



MARJORIE WILLIAMS ACADEMY

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STUDENT/CP/PARENT HANDBOOK 2026-2027

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This handbook provides a general overview of the policies and procedures established by the Marjorie Williams Academy Board of Directors. It is not designed to be a complete nor comprehensive guide. All state and federal policies supersede any rule, policy, or procedure that may be printed in this handbook.

Marjorie Williams Academy does not discriminate based on race, color, national origin, sex, or handicap in admissions to treatment in, or employment in its programs and activities.

Parents' Right-To-Know

Under the guidelines of The Elementary and Secondary Education Act (ESEA) parents may request, and the agency will provide the parents, on request, information regarding the professional qualifications of the student's classroom teacher or teacher assistant, including State qualifications and licensing for the grade levels and subject areas in which the teacher or teacher assistant provides instruction. In addition, a school that receives funds under ESEA section 1111(h)(6) Parents' Right to Know will provide parents information on the level of achievement of the parent's child in each of the State required academic assessments and timely notice in the event the child has been assigned or taught for 4 or more consecutive weeks by a teacher who is not highly qualified.

Mission Statement:

The mission of Marjorie Williams Academy is to offer a stable, emotionally supportive, educational environment for children with a goal of empowering each child to achieve his or her real academic and social potential.

Vision:

The vision of Marjorie Williams Academy is to become a model school for academic achievement.

Introduction and Governing Laws

Marjorie Williams Academy is subject to the provisions of the North Carolina Charter School Act (Chapter 115C of the General Statutes) and the applicable policies and procedures of the State Board of Education. The provisions of this Handbook are intended to agree in both letter and spirit with applicable rules and regulations. In addition, the Handbook also reflects procedures designed by the administration and faculty to implement policies established by the Marjorie Williams Academy Board.

General Information, Policies & Procedures**Daily Schedules**

Normal school hours are 7:55 a.m. - 3:10 p.m. No student will be allowed in their classroom before 7:45 a.m. Any student arriving before 7:45 a.m. should report to the office.

Daily Schedule – Elementary and Middle School – Grades K- 8

7:15 – 7:45 - Breakfast

7:55 - School Day begins.

10:50 – 11:30 – Elementary Lunch

11:10 - 11:45 – Middle School Lunch

3:10 – Students dismissed from school.

* Instructional class times, specials (PE, Art, and Music) class times, and lunch times are determined by the Leadership Team in consultation with the principal.

* Master schedules for Elementary and Middle School schedules are provided upon request.

* Schedules are subject to change to stay in compliance with the NCDPI/DHHS/CDC guidelines

Daily Schedule – High School – Grades 9-12

7:15 – 7:45 - Breakfast

7:55 – 9:32 –1st Period

9:35 – 11:12 – Homeroom/2nd Period

11:15 – 1:30 – 3rd Period

11:15 – 12:02 3rd Part A

12:05 – 12:40 Lunch (High School)

12:43 – 1:30 3rd Part B

1:33 – 3:10 - 4th Period.

* Schedules are subject to change to stay in compliance with the NCDPI/DHHS/CDC guidelines

Students are expected to be sitting in their seats at 7:55 a.m. Any student not seated in class or arriving at school after 7:55 a.m. will be counted as tardy.

2 Hour Delay

School begins at 9:55 a.m. on two-hour delay days. The two-hour delay schedule varies depending on the grade level.

***Breakfast is not served on a 2-hour delay schedule**

Attendance

It is the responsibility of students to attend school every day. The following rules relate to absences:

A. Excused Absences. Marjorie Williams Academy carefully follows North Carolina school law regarding attendance and absences. The principal or designee may excuse a student's absence for the following reasons if adequate evidence of the excuse is provided to the school:

- Illness or injury: When the absence results from illness or injury, which prevents the student from being physically able to attend school.
- **A note from the parent/guardian may be used to excuse up to three absences.** For any further absences a written excuse from the physician's office must be presented upon the student's return to school.
- Quarantine: When the student's isolation is ordered by the local health officer or by the State Board of Health.
- Death in the immediate family: When the absence results from the death of a member of the immediate family of the student. The immediate family of a student includes but is not limited to grandparents, parents, and siblings.
- Medical or Dental appointments: When absence is due to a student's medical or dental appointment. **A written excuse from the physician's office must be presented upon the student's return to school.**
- Court or Administrative Proceedings: When the student is party to or is under subpoena as a witness in the proceedings of a court or administrative tribunal.
- Religious Observances: When a student or the student's parent/custodian adheres to a religion in which the tenets require or suggest the observance of a religious event, the parents **must seek prior approval from the principal for such absence.** The approval of such absences is within the discretion of the principal. Approval should be granted unless the religious observance or the cumulative effect of religious observances is of such duration as to interfere with the education of the student.
- Educational Opportunity: When the student is absent from school due to a valid educational opportunity and **obtains the principal's prior written approval.** (Note: No family educational opportunity trips will be excused absences if taken during the first twenty (20) days of school.)

B. Notification and Excuse Notes. When a student is going to miss all or part of the school day, a parent/CP is required to contact the Academy office as soon as possible and not later than 8:15 a.m. on the date of absence. In addition, a written and signed note (by the parent/CP) with the explanation is required upon the student's return and should be given to the assistant principal. For an absence to be lawfully excused per North Carolina School Law, it must contain a valid excuse (see list above) and be provided to the school within three (3) days of the student's absence. An absence may NOT be excused if a note is not provided to the school within three (3) days following the student's return. **A note from the parent/guardian may be used to excuse up to three absences. For any further absences a written excuse from the physician's office must be presented upon the student's return to school.**

C. After the first twenty (20) days of school, family or educational trips may be deemed excused absences for students in good academic standing at the discretion of the principal under the following conditions:

- The principal receives one week's advance written notice, and
- The principal determines that the reason for the trip is legitimate under North Carolina School Law and determines that the student is in good academic standing.

D. In all cases of absence, students are expected to complete all missed work in a timely manner.

E. An unexcused or illegal absence is an absence based on any reason other than those specified in Section A above pursuant to North Carolina School Law. Such an absence cannot be excused even upon presentation of a written explanation of the reason for the absence. Failure to provide a written explanation (see section B above) may also result in an unexcused absence.

F. A student who misses any portion of a school day, except for reasons set forth as excused absences, will ordinarily not be allowed to participate that day in any school-sponsored activity. **If a student is suspended within the week prior to a school sponsored event, including but not limited to the prom and field trips, the student will not be allowed to attend the school sponsored event even if their suspension ends before the day of the event.**

G. North Carolina Law requires that children between the ages of 7 and 16 years must attend school. Marjorie Williams Academy will diligently adhere to the North Carolina Compulsory School Attendance Law, including N.C.G.S. 115C-378.

Tardiness Policy

It is the responsibility of students to be on time for school and classes. The following rules relate to tardiness:

- A.** Students who arrive after 7:55 a.m. are required to report directly to the office. Lateness may be excused for reasons of illness, medical/dental appointment, and emergencies.
- B.** Classroom teachers will track students who are tardy to individual classes. Three (3) tardies under this section will be considered excessive and will be reported to the office and may result in lunch detention or social isolation.
- C.** For every tardy after the 3rd tardy, students may receive lunch detention or social isolation.
- D.** Students who are out of class with permission, but unnecessarily delay returning to class, will be considered tardy.
- E.** Excessive to school tardies, regardless of the time will be tracked by missed instruction time and result in an absence after 7 hours of missed instruction.

Early Dismissal

A note signed by a parent stating the time and reason why the student needs to leave early must be presented to the school office on the day of the early departure. Prior to leaving the school building, the departing student's parent/CP must sign out the student. If the student returns to school during the same day, he/she must present a written excuse to the office and sign the student back in to school. **No students are permitted to sign themselves in or out of school.**

Makeup Work

Students are entitled to make up work from all absences. Students are responsible for securing and arranging to make up work directly with their teachers. Make-up work shall be assigned at the discretion and convenience of the teacher and may be specific material missed by the student or maybe reinforcement or enrichment assignments.

Remote Learning Plan

Students/Parents/CPs are required to know and understand the Remote Learning Plan and be prepared to follow the plan in the event it is necessary to move to remote learning instruction. You can find The Remote Learning Plan posted on the website at <http://williamsacademy.org>

Health Care

As preventive measures, we encourage everyone to wash their hands often with soap and water, especially after a cough or sneeze (into the arm or tissue, please) and to avoid touching eyes, nose, and mouth.

CPs/Parents: Please do not send your children to school if they have been sick the previous night or morning in the cottage/home.

If children become sick during the school day, they will be sent to the office to call CP/parent. Please keep your child at home if they have any of the following symptoms:

- *Fever
- *Sore throat
- *Watering or discharging eyes
- *Skin rash, spots, or bumps
- *Nausea, vomiting, diarrhea, or chills
- *Lice
- *Has tested positive for COVID19, flu, or strep, or is showing symptoms of COVID19, flu, or strep.
- *A comprehensive list of COVID19 symptoms can be found here
<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

***** No student will be allowed to return to school until they have been fever-free without the aid of medicine (i.e. Tylenol) for at least 24 hours. The time out of school could be extended beyond 24 hours based on symptoms and the NCDPI/DHHS/CDC guidelines.**

Marjorie Williams Academy Medication Policy

Whenever possible all medicines should be given at home. If medications must be administered during school hours, Marjorie Williams Academy Board of Directors authorizes designated school personnel to administer medication prescribed by a physician and other practitioners authorized to prescribe medication upon written request and authorization of the Parent's/CP's/Guardian's as permitted by North Carolina General Statutes according to established procedures by NC general statutes (Legal Ref. G.S/ 115C 307C). Designated school personnel may include teachers, substitute teachers, teacher assistants or other school employees. The Board of Directors assumes no responsibility for students who self-medicate. Under absolutely no circumstances will a student be administered any medication without the written authorization from a Parent/CP/Guardian.

A. Prescription Medication

Whenever possible, prescription medication is to be given at home. If given at school, the following should be adhered to in giving prescription medications:

- Medication is to be brought to the school in the original container.
- Medication is to be properly labeled by the druggist.

It is the Parent's/CP's/Guardian's responsibility to inform the school of any changes in medication.

B. Allergic Reaction/Emergency Medications

In most cases, these medications are self-administered, however, school personnel should be present, and documentation should be followed.

It is the Parent's/CP's/Guardian's responsibility to inform school personnel of the potential emergency and to furnish the medication and any needed supplies according to the medication policy.

C. Over the Counter Medications

All medications administered at school require a written request and written authorization from the Parent's/CP's/Guardian and a physician or authorized prescriber.

Emergency Closing, School Cancellation, Inclement Weather

Marjorie Williams Academy does not transport and therefore is able to operate the school on most snowy days. However, during extremely bad weather, it may become necessary to delay school, cancel school or close school early. Once a decision has been made a message will be dispatched through our PhoneTree system and via email, in addition to being posted on our website at www.williamsacademy.org and on our Facebook page Williams Academy. Please be sure to check your answering machine/voice mail for notices.

In every case, we assume that parents will make their own, independent decisions about safe travel during such times. When Marjorie Williams Academy is open, if it is unsafe for families to travel from their homes to school, they should notify the school to let administrators know that they've deemed road travel from their homes unsafe. CPs/Parents and students must make necessary arrangements in case the school closes early. Plans must include person(s) who will be picking up the student at school. Students may not leave school with another student without written permission of the parent.

School Property

Students are expected to always respect school property. Damage to school property may result in a fee for damages and/or replacement. Malicious damage may also lead to disciplinary consequences.

Food

Outside food and beverages are not permitted in classrooms unless specifically approved by school staff. This includes snacks and food brought from home, the cottage, or the dining hall. Students may have **water only** in classrooms and throughout the school day, and water must be carried in a clear plastic water bottle (no glass containers).

Williams Academy encourages students and families to make healthy food and beverage choices during lunchtime. Water is the preferred beverage, and soft drinks, sport drinks, and energy drinks are discouraged.

The Community Eligibility Provision (CEP)

Marjorie Williams Academy is a CEP school. CEP provides an opportunity for schools and local educational agencies (LEAs) in high poverty areas to provide free breakfast and lunch to all students without discrimination or the burden of collecting and processing school meal applications for free and reduced-price meals.

Visitors to Campus

All visitors to the school, including parents, must enter and leave by the main front doors, and sign in at the office upon arrival. The principal may, at their sole discretion, deny access to any school space by any visitor.

Marjorie Williams Academy is a closed campus. Unless specifically permitted by school personnel, students may not leave school, nor have non-parent/ visitors at school during school hours. Students are not permitted to leave the school building at any time unless they are given specific permission by a faculty member and are under the supervision of a faculty member or school-approved adult supervisor. Exceptions to this rule may only be granted by the principal or designee.

Section Two: Student Conduct Policies & Procedures

Learning occurs best when teachers and students are well prepared for classes and a spirit of educational cooperation arises.

Code of Student Conduct: The Code of Student Conduct prohibits discrimination based on an individual's protected classification under federal law, including antisemitism as defined in G.S. 12-3.2.

Code of Academic Conduct

The Code of Academic Conduct requires that students:

- Attend all classes daily, unless excused by Academy personnel.
- Arrive on time to all classes with the necessary materials, as required by the teacher.
- Follow teachers' directions during classes, including field trips and outside of classes on the school grounds.
- Complete all work assigned by teachers.

The faculty and administration of Marjorie Williams Academy will strive to provide appropriate support and direction to any student who needs assistance meeting educational goals, including meeting the requirements of the Code of Academic Conduct. Marjorie Williams Academy strives to bring out the best in every student, including students who are having difficulties, while deterring any student from undermining the education of other students through actions which violate the Code of Academic Conduct.

Dress Code

Marjorie Williams Academy strives to create an environment which allows our students to concentrate on academic and character education of the highest quality. For this reason, we have a dress code. Our mandatory dress code is designed so that the clothing and physical appearance of an individual does not disrupt or distract from the educational atmosphere of the school and serves to reflect the dignity and seriousness of our educational environment. We believe that this dress code will take the learning

environment to an even higher level, will instill a common identity among students and pride in the school, and will create a safer and more disciplined learning environment.

No students will be allowed to attend school without being properly dressed according to our dress code policy. The policy is as follows:

- All Clothing should:
 - Be clean and in good repair.
 - Support, not disrupt, the learning environment.
 - Constitute no threat to health or safety (no chains, skulls and crossbones, bandanas, or jewelry/accessories with spikes or weaponry etc.)
 - Appropriately sized. No baggy or sagging pants are allowed.
 - Be tasteful and unable to be construed as provocative or obscene.
 - Worn appropriately (not inside-out or backwards; no rolled up pants legs, no pants inside of socks etc.).
- **Khaki/Brown pants, blue/black jeans, or ankle-length skirts with max 12-inch slit** (no capris, shorts, short skirts, or jumpers) – properly fitting - No “low rise” clothing is allowed. Pants must be worn with the waistband at or above the hipbone. All pant length should come to the ankle.
- Marjorie Williams Academy apparel **ONLY** – shirts, pullovers, and polos.
- Closed-toe shoes (preferably tennis shoes) – no Crocs, bedroom shoes, flip-flops, slippers etc..

Administration, faculty, and staff reserve the right to question, discourage, or not allow any attire considered to be in poor taste or disruptive to the educational process and social environment of the school.

DRESS CODE VIOLATIONS

- 1st Offense: Warning and parent/CP contacted to correct the infraction.
- 2nd Offense: 1 hour after school detention & parent/CP contacted to correct the infraction.
- 3rd Offense: 1 hour after school detention & parent/CP contacted to correct the infraction.
- 4th Offense: 1 hour after school detention & parent/CP contacted to correct the infraction.
- 5th Offense: Full Day of Social Isolation & parent/CP contacted to correct the infraction.
- 6th Offense: Full Day of Social Isolation & parent/CP contacted to correct the infraction.
- 7th Offense: Full Day of Social Isolation & parent/CP contacted to correct the infraction.
- 8th Offense: Out of School Suspension

Technology at School

Students are expected to read, understand, and sign the Marjorie Williams Academy Acceptable Use Form created by the technology team before using technology at Marjorie Williams Academy.

Questions about the Acceptable Use Form should be directed to the IT Director. **Cell phones, pagers, text message devices, iPod, MP3 players and other personal electronic devices may NOT be used at school.** Marjorie Williams Academy faculty and staff have discretion to implement additional limitations on electronic devices. If any such device is used at an inappropriate time, or in an inappropriate way, it will be confiscated until an Academy faculty or staff member has met with the student’s parent/CP.

All students will be assigned a laptop at the beginning of the school year that they **may not** take home. In the event of a state-wide school closure and the remote learning plan is implemented, a laptop will be assigned to the student to take home for the sole purpose of remote learning instruction. It is the responsibility of the student to ensure the laptop connects to work remotely. All guidelines in the Remote Learning Plan and Acceptable Use Policy are to be followed. In all cases the student is financially responsible for the laptop and any damage incurred while in the student's possession.

Williams Academy believes that students learn best through direct instruction, reading, writing, discussion, hands-on activities, and collaboration. Technology is used as a tool to support learning rather than as the primary method of instruction.

Student laptop use is generally limited to Fridays and must be for educational purposes only. Students may not use school technology for games, entertainment, social media, or other non-instructional activities unless specifically authorized by a teacher for instructional purposes.

Technology use in elementary grades is intentionally limited to support the development of foundational academic and social skills. Exceptions are made for state assessments, required educational programs, and other school-approved instructional activities.

Cell Phone & Wireless Device Policy - Quick Guide

- **What Counts as a Wireless Device?**
Cell phones, tablets, laptops, two-way radios, pagers, and gaming devices.
- **When Can Students Use Devices?**
With teacher's permission.
For medical or accessibility needs approved by IEP/504.
- **When Devices Are NOT Allowed**
During school hours.
During tests or exams
During assemblies, drills or performances
In restrooms or locker rooms
- **Enforcement Steps**
First Offense: Warning
Second Offense: Device taken, parent must pick up device
Third Offense: Possible suspension
- **Storage & Safety**
Devices must be off and stored away during restricted times
Teachers may collect and secure devices during tests or events
School is not responsible for lost, stolen, or damaged devices
- **Exceptions**
Medical needs (e.g., monitoring devices)
Accessibility needs in IEP/504 plans
Administrative approval

Artificial Intelligence (AI) Use

Williams Academy recognizes that Artificial Intelligence (AI) can be a valuable learning tool when used responsibly and with teacher approval. Students may use AI for activities such as brainstorming, research, organization, and study support when permitted by the teacher.

Students may not use AI to complete assignments, tests, or other work intended to measure their own learning, nor may they submit AI-generated work as their own. Unauthorized use of AI may be considered plagiarism, cheating, or academic dishonesty and may result in disciplinary or academic consequences.

Students and staff must not enter confidential or personally identifiable information into AI systems. All users are expected to use AI ethically, verify information for accuracy, and follow all school technology and acceptable use policies.

Artificial Intelligence is intended to enhance learning, not replace the critical thinking, problem-solving, reading, writing, and communication skills students must develop independently. The responsibility for learning remains with the student.

The Love and Logic Classroom, Sanctuary Model of Care, and Crisis Prevention Institute

A small, supportive K-12 school like Marjorie Williams Academy provides a unique opportunity for children to develop good and consistent habits regarding behavior, work, and character. Marjorie Williams Academy places special emphasis on this development to nurture and promote the whole child as the student moves through developmental milestones during their school years.

To develop consistent behavior habits, Marjorie Williams Academy strives to:

- Provide positive reinforcement at every opportunity.
- Create opportunities for children to demonstrate positive behavior.
- Develop and articulate appropriate behavior expectations at each grade level.
- Foster a relationship with parents/CPs to support student learning in the home and in the school.

To develop consistent work habits, Marjorie Williams Academy strives to:

- Set high expectations per grade level as to quality of work; and
- Value effort while promoting academic improvement.

To develop positive character development, Marjorie Williams Academy strives to:

- Create a mutually respectful environment in the classroom.
- Create opportunities for children to show gratitude and appreciation.
- Develop lesson plans to teach specific character skills and acknowledge their use by students.
- Provide positive reinforcement for cooperative learning.
- Build and reinforce conflict resolutions skills; and
- Provide opportunities for leadership.

For more information on Love and Logic, Sanctuary Model of Care, or the Crisis Prevention Institute, please visit the following websites:

<https://www.loveandlogic.com/> <http://www.sanctuaryweb.com/> <https://www.crisisprevention.com/>

Although the goal of these policies is to alleviate the need for punitive discipline, Marjorie Williams Academy is committed to always providing a safe and appropriate educational environment for all

students. Therefore, the principal and principal designee have discretion to apply disciplinary measures, as outlined below, when deemed appropriate to further that goal.

Disciplinary Code of Conduct

Marjorie Williams Academy functions as a partnership between students, school staff and CPs/parents. Students are expected to understand and comply with appropriate codes of conduct. In general, students are given greater responsibility and held to higher standards of accountability as they mature and rise through the grades in our school community.

Marjorie Williams Academy faculty and staff are expected to model, teach, and enforce appropriate codes of conduct. Parents/CPs are expected to work with students and school staff to promote understanding and compliance with appropriate codes of conduct and respect for school staff. All members of the Marjorie Williams Academy community should treat each other with respect and work together to create a safe environment that is conducive to learning and healthy development.

School property and personal property must be respected. State and federal laws must be followed. Our Disciplinary Code of Conduct always applies on school grounds and at other locations during school sponsored events.

Marjorie Williams Academy strives to avoid disciplinary problems by modeling and teaching appropriate behavior in accordance with Love and Logic and Sanctuary model of care. Teachers and staff will use their best judgment to handle each situation in the best interests of the student and the school. In the interest of consistency and predictability, Marjorie Williams Academy has established a framework of three Categories of Disciplinary Code Violations, as described below. Infractions and potential consequences listed are examples, and do not include all possible situations. For repeated problems, consequences will be progressive in application.

Marjorie Williams Academy's discipline and suspension policies for students with disabilities follow the North Carolina Procedures Governing Programs and Services for Children with Disabilities. Existing Marjorie Williams Academy policies that support information produced in this handbook, or policies being considered for adoption by the Marjorie Williams Academy Board of Directors, can be obtained by contacting Marjorie Williams Academy Office at 828-733-5241. Policies can also be viewed or downloaded by visiting our website www.williamsacademy.org and clicking on "School Operations" and "Policies and Procedures."

A. DISCIPLINARY CODE VIOLATIONS: CATEGORY I. CATEGORY I violations are the least severe violations, including, but not limited to:

- Non-compliance with faculty or administration directives.
- Using electronic devices (iPod, MP3's, pagers, cell phones, and other personal electronic devices) in violation of school policy, as outlined elsewhere in this document.
- Sharing music or electronic files.
- School dress code violations; and
- Public displays of affection.

Potential consequences of Category I violations include:

- Verbal warning from faculty at the time of the infraction and direction to change the behavior.
- Confiscation of the electronic device. The device will only be returned to a parent/CP with a reminder of the school policy regarding electronic devices; and
- Consultation with the principal and CPs/parents as necessary after repeated violations.

B. DISCIPLINARY CODE VIOLATIONS: CATEGORY II. The following are considered conduct violations which, while they do not cause direct physical harm to others, constitute a threat to the personal or educational rights of others, or a disruption of the educational process.

Examples of Category II violations include, but are not limited to:

- Inappropriate physical contact.
- Disruption of the classroom.
- Insubordination, including repeated Category I violations.
- Defacement of school property or the personal property of another student or member of our community.
- Emotional abuse of others, including teasing and bullying, whether verbally, in writing, or through a cell phone, computer, music or other electronic device.
- Use or distribution of profane or violent language or images, whether verbally, in print, or through a cell phone, computer, music, or other electronic device.
- Sexual, racial, or religious harassment, whether verbally, in print, or through a cell phone, computer, music, or other electronic device.
- Plagiarism or cheating. Including the use of AI such as ChatGPT etc.
- Truancy or skipping class.

Consequences of Category II violations include:

- Immediate referral to the principal.
- Parent/CP notification.
- Possible lunch detention, after-school detention, or social isolation; and
- Possible suspension from school for a period of one (1) to five (5) days, at the discretion of the principal. Before the student is allowed to return to school, the principal may require a Re-entry Meeting with the student and CP/parent to review expectations of behavior. Each individual teacher will work with the student on turning in schoolwork missed during this suspension.

C. DISCIPLINARY CODE VIOLATIONS: CATEGORY III. CATEGORY III VIOLATIONS are the most severe and are of a nature so serious as to violate state or federal laws and/or cause danger or harm to individuals or to school or personal property.

Category III violations include, but are not limited to:

- Physical or sexual assault.
- Communication of threats.
- Possession of a weapon, including any knife, any firearm, or any air or CO2 powered weapons, such as BB, paintball, and air soft guns.
- Performance of any act leading to the endangerment of others, including tampering with any safety device on school property.
- Theft or willful destruction of property belonging to the school, a fellow student, or other member of our community.
- Possession, use, or distribution of illegal drugs.

- Possession or use of tobacco products.

Consequences of Category III violations include:

- Immediate removal from the classroom and referral to the principal.
- Parent/CP Notification.
- Suspension of up to ten (10) days, at the discretion of the principal.
- Possible referral to law enforcement officials.
- Possible expulsion, particularly in cases of premeditated physical or sexual assault, or possession of a firearm on school grounds.

CP/PARENT WILL BE NOTIFIED OF ALL CATEGORY II AND III VIOLATIONS AND MAY BE NOTIFIED OF CATEGORY I VIOLATIONS. Marjorie Williams Academy strives to promote appropriate behavior through cooperation and consultation between the school, the student, and the CP/parent. Consequences for misconduct are cumulative and each violation does not stand alone, but rather the nature and number of other violations are considered. Marjorie Williams Academy is committed to always providing a safe and appropriate educational environment for all students.

Students with Disabilities

Procedures for disciplining a student with a disability will be determined on a case-by-case basis in accordance with the Individuals with Disabilities Education Act (IDEA). The following will be considered in determining the disciplinary action:

- The length and type of disciplinary action the school proposes to take.
- The nature of the conduct that led to the disciplinary action; and
- Whether the conduct is found to be connected to the student's disability.

For more information on disciplinary procedures for students with disabilities, please refer to our website at www.williamsacademy.org click on "Exceptional Children" tab.

Restroom Policy - Restroom trips allowed only during the assigned class time on the bathroom schedule. Only one student is allowed in the restroom at a time. In the event that a student needs to go to the restroom, the student should seek permission from the teacher, sign out/back in using the teacher's restroom logbook.

Flow of Traffic

DRIVING ON MARJORIE WILLIAMS ACADEMY'S CAMPUS

To create a safe and efficient flow of traffic through our parking areas and in front of the school building, everyone who drives on Marjorie Williams Academy's campus is expected to adhere strictly to the following expectations. Faculty will be present during morning drop-off and afternoon pick-up. Drivers and passengers should always obey directions from the faculty.

The following expectations always apply to ensure safe and efficient flow of traffic.

1. After the first 10 days of school parents/CPs are discouraged from walking their student(s) to class. If you must enter the building to drop off or pick up your student, you must park in a designated parking place located at the front of the school. No vehicle should be left unattended in front of the school unless it is parked in a designated parking space.
2. Traffic flow in front of the building is always one way. Follow the arrows.

3. All drivers are expected to always drive defensively on campus. Drivers should never talk on mobile phones while their vehicle is in motion on campus.
4. Passengers should enter and exit vehicles from the curb side ONLY and NEVER from the driver's side of the vehicle.

Student Parking Policy

Marjorie Williams Academy is NOT responsible for any theft, damage, or vandalism to a vehicle while on school property. A student parks at their own risk and parent(s)/CP/guardian hereby agree that the use of the parking lot is at the student's and parent's own risk. Drivers must always exercise caution and observe the campus speed limit of 15 miles per hour or lower, as posted. **SHOW COURTESY TO PEDESTRIANS AT ALL TIMES.** Parking a student car on the Marjorie Williams Academy campus is a privilege. To gain and maintain this privilege a student must register his/her car in the office and drive safely. Student parking is permitted in spaces in front of the Hayes Fine Arts Building. Students may not park in the spaces in front of the Academy or behind the gym from 7:00 a.m. to 3:45 p.m. Parking along curbs or in other spaces not designated for parking is prohibited.

Please note: Marjorie Williams Academy administrators have the right to search your vehicle if it is on Marjorie Williams Academy Campus. The vehicles are also subject to random sweeps by canine units trained in detecting illegal substances.

Because it is necessary to maintain emergency and business access to the campus, cars blocking fire lanes, emergency exits etc. will be towed at the driver's expense.

To be able to drive a car to school:

- Complete Student Parking Policy Form
- Complete and sign application
- Provide copy of his/her driver's license
- Provide copy of current proof of insurance

Discrimination, Harassment, and Bullying Policy & Procedures

Marjorie Williams Academy is committed to providing an environment that is conducive to learning, free from improper and illegal discrimination and harassment, particularly that which is based on race, religion, gender, ethnicity, national origin, disability, or any other legally protected classification. Furthermore, Marjorie Williams Academy is committed to promoting the worth and dignity of all individuals, regardless of race, religion, gender, sexual orientation, ethnicity, national origin, or disability. The faculty and staff will establish and maintain an atmosphere in which students can develop attitudes and skills for effective, cooperative living, including the following:

- Respect for individuals as noted above.
- Respect for cultural differences.
- Respect for economic, political, and social rights of others; and
- Respect for the rights of others to seek and maintain their own identities.

Any student who believes she/he is the victim of harassment, bullying, and/or discrimination should immediately inform a teacher or adult whom they trust. Students may also directly inform the principal.

Discrimination involves intentionally treating anyone in an unequal or disparate manner because of that person's inherent or natural personal characteristics when such treatment causes the victim to suffer

adverse educational, employment, or other school-related consequences. Harassment is any unwelcome offensive verbal, nonverbal or physical conduct that is sufficiently severe, persistent, or pervasive as to significantly affect the conditions of one's employment or a student's learning. Harassment includes but is not limited to the following: abusive jokes, insults, slurs, name calling, threats, bullying or intimidation, unwelcome sexual advances, or the exchange of benefits for performance of sexual or other favors.

Bullying includes behaviors or communications, explicit and implicit, by one person or group toward another person or group that intimidates, threatens, or otherwise reasonably places the recipient(s) in fear of harm to person, property, or reputation. Bullying can occur in person, through traditional forms of communication, and electronically via such means as social media, e-mail, text messaging and similar venues.

Discrimination, harassment, and bullying are prohibited at school and during school-related activities between students, employees, school agents, volunteers, visitors and any other person associated with or under the control of the school.

Procedures established by the school for reporting suspected discrimination, harassment or bullying shall be followed in any instances involving such conduct. Marjorie Williams Academy prohibits reprisal or retaliation against any person who reports an act of discrimination, harassment, or bullying. This policy, however, shall not be used to bring frivolous or malicious complaints.

The principal is authorized and expected to establish training and administrative procedures to help eliminate discrimination, harassment, and bullying and to foster an environment of understanding and respect for all individuals.

Sexual Harassment Policy

Of the various types of harassment, sexual harassment is worthy of special considerations beyond those applicable under the school's general Harassment Policy. No employee or student shall engage in sexual harassment against any other student, employee, or another person in the school community. Sexual harassment includes any unwelcome sexual advance, request for sexual favors, or sexually suggestive comments when:

- Submission to the conduct is made either explicitly or implicitly on a term or condition of an individual's employment or education.
- Submission to or rejection of such conduct by an individual is used as a basis for student or employment decisions affecting such individual.
- Such conduct has the purpose or effect of interfering with an individual's academic or work performance or creates an intimidating, hostile, or offensive working or educational environment.

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

A hostile environment exists if the conduct of a sexual nature is sufficiently severe, persistent, or pervasive to limit a person's ability to participate in or benefit from the educational program or creates a hostile or abusive educational or work environment.

Romantic or sexual advances toward students by employees or romantic or sexual relationships between school employees and students are always prohibited in all circumstances. School employees are prohibited from engaging in romantic or other inappropriate relationships with students and are required to report such relationships or reasonable suspicions thereof, to the principal or other appropriate supervisory official. Procedures established by the school for reporting suspected sexual harassment shall be followed in any instances involving such conduct.

Procedures for Handling Discrimination, Harassment, and Bullying

1. Any student who believes s/he is the victim of harassment, bullying, and/or discrimination should immediately inform a trusted teacher or advisor. Students may also directly inform the principal. Students are also encouraged to inform their CP/parent.
2. Any adult (faculty, parent volunteer, visitor, et al) who believes s/he is the victim of harassment, bullying, and/or discrimination should immediately inform a member of the administrative leadership team.
3. When anyone reports harassment, bullying, and/or discrimination to a school employee, that employee shall notify the principal as soon as possible and within 24 hours.
4. If the Principal is involved in the allegation, then the employee should notify the Chair of the Board of Directors.

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law which governs the maintenance of student records. Under the law, parents of students and/or students who are at least 18, have both the right to inspect records kept by the school about the student and the right to correct inaccuracies in records. Access to the records by persons other than parents or the student is limited and generally requires prior consent by the parents or student.

Marjory Williams Academy classifies the following as directory information: student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight, and height of members of athletic teams, dates of attendance, degrees and awards received, and most recent previous educational agency or institution attended by the student. Any parent or eligible student who objects to the release of any or all this information without his/her consent must notify, in writing, the Principal of Marjorie Williams Academy. The objection must state what information the parent or student does not want to be classified as directory information. If no objection is received within seven (7) days of the first day of school, the information will be classified as directory information until the beginning of the next school year.

If you believe that Marjorie Williams Academy has failed to maintain the privacy of the record of your child, you may file a complaint with the principal of the school. You will be asked to write down the incident that you believe to be in violation of the right of privacy act, and the persons you believe breached this privacy. You may also file a complaint about the failure of Marjorie Williams Academy to comply with the Family Educational Rights and Privacy Act at the same time you file such a complaint as described above. The address is: FERPA Office, Department of Education, 330 Independence

Avenue, S.W., Washington, DC 20201. You may file a complaint with the Department of Education without filing a complaint with the local unit.

Section Three: Academics Policies & Procedures

Grading Policy

Marjorie Williams Academy strives to have clear expectations for students. The school year at Marjorie Williams Academy is divided into two semesters, which are subdivided into two 9-week grading periods. Each teacher is required to post/provide the following information:

- Class expectations
- Grading policy
- Homework policy
- Course outline

To provide a supportive and encouraging learning environment for students the following system for assessing student's academic development is used:

Kindergarten – Eighth Grade - Depending on the substance of the course work, a student will receive an indication of progress based on the R/B/D/P/M Standards Based Grading Scale, which is defined as follows:

Remedial = 1 this describes the level when a student lacks foundational knowledge to grasp a new concept or does not progress after repeated instruction.

Beginning = 2 this describes the level expected when a new concept is introduced.

Developing = 3 the student completes 50% of the concept correctly.

Proficient = 4 the student can complete 80% of the concept correctly.

Mastery = 5 the student can complete 90% of the concept correctly.

Marjorie Williams Academy High School Grading Scale (N.C. 10pt Grading Scale)

A = 100 - 90

B = 89 - 80

C = 79 – 70

D = 69 – 60

F = 59 – 50

NEP- No Evidence Provided = 0

All courses taken by students must fit within the requirements or electives in the NC Standard Course of Study and the PowerSchool coding system for transcripts.

Academic Intervention Policy / MTSS

According to the North Carolina Department of Public Instruction, a student “at risk” is a young person who, for whatever reason, may experience low achievement, unless interventions occur to reduce the risk factors. Teachers systematically assess students through formative assessment to ensure that each student is working at grade level. If concerned, teachers will follow these steps:

- Inform the parents.
- Describe interventions that are presently being used in class.
- Suggest interventions for CP/parents to do at home.

- Assess progress.
- If significant progress is not made, the teacher will write a Personalized Education Plan (PEP) that lists interventions previously used, as well as new interventions.
- Teachers and parents continue to assess progress; and
- If further action is needed, the teacher will consult with the MTSS Committee and Exceptional Children Department, to see if further intervention is needed.
 - MTSS – for more information visit www.williamsacademy.org “MTSS”

Child Find

Summary Points

- If the school has a concern about any child, ages 3 through 21, we are obligated to address that concern by convening either a MTSS meeting to begin the intervention process and/or an IEP team meeting to discuss pursuing an evaluation for special education.
- An evaluation will help an IEP team determine if a student meets criteria to receive special education services, including specially designed instruction.
- If you as a parent have concerns about your child, we are obligated to address that concern.
- If you would like your child evaluated for EC services, you need to put that request in writing (we would be glad to help you if needed) and we are obligated to convene an IEP meeting to discuss that concern, and if deemed necessary, complete an evaluation.
- If someone other than the parent/guardian or school staff has concerns about your child, we are required to inform you of that information within 30 days and convene a meeting to discuss those concerns and to determine if an evaluation for services is necessary.

Childfind Rules from Policies Governing Services for Children with Disabilities:

- A. Marjorie Williams Academy has policies and procedures in effect that ensure that:
 - All children with disabilities, ages three through 21 enrolled at Marjorie Williams Academy, including children who are homeless or are wards of the State, regardless of the severity of their disability, and who need special education and related services, are identified, located, and evaluated.
 - All children with disabilities ages three through 21, who are parentally placed in a private school located in Avery County, including students being homeschooled, regardless of the severity of their disability, and who need special education and related services, are identified, located, and evaluated; and
 - A practical method is developed and implemented to determine which children are currently receiving needed special education and related services.
- B. Use of term developmental delay. The following provisions apply with respect to implementing the child find requirements of this section:
 - Developmental delays apply to children in Avery County aged three through seven.
- C. Child find must also include:
 - Children who are suspected of being a child with a disability and in need of special education, even though they are advancing from grade to grade; and
 - Highly mobile children, including migrant children.
- D. Timeline for responding to a notification made by a person other than parent or LEA.
 - Within thirty (30) days of receipt of written notification of concerns regarding a child, Marjorie Williams Academy shall issue a written response to the child’s parent. The response

shall include either an explanation of reasons Marjorie Williams Academy will not pursue the concerns or a date for a meeting in which Marjorie Williams Academy and parents will review existing data and determine whether a referral for consideration of eligibility for special education is necessary. Such a meeting must be held within a reasonable amount of time.

Speech-Language Services – Speech-Language Services are provided after school by a contracted speech-language pathologist. If it is determined that a student needs speech-language services, the parent will be contacted by the school to discuss the student's service schedule and a permission form will be provided to the parent outlining the terms of the service times.

Parent/Guardian – Teacher Conferences

Research shows that students whose parents/guardians are involved in their child's education have a higher rate of academic achievement. Attending parent-teacher conferences is a way to be involved and help your child succeed. Parent/guardian teacher conferences are opportunities for a child's parent/CP/guardian to meet with the child's teacher and discuss how the child can best succeed in school. Marjorie Williams Academy teachers will set aside a mutually agreed upon time for parent/guardian conferences. Contact your child's teacher directly to schedule an appointment. The two-way communication goes beyond the report card to bring out more facts and to create better understanding of the child's progress. Together, the parent/guardian and teacher form the ideal partnership to help the child.

Elementary School Promotion

Students in the elementary grades (K-5) will be promoted or retained on an individual basis based on a consideration of the following criteria: social readiness, level of parental support, making satisfactory progress in both language arts and math, and, as appropriate, achieving a III or better on the End of Grade Examinations (including retests). When a child is being considered for retention, the final decision is made, not only based on the above criteria, but also through the collaboration of teachers, administration, and the EC department. The final determination of whether to retain a student rest with the principal.

Middle School Promotion

Before receiving a recommendation for promotion, students in middle school (grades 6– 8) will be promoted or retained on an individual basis based on a consideration of the following criteria: social readiness, making satisfactory progress in both language arts and math, and, as appropriate, achieving a III or better on the End of Grade Examinations (including retests). When a child is being considered for retention, the final decision is made, not only based on the above criteria, but also through the collaboration of teachers, administration, and the EC department. The final determination of whether to retain a student rest with the principal.

High School Promotion

Students entering high school must pass certain required courses, in addition to earning a minimum number of credits, to be promoted to the next grade level. Students will be promoted according to the following standards:

To be promoted to the 10th grade, a student must have earned at least six credits.

To be promoted to the 11th grade, a student must have earned at least 12 credits.

To be promoted to the 12th grade, a student must have earned a minimum of 20 credits and be able to satisfy all graduation requirements within the remaining two semesters. Students must complete a minimum of 24 credits including all required courses, and pass all tests required by the state of North Carolina before receiving a high school diploma.

OCS | Transition | Graduation Requirements

Graduation Requirements and Occupational Course of Study (OCS)

The Occupational Course of Study (OCS) is one of the pathways to earn a high school diploma. This course of study is available for those students with disabilities who are specifically identified for the program. It is intended for students who function significantly below age and grade level expectations. The primary characteristics include a documented history that the student requires at least three of the following:

- Intensive, daily explicit instruction throughout the school day to address significant deficits in reading and math.
- Multiple/varied strategies to address significant deficits in language processing and/or communication.
- Direct instruction and repeated practice to address significant deficits in adaptive behavior skills (age-appropriate behaviors necessary to live independently & to function safely & appropriately in daily life), with at least one deficit noted within the following areas: social/interpersonal, self-care, home-living, use of community resources, self-direction, functional academics, work, leisure, safety, and communication.
- Multiple repetitions and opportunities for hands on instruction to address significant deficits in attention & short-term memory.

The OCS curriculum prepares students to be competent and dependable employees, as well as independent and responsible adults. The curriculum focuses on the development of functional academic skills and hands-on vocational training with the ultimate outcome of transitioning the student from high school into competitive employment.

Students following the Occupational Course of Study must pass the following 22 credits plus any local requirements:

Four English credits that shall be:

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

Four Mathematics credits that shall be:

1. Introduction to Mathematics
2. NC Math I
3. Financial Management
4. Employment Preparation IV: Math (to include 150 work hours)

Three Science credits that shall be:

1. Applied Science
2. Biology
3. Employment Preparation I: Science (to include 150 work hours)

Four Social Studies credits that shall be:

1. Founding Principles of the United States of America and North Carolina: Civic Literacy

2. Economics and Personal Finance
3. Employment Preparation II: Citizenship 1A (to include 75 work hours)
4. Employment Preparation II: Citizenship 1B (to include 75 work hours)

One Health and Physical Education credit:

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

Two Additional Employment Preparation Education credits, which shall be:

1. Employment Preparation III: Citizenship II A (to include 75 work hours)
2. Employment Preparation III: Citizenship II B (to include 75 work hours)

The work hours included in Employment Preparation I, II, III, IV shall be as follows:

1. 150 hours of school-based training work with activities and experiences that align with students' post school goals, and
2. 225 hours of community-based training, and
3. 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours.
4. Total work hours: 600

Four Career/Technical Education Elective credits

A career portfolio

Completion of the student's IEP objectives

Contact: Taylor Benfield tbenfield@williamsacademy.org

Graduation Requirements – General Education

A high school student earns one (1) unit of credit for each class passed and twenty-four (24) units are required for graduation, as outlined below.

- **Four sequential English credits which shall be:**
 - English I
 - English II
 - English III
 - English IV
- **Four Mathematics credits which shall be either:**
 - NC Math 1, 2, and 3 and a fourth mathematics course to be aligned with the students' post high school plans
 - In the rare instance a principal exempts a student from the Future-Ready Core mathematics sequence, except as limited by N.C.G.S. §115C-81(b), the student will be required to pass: NC Math 1 and Math 2 plus two additional courses identified on the NC DPI Math options chart.
 - Notes: A fourth-level mathematics course is required for UNC minimum requirements, this includes Math IV, Precalculus, and other higher level courses.
- **Three Science credits which shall be:**
 - A physical science course
 - Biology
 - an earth/environmental science course

- **Four Social Studies credits which shall be:**
 - Founding Principles of the United States of America and North Carolina: Civic Literacy
 - Economics and Personal Finance
 - American History
 - World History
- **One Health and Physical Education credit:**
 - Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation.
 - Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.
- **Two Elective credits of any combination from either:**
 - Career and Technical Education (CTE) or
 - Arts Education or
 - World Language
 - Note: For clarification, possible elective combinations may include 2 World Language credits; or 1 CTE credit and 1 Arts Education credit; or 2 CTE credits; or 1 Arts Education credit and 1 World Language credit; or other combinations from a, b and c.
- **Four Elective credits from the following (four-course concentration recommended):**
 - Career and Technical Education (CTE)
 - ROTC
 - Arts Education (e.g., dance, music, theater arts, visual arts)
 - Any other subject area or cross-disciplinary courses (e.g., mathematics, science, social studies, English and dual enrollment courses)
- **Graduation Project** – all seniors will be required to complete a local graduation project.

As testing requirements change, Marjorie Williams Academy policy will be amended to reflect changes that the state of North Carolina mandates for all public schools.