D. C. Virgo
Preparatory Academy

Parent – Student Handbook

LEARN
THrive
SOAR

2019-2020 School Year
Dear Families,

Welcome to D.C. Virgo Preparatory Academy! We look forward to working with you and your child this school year. The staff at D.C. Virgo Preparatory, along with faculty of the University of North Carolina at Wilmington, is dedicated to helping every student excel academically and personally. We seek to provide students with all of the tools and knowledge necessary to demonstrate excellence and leadership in elementary, middle school, high school and college.

D.C. Virgo will provide an integrated curriculum focused on meeting the needs of all students. Students may participate in a community service project to promote responsibility, empathy, and integrity. Students may be provided opportunities to spend time in professional settings and on a college or university campus in order to increase their understanding of the world of work and the college experience. Small class sizes at D.C. Virgo Preparatory Academy provide unique learning opportunities for students. Teachers are able to enhance their lessons to meet the needs of students by providing one-to-one assistance, small group collaboration, and also work with support teachers.

We also know that you and your family are an integral part of your child’s growth and success. We will strive to cultivate a school community where school staff and families work together to best meet the needs of each and every child. We will hold students to high standards and expectations in order to cultivate a school community of confident, hard-working students who follow a strong moral code.

Please review the following pages to familiarize yourself with our expectations, procedures, and policies at D.C. Virgo Preparatory Academy. Please feel free to contact the office with any questions.

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Policies and Procedures: All school policies can be found at [https://uncw.edu/virgo/policies.html](https://uncw.edu/virgo/policies.html).
# 2019-2020 Year-round Calendar

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*First Day of School, Designated Teacher Workday, Staggered Enrollment, Holiday, Intercession, Report Cards*
At D. C. Virgo Preparatory Academy, a Laboratory School through the University of North Carolina at Wilmington, we support the academic, social and emotional growth of all students. Our learning community is personalized, inquiry-based, experiential and reflective. Students will learn, thrive and soar.

**Vision**
To create a community of engaged successful learners and leaders, students and staff, who work with collective responsibility to promote civic engagement through self-advocacy and innovative partnerships.

**Our Core Values and Commitments - Our “Why”**
We have intentionally formed partnerships to:

1. Nurture creativity and innovation in teaching and learning
2. Create a safe and welcoming, student-centered learning environment
3. Support the developmental growth and exploration of all learners
4. Embrace critical literacy to understand, participate and engage in the world
5. Foster resiliency to grow and empower future leaders
6. Construct a whole-child, whole-school, whole-community approach that engages students’ families

**Guiding Principles: Fundamentals of the Lab School Philosophy**

1. High Expectations and Quality Curriculum
2. Instructional Practices
3. School Climate
4. Monitoring of Progress and Use of Data
5. Effective School Leadership
6. Community and Family Engagement and Support Services
7. Teacher and Leader Pre-Service and Support Service
8. Operational Health

**School Improvement Through NCStar Indicator Dimensions**
A comprehensive needs assessment is critical to the development of a high-quality school program. A systematic review of practices, processes, and systems within a school assists school leadership in determining needs, examining their causes, and setting priorities for future action. The needs assessment consequently guides the development of a meaningful school plan and suggests benchmarks for evaluation. Information and discussion were around the following: Student Achievement and Growth Data; Student Attendance, Discipline, Demographic and Retention Data; Teacher Recruitment, Retention, and Attendance Data; and Perception Data. Research supports that schools that undergo a careful analysis of data and information make better decisions about what to change and how to institutionalize systemic change. NCStar is a web-based tool that guides a district or school team in charting its improvement and managing the continuous improvement process. NCStar builds accountability as well as helps schools track their improvement plans. NCStar is premised on the firm belief that district and school improvement is best accomplished when directed by the people, working in teams, closest to the students. The indicators are as follows:

A. Instructional Excellence and Alignment
B. Leadership Capacity
C. Professional Capacity
D. Planning and Operational Effectiveness *Staff has chosen not to have as a focus*
E. Families and Community Engagement
Four Pillar Focus

Pillars were developed to create goals and actions based on their alignment with school improvement, building needs and school goals based on the desires of the Board of Governors. These pillars provide a focus for school-based teams to establish schoolwide expectations, create opportunities for university involvement, and create timelines with action items and deliverables:

1. Social Emotional Learning
2. MTSS (Multi-Tiered Systems of Support) /PBIS (Positive Behavior Intervention Systems)
3. School and Community Resilience
4. Literacy

Starting with the Why

Our school, D.C. Virgo Preparatory Academy, will operate with the fundamental assumption that all learning, whether it occurs collectively or individually, locally or globally, should integrate questioning and creativity in purposeful ways that inspire solutions to persistent, real-world problems. In today’s schools, students are driven to complete tasks and perform well on high stakes assessments, leaving little time for true mastery of content and minimal time for extended exploration. At its core, we fundamentally believe that the individual always connects to a larger whole, that this connection extends student possibilities, and that uncovering possibilities kindles a student’s capacity to innovate. This kind of learning qualitatively enhances the human condition by pushing us to embrace the unpredictable and allows us to let go of the typical boundaries that limit our imaginative potential in traditional public schools. In this kind of learning environment, assessment is conducted for student learning, not merely to score students’ work. In a world marked by iPads, iPhones, and the internet, our place in the world bridges the digital and the physical. Who our students are and who they hope to become depends on their ability to live locally and network globally. Doing so requires us to implement curriculum that is personalized, inquiry-based, experiential, and reflective.

Who We Are?

“We are D.C.Virgo. We stand together united as one, as friends and as a family. We are loved; we are strong; we are accountable for our learning, our actions and our future.”

School Mascot and School Colors

The school mascot is a lion; we are also visited by Sammy the Seahawk. Our school colors are teal, purple, grey and white.

Staff Directory

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<td>Sabrina Hill-Black</td>
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<td>Laura Jennings</td>
<td>Assistant Principal</td>
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<td>Alisa Copeland</td>
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# SUPPORT STAFF

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<td>Brandon Strickland</td>
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<td>Instructional Assistant</td>
<td>Rachel Garrity</td>
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## INSTRUCTIONAL COACHES

<table>
<thead>
<tr>
<th>ROLE</th>
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<th>ROOM</th>
<th>EXTENSION</th>
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<tbody>
<tr>
<td>K-8 Media/ Instructional Coach/Test Coordinator</td>
<td>Michael Webb</td>
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## INSTRUCTIONAL STAFF

<table>
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<td>Kristen Jupena</td>
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<td>2nd Grade</td>
<td>Chase Morgan</td>
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<tr>
<td>3rd Grade</td>
<td>Leilia Stackleather</td>
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<tr>
<td>4th Grade</td>
<td>Evanne Craig</td>
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<td>5th Grade</td>
<td>Jessica Turner</td>
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<tr>
<td>6th Grade Math/Science</td>
<td>Kemeka Sidbury</td>
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<td>6th Grade ELA/History</td>
<td>Karla Nobles</td>
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<td>7th Grade Math/Science</td>
<td>Carolyn Blue</td>
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<td>7th Grade ELA/History</td>
<td>Vionette Escudero</td>
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<td>8th Grade Math/Science</td>
<td>Tamika Bierlein</td>
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<td>8th Grade ELA/History</td>
<td>Tana Oliver</td>
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<td>K thru 8 EC Resource</td>
<td>Ellen Davis</td>
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<td>K thru 5 EC Resource</td>
<td>Erica Derushia</td>
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## ELECTIVES
### ROLE

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<tr>
<td>Art</td>
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<td>Music</td>
<td>David Dimuro</td>
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<tr>
<td>PE</td>
<td>Jaimie Updegraff</td>
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### CUSTODIAL STAFF

<table>
<thead>
<tr>
<th>ROLE</th>
<th>NAME</th>
<th>AREA</th>
<th>EXTENSION</th>
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<tr>
<td>Head Custodian</td>
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<td>Sade Foster</td>
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<td>Antonio Chance</td>
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<td>David C Gaskill</td>
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### CAFETERIA

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<tr>
<td>Patricia Green</td>
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<tr>
<td>Joan Davis</td>
<td>Server</td>
<td>Cafeteria</td>
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<tr>
<td>Geneva Dalton</td>
<td>Cook</td>
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Part II: Student Attendance and Tardies

- General Requirements
- Lawful, Excused Absences
- Unexcused Absences
- School-Related Activities
- Excessive Absences
- Rule of Procedure in Law Enforcement
- Tardy Policy
- Excessive Tardy Procedure
- Early Check out

General Requirements
Attendance in school and participation in class are integral parts of academic achievement and the teaching-learning process. Through regular attendance, students develop patterns of behavior essential to professional and personal success in life. Regular attendance by every student is mandatory. The State of North Carolina requires that every child in the State between the ages of 7 (or younger if enrolled) and 16 attend school. Parents and legal guardians are responsible for ensuring that students attend and remain at school daily (DCVPA Policy 4400). DC Virgo Preparatory Academy has the responsibility for properly recording absenteeism and tardiness by notifying parents when needed and discouraging excessive absences in accordance with state law. G.S. 115C-307 (f)

**Lawful, Excused Absences**

Pursuant to state law G.S. 115C-378 and the rules and regulations of the N. C. Department of Public Instruction, School Attendance and Student Accounting Manual, the following shall constitute a lawful excused absence, provided satisfactory evidence is given to the appropriate school official:

1. **Illness or injury**: An illness or injury which prevents the child from being physically able to attend school.
2. **Quarantine**: When isolation of the child is ordered by the local health officer or the State Board of Health.
3. **Death in the immediate family of the child**: Defined to include, but not necessarily limited to, grandparents, parents, brothers, and sisters.
4. **Medical or dental appointments**: When approved by the appropriate school official in advance, except in the case of an emergency.
5. **Court or administrative proceedings**: Attendance at the proceedings of a court or an administrative tribunal if the child is a party to the action or under subpoena as a witness.
6. **Religious observances**: When the tenets of a religion to which a child or his parents adhere require or suggest the observance of a religious event unless the religious observance or the cumulative effect of the religious observance is of such duration as to interfere with the education of the child.
7. **Immediate demands of the farm or home**: When it is demonstrated that the needs of the farm or home require the presence of the child to perform work and when it is demonstrated that assistance to meet this need is not otherwise available and cannot be secured.
8. **Educational opportunity**: When the absence clearly is to take advantage of a valid educational opportunity, such as travel. Approval for such an absence must be granted five days prior to the absence by the principal and the teacher. An inquiry project related to the educational opportunity may be required.
9. **Visitation**: With the student’s parent or legal guardian, at the discretion of the superintendent or designee, if the parent or legal guardian (a) is an active duty member of the uniformed services as defined by policy 4050, Children of Military Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.

When a student must miss school, a written excuse signed by a parent or guardian must be presented to the student’s teacher or front office on the day the student returns after an absence. Absences due to extended illnesses may also require a statement.

In the case of excused absences, short-term out-of-school suspensions, and absences under G.S. 130A-440 (for failure to submit a school health assessment form within 30 days of entering school) the student will be permitted to make up his or her work. (See also policies 4110, Immunization and Health Requirements for School Admission, and 4351, Short-Term Suspension.) The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.
Unexcused Absences
Absences for reasons other than those listed above may be deemed unexcused.

The School Principal and his/her staff shall take appropriate action to prevent excessive absences and/or provide counseling for students with a history of excessive absences. Parents must be notified of their child's excessive absences, and the principal and/or social worker/teachers shall then work with the student and his family to analyze the causes and to determine the steps to eliminate the problem.

School-Related Activities
All classroom activities are important and difficult, if not impossible, to replace if missed. Principals shall ensure that classes missed by students due to school-related activities are kept to an absolute minimum. The following school-related activities will not be counted as absences from either class or school:

1. Field trips sponsored by the school;
2. Job shadows and other work-based learning opportunities, as described in G.S. 115C-47(34a);
3. School-initiated and -scheduled activities;
4. Athletic events that require early dismissal from school;
5. Career and Technical Education student organization activities approved in advance by the principal;
6. In-school suspensions.

Assignments missed for these reasons are eligible for makeup by the student. The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

Excessive Absences
Class attendance and participation are critical elements of the educational process and may be taken into account in assessing academic achievement. Students are expected to be at school on time and to be present at the scheduled starting time for each class.

The principal shall notify parents and take all other steps required by G.S. 115C-378 for excessive absences. Students may be suspended for up to two days for truancy.

If a student is absent from school for five or more days in a semester, the principal shall consider whether the student’s grades should be reduced because of the absence. The principal shall review other measures of academic achievement, the circumstances of the absences, the number of absences, and the extent to which the student completed missed work. The principal may make any of the following determinations:

1. The student will not receive a passing grade for the semester;
2. The student’s grade will be reduced;
3. The student will receive the grade otherwise earned; or
4. The student will be given additional time to complete the missed work before a determination of the appropriate grade is made.

Rule of Procedure in Law Enforcement:
G.S. 115C-378 provides that “every parent, guardian, or other person in the state having charge or control of a child between the ages of 7 and 16 years shall cause such child to attend school continuously for a period equal to the time which the public school to which the child is assigned shall be in session.”
The school will notify parents of excessive absences under the following conditions:

1. After the **third** unexcused absence,
   a. The Principal or her designee shall notify the parent/guardian by email, letter or phone.

2. After the **sixth** unexcused absence,
   a. The principal or designee shall notify, by mail and may also email, the parent/guardian of the student's excessive number of unexcused absences from school that she/he may be in violation of the Compulsory Attendance Law and may be prosecuted if the absences cannot be justified under the established attendance policies of the school.
   b. The principal may request that the parent and student attend a meeting with the School Social Worker and other designees.

   During the meeting, the school will outline the consequences of continued attendance violations, answer the family's questions and provide any additional pertinent or requested information. The student, parents and school will enter into an attendance contract which includes an individualized case plan. A faculty member or administrator will touch base with the family periodically to monitor the student's progress, remove barriers from achieving the attendance goals and to update the contract as needed. The school has the authority to change unexcused absences to excused absences upon presentation of appropriate documentation.
   
   a. Notification of the parent shall be mailed and shall state that the parent of any student between the ages of 7 and 16 years of age may be prosecuted under the General Compulsory Attendance Law if these absences cannot be justified under established policies (see G.S. 115C-378).
   b. A copy of the notice will be directed to the school principal or designee and classroom teachers who will work with the student and family to remedy the problem (see G.S. 115C-378). If warranted, the principal or school president may take legal action.
   c. At any time the principal, social worker, teachers, or parents can request to meet again to review the plan put in place after the sixth absence. The goal of that plan is to address and resolve attendance issues, however, if the plan needs to be revised, the school can choose to do so at any time. The school administrators, social worker, and/or teachers will be in frequent contact with the families after this meeting.

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

4. If a student is absent for **more than five days** in any course, regardless of the reason for the absences, the school shall review other measures of academic achievement, the circumstances of the absences and the extent
to which the student has attempted to engage in tutoring and intervention services to catch up with the missed material/assignments. The school may recommend to the superintendent any of the following determinations:

- a. The student will not receive course/grade credit; promotion is not recommended;
- b. The student will receive the grade earned;
- c. The student will be given additional time to catch up with the missed material and assignments before a determination of the appropriate grade is made

The school team will meet when a student reaches 15 total absences (excused or unexcused). Because school attendance most often directly correlates with successful academic and social performance, the possibility of student retention will be discussed at this meeting. The school team will review all documentation provided by parents and look at communication with school staff including administration, counselors and teachers concerning the plan put forth after the sixth absence if applicable. A recommendation will be made concerning possible retention of the student by the attendance council.

**Tardy Policy**

D.C. Virgo Preparatory Academy provides transportation for students through New Hanover County Schools. Parents who choose to provide their own transportation for their students to school must make the personal commitment to bring their children to school on time. The responsibility of arriving to school on time rests on the school for those students using school provided transportation and with the parent/guardian(s) for those students not utilizing school provided transportation.

We expect all students to arrive at school on time every day. Students are tardy if they are not in their classrooms by 9:05 a.m. If a child arrives at school after 9:05 a.m., a parent must come into the building to sign him/her in at the front office to utilize our computer system to receive a pass to class. When students are late for class, they lose valuable instructional time and this causes a disruption to the learning environment.

Oversleeping, car trouble, and traffic delays are considered unexcused tardies. To have an excused tardy, the student should present the tardy pass and signed note to the teacher stating a legitimate reason for the student’s tardiness.

**Excessive Tardy Procedure**

After the third unexcused tardy, the school principal or designee shall email or call the parent/guardian to develop resources to help the student arrive on time to school.

After the sixth unexcused tardy the school principal shall notify the family that excessive tardies are not helping the student meet the mission and vision of the school. A meeting with the school principal and/or school counselor/faculty will be requested.

After the tenth unexcused tardy the school shall notify the parent/guardian to discuss a course of action.

**Early Check Out**

Just as absent or tardy students cannot fully participate in all learning opportunities, students who are checked out early miss valuable classroom time. Parents are strongly encouraged to consult the school calendar and make doctor’s and other appointments after school or on teacher workdays whenever possible.
Students checked out for the day before 12 PM are marked absent for the day.

When a student is being checked out, the parent must sign the child out in the front office. The school will not honor requests that the child wait in the front office at a specific time or meet their parents in the parking lot. Students will not be released to siblings younger than 18 years of age. Though it may cause an occasional inconvenience, this policy is essential for each child’s safety. Parents should allow time for following the procedure above.
Part III: Transportation

<table>
<thead>
<tr>
<th>Transportation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Hanover County Schools Transportation</td>
</tr>
<tr>
<td>Arrival at School</td>
</tr>
<tr>
<td>Drop Off and Pick Up</td>
</tr>
<tr>
<td>After School Dismissal</td>
</tr>
<tr>
<td>After School Vans</td>
</tr>
<tr>
<td>Transportation Changes</td>
</tr>
</tbody>
</table>

**Transportation Plan**

NC General Statute 116-239.8 indicates “Food and transportation services. – The local school administrative unit in which the laboratory school is located shall continue to provide food services and transportation to students attending the laboratory school. The chancellor shall arrange for the provision of these services from the local school administrative unit.” D. C. Virgo Preparatory Academy collaborates with New Hanover County Schools to provide bus transportation to our students within the county who live outside the determined “walk zone”. Students must clearly respect all transportation plans, behavior management plans and safety standards as school disciplinary action shall be taken for disruptions on the bus, at the bus stop, and within the bus stop zone.

**New Hanover County Schools Transportation:** “The mission of the Transportation Department is to transport students to and from school safely, on schedule, and ready to learn. The Transportation Department strives to set forth a working environment whereby drivers, through teamwork, build relationships in our school system and in our community. Transportation personnel in New Hanover County Schools receive formal training to ensure development of professional drivers and mechanics who are fully dedicated to the accident-free transportation of all students.”

From [https://www.nhcs.net/divisions/operations/transportation/school-bus-safety](https://www.nhcs.net/divisions/operations/transportation/school-bus-safety):

Kindergarten through 2nd Grade students must be met at the bus stop by a parent or legal guardian unless they have submitted a “Parent/Legal Guardian Permission Form For Unattended Bus Stop Drop-Off” form which can be obtained from the school office. Once the form has been submitted and processed, the student may get off at their assigned stop by themselves. If for some reason the student is uncomfortable getting off of the bus, the driver will return the student to their school.

**Seat Belts on Buses:** New Hanover County Schools has 19 buses with seat belts. State law requires every passenger to wear their seat belt in its proper location whenever they are being transported.

**Cameras on Buses:** New Hanover County Schools’ buses are equipped with a video camera.

**Additional Bus Information to Consider**

- Students shall not attempt to ride on a school bus unless assigned by the principal or principal designee.
- Students shall not board or disembark the bus unless it is their assigned stop.
● When students load the school bus, they should take their assigned seats quickly, remain seated and face the front at all times.
● With permission of the driver, students are allowed to converse quietly with students sitting near them.
● Students shall not rush to get off the bus.
● Students shall not loiter or play near a stopped bus.
● The following is a nonexclusive list of specific bus behaviors that are prohibited:
  ○ Putting any body part outside of the bus;
  ○ Throwing objects about the bus or out the window;
  ○ Eating or drinking on the school bus;
  ○ Engaging in any activity associated with fire or smoke, including lighters, cigarettes, vapes, or other such objects;
  ○ Piling books, musical instruments, lunch boxes, or other objects in the bus aisle;
  ○ Using profane or indecent language, tobacco, alcoholic beverages, illegal drugs or substances that mimic the effects of illegal drugs;
  ○ Taking pets or animals on the school bus;
  ○ Taking balloons on the school bus;
  ○ Making loud or boisterous noises that have the potential of distracting the driver’s attention;
  ○ Fighting or playing on the school bus;
  ○ Tampering with the emergency door or any other part of the bus;
  ○ Marring or defacing the bus in any way;
  ○ Harassing or assaulting other students, the driver or bus monitor; and
  ○ Making obscene gestures.
● Students who fail to observe these rules are subject to immediate disciplinary action since their failure to do so may affect the safety of others. The driver will report a student who misbehaves to the principal or principal designee on the same school day if the incident occurs in the morning, or the next morning if it occurs in the afternoon. Disciplinary action may include suspension from the bus and other disciplinary action.

**Arrival at School**
Classes begin at 9:00 and students need time to unpack and get ready for the day. Therefore, students should arrive at school by 8:55 am. Early morning care is available from 7:30 am based on application approval. Otherwise, students should not be on campus prior to 8:30 am because there is no one available to supervise them. Our breakfast program is served from 8:30 - 9:15 daily.

**Drop -Off and Pick Up**
After School Dismissal

This year DCVirgo will have two dismissal times:

**Car riders, Walkers/Bike riders:** If your child is walking home to a child-centered environment in close proximity to the school (Community Boys and Girls Club, DREAMS, etc.), riding a bike, or car pick-up, they will be dismissed at 3:30 PM.

**Bus riders:** If your child will be riding the school bus, transportation dismissal will occur between 4:15 and 4:30 pm. As buses arrive, students will be dismissed for the day. You will be provided with the estimated time of arrival home.

**After School Pick-Up Notes to Consider**
The school day ends at 3:30 pm. Dismissal is not a time for parents to conference with teachers. The teachers are trying to make sure that every child gets home safely. It’s a busy time of the day and the teacher cannot give parents their full attention. Please contact your child’s teacher to arrange a time to have a parent conference. Remember: you may have “just a quick question,” but if several other parents do this also, the teacher’s ability to take care of the students is seriously diminished. Be respectful of the teachers’ need to focus on the safety of the students at dismissal.

**After School Vans**
Please indicate on initial student information paperwork and designate the name of the company, a contact phone number and additional pertinent information (days of the week, etc.). If your child will be riding a van to an after school care provider, it is your responsibility to call the van service if your child will not be riding that day. Please ask for a window placard to place in the window of the van to assure those on duty know the van is for your child.

**Transportation Changes**
Any transportation changes should be made in advance and **at least one hour prior to dismissal.** In the event of an address change and bus transportation is needed, please see Mrs. Dykes or Mrs. Copeland in the main office; they will assist with communicating the necessary changes to the NHCS Transportation department.
Part IV: Student Behavior Expectations and Procedures

<table>
<thead>
<tr>
<th>Student Expectations</th>
<th>Corporal Punishment</th>
</tr>
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<tbody>
<tr>
<td>Positive Behavioral Intervention and Supports</td>
<td>Discipline Policy</td>
</tr>
<tr>
<td>Student Code of Conduct</td>
<td>Academic Integrity</td>
</tr>
<tr>
<td>Teacher Responsibilities</td>
<td>Dress Code</td>
</tr>
<tr>
<td>Administrative Responsibilities</td>
<td>Recess Expectations</td>
</tr>
<tr>
<td>Reportable Offenses</td>
<td>Cell Phones</td>
</tr>
<tr>
<td>Bullying</td>
<td>Technology and Internet</td>
</tr>
</tbody>
</table>

Student Expectations

- Believe in your unlimited possibilities for greatness
- Build and maintain positive, trusting relationship with school staff
- Create and support an environment that celebrates the unique diversity of our community
- Plan and organize your daily routines to be successful throughout your day
- Strive toward accepting responsibility and learning to be accountable
- Show respect to other students, their families and all staff
- Learn and demonstrate school-wide behavioral expectations
- Come to school every day, arrive at each class on time ready to learn and give your best effort
- Intervene on behalf of any individual who is a target of bullying and report any acts of bullying immediately
- Tell an adult when you need help or support

Positive Behavioral Intervention and Supports (PBIS)

D.C. Virgo Preparatory Academy embraces PBIS. Through this program and MTSS (Multi-Tiered System of Supports), we expect our students to strive in all academic and social opportunities.

PBIS (Positive Behavior Interventions and Supports) is a school wide behavior expectation framework for teachers, administrators, and parents. The school focuses on presenting and promoting behavior expectations in a positive way by proactively teaching students what “to” do, rather than having to “react” and tell them what not to do.

PBIS approaches discipline/ behavior expectations in the same manner as academic subjects - by teaching the behaviors we expect the students to learn and display. Just as with academic deficits that are sometimes noticed in students. When a student displays a need for increased attention in a behavior area, a more intensive approach will be provided to assist them in being successful in learning appropriate behavior expectations. This approach gives students every opportunity to learn appropriate behaviors before the school utilizes disciplinary consequences.

The PBIS system is based on an “equitable” schoolwide program in which every staff member must be consistent with every student for the program to work. Thus, the Discipline Matrix adopted by school staff will be followed for every student on every occasion. In doing so, students will learn to count on the stability and safety that the
PBIS system provides. Students will be assured that their positive behavior results in consistent recognition. This “trust” in the PBIS system, the school, the staff, and in each other is the type of culture of “mindfulness” we seek to promote at D.C. Virgo.

### PBIS PAWS Matrix

<table>
<thead>
<tr>
<th>Positive Attitude</th>
<th>Arrival/Dismissal</th>
<th>Classroom</th>
<th>Restroom</th>
<th>Hallway</th>
<th>Cafeteria</th>
<th>Playground/Recess</th>
<th>Assembly/Auditorium</th>
<th>Bus/Stop</th>
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<tbody>
<tr>
<td></td>
<td>Use kind words and actions</td>
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<td>Self-advocate.</td>
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<td>Treat technology responsibly.</td>
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<th>Arrival/Dismissal</th>
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<th>Hallway</th>
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<th>Playground/Recess</th>
<th>Assembly/Auditorium</th>
<th>Bus/Stop</th>
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</tr>
<tr>
<td>Voice level 0-1</td>
<td>and/or procedures</td>
<td>Voice level 0-1</td>
<td>Voice level 0-2</td>
<td>Voice level 0-1</td>
<td>Voice level 0-2</td>
<td>Voice level 0-3</td>
<td>Listen to the speaker/presenter</td>
<td>Voice level 0-1</td>
</tr>
<tr>
<td>Be on time.</td>
<td>Voice level 0-2</td>
<td>Gently close doors.</td>
<td>Stay on the right side.</td>
<td>Know your lunch number or have your card.</td>
<td>Use equipment appropriately.</td>
<td>Return equipment.</td>
<td>Show theater etiquette.</td>
<td>Be on time.</td>
</tr>
<tr>
<td></td>
<td>Return promptly.</td>
<td>Clean up after yourself.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Respect privacy.</td>
<td>Stack trays.</td>
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<tr>
<td></td>
<td>Rule of 2.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Work Cooperatively</th>
<th>Arrival/Dismissal</th>
<th>Classroom</th>
<th>Restroom</th>
<th>Hallway</th>
<th>Cafeteria</th>
<th>Playground/Recess</th>
<th>Assembly/Auditorium</th>
<th>Bus/Stop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use collaborative talk and listening</td>
<td>Use collaborative talk and listening</td>
<td>Use collaborative talk and listening</td>
<td>Remain with your class.</td>
<td>Use collaborative talk and listening</td>
<td>Include others.</td>
<td>Use collaborative talk and listening</td>
<td>Assist others when needed.</td>
<td></td>
</tr>
<tr>
<td>Enter and exit orderly.</td>
<td>Listen to others.</td>
<td>Hold the door for others.</td>
<td></td>
<td>Talk with people close</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Celebrate peers.</td>
<td>Model cleanliness.</td>
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</tbody>
</table>


<table>
<thead>
<tr>
<th>Safety and well-being</th>
<th>Arrival/Dismissal</th>
<th>Classroom</th>
<th>Restroom</th>
<th>Hallway</th>
<th>Cafeteria</th>
<th>Playground/Recess</th>
<th>Assembly/Auditorium</th>
<th>Bus/Stop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep hands, feet and objects to self.</td>
<td>Keep hands, feet and objects to self.</td>
<td>Keep hands, feet and objects to self.</td>
<td>Keep hands, feet and objects to self.</td>
<td>Keep hands, feet and objects to self.</td>
<td>Keep hands, feet and objects to self.</td>
<td>Keep hands, feet and objects to self.</td>
<td>Keep hands, feet and objects to self.</td>
<td>Keep hands, feet and objects to self.</td>
</tr>
<tr>
<td>Use walking feet.</td>
<td>Use walking feet.</td>
<td>Throw away trash.</td>
<td>Use walking feet.</td>
<td>Use walking feet.</td>
<td>Use walking feet.</td>
<td>Use walking feet.</td>
<td>Stay in designated areas.</td>
<td>Stay in your seat.</td>
</tr>
<tr>
<td>Stay in designated spaces.</td>
<td>Report problems.</td>
<td>Flush toilet.</td>
<td>Be aware of your surrounding s Adults open doors.</td>
<td>Sit in designated areas.</td>
<td>Sit in designated areas.</td>
<td>Sit in designated areas.</td>
<td>Sit in designated areas.</td>
<td>Stay in your seat.</td>
</tr>
</tbody>
</table>

**Discipline**

D.C. Virgo Preparatory School believes school is a time for growth and exploration. Along with academics, students must learn respect for others, self-control, and the natural consequences of their actions. Through both direct instruction and modeling, all adults at D.C. Virgo will make every effort to help each child be a contributing member of a school community that is both safe and conducive to learning.

**Student Code of Conduct**

- **Students** will maintain respect for fellow classmates, adults, school property of others and themselves.
- **Students** are to use good manners, show consideration for others, and walk quietly at all times when inside the building and on the school campus.
- **Students** are to respect all school property and the property of their classmates.
- **Students** are expected to arrive at school on time and leave promptly in the afternoon. Walkers are to go straight home. Those waiting for rides will wait quietly. Students who walk should make plans with their parents about what to do if it is raining or other inclement weather. Students will be allowed to utilize the office phone to contact parents for pick-up and emergency situations.
- **It is the student’s** responsibility to have their classroom materials and homework for the day upon arrival.
- **Fighting, rowdy behavior**, stealing, and cheating will be handled on an individual basis. Such action will not be tolerated.
- **Students will not possess any object that can reasonably be considered a weapon. This will be handled on an individual basis and is unacceptable or intolerable behavior.**
- **During a drill, fire drill, tornado drill, or other emergency situation, all students will follow the teacher’s directions promptly without talking.**
- Further, items such as toy weapons, poppers, firecrackers, or any explosive device that is dangerous or interrupts the daily school routine is **strictly forbidden and will be reported to the local police**
Teacher Responsibilities
Teachers will notify parents by phone, email or additional forms of communication when inappropriate behavior occurs, or when a major infraction(s) occurs, following the school discipline policy. Students are to cooperate with teachers to provide assistance with redirection and correction of minor offences. They will provide instructional materials for students as needed. Students are encouraged and expected to place emphasis on all school wide and classroom expectations including restorative practices and goals within the PBIS program.

Administrative Responsibilities
An administrator will contact the parent/guardian each time a student is referred for multiple minor fractions and/or major infraction. The administrator will also notify the parent/guardian when their child is removed from the classroom for disciplinary infractions and when he/she is referred for suspensions.

Reportable Offenses:
D.C. Virgo Preparatory Academy’s administrators are obligated by law federal and state law and regulation to report various incidents to incidents to the State Board of Education and in some cases to contact law enforcement authorities and/or utilize the School Resource Officer. Some offenses which could merit being reported are as follows:

➢ Arson
➢ Assault
➢ Assault resulting in serious injury
➢ Battery
➢ *Bullying
➢ Dangerous Weapon
➢ Discrimination
➢ Disability Harassment
➢ Disruption of the Learning Environment
➢ Drugs, Alcoholic Beverages, etc.
➢ Explosives, Fireworks, and Foul Substances
➢ Extortion
➢ Forgery
➢ Gambling
➢ Harassment
➢ Hazing
➢ Indecent Exposure
➢ Insubordination
➢ Littering
➢ Neglecting Responsibility
➢ Obscenity
➢ Persistent Disobedience
➢ Possession or Using Weapons
➢ Rape
➢ Sexual Assault
➢ Sexual Harassment
➢ Sexual Misconduct
➢ Sexual Offense
➢ Smoking or Using Tobacco Products
➢ Throwing Stones or Other Missiles
➢ Theft
➢ Trespass
➢ Truancy
➢ Vandalism

Bullying
*Bullying is a series of deliberate and hurtful actions inflicted by one or more students who are perceived to be or are actually stronger, more confident, and/or more aggressive than the target, or who simply outnumber the target. Bullying may be: 1) physical, 2) verbal, 3) social/relational, and/or 4) sexual harassment. Social/relational bullying consists of indirect, covert attempts to affect the target’s reputation or social standing. It may or may not include “cyber bullying,” which is the use of information and communication technologies such as email, cell phone text messages, instant messaging, and defamatory personal polling web (such as “Facebook”, “Instagram” or “Snapchat”) sites to intentionally harm others.

Bullying is to be reported to North Carolina State Disciplinary Data Collection after repeated, deliberate acts (e.g. threats, shoving, chasing, pinching, etc.) are observed or reported over time. Bullying does not have to be
reported in conjunction with any other act. A teacher or the Principal may deem a student to be bullying simply because of the repetitiveness of the harassment of another student, especially after warnings to stop the behavior. Reporting bullying is a State Board requirement.

The “Prohibition Against Discrimination, Harassment, and Bullying DCVPA Policy 4021” can be found at: https://uncw.edu/virgo/documents/policies/prohibition-against-discrimination-harrasment-and-bullying-dcvpa-policy-4021.pdf

**Corporal Punishment**

D. C. Virgo Preparatory Academy prohibits the use of corporal punishment in any form. Corporal punishment is defined as any kind of physical punishment inflicted upon the body of the student. Any employee shall be responsible for notifying the principal of any observed or suspected incidence of corporal punishment.

**Discipline Policy**

https://uncw.edu/virgo/documents/policies/disruptive-behavior-4315.pdf

DCVPA works to maintain a school-wide proactive system of support for creating and maintaining a safe and effective learning environment in which appropriate behavior is the norm. We believe in restorative practices designed to decrease out of school suspension and create a more positive school culture that promotes techniques and strategies focused on becoming an equitable, respectful and positive school community. Our program will be designed to help each student achieve the social/emotional skills needed for his/her success in school and beyond. It is symbolized by the following triangle:

![Triangle Diagram]

“Primary Prevention” is utilized school-wide for all students. By teaching and emphasizing a small set of School-Wide Behavior Expectations as rules of conduct, the minor, common-but constant-student disruptions are minimized.

Positive conduct is rewarded as it occurs. The school utilizes a Positive System of Behavior (PBIS) approach and methodologies. There are rewards/activities for classrooms which have perfect attendance for the month (which includes no tardies). There are also awards assemblies for scholarship, citizenship and perfect attendance (no tardies). There are monthly announcements over the intercom for demonstrating the character trait of the month.

“Secondary Prevention” is designed to provide more intensive targeted interventions to support individual students, or smaller groups of students, who are not responding to the primary prevention. Positive reinforcement of these at-risk students’ social/emotional skills is needed to replace their problem behavior and to keep them from entering into the more serious tertiary level.
“Tertiary Prevention” is directed to those students who demonstrate continued highly disruptive and/or dangerous conduct, which if continued—or with one serious major infraction—may lead to an expulsion referral. Those students need more intensive plans tailored to their specific needs and circumstances.

Our goal is to provide an environment for every student that allows growth and the expectation of high behavioral standards. Teachers will work intentionally to hold students accountable for the actions and redirect behaviors that impede success. When students demonstrate minor offenses, teachers will follow a process of redirection to assist in their individual growth.

<table>
<thead>
<tr>
<th>Potential Strategies and Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Level</strong></td>
</tr>
<tr>
<td>Nonverbal /Verbal Redirection</td>
</tr>
<tr>
<td>Change in seating assignment</td>
</tr>
<tr>
<td>Reteach classroom expectations</td>
</tr>
<tr>
<td>Teacher/student conference conducted in private</td>
</tr>
<tr>
<td>Introduction of think sheet by teacher/ teacher assistant</td>
</tr>
<tr>
<td>Behavior noted in communication folder/ class dojo</td>
</tr>
<tr>
<td>Proximity control</td>
</tr>
<tr>
<td>Student writes in a reflective journal</td>
</tr>
</tbody>
</table>

*It is important to note “level” does not equate to instances.*

**Academic Integrity**
In all learning activities, students are expected to demonstrate academic integrity. Academic integrity is when students make the correct decision when faced with the choice to cheat, copy, or represent others’ work as their own. The purpose of this policy is to distinguish academic integrity from academic dishonesty, and to outline the consequences when expectations are not met. Academic integrity violations can include, but are not limited to the following: cheating, plagiarism, falsification. Academic dishonesty includes, but is not limited to:
• looking at another student’s answers or using an unapproved “cheat sheet” during a test;
• providing answers on a test or homework assignment to other students;
• allowing another person, such as a parent or tutor, to complete an assignment for a student;
• using material word for word from a website or book without using quotation marks and citing the source;
• encouraging others to commit academic dishonesty.

Academic dishonesty will be addressed by teachers in consultation, as necessary, with the Principal. Factors such as severity, frequency, age of student, and impact on the class / other students will be considered. Consequences for academic dishonesty may include:
• losing all or partial credit for an assignment;
• having to redo an assignment for partial or no credit;
• loss of privileges;
• suspension.

STUDENT DRESS CODE

The administration, faculty, and staff of D. C. Virgo Preparatory School will enforce the following student dress code:

<table>
<thead>
<tr>
<th>Tops</th>
<th>Any color polo-style shirt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bottoms</td>
<td>Khaki, black, navy; jeans/jean material on designated days, only</td>
</tr>
<tr>
<td>Dresses</td>
<td>khaki, black, navy</td>
</tr>
<tr>
<td>Shoes</td>
<td>No open toes or heels</td>
</tr>
<tr>
<td></td>
<td>No heels</td>
</tr>
<tr>
<td>Outerwear</td>
<td>Outside coats must be placed on classroom hook, in cubby, or in locker</td>
</tr>
<tr>
<td></td>
<td>Sweaters and light jackets are allowed in classes</td>
</tr>
<tr>
<td></td>
<td>No hoods are to be worn in the building</td>
</tr>
<tr>
<td>Accessories</td>
<td>No bandanas</td>
</tr>
</tbody>
</table>

The principals shall exercise appropriate discretion in implementing this policy, including making reasonable accommodations on the basis of students’ religious beliefs or medical conditions. Students are expected to adhere to standards of dress and appearance that are compatible with an effective learning environment. Presenting a bodily appearance or wearing clothing which is disruptive, provocative, revealing, profane, vulgar, or obscene, or which endangers the health or safety of the student or others is prohibited. Examples of prohibited dress or appearance include, but are not limited to:
• Exposed undergarments;
• Sagging pants;
• Excessively short or tight garments;
• Bare midriff shirts; strapless shirts;
• Attire with messages or illustrations that are lewd, indecent or vulgar or that advertise any product or service not permitted by law to minors;
- Head covering of any kind (including bonnets and doo rags), unless for religious observation
- See-through clothing;
- Attire that exposes cleavage;
- Excessive long shirt tails
- Spaghetti straps
- Tank tops
- Bathing suits
- Pajama pants
- Shoes with wheels (wheels must be removed)
- Slippers or bedroom shoes
- Any symbols, styles, or attire frequently associated with intimidation, violence, or violent groups; and
- Any adornment such as chains or spikes that reasonably could be perceived as or used as a weapon

If a student’s dress or appearance is such that it constitutes a threat to the health or safety of others, distracts the attention of other students or staff from their work, or otherwise violates this dress code, the principal or principal’s designee may require the student to change his or her dress or appearance. A second or repeated violation of this policy will subject students to the following consequences:

<table>
<thead>
<tr>
<th>First Level</th>
<th>Second Level</th>
<th>Third Level</th>
<th>Fourth Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeroom teachers check uniform</td>
<td>Student call home</td>
<td>Student call home</td>
<td>Conference with Mrs. Horgan</td>
</tr>
<tr>
<td>Student may call home</td>
<td>Meet with Mrs. Horgan</td>
<td>Mrs. Horgan creates student uniform contract</td>
<td>Administrative conference</td>
</tr>
<tr>
<td>Refer to Mrs. Horgan for her to investigate a need</td>
<td>Phone conference with parent</td>
<td>Notify parent of uniform contract</td>
<td>Notify parent</td>
</tr>
</tbody>
</table>

Students who come inappropriately dressed to school may receive a change of clothing and a parent notification will occur. Any other offenses will result in an immediate call to the parent to bring a change of clothing or to take the child home.

**Recess Expectations**

Students should:
- Put equipment away
- Use equipment for its intended purpose
- Stay in designated area
- Have fun!

Students should not:
- Stand, jump or hang from benches or picnic tables
- Lean or hang on the fences or trees
- Go outside the designated area

Faculty should:
- Discuss and enforce playground expectations with their class
Monitor play to ensure equipment is used for its intended purpose
Survey the playground to make sure students have cleaned areas and put equipment away
ALWAYS BE ALERT AND AWARE!

Parents should:

- Reinforce positive school behavior with their child
- Understand and support school policy

Cell Phones

In case of an emergency or illness, a staff member will contact parent or guardian. We understand that in today’s society, cell phones are readily available, however while at school between 8:45 – 4:15 the expectation is that students will not use their cell phones to place calls, text messages, take pictures or use apps. These devices should be turned off and put away in lockers while students are in class.

D. C. Virgo does not assume liability for the loss stolen or damaged cell phone devices. Students who violate this expectation will receive:

1. a verbal warning,
2. cell phones confiscated and returned at the end of the day by classroom teacher,
3. and the third time the phone will be given to an administrator and the parent or guardian will need to come by the school to pick up the phone.

If a parent or guardian needs to contact or send a message to a student, please contact the main office (910) 251-6150 with the message. **Our primary concern is to safeguard instructional time.**

Technology and Internet

It is the policy of the school to: (a) prevent user access via its technological resources to, or transmission of, inappropriate material on the Internet or through electronic mail or other forms of direct electronic communications; (b) prevent unauthorized access to the Internet and devices or programs connected to or accessible through the Internet; (c) prevent other unlawful online activity; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (e) comply with the Children’s Internet Protection Act.

Students will be issued a Chromebook at the beginning of the school year to engage in 21st century learning opportunities. This will include interactive digital textbooks, online education resources, and digital media. Misuse of Chromebooks that result in damages may be the responsibility of the student/family and opportunities for use may be revoked. Further, students who use the laptop / school internet services while using the laptop to engage in activities and/ or searches of any other sites other than those instructed to be on for classroom instructed purposes specifically directed by the teacher will have their laptop privileges revoked for some or all of the school year. This includes sending, participating in and/ or answering Google Chat (or other media) calls from or with other students as this is a misuse of classroom technology and a disruption of the learning environment.
“Schools and teachers know that good communication with parents is an important part of their job. Teachers need to know about the children's families, language, and culture in order to help children learn. Parents benefit because they learn more about what goes on in school and can encourage learning at home. Most importantly, children benefit by improved communication because contact between home and school helps children learn and succeed.” At D.C. Virgo Preparatory Academy we know and understand the importance of school communication and make ourselves available.

Conferences
Teachers are available for conferences before school and at other times designated by teachers. Protecting instructional time for all of our students is the first priority when scheduling conferences. We welcome the opportunity to meet with you to discuss your child's academic and behavior progress throughout the year. Please try to schedule a teacher/parent conference in advance.

Visitors
Visitors are always welcome at D.C. Virgo Preparatory Academy. For the safety of our students and faculty, all visitors must report to the office upon arrival and obtain a visitor’s pass to be displayed on their clothing. Please make sure to bring a North Carolina ID or driver’s license when visiting the school as it is required for use at the computer to obtain a visitor’s badge which must be worn at all times during the visit. For the safety of our students and faculty members, visitors not wearing a visitor’s badge will be escorted to the front office by a staff member to obtain a pass. If you are visiting your child for lunch we ask that you meet your child in the cafeteria and depart from the cafeteria to check out in the front office. Please remember that parents should not visit classrooms during dismissal times. Parents should also remember that class time is NOT a time to hold a parent conference. If parents want to volunteer in the classroom, they are welcome once approved by the classroom teacher. If a conference is needed, parents should call the teacher to set up an appropriate time free of distraction where both parent and teacher can focus on the child. State law or court order may limit an individual's ability to visit campus.

Email
Our faculty emails are found on our webpage https://uncw.edu/virgo/. Some of our teachers utilize Remind and Class Dojo to communicate with our families on a daily basis. Please contact your child’s teacher to receive the Remind information or ClassDojo information. All are also welcome to communicate with school administration via email.

Newsletters
Our teachers may send home newsletters with information concerning curriculum, projects, tests, schedules, field trips and expectations. A school-wide newsletter is sent periodically throughout the year and posted on the school webpage.

Website
D.C. Virgo Preparatory Academy’s website can be found at https://uncw.edu/virgo. The site includes pages such as “For Parents, News and Events, Faculty and Staff, Contact Information, Community Engagement, DCVPA Chancellor’s Advisory Board, Employment Opportunities, Legislation, Design Team, etc.” Within those pages the school calendar, Parent Portal, lunch menus, bus route information, etc. can be found.
## Personal Property

Cameras, iPods, Nintendo DS, cellphones, expensive watches and jewelry, and large sums of money should NOT be brought to school. **If such items are brought, they will be collected by the teacher or administrator and a parent will need to come in and pick up the item.** However, any item stolen or lost will not be the responsibility of the school to replace.

## Child Custody Papers

It is very important that the office have on file current custody papers. If these papers change at all during the school year, please bring a copy of the documentation to the office as soon as possible. The office will follow the directions outlined in the papers currently on file unless a change is documented, is presented, and provided by parents.

## Change in Address or Phone Number

Please notify the office and your child’s teacher if you move or change your phone number during the academic year. Please review the parent portal to check for accuracy in your address and phone number.

## School Pictures

Each year the school will provide an opportunity for students to take pictures in the fall and spring. Purchasing school pictures is optional, however please try to support the school with this event.

## Bicycles

Students who ride bicycles must exercise caution and all traffic laws. All bicycles are to be parked in the area designated for that purpose and should be locked. Upon arrival and dismissal, students are to walk their bicycles to the appropriate crossing guard and not ride on campus among others.

## Birthdays and Deliveries

Please speak to the classroom teacher and/or Principal about appropriate classroom celebrations for children’s birthdays in an effort to preserve our instructional time with students. Please refrain from sending flower arrangements or balloons to students while they are at school. If delivered to the school, these items will remain in the main office until the end of the day. Please be reminded flowers and balloons cannot go home with students on the school bus.
Educational Records
A parent/guardian or legal custodian may review their child’s educational record. The school will arrange a conference with parent or guardian if they would like to discuss the record. If you would like a copy of your student’s educational records, please provide us with at least a 24 hour notice.

FERPA (Family Educational Rights and Privacy Act)
The Family Educational Rights and Privacy Act (FERPA) is a federal law that governs the maintenance of school records. Under the law, parents and legal guardians of students or students who are 18 years old or older have the right to inspect all records maintained by the school regarding the student and the right to point out inaccuracies. Under FERPA, people not identified as parent/guardian or student will have limited access to student’s records and generally requires written consent from a parent, guardian, and/or student age 18 or older. Requests to review student records and requests to correct inaccurate records may be made to the Principal.

Parent Resource Room
PPD partnered with D.C. Virgo to design and furnish a Parent Resource Room housed in the school building. During the school day, parents are encouraged to use the Parent Resource Room to familiarize themselves with the school, meet other parents, access relevant literature on parenting and education, and receive computer and internet access. In order to access the Parent Resource Room during the school day, simply check in the main office and someone in the office will direct you to this resource. The Parent Resource Room may also be used to teach parent education classes, literacy classes, and any other needs identified by the families based on survey feedback.

Lost and Found
All items turned into the school’s Lost and Found will be kept for one month in the school gym. School staff will make all efforts to locate owners. Prior to donation, items may be cleaned and used in the school’s clothing closet; others will then be donated to a local charity. If your child is missing articles of clothing or other items, please inquire about them at the front desk.

Prohibited Items
Personal items including iPads, iPods, pagers, radios, CD players, tape players, recorders, videos, cameras, video cameras, video games, trading cards, skateboards, fingerboards, fidget spinners, and other distracting items are not to be brought to school. If detected, these items will be confiscated. Since these items are not allowed at Virgo, the staff will not accept responsibility for lost, damaged, or stolen personal belongings and are not responsible for returning confiscated belongings. Keep these items and other valuable possessions at home please!

Sale or Trade of Items
Students are not to engage in the sale of items to other students or the trading of items with other students. The sale of candy, gum, pencils, clothing and other items is not permitted. Items and cash received will be confiscated.
Property Damage
Students will be liable for any and all school property they damage. Defacing or purposefully damaging school property in any way will lead to disciplinary action. It is also against the law for students to vandalize school property.

Patriotic Exercises
Each school day will begin with the Pledge of Allegiance. The Pledge of Allegiance will be followed by reciting the D.C. Virgo Pledge. No staff or student will be required to participate in either exercise. For those not participating in the reciting of the Pledge of Allegiance or the D.C. Virgo Pledge, silence shall be maintained and no one may engage in any other activity.

School Lunch Program
D.C. Virgo Preparatory Academy participates in the National School Lunch Program through New Hanover County Schools. We provide hot breakfast and lunch options for all students who wish to purchase their lunch at school. As a participant in the Community Eligibility Provision program, students are afforded the opportunity to receive free breakfast and lunch daily. Student lunch accounts are available for the purchase of additional items during breakfast and lunch.

<table>
<thead>
<tr>
<th>Part VII: Health</th>
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</thead>
<tbody>
<tr>
<td>General Health</td>
</tr>
<tr>
<td>Diabetes</td>
</tr>
<tr>
<td>Illness</td>
</tr>
<tr>
<td>Immunizations</td>
</tr>
<tr>
<td>Kindergarten Health Assessment</td>
</tr>
<tr>
<td>Medication</td>
</tr>
<tr>
<td>Tobacco-Free Campus</td>
</tr>
</tbody>
</table>

General Health
Please keep the school apprised of any health concerns or special needs that your child may need while attending school. If our students are involved in an accident or suddenly becomes ill, we will make every effort to contact the parent/guardian to provide details and discuss the situation. If your child becomes ill with a communicable disease, please alert us as soon as possible. Students should not return to school after an illness unless they are well enough to participate in his or her regular school program. If the doctor should advise your child not to participate in any physical education classes, recess or games, please send written notification to the classroom teacher.
Diabetes
North Carolina law requires the development of a care plan for students with diabetes. If your child has diabetes and you think your child needs a plan while attending school, please contact our school nurse and ask for the parental request for an individual diabetes care plan.

Illness
Sometimes it is necessary to send a child home from school due to sickness. This occurs when the teacher sees that a child is unable to participate in school activities. If your child needs to go home, we will make every effort to contact you. If, for some reason, we cannot reach you or you will be detained for some length of time, we will then contact the people you have listed on the emergency contact sheet. It is very important that you keep this sheet up-to-date.

If a student becomes ill and has a fever above 100°F, we will contact the parent/guardian to pick up the child. In addition, if the temperature is below 100°F and the child is exhibiting other symptoms he or she could be sent home. If a student has lice, scabies or impetigo, he or she will be dismissed until treatment has been given. Students with inflamed eyes, a rash, or lesions could be excluded from class activity until the possibility of contagious disease could be ruled out or written permission from a doctor indicating the student may return to school. Please come to the main office to pick-up your child when you receive a call regarding illness.

Immunizations
North Carolina Vaccine-Specific Requirements

The North Carolina General Statutes (G.S. 130A-152(a)) require immunizations for every child present in this state. Every parent, guardian or person in loco parentis is responsible for ensuring that their child(ren) receive required immunizations. If you have specific questions regarding your child, please contact your child's health care provider or your local health department.

We will notify you by phone and letter if your child's immunization is not up to date.

Immunizations:

Parents of all children must present to the school acceptable medical evidence indicating that the required immunizations have been received, which are:

a) 5 DTP doses (If the 4th dose is after the fourth birthday, a 5th is not required)
   A booster dose of Tdap vaccine is required for all children before entering 6th grade on or after Aug. 1, 2008, if 5 years or more have passed since the last dose of tetanus-containing vaccine.

b) 4 Polio doses (If the 3rd dose is after the fourth birthday, a 4th dose is not required)

c) 1-4 Hib doses

d) 2 Measles, Mumps, Rubella doses (on or after first birthday and before entering school)

e) 1 Varicella dose for students born on/after 4/01/01. Students born before 4/01/01 are not required to receive varicella vaccine.

f) 3 doses Hepatitis B vaccine for students born on or after 7/01/94.

Religious and/or medical exemptions must be appropriately documented and on file in the school office and submitted for review as to legal exceptions. Students not in compliance with the immunization policy will not be allowed to attend school.
The T-Dap is required for every student entering 7th grade or enrolling from out of state. Students have 30 days from the start of school to have the immunization. Any student out of compliance after the 30 days will be suspended until the immunization has been given. The NHC Health Department offers the immunization free of charge.

**Kindergarten Health Assessment**

Every child entering kindergarten for the first time must receive a health assessment conducted by a physician, a physician’s assistant, a nurse practitioner or a public health nurse. The health assessment must be completed no more than 12 months prior to the date of school entry. A copy of this health assessment must be provided to the school. The principal is responsible for having on file a health assessment transmittal form for each kindergarten student before they are enrolled. The principal of each elementary school shall be responsible for having on file a health assessment transmittal form for each kindergarten student before they are enrolled.

**Medication**

A physician’s authorization for medication is necessary if school personnel are to dispense medication at school or on field trips (including over-the-counter medication). This is applicable for short-term and long-term periods. All medication must be in an original, labeled container. This includes prescription and over-the-counter medication. All medication will be kept in a secure location. However, if the “Physician’s Authorization” indicates that the student may possess and self-administer any medication, the student may have the medication in their possession. If this is the case, the parent must provide backup medication to the school that will be kept in a secure location (G.S. 115C 375.2) Parents may come to school to administer medication as well.

Students are not to have in their possession any kind of medication (including over-the-counter medications) while on the school grounds, unless so indicated on the Physician’s Authorization. Parents or guardians are asked to meet with the school nurse to ensure all written authorizations, physician statements, and treatment plans are on file.

**Tobacco Free Campus (DCVPA Policy 7250)**

DCVPA promotes the health and safety of all students and staff and the cleanliness of all school facilities. DCVPA believes that the use of tobacco products on school grounds, in school buildings and facilities, in or on any other school property owned or operated by the school board, or at school-related or school-sponsored events is detrimental to the health and safety of students, staff, and school visitors. To this end, and to comply with state and federal law, DCVPA adopts this tobacco-free policy that prohibits smoking and the use of tobacco products as follows. For the purposes of this policy, the term “tobacco product” means any product that contains or is made or derived from tobacco and is intended for human consumption, including all lighted and smokeless tobacco products, as well as electronic cigarettes, vaporizers, and other electronic smoking devices even if they do not contain tobacco or nicotine.
Reporting of Student Progress

Report cards are issued four times during the school year. Parents/Guardians should come to the school to pick up report cards at the end of the first, second, and third quarters. Report cards are mailed to students at the end of the fourth quarter. You will be notified of the dates. Letter grades are given for each subject as follows:
A = (100-90)
B = (89-80)
C = (79-70)
D = (69-60)
F = (59-0)
(/) – Indicates an area not to be graded at this time.

Report Card Pick-Up Dates:
Thursday, October 17, 2019
Thursday, January 9, 2020
Thursday, April 23, 2020

Progress Report Distribution Days
Wednesday, August 21, 2019
Wednesday, November 13, 2019
Wednesday, February 5, 2020
Wednesday, May 13, 2020
Student Accomplishments
We at D.C. Virgo Preparatory Academy believe in the importance of highlighting student accomplishments. Highlighting student success is a focus; we believe recognition results in: confidence, extra motivation, a stronger school and community, and allows faculty and staff to send positive messages to all stakeholders around student success. Recognitions include PBIS recognition, Honor Roll/Awards, Perfect Attendance and Student of the Month.

School-wide honor rolls are formulated at the end of each quarter:

- **A Honor Roll**: A’s in all subjects
- **A/B Honor Roll**: A’s and B’s in all subjects; no unsatisfactory conduct marks
- **Citizenship***: Recognition from the classroom teacher and no disciplinary referrals
- **Perfect Attendance**: Requires that there be no absences and no tardies (including excused ones) during the quarter for which the award is presented.
- **Student of the Month**: Recommendation from the classroom teacher

(*): A student is a good citizen at DCVPA when he/she gets along well with peers, teachers, and staff, and is helpful in the classroom. The student also typically follows the expectations of the PAWS matrix.

Homework
Homework assignments are an extension of the instructional program. It is designed to reinforce what has been taught during the school day. The following are suggested time allocations for homework:

- **Kindergarten**: 15 minutes per day
- **Grades 1, 2, and 3**: 30 minutes per day
- **Grades 4, 5, and 6**: 45 minutes per day
- **Grades 7 and 8**: 90 minutes per day

“Specials” Information
At D. C. Virgo Preparatory Academy all students will participate in additional classes of art, music and physical education (as required by state mandate). All students will be provided grades based on the school’s grading policy for assessments and work completed based on curriculum standards.

Curriculum
As a public laboratory school, D. C. Virgo Preparatory Academy uses the North Carolina Common Core and Essential Teaching Standards as a guideline for teaching. These standards are the foundation for all instruction.
and through inquiry-based learning, classes and individual students shall participate in differentiated lessons. For more information on the NC Standards, Curriculum and Instruction please visit: http://www.dpi.state.nc.us/curriculum/

Looping

“Looping is a concept that makes intuitive sense--by allowing teachers to teach a class of students for a longer period of time and by capitalizing on the teacher’s increased knowledge of students and their academic needs, as well as on an increased amount of learning time resulting from fewer transitions.” https://www.aasa.org/SchoolAdministratorArticle.aspx?id=14482

At D. C. Virgo Preparatory Academy, elementary classes will loop whenever possible allowing a teacher to remain with one group of students at least two years. Classroom dynamics, teacher strengths and individual student needs will be considerations in making decisions about looping.

Sex Education

Faculty associated with D. C. Virgo Preparatory Academy believes parents or guardians should make decisions concerning the student’s participation in a sex education program. In accordance with NC General Statutes and regulations, a focused program of sex education will be offered to students in select grades 6-8. Parents or guardians may review the instructional materials, discuss the goals/objectives with the teachers/administrators, and obtain other information to assist them in deciding whether to consent to their child’s participation in the program. Prior to placement in the sex education program, the school must receive written permission from the parent or guardian. Any student without written consent on file at the school will not participate in the sex education program.

Field Studies/Field Trips

All planned school-sponsored trips (trips) away from school grounds, including athletic trips, are considered extensions of learning. Students and staff are subject to the same rules and regulations they would be if they were on school grounds.

School staff is required to follow established school procedures in planning and supervising all school sponsored trips. Under no circumstances shall any staff member take any student(s) off campus unless authorized by the Principal.

Students must have written parental permission in order to participate in trips requiring transportation. As a condition of participation in any off-campus trip, the student and his/her parent/guardian shall, prior to the departure date, file a signed copy of the Parent/Guardian Field Trip Permission Waiver and Medical Authorization form with the school.

There will be times when a parent does not want his/her child to participate in a school-sponsored trip. Participation cannot be required under law. We will provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

Special Education Services
The Exceptional Children’s Program is served by certified Exceptional Children’s teachers and Instructional Assistants hired to work specifically within the program.

The EC Coordinator acts as a liaison between the Department of Public Instruction and the school to maintain compliance with all NC EC Policies and Procedures. Additional responsibilities include the supervision of all student EC services, contract personnel, academic and behavioral supports, maintenance of student records and files and staff development/training.

EC teachers are scheduled by the EC Coordinator to meet the needs of students and work to provide the needed instruction and supports outlined in each student’s IEP. Support services are contracted on an as-needed basis. They include a School Psychologist, Speech/Language Pathologist, Occupational Therapist, and a Physical Therapist.

A collaborative team approach is utilized to service and meet each student’s individual needs. The EC department provides direct services to each exceptional child and also works closely with the regular education teachers to support the success of the students through effective instructional practices, assessment and accommodations to ensure each student’s access to the N.C. Standard Course of Study. The program is driven by the students’ Individual Education Plans as well as the team recommendations as to what is best for each particular child.

Children are incorporated into the regular classroom setting to the greatest extent possible. The practice of maintaining students in the least restrictive environment appropriate for each child’s needs is followed. Information to address student progress toward mastery or non-mastery of goals, as outlined in the student’s Individualized Education Plan (IEP), is provided at the same time students general education classroom progress reports are sent.

**Assessments, Testing, Accountability**

Teachers use data to drive their instruction on a daily basis. As a school, we use an electronic database called PowerSchool for final grade reporting. Teachers enter grades that can be viewed by parents for their individual students with a login that is given at the beginning of the school year. This allows for constant communication about student progress and assignments. All teachers will also send home regular formal progress reports at least once a quarter.

Informal methods of assessment may include:
- Observations by teacher or other faculty members
- Running records (anecdotal notes about the student)
- Samples of student work

Formal assessments may include:
- Portfolios
- Reading assessments
- Tests
- Project rubrics and feedback
- Quarterly report cards and narratives
Students are assessed regularly in reading and math through the schoolwide universal screeners AIMSWEB and MClass. As required by the state all students in grades 3 - 8 participate in the North Carolina End of Grade Tests in Reading and Math as well as Science in grades 5 and 8. Information regarding these tests and results will be discussed with parents and a copy of the School Report Card will be sent as available.

Multi-Tiered System of Supports

MTSS, Multi-Tiered System of Support, is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. NC MTSS employs a systems approach using data-driven problem solving to maximize growth for all. All staff and students are involved in the multi-tiered system. MTSS utilizes a systematic problem solving model to analyze multiple pieces of data to determine how all students are responding to instruction. This data allows the team to determine appropriate interventions and different tiered levels that will support students from where they are academically or behaviorally.

504 Plans

The 504 Plan is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary school receives accommodations that will ensure the academic success and access to the learning environment. Students with 504 plans do not require specialized instruction but the plan should be updated annually to ensure the student is receiving the most effective accommodations for their specific circumstances. The 504 Coordinator will work closely with teachers and staff to ensure accommodations are met. Parents or teachers may request a meeting to review a 504 throughout the academic school year but a meeting must be held at least once a year to remain compliant with the Section 504 guidelines. More information can be found at: http://www.dpi.state.nc.us/parents/disabilities/section504/.

School Social Worker

D. C. Virgo Preparatory Academy is fortunate to have a full-time, licensed clinical social worker. This role provides opportunity to perform a variety of mental health therapies and diagnostic procedures, can be involved in direct therapy, can assess and make evaluations of mental health, and make judgements on the best course of treatment. Additionally, the role provides opportunity for relationships with outside providers within the school community. Our current LCSW provides guidance to social work interns in conjunction with the College of Health and Human Services at the University of North Carolina at Wilmington.

Other areas within the scope of work relative to D. C. Virgo Preparatory Academy include:

- School Attendance Coordinator
- Restorative justice and resilience practice
- McKinney-Vento Coordinator
- Nourish NC Contact
- Clothing closet

Mental Health Service Providers

Mental health services and providers are directly coordinated through our School Social Worker.
Restraint, Seclusion, and Isolation

It is a goal of D. C. Virgo Preparatory Academy to promote a safe school environment. Restraint, seclusion and isolation will be used only as permitted under the policy. Any student may be restrained, secluded or isolated in accordance with the provisions of this policy. NCGS 115C-391.1 provides clarification on the permissible uses of seclusion and restraint. Also, school personnel may use “reasonable force” to control behavior or to remove a person from a scene in the circumstances specified in NCGS 115C-390.3, including self-defense.

School Resource Officer

The School Resource Officer (SRO) program places law enforcement officers in schools with the goals of creating and maintaining safe, secure and orderly learning environments for students, teachers and staff. An SRO program reflects a community's desire to ensure that its schools are safe, secure and orderly. SROs represent a proactive strategy designed to bring prevention and intervention into the schools.

What School Resource Officers (SROs) Are

SROs are valuable resources for their schools. They are trained to fulfill three roles: they first and foremost are law enforcement officers whose primary purpose is to "keep the peace" in their schools so that students can learn and teachers can teach; secondly, they are law-related counselors who provide guidance on law-related issues to students and act as a link to support services both inside and outside the school environment; and thirdly, they are law-related education teachers who provide schools with an additional educational resource by sharing their expertise in the classroom.

Beyond these identified roles and, perhaps most importantly, SROs are positive role models for many students who are not exposed to such role models in today's society. Their presence in the schools sends a strong message that violence is not acceptable. D. C. Virgo Preparatory Academy currently contracts with the New Hanover County Sheriff's Office to ensure an SRO is available during normal school hours and athletic events.

University of North Carolina at Wilmington Police

As a laboratory school operated by the University of North Carolina at Wilmington, the obligations of the department also rests with our school. The primary objective of the UNCW Police Department is to provide a safe and secure environment within which students, faculty, and staff can live, learn, and work. The department is comprised of three divisions - Support Services, Investigations, and Operations. The officers who staff these
divisions are duly sworn, certified, armed, and empowered with the same authority as other local law enforcement officers in the State of North Carolina as regulated by the North Carolina Department of Justice.

Safety Drills

Laboratory schools are required to conduct safety drills throughout the school year to ensure students and staff are well prepared in the event of an emergency. At least once a year, a lab school is encouraged to hold a full schoolwide lockdown exercise with local law enforcement and emergency management agencies that are part of the lab school’s School Risk Management Plan.

Emergency Preparedness: Lockdown, Shelter-in-Place, Evacuation

Help us be prepared!

a. Make sure we have your most accurate contact information and that your phones are set up with the school’s automated phone and/or text system. Please keep phone numbers, including cell phone numbers, up to date with the front office or our school’s Data Manager. You may call 910-251-6150 x 410 or email copelandadc@dcvirgo.com with any changes.

b. Talk to your children about what to do, where to meet, and how to contact you.

c. Provide the school with names and contact information for people authorized to pick up your child.

d. Remain calm. Remain at home/work to be more accessible if you need to be contacted.

e. Refrain from contacting students by cell phone. If numerous people are using cell phones at one location, airways can become jammed and possibly prevent emergency and school officials from using their cell phones.

f. Look to the local TV, radio stations and social media for updates.

g. Notify the school administration/faculty or office if you see a dangerous or suspicious situation at or near the school.

h. Be sure the school has at least a 1-2 day medication supply if your child takes medicine at school on a daily basis.

i. Remember, the school is prepared and the safety of our students is our NUMBER ONE PRIORITY.

What should parents do during a school emergency?

In an emergency situation, your first reaction may be to call the school or come to the school to pick up your child. While this response is completely natural, please be aware that it may interfere with emergency agencies that are dealing with the situation. We ask that you instead go to the local news sources for information and updates.

What will the school be doing?
**LOCKDOWN** secures the building and safely shelters all students, staff, and visitors inside the school building. **ONLY** public safety officials will be allowed to enter a building after it has been locked down due to an emergency.

**SHELTER-IN-PLACE** is a modification of a lockdown which moves students, staff, and visitors away from rooms on the perimeter to safe areas within the school.

**EVACUATION** requires students, staff, and visitors to exit an unsafe school building. You will be immediately notified if this has to occur.

**What type of emergencies might impact my child’s school?**
All emergencies impact schools, including local and national events. Here are some examples of emergencies with actions that a school may take in response:
- **Severe Weather** (hail, snow, tornado, hurricane)- may result in shelter-in-place
- **Missing Person or Student**- may result in a lockdown
- **Fire**- may result in evacuation or shelter-in-place depending on location and severity of fire.
- **Weapons**- may result in an evacuation or a lockdown
- **Bomb Threat**- may result in evacuation
- **Chemical/Hazmat/Biological Materials**- may result in evacuation or shelter-in-place depending on the location of the incident
- **Intruder**- may result in a lockdown or evacuation depending upon the circumstances
- **Rumors**- Please call your school to report and confirm any rumors

**WE ARE PREPARED!**
We want our parents and community to feel confident that we have a plan for emergency situations. While we hope to never have to use our plan, we are prepared. Faculty and staff go through training with each situation. Throughout the year, we have drills that include students and faculty to practice being prepared for these situations. This guide is in place to help you be more prepared and informed about school emergencies. Through a partnership with students, staff, parents, and the community, we can all keep our schools and children safe.
### Volunteers

If individuals or organizations are interested in volunteering time and services to D. C. Virgo Preparatory Academy, please complete the following survey. Potential volunteers will be contacted to discuss and schedule the engagement.

https://docs.google.com/forms/d/e/1FAIpQLSfJs0PfWJxIL3P736v-KAHGcVeCsVALy70fDQExkJFgijBi2jgQ/viewform

### Parent Teacher Association (PTA)

The D. C. Virgo Preparatory Academy’s PTA reflects the mission of the national PTA, which is to make every child’s potential a reality by engaging and empowering families and communities to advocate for all children. The PTA Values are:

- **Collaboration**: We will work in partnership with a wide array of individuals and organizations to broaden and enhance our ability to serve and advocate for all children and families.
- **Commitment**: We are dedicated to children’s educational success, health, and well-being through strong family and community engagement, while remaining accountable to the principles upon which our association was founded.
- **Diversity**: We acknowledge the potential of everyone without regard, including but not limited to: age, culture, economic status, educational background, ethnicity, gender, geographic location, legal status, marital status, mental ability, national origin, organizational position, parental status, physical ability, political philosophy, race, religion, sexual orientation, and work experience.
- **Respect**: We value the individual contributions of members, employees, volunteers, and partners as we work collaboratively to achieve our association’s goals.
- **Accountability**: All members, employees, volunteers, and partners have a shared responsibility to align their efforts toward the achievement of our association’s strategic initiatives.

PTA Meetings are held monthly at the school on the second Tuesday at 6:00pm. Membership information can be found in the front office.

PTA President: Tammy Ortiz - pta@dcvirgo.com

### School Improvement Team and Planning

School Improvement Teams are required by North Carolina law to develop school improvement plans to set goals and allow team members to collaborate on ways to achieve the goals and needs of the school.
improvement planning acts as a “map that identifies the school’s destination and requires both decision-making and action from a variety of stakeholders to reach the destination in the most direct route.”

D. C. Virgo Preparatory Academy utilizes NC Star to guide the improvement process. It is a web-based tool that helps “build accountability as well as helps schools track their improvement plans. NC Star is premised on the firm belief that district and school improvement is best accomplished when directed by the people, working in teams, closest to the students,” including parents.

The current school improvement team is comprised of both school and university staff, parents, and representatives of advisory boards closely related to the work of the school. Meetings are held monthly and are open to the public. Additional information can be found at http://www.dpi.state.nc.us/program-monitoring/planning/ and on the school webpage https://uncw.edu/virgo/parents.html.

**Title 1 Commitment and Compact**

- A school-parent compact is a **written agreement between the school and the parents of children** participating in Title I, Part A programs, that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement. The compact should be unique to each school.

- At a minimum, the school-parent compact must include:
  - The school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State’s student academic achievement standards;
  - Ways in which parents and families will be responsible for supporting their children’s learning (e.g., monitoring attendance, homework completion, or television watching; volunteering in their child’s classroom; or positive use of extracurricular time); and
  - The importance of communication between teachers and parents and families on an ongoing basis through, at a minimum:
    - Parent/family-teacher conferences to discuss the compact;
    - Frequent reports to parents and family on their child’s progress; and
    - Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities, and academic achievement

A copy of the School Parent Compact will be sent home. It will be reviewed annually after collaboration with families in conjunction with PTA and/or through parent representation on the School Improvement Team.
**Non-discriminatory Policy**
D. C. Virgo Preparatory Academy shall not discriminate against any student on the basis of race, creed, color, religion, national origin, age, ancestry, sexual orientation, disability or measure of intellectual ability or achievement or aptitude or athletic ability in its admissions or education programs. Tuition or admission fees shall not be charged to any student.

**Student Admissions Assignment**
D. C. Virgo Preparatory Academy is a free public laboratory school that admits students of any race, color, creed, disability, sexual orientation, nationality or ethnic origin:

(a) Any child who is residing in a local school administrative unit in which a lab school is located and is enrolled in a low-performing school, as defined by G.S. 115-105.37 at the time of the student’s application, may attend the lab school

(b) No local board of education shall require any student enrolled in the local school administrative unit to attend a lab school

(c) During each period of enrollment, the lab school shall enroll an eligible student who submits a timely application, with priority enrollment given in the order in which applications are received to a student who did not meet expected student growth in the prior school year based on any of the following:
   (i) grades
   (ii) observations
   (iii) diagnostic and formative assessments
   (iv) State assessments, or
   (v) other factors, including reading on grade level. If the number of applications from other eligible students exceeds the capacity of a program, class, grade level, or building, those students shall be accepted by lot. Once enrolled, students are not required to reapply in subsequent enrollment periods.

(d) Notwithstanding any law to the contrary, a lab school may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-390.5 through G.S. 115C-390.11 until the period of suspension or expulsion has expired.

Applications are available in English and Spanish. Families are encouraged to tour our school and attend an information session (offered in English and Spanish). Please call 910-251-6150 to schedule a tour.

**Enrollment**
D. C. Virgo Preparatory Academy will establish an enrollment period annually at least three months prior to the beginning of the next school year. The enrollment period will be long enough to provide reasonable opportunity to submit applications but not less than 30 days.
D. C. Virgo relies upon accurate and truthful information on the application forms. If a parent or guardian provides false or incorrect information on the application form, such as an incorrect grade level or address not within the local school administrative unit, the application form will be considered invalid and the student will not be enrolled. The parent/guardian will be notified of the School’s determination.

Other School Information

School Hours
7:30 – Students are permitted on campus for the before care school program only
8:00 – Teachers report to work
8:30 – Breakfast
9:15 – Tardy Bell
3:30 – Announcements and school dismissal process

Before Care Program
We provide before care in our Media Center from 7:30 – 8:25 AM. At 8:25 students are released to the cafeteria for breakfast. Our breakfast program is served from 8:25-9:40 AM each day.

Early Dismissal
A parent/guardian, or other authorized adult (eighteen or older), included on the emergency form will be allowed to pick up a student leaving school for an early dismissal. Prior to being picked up, the student must report to the main office to be signed out. The parent/guardian will need a driver licenses to check students out of school. Under no circumstances will a student be allowed to leave the building alone during the school day.

Delayed Opening or Cancellation of School
The DCVPA Program Coordinator may suspend the operation of DCVPA for particular days or a portion of days in the event of inclement weather, an emergency, or other conditions requiring the termination of school. Closing and/or delay announcements are posted online at https://uncw.edu/virgo/ on local TV stations and radio stations.

The safety of our students and staff are paramount at DCVPA. The Connect 5 automated telephone service will allow DCVPA to send a message or instruction to everyone in our parent community that has provided a telephone number to the school. Please keep us informed of all changes to your phone number in order for us to be successful in contacting you concerning matters of the school.