Studies examines historical documents, so scholars can demonstrate their understanding of the major themes, developments, and turning points in our nation. The curriculum is strong in the study of National and World Geography. We build a strong knowledge of economic principles, so scholars understand the impact of economic forces both internationally and personally in their daily lives. Additionally, the curriculum is comparative in examination of world cultures. This creates a point of reference by which scholars compare the freedoms of American life with non-democratic societies both historically and currently. Our scholars are reminded of the rights and liberties they enjoy and the due reason to participate in and protect those liberties.



## Art

Art classes allow scholars to explore the many different aspects of art while acquiring an understanding of the significant role art has played in the expression of ideas throughout history. Hands-on art projects help develop scholar creativity and self-expression and are frequently related to current classroom topics.



## Music

Scholars are exposed to a wide variety of music education and many periods of music during their classes. Basic music concepts such as beat, rhythm, fast/slow, high/low, and music notation are taught from kindergarten through 5th grade. Scholars also spend time developing an appreciation for different genres of music and their great composers. All concepts are introduced in kindergarten and further developed in each subsequent grade level.



## Physical Education

Physical Education is a sequence of developmental experiences in which scholars learn through movement. Scholars work on individual skill development and learn about teamwork and the importance of sportsmanship. In addition, they are given the opportunity to develop a positive attitude toward lifelong physical activity.



## Educational Technology/STEM

The technology education program at our school equips scholars with digital literacy skills needed to be productive, safe, and technologically savvy life-long learners. The progressive K - 5 technology curriculum scaffolds scholar learning of technology from foundational computer skills to coding and innovative design. Our NHA Technology Standards (2017) are derived from the national technology standards for scholars published by the International Society for Technology in Education. Online safety, digital citizenship and cyberbullying awareness and prevention is taught annually in compliance with the Children's Internet Protection Act.



## Academic Excellence: Achievement

Supporting our vision to embrace, enrich, and engage children's strengths one scholar at a time, the school has implemented grading practices that best match the needs of our scholars, parents, and teachers, with the ultimate goal of supporting high-quality learning for all scholars.

Teachers utilize the PowerTeacher Pro, located in PowerSchool, to track scholars' academic performance on identified learning goals, with the ultimate goal of ensuring high levels of learning and proficiency on state accountability tests.



We encourage you to speak with your child's teacher or talk with a member of the school's leadership team if you have questions or would like more detailed information related to



the school's grading practices.

### Grading Scale

The school year is broken into four (4) quarters. The quarters are long enough (approximately 9 weeks) to allow scholars multiple opportunities to demonstrate mastery of specific skills. At the end of each quarter, scholars will receive grades in all classes. The grading scale is as follows:

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

**What does my grade mean?**

<b>A</b>	90-100	<ul style="list-style-type: none"><li>• I understand!</li><li>• Neat and complete!</li><li>• Excellent effort!</li></ul>
<b>B</b>	80-89	<ul style="list-style-type: none"><li>• I mostly understand</li><li>• Mostly neat and complete</li><li>• Good effort</li></ul>
<b>C</b>	70-79	<ul style="list-style-type: none"><li>• I understand some</li><li>• Not all complete or neat</li><li>• May not be my best effort</li><li>• I need to ask more questions</li></ul>
<b>D</b>	60-69	<ul style="list-style-type: none"><li>• I understand very little</li><li>• May not be complete or neat</li><li>• I need more instruction</li></ul>
<b>F</b>	0-59	<ul style="list-style-type: none"><li>• I do not understand</li><li>• I need to ask for help</li><li>• May not be complete or neat</li></ul>

### Grade Computation

Each scholar's grade for each subject will be calculated using the following configuration for each subject:

- 50% - class work and quizzes
- 40% - tests
- 10% - homework and class participation

## Progress Reports

Teachers will prepare progress reports every 3 weeks. The progress report is not part of the scholar's formal academic record. Rather, it is an opportunity to communicate with parents/guardians how their child is doing at the halfway point in the marking period. Progress reports will include a grade according to our grading scale indicating the scholar's grade. Based on the progress report, parents/guardians may call or request a conference with any teacher.

## Awards Day

At the end of each 9 weeks, special recognition is given to those scholars in grades K-5 who have achieved excellence in their academic progress. An honors ceremony is held as an extension of the morning assembly. scholars are given awards based on their individual accomplishments during the previous trimester.



## Scholar Grade Placement, Acceleration, or Promotion

The principal is authorized to make initial grade placement of a scholar and to promote or accelerate after initial grade placement. After initial grade placement, a scholar is expected to progress through the grades one year in each grade receiving the benefits of academic, social and physical growth usually accompanied with a full year of development. On occasion, it may be in the best interest of the scholar to have a new grade placement or be accelerated more than one grade. In this event, supporting documentation with tutors and classroom teachers already offered to the scholar will be provided by the school. If a scholar's parent or teacher believes one of these grade changes should be considered, a written request for consideration should be provided to the principal, including the reasons for such consideration. The final decision regarding placement, acceleration, or promotion of a scholar rests solely with the principal.

The principal shall consider the following, when making such decisions:

1. The education record of the scholar, including but not limited to a scholar's grades, standardized test scores, reading, speaking and math skills, the curriculum of each grade, the available teacher(s) skill(s) delivering the instruction and available programs
2. Attendance
3. Discipline
4. The physical, social and emotional readiness of the scholar for the curriculum of each grade
5. The recommendation of the scholar's parents and teachers
6. The applicable laws governing these decisions. The goal of placing, accelerating, promoting or retaining a scholar is to enhance the opportunity for the scholar to achieve learning goals, meet state and school performance expectations, and to be prepared for high school, college, and career plans.

## Promotion to the Next Grade



WPA ES scholars must meet grade-level standards in the major content areas (reading, writing, and math) to be promoted to the next grade level. Promotion will be based upon standards established for each subject. Attendance reflecting ten (10) or more absences will also serve as a major consideration in the decision to retain a scholar. Scholars will be promoted or retained on the recommendation of the classroom teacher as well as the

consultation of the grade level team, tutors, and the Principal. . This recommendation will be based upon the following criteria:

- Formative assessment data
- Summative assessment data
- Attendance
- Classwork
- Social/developmental characteristics
- Other pertinent data

## Academic Excellence: scholar Support Services and Special Education

It is the goal of the school to provide appropriate educational opportunities for all scholars.

It is the school's obligation to provide appropriate educational opportunities to all scholars with suspected disabilities or disabilities, as defined under the Individual with Disabilities Education Act ("IDEA") and state special education rules and regulations. For additional specifics regarding a scholar's special education rights, parents are encouraged to review the Procedural Safeguards that are available from a special education teacher.

### The Multi-Tiered Systems of Support

A multi-tiered system of support (MTSS) is a framework which promotes school improvement through engaging, research-based academic and behavioral practices. All scholars are part of an MTSS and receive Core (Tier I) instructional supports.

As part of an MTSS and upon review of progress monitoring data, problem-solving teams\* identify groups of scholars that need additional support(s) with grade level standards in reading, math, behavior, or social emotional learning. These supports are sometimes organized by tiers and are described as interventions.

\*Problem-Solving Team: This term is an umbrella term often used to describe groups of individuals that meet to analyze data and determine solutions to problems. In an MTSS, there can be multiple problem-solving teams. Professional Learning Communities, Intervention Teams, and scholar Support Teams are all examples of teams that generally meet to discuss school-wide areas of concern related to the environment, instruction and curriculum for all scholars or groups of scholars.

Specialized teams, such as the IEP Team, are also problem-solving teams; however, their purpose is initiated for individual scholars who are suspected of a disability or who already have been identified with a disability and are coordinated according to the regulatory requirements of the IDEA.



## Procedures for Communication with Parents

Parents will be notified, in writing, that their scholar requires intervention beyond Core (Tier 1). A parent/guardian notification will be sent each time the intensity of intervention increases from core to supplemental and supplemental to intensive. A parent letter will also be sent each time the scholar successfully responds to intervention – intensive to supplemental and supplemental to core.



## Rehabilitation Act of 1973 - Section 504 (General Education)

Section 504 of the Rehabilitation Act of 1973, 29 USC 794, (sometimes referred to as "Section 504") prohibits discrimination against individuals with disabilities solely on the basis of their disability. If you have Section 504 questions, please contact Dr. Christine Smith who has been designated as the Section 504 Coordinator. The Section 504 coordinator is responsible for investigating and resolving complaints. In addition, any individual who desires information related to the Rehabilitation Act of 1973, or the Americans with Disabilities Act, may contact the school principal or the NHA Special Education Department at (616) 222-1700. The school does not discriminate against individuals seeking to access a program or service of the school based on disability. Where an individual desires to participate in a program or service and needs reasonable accommodation in order to do so, the individual should contact the school's principal to request an accommodation. In addition, if you suspect that your child has a disability which may qualify him/her for support under Section 504, you should contact Dr. Christine Smith to begin the referral process. Upon initiation of the Section 504 referral process, parents will be provided with a copy of the Section 504 Procedural Safeguards and Parent/scholar Rights, which contains complaint and due process procedures.

## Scholar Responsibility: Homework

### Philosophy



The school staff believes that homework is an important component of the educational process. It is expected that the following objectives will be accomplished through regular and well-planned homework:

- scholars will develop more self-direction and individual responsibility.
- scholars will develop independent study skills.
- scholars will become organized.
- scholars will learn to budget their time.
- The learning process will be expanded through extensions not accomplished in the school setting.

### Guidelines

1. Parents and scholars should expect homework each weekday evening. Scholars may also be assigned homework to complete during the weekend.
2. Assigned homework that requires completion is part of each scholar's evaluation. Any homework assignment that is not turned in on time will receive no or only partial credit depending on the scholar's grade level.
3. Homework will be planned and assigned for specific instructional purposes related to classroom objectives.



4. The quantity of homework will be within reason. As the school year progresses, the amount of homework and the number of days homework is assigned may increase depending on the maturity and ability of the scholars.

If a child is having a problem completing the homework assigned, parents and scholars are encouraged to call their child's teacher for assistance.

### **Make-Up Work**


Scholars have an obligation to complete assignments missed during illness, suspension, or unexpected absence from school. In keeping with our belief that scholars should develop a sense of responsibility, we expect them, with their parents' help, to contact their teachers to secure missed assignments.



In cases of prolonged absence due to illness, the scholar's teachers should be called, so necessary arrangements can be made to have assignments picked up.

### **WPA and The Seven Habits of Highly Effective People**

A significant influence in the WPA educational model is based on the consistently strong success at A. B. Combs Elementary in Raleigh, N.C. in applying the Covey 7 Habits. By recognizing that each scholar possesses unique gifts and talents, and building on scholars' strengths rather than their weaknesses, A.B. Combs continually achieves high levels of academic performance year after year. "Factual knowledge alone is thus no longer the great differentiator between those who succeed and those who do not. Instead the individuals who are emerging as the new 'winners' - the new thrivers of the twenty-first century are those who possess above average creativity, strong analytical skills, a knack for foresight, and, surprise, good people skills....If we are putting all of our efforts on the almighty test scores alone, I am quite afraid that we are going to create a generation of children who know how to do nothing well but take a test well. " (Muriel Summers, Principal A. B. Combs Elementary, *The Leader in Me* (Covey, 2008))


**HABIT 1**  

 I'm a responsible person  
 I take initiatives  
 I choose my actions, attitudes, and moods  
 I don't blame others for my faults  
 I do good things, even when no one is around


**HABIT 2**  

 I plan ahead and set goals  
 I do things that have meaning  
 I'm an important part of my class  
 I figure out what I want to be  
 I learn from inspiring people

**HABIT 3**  


 I make my schedule  
 I spend my time on important things  
 I study first, then play  
 I'm disciplined and organized  
 I'm aware of the time

**HABIT 4**  

 I try to make everyone happy, including me  
 I seek for a fair solution  
 I view life not as a competition  
 I have respect for everybody  
 I'm not a selfish person

**HABIT 5**  

 I listen to other people's ideas and feelings  
 I listen with my eyes, ears, and heart  
 I try understanding things from other people's view  
 I don't interrupt whenever someone is talking  
 I'm confident voicing my ideas

**HABIT 6**  

 I value other people's differences  
 Being unique is cool  
 I ask for other people's ideas  
 I'm a good team player  
 I can cooperate with anyone

**HABIT 7**  

 I exercise regularly and eat healthy food  
 I can learn new things everywhere  
 I spend time with my families and friends  
 I always pray to God  
 I keep my body, mind, heart, and soul balanced

## Parental Partnership: Communication

Effective communication between the school and home is vital to the successful academic, emotional, and social well-being of scholars. To keep parents informed of school events and scholar growth, the school communicates often with parents through email, telephone calls, Dojo messages, Tuesday Folders, and individual and group meetings.



### PowerSchool Parent Portal

WPA is committed to scholar achievement and parental involvement. WPA utilizes PowerSchol to house scholar data. This program allows

### Parent Satisfaction Survey

Measuring and understanding parent satisfaction will become an important part of our culture. In an effort to understand school-wide parent satisfaction, our scholars' parents are surveyed once per year. Parents are expected to complete one survey per household.

### Parent-Teacher Conferences

Both parent/guardian and child must attend conferences to meet with teachers to go over a scholar's first report card. We will hold Scholar-Led Conferences this year at the end of the first nine weeks. A scholar-led conference is a preplanned meeting in which scholars demonstrate responsibility for their academic performance by providing a review of their work for parents and teachers.



Additionally, there will be conferences and parent meetings that parents will be requested to attend in order to discuss upcoming events, changes, updates, or concerns

In addition, parents are encouraged to inquire about their child's performance any time during the school year. We believe that by continually monitoring scholars' progress, the parent-teacher conferences will serve as a review with very few surprises.

During each conference, teachers review the scholar's progress and discuss his/her strengths and opportunities. Parents are encouraged to ask questions in order to learn as much as possible about their child's performance. We aim to make parent-teacher conferences a positive experience for everyone involved.

## Parental Partnership: Attendance

Regular attendance establishes good work habits and self-discipline. Our school records attendance every morning and tracks tardies and early sign outs for each scholar.

### Arrival

scholars should arrive at school between 7:30 am (scholars should not exit their car until 7:30 am and directed by school personnel) and 8:00 am. scholars are tardy if they arrive



after 8:00 am. After exiting their vehicle, scholars should proceed directly into the building.. They may not run, shout, or otherwise act in a disorderly manner. All scholars wearing hats or hoods should remove them immediately upon entering the building. Prompt arrival is essential for a strong beginning to an instructional day.



### Dismissal

WPA (Grades K-5) dismisses at 3:00 p.m. In the interest of scholars' safety and teachers' preparation time, parents are asked to pick up their children immediately after dismissal and no later than 3:30 p.m. Scholars not picked up by 3:30 will be placed in our afterschool program and parents will be charged at a drop in rate of \$14 an hour. **Scholars will not be allowed to check out after 2:30 p.m.** If a scholar has a different way home other than his or her "normal" mode of transportation, this documentation should be provided to the school/teacher in written form by 10:00 a.m. the day of the request.

### Tardiness and Early Dismissal

Scholars are considered tardy if they arrive at school after 8:00. Parents must walk tardy scholars into the school office and sign them in on the sign-in sheet.

If a tardy is due to a doctor or dental appointment, a note from a physician may be requested. Tardies are excused for only the following reasons:

- Personal illness or injury
- Funerals
- Doctor or dental appointments (which could not be arranged outside school hours)
- Religious observances
- Late arrivals due to weather conditions (which do not require a parent note)
- Authorized tardy (approved by the principal)



We consider abuse of tardies and/or early dismissals as lost instructional time. Scholars that are habitually tardy or excused early from school will be subject to formal notification from the school. If the behavior is not corrected parents/guardians may be subject to report to the Board of Directors. Three (3) unexcused tardies equal one unexcused absence.

Early dismissals from school will be marked accordingly in the scholar's record. Parents who dismiss their child early from school, for any reason, must sign the child out.

### Absences



Good attendance is extremely important! Please have your child in school and on time each day. Should scholars be absent from school, parents are required to send a note of explanation when the scholar returns. If the scholar will be absent three or more days, a phone call to the school and/or teacher is requested. With reasonable explanations, our teachers will work closely with scholars and parents to



make-up missed lessons and work. North Carolina law requires a scholar to be present one-half of the school day in order to be counted present. (Exceptions hospital/homebound or staggered kindergarten).

Frequent absences will have a negative impact on a scholar's ability to master the instructional material and grade level information for that school year. For that reason, WPA follows the State's Compulsory Attendance Law (GS 115C-378) very carefully.

- After three (3) unexcused absences, a note will be sent home.
- At six unexcused absences, the Executive Director or designee shall notify the parent, guardian, or custodian by mail that he or she may be in violation of the Compulsory Attendance Law.
  - Once the parents are notified, the School Counselor shall work with the scholar and the scholar's family to analyze the causes of the absences and determine steps to eliminate the problem.
- At eight unexcused absences, the scholar and parents will go before the Board.
- After 10 accumulated unexcused absences in a school year, the Executive Director or designee shall review any report or investigation prepared and shall confer with the scholar and the scholar's parent, guardian, or custodian, if possible, to determine whether the parent, guardian, or custodian has received notification pursuant to this section and made a good faith effort to comply with the law.
  - If the Executive Director or designee determines that the parent, guardian, or custodian has not made a good faith effort to comply with the law, the Executive Director shall notify the school attorney and the director of social services of the county where the child resides.

A scholar may be excused from attendance on an account of sickness or other unavoidable cause. Below are valid/lawful excuses for temporary nonattendance of a scholar at a school.

1. Illness or injury
2. Quarantine
3. Death in the Immediate Family
4. Medical or Dental Appointment (with a note from the doctor)
5. Religious Observation
6. Absence related to Deployment Activities
7. Educational opportunity approved by administration PRIOR to the event.
8. Court or Administrative Proceedings regarding the scholar.

Written notices/doctors' notes must be received or the absence will be coded as unexcused. This includes any absences due to medical reasons, as well as notes from home. Should your child have a special medical condition that could lead to absences, please speak with their teacher(s) concerning this condition. Also, please make sure that the school nurse is aware as well.

### **Illness During the School Day**

If a scholar becomes ill during the school day, appropriate arrangements will be made for the scholar's care while waiting for parent pick-up. scholars with vomiting or fever must be symptom-free for 24 hours before returning to school.

### **Voluntary Withdrawal**

To withdraw a scholar, a parent must complete a scholar Withdrawal form available in the office.

## Parental Partnership: Dress Code

To enable scholars to reach high academic standards, the school has put in place a dress code designed to reduce distractions.

Implementing a dress code promotes scholar learning and increased academic instruction time. Interpretation of the Dress Code is at the principal and staff discretion and their decision is final.



Dress code guidelines prohibit scholar dress or grooming practices which present a health or safety risk to the scholar or others, disrupt the educational program, or limit a scholar from achieving educational goals because of blocked vision or restricted movement.

### Where you can purchase dress code clothing (collared shirts, pants, solid hoods)

- Target
- Marshalls
- Ross
- Old Navy
- WalMart
- TJ Maxx
- Amazon
- Exchange
- [http://sideline.bsnsports.com/schools/north\\_carolina/goldsboro/wayne-prep-academy](http://sideline.bsnsports.com/schools/north_carolina/goldsboro/wayne-prep-academy) - Website for purchasing WPA wear

### Dress Code/School Uniform

Specific standards of dress at WPA and school events include:

#### All Week:

- Polos must be worn every day, Monday through Thursday, regardless of the pullover on top.
- Cardigans
- Sweater
- No athletic shorts/pants/joggers/leggings (unless worn as tights with proper length skirt) or dress/jeggings (unless worn as tights with proper length skirt or dress)

#### Monday – Thursday:

- Any colored pants or shorts (fingertip length for all) (no leggings or jeggings unless worn as tights with proper length skirt or dress)
- Polo Shirt
- Proper fit (not too tight, not too loose, no sagging pants; no undergarments showing)
- Jeans (no rips)
- Hoodies (only solid colors / WPA)

#### Friday:

- WPA apparel

**Accessories**

Jewelry (necklaces, earrings, watches, bracelets, etc.) may be worn, but must not be distracting.

- No smart watches unless teacher says otherwise
- No bandanas or bandana-patterned headbands; no du-rags
- Any items that may be distracting are not allowed
- Facial piercings are limited to nose studs only

**Professional Dress**

Scholars are expected to carry themselves in a professional manner on a daily basis. This requires that all scholars wear clean, ironed, not-ripped-or-cut, neat uniforms.