

# *Upchurch Elementary Parent/Student Handbook*



***2023-2024***

*"The Upchurch Experience -  
Build Success The Upchurch Way"*

*We ♥ our school!*

**THIS HANDBOOK IS PROVIDED AS AN INFORMATION SOURCE FOR UPCHURCH ELEMENTARY STUDENTS AND THEIR FAMILIES. IN THE EVENT OF ANY INCONSISTENCY BETWEEN THIS HANDBOOK AND THE HOKE COUNTY SCHOOLS BOARD OF EDUCATION POLICY MANUAL, THE BOARD OF EDUCATION POLICY MANUAL WILL CONTROL.**



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## Hoke County Schools' Mission Statement

Hoke County Schools creates a student focused learning community that fosters high expectations for all stakeholders, promotes lifelong learning, provides individualized support, and prepares students for success.

## Upchurch's Mission Statement

**E**veryone soars with high expectations

**A**ccountable with success

**G**rowing critical thinkers

**L**ifelong learners

**E**ncourages others in a safe, supportive, and orderly environment.

## Upchurch's Vision Statement

Upchurch Elementary School is a trusted community partner providing an inclusive and supportive environment that cultivates positive relationships where future-ready students can thrive while becoming successful dreamers, thinkers, and achievers prepared for a globally competitive society as teachers engage them in authentic learning opportunities.

## Beliefs

- Learning is a lifelong pursuit.
- Students learn in diverse ways.
- A caring environment promotes academic growth.
- Acknowledgment of accomplishments increases student performance.
- The education of our students is the responsibility of the **TOTAL** school community.
- The ability to make good decisions increases positive self-concept, promotes learning, and increases appropriate behavior.
- We love our school!

## MEET YOUR PRINCIPAL and ASSISTANT PRINCIPAL



Dear Parents and Students,

I love Upchurch Elementary School and it is an honor and a great pleasure to be the principal of Upchurch Elementary School. I welcome you to the 2023-2024 school year. Our theme this school year is

“Building Success- The Upchurch Way”

An Eagles’ greatest characteristic is the ability to soar. This year we will continue to soar to academic success and excellence by ensuring that students are college and career ready. My personal goal is to build, maintain, and nurture the relationships within our school to ensure your child’s success. I recognize that to be successful in school our children need support from the home and school. I know that a strong partnership with you will significantly impact your child’s education.

Let’s establish our just cause, leave a legacy and make this year the best year of your child’s educational journey!

Sincerely,

Devona McPhatter-Graham  
Principal

Dear Parents and Students,

Welcome to the 2023 - 2024 school year! I am Jessica Shaw, and I’m proud to be your assistant principal. I am a native of Hoke County and love my community. I’ve served my community by teaching third grade math and science at Rockfish Hoke Elementary School, and serving as the assistant principal at Sandy Grove Elementary school. I aspire and plan to build positive relationships with both the students and parents at Upchurch Elementary School, as I know the benefit and power in us working together. I believe that every student is capable of learning and growing, and it is my mission to put support and personnel in place to establish an institution in which that can take place. It is an honor to serve you. I look forward to working together as we soar to new heights this year. We are under construction, Eagle family. Let’s get to work and build something great!

For the Children,

Jessica Shaw  
Assistant Principal

## Disclaimer

By no means is this manual all-inclusive. The school *retains the right to alter or vary* the application of these rules. This handbook is intended to help parents, students, and school personnel work together. Many guiding statements are included in this document but do not cover every situation. As new policies or regulations are developed by the school board, the State or Federal Statutes, additions and/or deletions will be made to this manual. School employees will make every effort to help students understand what is expected of them.

## After School Care

An After-School Care program is available at Upchurch five days a week for \$40 per week. There is a \$10 application fee for new students enrolling in the program. Students enrolled in our childcare program are encouraged to have school insurance. The hours for ASC are 2:45 until 5:30 PM.

## School Fees

Our school collects school fees from each student. The fee is **\$10.00** and is a part of the child's supply list. It is paid in total to your child's teacher. The purpose for the fee is to purchase your child's picture ID, the lanyard for the ID, your child's communication folder, and other classroom supplies and instructional materials throughout the year.

## Americans with Disabilities Act

No otherwise qualified individual with a disability shall, solely because of his or her disability, be excluded from participation in, be denied the benefits of, or be subject to discrimination from any program or activity in the school. Qualified disabled students are entitled to a free appropriate public education. Disabled persons who believe they have been subjected to discrimination based on disability may appeal to the Director of Exceptional Children of Hoke County Schools. The director can be reached through the Board of Education at 310 Wooley Street, Raeford, NC 28376.

## Attendance Expectations

### Attendance Requirements

GS 115C-378...(a) Every parent, guardian, or custodian in this State having charge or control of a child between the ages of 7 and 16 years shall cause the child to attend the school continuously for a period equal to the time which the public school to which the child is assigned shall be in session. Every parent, guardian, or custodian in this state having charge or control of a child under age seven who is enrolled in a public school in grades K through 2 shall also cause the child to attend the school continuously for a period equal to the time which the public school to which the child is assigned shall be in session unless the child has withdrawn from school.

You do not need to call the office on the day of your child's absence. However, when a student must miss school, a written note signed by a parent/guardian must be presented to the teacher within 48 hours of returning to school; otherwise the absence will be recorded as unlawful.

### No documentation = unexcused absence

**Students leaving school before 11:30 AM, even on a half day, are considered absent for the entire day. Once a student is considered absent, they are unable to attend any after school activities.**

#### Excused Absences:

1. personal illness or injury;
2. death in the immediate family;
3. medical or dental appointment; (must provide doctor's note)
4. court or administrative proceeding;
5. religious observance;
6. Deployment Activity

#### Unexcused Absences: (to include, but not limited to)

1. Missing the bus or other transportation issues.
2. Family vacations (unless related to deployment of a parent)
3. Illness/medical appointments of family members
4. Cold weather
5. Alarm clock did not go off.

If you get a notification from the school about attendance issues, it is important that you get in touch with the **School Social Worker** immediately. Delaying response to any correspondence could result in further action by the school. As a parent, you are responsible for your child's regular attendance at school. School staff will work with you to keep you notified of any problems with your child's attendance.

1. **Teachers** will submit student names to the school social worker who have accumulated **3 absences**.
2. Once student names are submitted to the school social worker, parent contact should be made within **48-72 hours**. Additionally, school social workers will keep an attendance communication log. The school social worker and dropout prevention specialists will also monitor and follow-up with students. If direct contact is not made, a return email or phone call from the parent is required.
3. The school social worker will utilize student attendance tracking in PowerSchool to monitor students who have reached **three or more unexcused absences**.
4. An Attendance Action Plan will be developed in collaboration with the student, parent and school team, if the student reaches six unexcused absences. The Purpose of the Action Plan is to work with the child's family to analyze the cause of absences and to determine the reasons that the student is not in compliance with the North Carolina Compulsory Attendance Law and the HCS Attendance Policy. The Action Plan should include ways to remove barriers; implementation of intervention strategies, identification of resources and other supports to ensure that parents/students are in compliance with the North Carolina Attendance Laws.

Our classes are live and highly interactive, with students regularly interacting with their teachers and peers and participating in class discussion. The students are expected to attend classes and fully participant in each class, contributing to the class dynamic and success of the entire cohort. There are, of course, circumstances, both planned and unplanned, in which students must miss a class. Whenever possible, we ask that students alert their instructor of their

absence before missing class. In such circumstances, we will work with the families to provide support for missed classes, and discuss missed assignments with the student via phone or email, or once the student returns to class.

### **School Hours**

- The school building opens for students at 7:15 AM. Prior to 7:15 AM supervision is *not available* for students. **(Please DO NOT drop students off before 7:15 AM).**
- **To allow for a safe environment children should not arrive on campus before 7:15 AM and will not be allowed to enter the building prior to this time.** Staff members are not required to be on duty until 7:15 AM. The front office will be open daily from 7:15 AM to 4:00 PM.
- Pre-K - 5th grade car riders are dismissed at 2:40 PM.
- All students will be released by 2:45 PM.

### **Tardy Policy**

The instructional day at Upchurch Elementary will start promptly at **7:45 AM**. A student dropped off after 7:45 is considered tardy. **Tardiness has a negative impact on learning.** Students who are tardy miss the beginning of the instructional day and activities that are used to review the previous day's concepts which set the pace for new learning. The North Carolina Department of Public Instruction requires every student to attend school a minimum of 150 days (1000 hours). **Students who have excessive tardiness are not able to meet the attendance requirements set forth by the state department. If your child attends Upchurch due to reassignment, please adhere to the reassignment guidelines.**

Upchurch Elementary Staff has adopted a **"Zero Tolerance"** to tardiness and expects all students to be in class, ready for instruction no later than 7:45 AM every day. Students who arrive at school after 7:45 AM **must be escorted by a parent/guardian to be signed in at the Main Office. Please do not drop students off after 7:45 AM without coming to the Main Office to sign them in for the day.** Help us keep our students safe!

#### **Tardies**

5 – 10  
10 - 20

More than 20

#### **Consequence**

Letter notification from the school  
Required parent conference with Social Worker, administration, and Guidance Counselor.

Notification to local Truant Office and the Superintendent of Hoke County Schools; Intervention by the Social Worker.

### **CHECK-IN Procedures:**

- ❖ Students **must** be checked in through the front office after 7:45 AM. Students will be given a pass to give to the teacher. **Students that are checked in after 11:30 AM are still considered absent.**
- ❖ If a student is late, **a Parent/Guardian must** sign the student in for the day at the main office.
- ❖ Parents are **not allowed** to drop students off along the side of the road. Students must be escorted by the parent to the main office to be signed into school for the day.

### **CHECK-OUT Procedures:**

- ❖ Students must be checked-out through the front office. ***Only persons listed on the Emergency Contact Form will be allowed to check out students. IDs must be presented. No student will be allowed to be checked out of school at 2:00 PM or after .***
- ❖ Our instructional day ends at 2:40 PM. **A student will not be permitted to be signed out after 2:00 PM.**

### Early Dismissals

- ❖ During our early dismissal days, the school day ends at 12:30 PM. **A student will not be permitted to be signed out after 11:30 AM.** Please refer to the district's traditional calendar for early dismissal days.

## **Bullying/Cyberbullying**

### Hoke County Schools Bullying Policy

**Bullying is a form of harassment. Bullying means the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted or emotional abuse, or through attacks on the property of another. Bullying is a pattern of harassing or intimidating behavior over a period of time.**

Reporting and Procedures:

1. Forms of bullying may include (without limitation) any of the following behaviors or any combination thereof: verbal taunts, name-calling/put-downs, extortion of money or possessions; implied or stated threats; exclusion from peer groups.
2. Upchurch has an anonymous reporting form to be used by students, parents, or staff. The anonymous reporting form is located in the guidance counselor's office or a note can be placed in the Bully Box across the hall of the Principal's office door. Students in grades 3-5 have the option of filling out a Google Form if they choose. A copy of this form can be found in the back of this handbook.
3. All school employees are required to report alleged violations.
4. Parents of both the possible victim and the witnesses will be contacted in order to start an investigation.
5. During the investigation, the findings will be documented.
6. After the investigation, the administration will determine whether the policy and or state law have been violated.
7. Administration will determine appropriate discipline.

### Consequences for Bullying

**First violation** – Referral to PBIS/MTSS Teams; Intervention Plan developed in conjunction with the school administrator, student, parents, guardians, and appropriate staff; 1-5 days suspension.

**Second offense** - 5 day suspension, review and strengthening of the Intervention plan with the school administrator, student, parents, guardians, and appropriate staff; Convene Student Assistance Team.

**Third offense** - 10 day suspension and recommendation for long-term suspension; parent conference, refer to appropriate agency, if necessary.

\* If any of the acts of teasing, bullying and harassment continues under the third offense after the implementation of the listed consequences, a recommendation for long-term suspension may be considered. Referral to the Juvenile Services Department and Department of Law Enforcement will be made as appropriate and/or required by law.

## Cafeteria/Food Services

Students will eat Breakfast in the classroom for our Breakfast in Classroom Initiative and students will eat lunch in the cafeteria. ***Parents/Visitors are not allowed to eat lunch with students without prior permission from the administration. Prior approval is required and in place at least 48 hours in advance.***

A nutritious breakfast and lunch is served daily in a self-service line. Students are encouraged to participate in the lunch program. Upchurch is a Community Eligibility Provision (CEP) school which means all students eat at no cost to the parent. Therefore, we encourage our students to take advantage of these meals. Money can be placed on student accounts for additional snacks during lunch. However, students will not be permitted to purchase snacks if there is no money on the student's account to purchase the snacks. Your child will be given a number for his/her cafeteria account. Please direct questions regarding your child's lunch account to the cafeteria staff. Breakfast will be served each morning from 7:30 AM – 7:50 AM. Students will be provided breakfast in the classroom. Monthly menus will be provided on the school's website and the district's website.

## Diet Orders

If your child has allergies or **requires special dietary needs, an application must be on file with the child nutritionist for the district, the cafeteria manager and the school's nurse.** A copy of this form can be retrieved at the main office. A copy of the diet order will be given to the district's child nutritionist, the school nurse, the classroom teacher, and the cafeteria manager. **Please ask for this application to ensure proper nutrition is being provided for your child.** If you have any questions about the Diet Order, you may consult the school nurse or cafeteria manager.

### Cafeteria Rules:

**This year students will eat in the cafeteria.**

**Teachers are not allowed to warm food for students.**

**Students are to follow the rules and procedures for the cafeteria:**

1. Stand quietly in line until you are served.
2. Use good table manners.
3. Eat all your food before talking quietly.
4. Soft drinks are not recommended for lunch.
5. Take care of your lunch box or tray, and throw all trash away.
6. Leave the dining areas clean and neat.



## Cell Phones/Electronics- Hoke County Rule

Cell phones, smart watches, tablets, walkie-talkies, PDA devices, digital cameras, and other electronic devices **may not be audible, visible, or used in any way during the school day**, including on the buses, except under the direct supervision and permissions of a school staff member, such as when a student is allowed to call a parent in the event of an emergency or to utilize for a classroom activity. Only when a teacher/staff member has given permission to use these devices for instructional purposes, will they be allowed. These devices are to be kept out of sight during the instructional day, preferably in the student's bookbag or purse.

**The school is not responsible for the loss, damage, or theft of any personal electronic device brought to school.**

First Violation: Teacher/staff member will confiscate the device and return to the student at the end of the school day.

Second Violation: Teacher/staff member will confiscate the device and allow a parent to pick it up at the end of the day.

Third Violation: Teacher/staff member will confiscate the device and allow a parent to pick it up after an administration conference.

Parent and students are hereby placed on notice of the following:

- a) When a student is asked to hand over a device, the student is expected to immediately do so, without any resistance, back talk, disruption, or disrespect. Failure to comply with this part of the rule may result in disciplinary consequences arising from disruption, disrespect, or other applicable portions of the Code of Student Conduct.
- b) Unauthorized use of a device in violation of this rule may, in addition to confiscation of the device, result in separate disciplinary consequences arising from disruption, disrespect, sexual harassment, or other applicable portions of the Code of Student Conduct.
- c) When a device is confiscated by school personnel, those personnel will take reasonable precautions to safeguard the device until it may be retrieved by a parent, but all risk of loss or damage will be assumed by the student and his/her parent(s).
- d) Students and parents shall have no expectation of privacy with respect to any device which is confiscated under this rule.

## Check Policy

It is the policy of Upchurch Elementary School to accept checks on behalf of students for various reasons, such as the following: school fees, school store, damage fees, lunch accounts, after-school day care, field trips and school-wide fundraisers. We will accept checks and process them in a timely manner to assure that no accounting issues arise.

**We will not accept checks from persons who owe previous balances on returned checks, persons who have had one or more returned checks or persons who fail to correct previous financial obligations that have gone unresolved during the previous school year or the current school year.** A \$25.00 service fee will be charged for all returned checks plus the amount of the returned check. It is our hope to operate in a manner that will allow parents to choose the method in which they pay their financial obligations. If there are any questions regarding this policy or if we may be of further assistance, please feel free to contact us.

## Custody Paperwork

Please make sure the **Administration receives a copy of any custody papers in reference to custody of your student.** In order to uphold any custody agreements, the Administration must have a copy to maintain in the student's file. Custody of a student will not be relinquished to any person without the prior approval of the parent or guardian having physical custody. However, if the parents are divorced or separated, the student may be released to either parent, unless the school has been provided with a copy of a court order or agreement that specifies otherwise. Administration has the right to question copies and may request a certified copy. If the principal or designee judges that the student's health or safety may be harmed by releasing the student, the principal will contact law enforcement and/or the department of social services as appropriate (Policy Code 4210).

## Dress Code for Students

In order to provide a positive learning environment, we expect students to follow the dress guidelines below. Inappropriate dress and/or excessive makeup can cause distractions to the learning environment and prevent students from participating in some activities. Every student will participate in moderate to rigorous indoor/outdoor activities every day as outlined by the NC State Law; therefore, students must dress accordingly. **Parents will be called to bring a change of clothes if the dress code is violated.** All clothing items left on campus will remain in Lost and Found until the end of each nine-week marking period. At the end of the nine-week period, items will be discarded. Please make sure your child checks the Lost and Found should he or she lose a coat or other clothing items.

- o Shorts and skirts must measure with the tips of the fingers when arms are held down to the side.
- o Sneakers are expected, however; sandals may be worn with straps. Students should not wear slides (i.e. Nike, Puma, sketchers). Children tend to fall when they have no support of the heel especially during recess or physical activities. **NO FLIP-FLOPS, slides and Heelies.**
- o **No spaghetti straps, tank, halter, or strapless tops** should be worn.
- o Clothing should not have graphics that may be considered offensive. Graphics on clothing should not have offensive language, negative language, or pictures to include references to alcohol, tobacco, drug related, disrespect. Clothing articles that are deemed to be gang related will not be allowed.
- o Bandanas, hats, toboggans, or other headgear/attire are not permitted to be worn inside of the building.
- o Please make sure that your child's attire is comfortable and fits according to their height and weight. (no sagging pants or skin tight clothing). Clothing should cover the child's belly, waistline, and armpits.
- o Heels are discouraged; the height of the heel should not prohibit the student from participating in classroom or physical education activities.
- o No jeans with ex-large holes above the knee without leggings to cover the body above the knee
- o Students should not wear pajama attire to school unless it is a specified spirit day.
- o No student should wear excessive makeup to school.
- o No athletic slide shoes (i.e. Reebok slides, Nike slides, Champion slides, etc.)
- o No mid-drift shirts (Shirts should cover the entire upper body to the waist).
- o **Students must wear the lanyard and ID badges at all times.**

## Emergency Information

**All parents and guardians should make an effort to supply the school with information that is pertinent to emergencies and updated.** Students can be better protected if we always have **at least two phone numbers where one or both parents can be reached in the case of an emergency.** This is only possible through cooperation of ALL parents. Please keep the teacher and the Data Manager updated on any changes to your student's contact information to include changes to the phone number (work, home, cell, other emergency contacts), changes in your address, changes in guardianship or custody, and deployments. A Care Plan is requested for children of parents who are both deployed.

## Enrolling/Withdrawing Students

In order to enroll students, guardians must provide a certified birth certificate, shot record, and proof of address. Any other paperwork from previous schools, such as report cards and progress reports, would be helpful. Grade placement must be verified by a report card or by contacting the previous school. In order to withdraw a student, you must see the Student Information Data Manager.

## Field Trip/Activities Involving School Time

All school and district policies and procedures must be followed for field trips. A parent and/or guardian must provide written permission for students to participate in any educational experience off school grounds. The school's administration should approve the list of students to ensure no students with unacceptable disciplinary records are allowed to attend.

**All in-person field trips for 2023-2024 will be limited and considered on a case-by-1 basis.**

Field trip days are often the best days of the entire school year. Most students look forward to this day for weeks or months! That's why it is important that you mind some basic rules to keep the trip safe and enjoyable.

### Be Safe

- **Don't get reckless on the bus.** You don't want your day to end early. Misbehavior on the bus can get you into trouble and ruin your day.
- **Don't wander off.** Listen carefully when the teacher gives instructions about sticking with the group or sticking with an assigned partner even when going to the restroom. Don't ever wander off on your own.
- **Respect the chaperones.** You should respect any chaperones and listen to them as you would your own teacher or parents. Chaperones' big responsibility is watching after many students at one time. They can't afford to give too much attention to one who is not making good choices.
- **Respect nature.** Some field trips take you into contact with animals or plants. For your own safety, be mindful of potential dangers and don't assume you can tug, pull, tease, or touch things safely without permission.
- **Don't roughhouse.** You may visit a factory containing equipment with moving parts, or a museum with rooms full of pottery and glass, or a riverside with fast-running water. Kids don't always

think about the dangers that come with certain places, so think about the potential hazards before you go, and remember not to push or pull on friends.

- **Arrive in plenty of time to get on the bus.** You don't want to miss the fun day because you ran into heavy traffic. Plan ahead and leave early.
- **Eat and drink in designated places.** Don't assume you can buy a soda from a machine and drink it anywhere. Your destination site might have strict limitations when it comes to drinking or eating on site.
- **Dress for hot and cold.** If it's a warm day, it could be really cold inside a building. If it's cold outside, it could be steamy inside! Try to dress in layers so you can add and subtract as necessary.
- **Don't litter.** You can be banned from some locations for this.
- **HAVE FUN !!!**

\*\*\* Remember, field trips are an extension of school campus. You are expected to be on your best behavior as if you were in school. The same rules, policies and processes that are applied in school will be extended to field trips and extended campus areas.\*\*\*

## Fire Drills/Lockdown Drills/Crisis Management

At times during the school year, your child will participate in several drills in an effort to create a safe, learning environment. **Fire Drills** are required by law and are an important safety precaution. The alarm is signaled by **one long ringing of the bell**. Some of our outer buildings will be notified of a fire drill by a red flashing light/detector. It is essential that when the signal is given, everyone obeys promptly and clears the building by the prescribed route as quickly as possible. Students should refrain from talking and remain outside the building until a signal is given to return. All visitors on campus must follow the Fire Drill procedure.

**Lockdown Drills** will be conducted periodically and may involve law enforcement throughout the year. Classroom teachers will instruct their students on the proper procedure and expectations during a Lockdown Drill and conduct practice drills prior to the school-wide drill. All visitors on campus must follow the Lockdown procedure and students will not be allowed to be checked out until an All-Clear is given by administration or law enforcement. *Students should not have any devices during this time.*

**Tornado Drills** will also be conducted throughout the year. Classroom teachers will instruct their students on the proper procedure and expectations during a Tornado Drill and conduct practice drills prior to the school-wide drills. All visitors on campus must follow the Tornado Drill procedure.

## Grading

### **Grading Periods and Grading Scales**

The academic year is divided into 4 nine-week grading periods. Report cards will be distributed following the close of each nine-week grading period.

### **Grading Scale for grades K-2**

The grading scale on K-2 report cards and progress reports are as follows:

Grade Level Proficiency Markings:

**M= Mastery** (The student demonstrates knowledge of and the ability to apply the entire standard in all appropriate situations at the end of grade level.)

**P= Progressing** (The student demonstrates knowledge of and the ability to apply the standard in appropriate situations and is on track to having mastered the standard by the end of the year.)

**LP= Limited Progress** (The student demonstrates knowledge of and the ability to apply the standard in limited situations.)

**WA= With Assistance** (The student needs direct teacher assistance to complete a task that they should be able to complete independently based on the instruction given.)

**Grading Scale for grades 3-5**

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = Below 60%

Students in grades 3-5 will receive numerical grades on their report cards.

**Conduct:**

O= Outstanding

S- Satisfactory

N- Needs Improvement

U- Unsatisfactory

**Elementary and Middle School Progress Report Dates**

Quarter	Teacher Due Date	Release Date
<b>First</b>	September 22, 2023	September 27, 2023
<b>Second</b>	November 9, 2023	November 13, 2023
<b>Third</b>	February 2, 2024	February 7, 2024
<b>Fourth</b>	April 12 , 2024	April 17, 2024

**Elementary and Middle School Report Card Dates**

End of Quarter	Teacher Due Date	Release Date
<b>First - October 22</b>	October 19, 2023	October 25, 2023
<b>Second - January 14</b>	December 14, 2023	December 19, 2023
<b>Third - March 22</b>	March 14, 2024	March 14, 2024
<b>Fourth - June 2</b>	May 23, 2024	May 30, 2024

## Medicine

The following are medicine guidelines, a copy of the entire policy as well as the forms mentioned can be obtained from the onsite nurse.

If at all possible, medications **should be** administered at home.

When medication must be given at school, **parents must complete** one of the following:

- ❖ Short Term Medication Form – This form is for medication to be given for two weeks or less. It is to be completed by the parent. Medication to be given must be in a pharmacy labeled container.
- ❖ Long Term Medication Form – This form is for medication, which must be given for over 2 weeks. The parent and the doctor/healthcare provider must complete it. Medication to be given must be in a pharmacy labeled container.
- ❖ Over-the-Counter Medication – Over the counter medication will not be given at school unless they are in a pharmacy labeled container and the Long Term Medication Form is completed by the doctor/healthcare provider.
- ❖ *Medication must be transported to and from school by the parent, including cough drops.*
- ❖ Allergic Reactions – If your child has severe allergies, please make sure the school administration, teacher and nurse are notified.
- ❖ Get the necessary forms completed prior to the beginning of school, if you know that your child will have to be given medications during school hours.
- ❖ Please notify the school in writing when medication is discontinued. Get a new medication form completed if the medication or dosage changes.

## PBIS

Our school is a Positive Behavioral and Interventions & Supports facility. We encourage parental involvement in assisting us with our commitment to student success. Research shows that when families are involved, students exhibit more positive attitudes and behaviors. Home support along with school support promotes more self confidence and self motivation in your child. PBIS activities will be held throughout the school year so we encourage family participation. Families are invited to be active on our PBIS team and can contact the school if you are interested in serving as a member.

Our PBIS expectations and procedures are taught, modeled, and practiced daily.

## Student PBIS Matrix

	Traveling Red Zone	Lunchtime Red Zone	Bathroom Red Zone	Playground Green Zone	Bus Red Zone	Car Area Red Zone	Emergency Situation (Medical/Weather/Lockdown) Red Zone
<b>Everyone SOARS with High Expectations</b>	Stay a safe distance a part  Respect personal space	Use proper manners  Use a good speaking voice when ordering food	Respect others' privacy.	Share by taking turns on the equipment  Use equipment properly	Keep hands and feet to yourself  No Devices No Food or Drink	Keep hands and feet to yourself  Pay close attention to the assigned teacher	Remain silent and calm
<b>Accountable for Success</b>	Keep to the right  Assume positive intent.  Walk directly to my designated area.	Take all items the first time through the line, Clean up your area	Use facilities appropriately  Refrain from writing on the walls and vandalizing school property.	Take it out; bring it in  Keep up with your belongings	Stay in the assigned seat.  Keep all items in your bookbags	Stay with the assigned teacher.  Keep all items in your bookbags  No Devices No Food or Drink	Listen and follow instructions  Stay with your group
<b>Growing Critical Thinkers</b>	Follow my given task and return to my assigned area	Eat first then talk quietly (Yellow Zone-After 10 mins)	One squirt of soap, use two paper towels  Follow the ABC rules for washing	Run only on the playground.	Listen/follow directions and procedures the first time and at all times.	Listen and follow directions and procedures the first time	Abide by all safety and emergency procedures
<b>Lifelong learners</b>	Having a hall pass is mandatory at all times	Pay for all your snacks and additional purchases	Keep the bathroom/bathroom walls and doors clean.  Throw paper towels inside the trash can.	Be a Kind Friend  Model good sportsmanship	Be on time to the bus.	Use your seatbelt and sit safely in your vehicle	Take all emergency drills seriously
<b>Encourages others in a safe, supportive, and orderly environment</b>	Follow positive hallway expectations using a traveling position.  Stay with your traveling partner at all times.	Travel in a safe and orderly manner.  Follow good behavior by following staff instructions	<b>Go, Flush, Wash, Leave!</b>  Keep hands, feet, and objects to yourself	Follow appropriate playground behavior.  Leave sand, sticks and rocks on the ground, respect nature  Avoid the treeline	Follow bus expectations.  Sit "Bottom to Bottom and Back to Back"  Be respectful to all at all times	Stay in assigned area  Respect others belongings  Walk to your vehicle, Do Not Run	Follow emergency procedures  Move quickly and safely in a traveling position to the designated safety zone.

Our schoolwide discipline plan is posted in every classroom. All offenses will be recorded in our behavior system and the consequences will reflect our school's classroom plan below.

**CLASSROOM RULES**

- Be respectful and positive to others and school property
- Be responsible-stay on task-come to class prepared
- Make smart decisions - put forth your best effort.
- Keep hands, feet, objects, and MEAN words to self.
- Treat others how *YOU* want to be treated.

**POSITIVE BEHAVIORS**

- Verbal praise
- Class Dojo Points/rewards
- Notes sent home
- Phone calls
- Individual rewards
- Class-wide reward
- Free time

**DISCIPLINE CONSEQUENCES**

- First violation:  
Warning by teacher
- Second violation:  
Orange Folder with communication  
Between the teachers, student and parent
- Third violation:  
Bounce to another classroom/reflection
- Fourth violation:  
Parent call/conference
- Fifth violation:  
Office referral

**SEVERE CLAUSE**

An extreme behavior situation, the student is sent directly to the administrator.

## Parent Engagement

As your child's first teacher, you are able to promote a positive educational relationship between the school and your child. **It is important that you are actively involved in that relationship by ensuring you provide us with a working number and keep the school informed and up-to-date with any number changes, or changes to the address.** Please make sure that you check your child's student folders, assignments, Canvas, on a daily basis for new information. Stay informed by listening to the School Blackboard messages, visiting our Social Media platforms.

- For the safety of our students, **parents/visitors are NOT allowed to walk students to the classrooms.**

**\*Volunteering and Visiting during the instructional day** - Volunteers must complete the Hoke County Schools background check, and have clearance prior to volunteering. Requested and approved visitors/volunteers will be permitted for designated school and/or classroom events. All visitors/volunteers **MUST** report to the front of the main office of the school. A school representative will greet and assist you.

**\*Conferences with Teachers** - Teachers will not conference with parents during the instructional day, which begins at 7:15 AM and ends at 2:40 PM. Teachers will be available to conference with parents by appointment. To schedule an appointment with your child's teacher, please call the front office and/or leave a message, Class Dojo, or email the teacher. School-wide Parent Conference Days are on the calendar. Information will be sent home prior to the conference to set a time.

**\*During Evening Events at the School or Off-Campus**, such as Musical Concerts, Fall and Spring Festivals, Curriculum Nights, it is expected that a parent or guardian supervises his/her child. Parents cannot

drop students off for evening events and leave. Otherwise, students **WILL NOT** be allowed to participate in the event.

Notifications will be sent home to inform you of upcoming events. **Reminder: weekly phone calls/messages go home every Sunday by 6:00 PM. Please keep current contact information updated. Your cell phone number, home number and addresses must be updated.** You may also check the website, Facebook page, marquee, and your child's backpacks for letters from the teacher and administration. Parents may also be asked to attend IEP, SAT, or PEP meetings with selected staff. Please make arrangements to attend these meetings when you receive notification.

## Parent Teacher Organization (PTO)

Upchurch Elementary School's PTO is an organization that consists of a group of our parents, teachers, and administrators. The purpose of this organization is to encourage and maintain positive interactions between our families, the community, and the school. The PTO works to build community partnerships, gain support for our school, and assists in creating a better sense of school spirit. In addition, our PTO conducts a series of fundraisers with the goal of protecting and supporting our students and staff, as well as enriching the educational environment of our school. The PTO will meet regularly for the good of the school, and looks forward to scheduling events throughout the year.

- Interested in becoming a member of Upchurch Elementary School's PTO?
  - Please visit our PTO table during Open House.
  - There is a \$10 membership fee to join PTO each year.
  - We are always seeking new members and new ideas to help better our school.
  - Please contact Ms. Boatwright, school social worker, or Mrs. Bowman, Data Manager, for additional information.

## Powerschool

PowerSchool is the electronic student database system utilized by Hoke County Schools. PowerSchool provides the full range of features for parents: real time grades, attendance, comments, assignments, scores, activities, and much more 24 hours a day, 7 days a week. You can access your child or children's information with one single login. Please see the Data Manager for your Parent Portal. You will be given instructions on how to create your secure username and password. We will inform you when you can begin using this program.

## Promotion Retention Policy

Guidelines have been established by Hoke County Schools and the North Carolina Department of Public Instruction to determine whether a child is promoted to the next grade level. Social promotion and parent request for promotion will not be honored if the student fails to comply with these guidelines. **If a parent desires his/her child to be retained, a conference must be held with the Principal, Assistant Principal, Teacher and Counselor.**

By monitoring your child's grades, you can stay aware of your child's academic progress. Possible retention letters will be sent home at the end of the second and third 9-week marking periods. Factors such as the student's report card, benchmark data, homework and classwork grades, classroom assessments and tests, end-of-grade test data, K-2 test data, attendance and teacher observation are all utilized to determine a student's promotion or retention. The school will determine if a student has mastered the objectives taught according to the guidelines outlined by the North Carolina Standard Course of Study. All decisions for promotion and retention are the final decision of the Principal. See Policy Code: 3420-A for more information.

## Student Reassignment Guidelines

- \*An approved student transfer is only for the school year requested. Parents/guardians must apply for a renewal on an annual basis. Renewals are not automatic or guaranteed for the upcoming school year.
  - \*Generally, only one approved transfer for a student will be allowed per school year.
  - \*Any student who is granted an out-of-district student transfer must maintain appropriate behavior, attend school regularly, and demonstrate academic progress.
  - \* Approved transfer students must abide by the Student Code of Conduct.
  - \*The principal may revoke the student transfer for serious or persistent misconduct and/or may revoke the transfer for any offense leading to placement in an alternate learning environment.
  - \*The parent or guardian of the student for whom the out-of-district transfer has been approved is responsible for arranging transportation to and from school for the student.
  - \*Any transfer request that is approved based upon false or misleading information will be declared void, and the transfer will be rescinded.
- Any falsification of information will be grounds for this student transfer to be denied and/or revoked.**
- \*A parent shall notify the school of any change in domicile or change in reason for which the special permission was approved. Failure to notify the school of any change may result in the student being withdrawn from school.
  - \* A student transfer may be revoked, at any time, if overcrowding occurs at the receiving Campus.
- \* If a student accumulates more than 3 tardies, he/she must return to home school.**

**New Transfers:** Upon receipt of notification of the transfer approval, it is the responsibility of the parent/legal guardian and the school to ensure that the child is registered properly and in a timely manner. (Transfer approvals not acted upon in a timely manner shall be void.) Any questions regarding registration/enrollment should be directed to the principal or guidance counselor at the requested school.

## Teacher Requests

It is the responsibility of the administration to roster students each school year. Students have been assigned to qualified teachers who will meet the academic needs of each student. Parent requests will not be honored. You may write a request to the Principal stating and explaining the best environment for your child, what type of teaching style your child responds to best, and describe your child's learning style. These factors will be taken

into consideration when assigning students as we aim to provide your child with the most conducive learning environment.

Moving or transferring students from one teacher to another is not a procedure we will practice at Upchurch Elementary. If a situation arises, the parent should meet with the teacher to resolve any matters. If administrative assistance is necessary after the initial meeting, a conference will be called with the Parent, Teacher, Counselor, and Administration.

## Transportation Information

### Buses and Student Conduct

After the first ten days of school, UES students will not be permitted to ride the bus unless they have a signed bus contract on file. It is a privilege to ride a school bus in the state of North Carolina for students who attend the public schools. Safety is first. For safety and emergency purposes students may be assigned to a seat and expected to sit in that seat for the entire school year unless moved by the driver or assistant principal. Students are assigned to seats by grade level to ensure the safety of our younger and smaller students. If your child needs to ride a different bus to be transported to a daycare, sitter, or another guardian's residence on a consistent basis then a TIMS form should be completed. Please be sure to specify this on the AM and PM section of the TIMS form. Transportation notes must be submitted by **10 AM** each day to the assistant principal. In addition, it is important that students get on and off the bus at their designated bus stops and can board the bus within 10 seconds. Bus drivers will **NOT** turn around to pick students up if the student is not at the stop the first time through, pick students up at non-designated stops, or honk horns to notify the bus has arrived. Routes, bus stops, and times are determined by the Director of Transportation.

Students in grades Pre-K, Kindergarten, First, and Second, along with students who require special needs transportation will not be dropped off unattended. If a parent/guardian does not receive their Pre-K – 2<sup>nd</sup> grade student or students who require special needs transportation off the bus the student will be returned to the school and will need to be picked up from the front office. If this occurs three times then all bus privileges may be lost for the remainder of the year. The bus will **NOT** turn around to accommodate parents/guardians who are late to the stop. Safety and supervision of our students is a priority; therefore, please be at your student's bus stop at the designated time slot.

Policy requires a parent/guardian (adult) be present at the students' assigned bus stop for grades Pre-K and Kindergarten.

First and Second grade students will not be released without proper written authorization on file and will not be permitted to get off with an older sibling if parent/guardian is **not** present.

Video cameras have been installed on many of our school buses. These cameras will be viewed randomly or as part of an investigation. Consequences for engaging in prohibited behavior may result in temporary or permanent suspension from school transportation services and/or school in addition to other consequences for violating other student behavior policies. It is a criminal offense for students/adults to unlawfully or willfully stop, impede, delay, or detain a school or activity bus or to disturb the peace, order, or discipline on a school or activity bus. Students will follow the same rules on the bus as in school with the following **consequences**:

- **First Offense:** Warning/Parent phone call or letter

- **Second Offense:** Bus Development Session; parent phone call or letter, conference w/ parent/driver/student, 1-3 day suspension
- **Third Offense:** Parent phone call or letter, Conference w/ parent/driver/student, 1-3 day suspension
- **Fourth Offense:** Parent phone call or letter, Conference w/ parent/driver/student, 3-5 day suspension
- **Fifth Offense:** Parent phone call or letter, Conference w/ parent/driver/student, and 5-10 day suspension
- **Sixth Offense:** Phone Call or letter, and 10 day suspension
- **Seventh Offense/Final Offense:** Phone Call, letter, suspension for the remainder of the school year

*\*Administration reserves the right to make changes to consequences due to the severity of the behavior.*

### **Changes to Mode of Transportation**

Transportation opportunities are provided by Hoke County Schools to all students. However, we understand that due to schedules students will have various modes of transportation. Our priority is to provide a safe environment which includes your child being transported to and from school. Therefore, any changes in transportation to include bus to car rider, car rider to bus, daycare van/bus, persons picking up child (***unless noted on their check-in/out card***) must be put in writing by the parent/guardian. Once notification of the change has been approved by school administration, bus transportation administration and the bus drivers, the child will be notified of the change and directed to the proper mode of transportation. ***No changes will be accepted by phone.***

### **STUDENT RESPONSIBILITY**

#### **Helpful Tips:**

- Leave home early enough to arrive at your bus stop, ten minutes before the regularly scheduled time.
  - Wait for your bus in a safe place, well off the roadway. Wait for the driver to signal for you to cross the road and board the bus.
  - Enter the bus in an orderly manner and take your seat.
  - Follow the instructions of the school bus driver.
  - Students are not permitted to have devices out while on the bus due to safety concerns.
  - All buses are in Red Zone unless stated otherwise by the driver.
  - Students must sit “Back to Back and Bottom to Bottom”.
  - Remain in your seat closest to the window while the bus is in motion.
  - Keep the center aisle clear at all times.
  - Remain quiet and orderly.
  - Be courteous to your school bus driver and fellow passengers.
  - Be alert to traffic when leaving the bus.
  - No eating or drinking on the bus.
  - Keep head, hands and feet inside the bus.
  - Respect the property of others.
  - All personal items must remain in book bags at all times and place personal items in the lap at all times.
1. Bus students will be assigned to ride a particular bus. **Students may not board buses other than the one to which they are assigned.**

2. **If parents request the student to ride a different bus, for example, going home with a cousin or friend, prior approval must be obtained from administration at least 24 hours in advance.**
3. Always walk to the bus and use the handrail when entering or exiting.
4. **Occupy your assigned seat at all times.** Do not change seats unless told to do so by the bus driver. Students will sit facing forward, talk in a quiet tone of voice and refrain from any horseplay.
5. Permission to open windows should be obtained from the bus driver. Hands and heads must remain inside the bus at all times.
6. Keep the aisles clear of objects at all times. While seated, passengers' feet are to remain in front of them, not in the aisle.
7. Keeping the bus clean and safe and refraining from damaging or abusing seats or other equipment is mandatory for all students. **Eating and drinking are not permitted on the bus.**
8. Students are not permitted to leave the school bus until their final destination is reached unless authorized to do so by the Principal or Assistant Principal.
9. Remain seated until the bus has stopped; then use the handrail to exit.
10. Fighting, smoking, or using profanity is not permitted.
11. Students shall not bring glass items on the bus or other objects that could be detrimental to one's safety.

**Remember: Seat to the seat; back to the back; hands in lap; whisper voice.**

Students are responsible for their behavior while on the bus and at the bus stop. School buses are an extension of the school. As such, students are expected to adhere to the same standards of behavior on a school bus as they do in the classroom. Similarly to the behavior expectations at school, students are expected to obey the bus drivers' expectations, whereas they are the primary guardians tasked with transporting students to and from school. Riding the school bus is a privilege for most students; however, it is not a mandated right. That privilege can and will be revoked if that student fails to observe the basic standards of conduct that is safety required of them.

#### **AVOID THE DANGER ZONE**

- Take 10 giant steps away from the bus when getting off.
- Always cross in front of the bus.
- If you drop something outside of the bus, leave it. Get permission from the driver before picking it up. Never go under the bus, the driver will help you.

# School Bus Discipline

The Principal and Assistant Principal will handle all school bus concerns.

**The following conduct is specifically PROHIBITED:**

- Stopping, impeding, delaying (10 second rule), or detaining a bus. (Your child must be waiting **AT THE STOP** when the bus door opens; also remember **DRIVERS CAN ONLY STOP AT OFFICIAL BUS STOPS. BUS STOP LOCATIONS MAY CHANGE EACH YEAR BASED UPON RIDERSHIP.**)
- Eating/drinking on the school bus (even cups with lids are not allowed)
- **Disobeying the driver's instruction**
- Distracting the driver's attention by participating in disruptive behavior
- **Failing to remain seated on the bus. Failure to stay in assigned seat.**
- Willfully trespassing upon a school bus or school vehicle. **(Adults can not step onto the bus)**
- All electronics should be in backpacks or pockets on the bus to avoid loss or damage.
- Fighting, other forms of physical aggression or any other breach of the HCS Student Code of Conduct.
- Throwing anything out of the window of a bus.

If your child chooses to break a rule, appropriate action will be taken. Each driver will complete a Discipline Referral and submit to Administration. Consequences could be as followed:

- **First time-** Verbal warning: phone call or letter home
- **Second time-** phone call or letter home; Bus Development Session
- **Third time-** phone call or letter home; may result in a 1 - 3 day bus suspension
- **Fourth time-** phone call or letter home; Conference to be scheduled; may result in a 3 - 5 day bus suspension
- **Fifth time-** phone call or letter home; may result in a 5 - 10 day bus suspension
- **Final Discipline Referral:** phone call or letter home; may result in Permanent Bus Suspension
- **\*\* The administration team reserves the right to handle each incident independently, considering the severity and persistence of problems. Severe or persistent discipline issues on the bus could result in assignment of in school suspension and in very severe cases, out of school suspension.**

THE SAFETY OF EACH AND EVERY CHILD IS ALWAYS OUR UTMOST PRIORITY AND WILL BE TAKEN SERIOUSLY ON OUR BUSES!  
Please be reminded that it is the policy of Hoke County Schools that EVERY student aged PK-2 MUST be met at the bus stop by a responsible adult.

Thank you for taking the time to review this with your child. We are looking forward to a great year! Please sign and return the bottom of this form to your child's teacher as soon as possible.

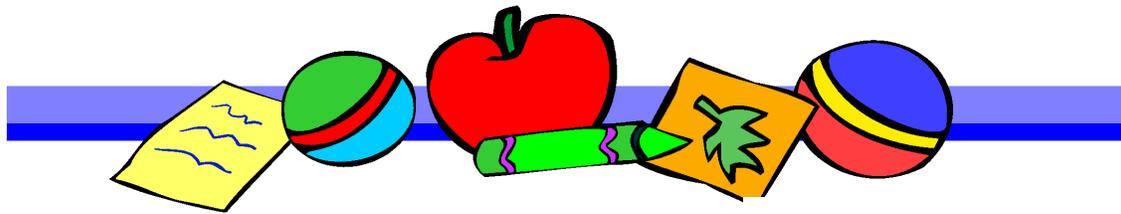
**NEW THIS YEAR:** The student's afternoon bus stop can not be split up on multiple days. The child must get off the bus at the same stop every day.

## Vehicle Transportation and DayCare Vans

Students who do not ride the school bus are to be picked up on the back side of campus near the playground. This is a one-way street.

- Kindergarten – Second grade students are to be picked up in the right lane.
- Third – Fifth grade students are to be picked up in the left lane.

- Parents who have students in both groups are to use the right lane.
- Daycare vans use the parking lot. Park and wait for the students
- Students are supervised by school staff and must be accompanied to vehicles. **Please do not get out of your vehicle to pick up your child as this slows down the flow of traffic.**
- **Please do not park and walk up for students. This causes an unsafe traffic situation.**
- If your child is not picked up by a reasonable time, they will be escorted to the main office. After three late pickups, a conference will be required with the principal.
- **Repeated late pickups will result in a fee charged for After School Care. If your child is at Upchurch on reassignment, they will lose their privilege of attending our school due to non-compliance of their reassignment contract with the Board of Education.**



Devona M. Graham  
Principal

Jessica Shaw  
Assistant Principal

### Upchurch Elementary

730 Turnpike Road  
Raeford, NC 28376  
Telephone: (910) 875-1574  
Fax: (910) 904-0624

# Title I Parent and Family Engagement Plan

**Upchurch Elementary** intends to follow the Title I Parent and Family Engagement Policy guidelines in accordance with federal law, *Section 1116(a-f) ESSA, (Every Student Succeeds Act) of 2015.*

## In General

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement plan, agreed on by such parents, that shall describe the means for carrying out the requirements. Parents shall be notified of the plan and LEA Board Policy in an understandable and uniform format and, to the extent, practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated to meet the changing needs of parents, families, and the school.

- schools shall provide opportunities for the participation of parents and family members including those with migratory children, limited English proficiency, or have disabilities. Parent shall be notified of the Hoke County Schools Parent and Family Engagement Policy, information related to school and parent and family programs, meetings, and other activities in an understandable and uniform format and to the extent practicable provided in a language the parents can understand;
- convene an annual parent and family meeting scheduled at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents and family members of their school's participation under this part and to explain the requirements of this part, and the right of the parents and families to be involved;
- involve parents and family members in an organized, ongoing, and timely way, in the planning, review, and improvement of the school Parent and Family Engagement Policy;
- provide opportunities for parents and family members to participate in decisions relating to the education of their children. The school shall provide other reasonable support for parental family engagement activities;
- provide parents of participating children timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents and families work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand;
- educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners;

- coordinate and integrate parental engagement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

## What is Title I?

**The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. This purpose can be accomplished by —**

- (1) ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;
- (2) meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;
- (3) closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers;
- (4) holding schools, Local educational agencies, and states accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high quality education;
- (5) distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;
- (6) improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
- (7) providing greater decision-making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;
- (8) providing children an enriched and accelerated educational program, including the use of school wide programs or additional services that increase the amount and quality of instructional time;
- (9) promoting school-wide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;
- (10) significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;
- (11) coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and
- (12) affording parents substantial and meaningful opportunities to participate in the education of their children.

**What you can expect from the State, Hoke County Schools and Title I Schools as a result of receiving Title I funds?**

- Annual Report Card
- Parent's Right-to-Know-student Achievement on state assessments
- School's Identification for School Improvement and Sanctions
- Teacher and Paraprofessional Qualifications
- Non-Highly Qualified Teachers
- Written Parental Involvement Policies
- Title I Part A Meeting
- Title I Part A Information
- Title I Funding for Parent Involvement
- Parental Capacity---participation in training sessions and meetings
- Family Literacy---encourage learning

**TITLE I PARENT INVOLVEMENT** *Policy Code: 1320/3560*

The board of education believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents are their children's first teachers; therefore, the continued involvement of parents in the educational process is most important in fostering and improving educational achievement. School system officials shall strive to support parents and provide parents with opportunities to become involved in the programs offered by the Title I schools. The board encourages parents to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the school system's Title I program in helping students meet state and local achievement standards.

**A. DEFINITION OF PARENTAL INVOLVEMENT**

For the purposes of this policy and the Title I program, the term "parental involvement" means the participation of parents and guardians in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring the following:

1. that parents play an integral role in assisting their child's learning;

2. that parents are encouraged to be actively involved in their child's education at school;
3. that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
4. that the school system engages in activities to support parental involvement in the Title I programs.

**B. PURPOSE AND OPERATION OF TITLE I PROGRAM**

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they meet the school system's challenging academic standards. The Title I program provides instructional activities and supportive services to eligible students over and above those provided by the regular school program. When applicable, students must be selected to receive Title I services based on objective criteria that are consistent with federal and state requirements, such as standardized test scores, teacher judgment, and results of pre-school screening and home-school surveys.

Qualified Title I schools will operate as school-wide programs or targeted assisted programs based upon federal eligibility criteria. School-wide programs will utilize a comprehensive school improvement process enabling schools to serve all students in the school. Targeted assistance programs will provide services to eligible students in the school having the greatest need for assistance.

Both school-wide and targeted assistance programs shall be based on effective means of improving student achievement and shall include strategies to support parental involvement.

**C. ANNUAL MEETING**

Each year, Title I parents must be invited to an annual meeting, at which time parental rights will be explained, programs and activities provided with Title I funds will be discussed, and input will be solicited. In addition, all parents will have an opportunity to evaluate the effectiveness of the Title I programs and the parental involvement policies and plans. Data collected from these findings will be used to revise Title I programs and parental involvement plans.

**D. PARENTAL INVOLVEMENT EFFORTS**

The board believes that the involvement of Title I parents in the design and implementation of the Title I program will increase the effectiveness of the program and contribute significantly to the success of the children. The Title I staff and all school system personnel shall strive to involve parents in activities throughout the school year.

The superintendent shall ensure that this system-level parental involvement policy is developed with, agreed upon with and annually distributed to parents of participating students. In addition to the system-level parental involvement policy, each school participating in the Title I program shall jointly develop and annually distribute to parents a school-level written parental involvement policy that describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement and increasing accessibility for participation of all Title I parents, including parents with limited English proficiency,

parents with disabilities and parents of migratory children. School-level plans must involve parents in the planning and improvement of Title I activities and must provide for the distribution to parents of information on expected student proficiency levels and the school's academic performance.

School officials will invite appropriate school personnel from private schools to consult on the design and development of its programs in order to provide equitable services to students enrolled in private schools. The superintendent or designee will establish procedures to achieve timely and meaningful consultation with private school officials in accordance with federal law.

In addition, school system officials and Title I school personnel shall do the following:

1. involve parents in the joint development of the Title I Program and the process of school review and improvement by including parents on the school advisory committee and committees that review the Title I program;
2. provide coordination, technical assistance and other support from various central office departments necessary to assist participating schools in planning and implementing effective parental involvement activities that are designed to improve student academic achievement and school performance;
3. build the schools' and parents' capacity for strong parental involvement by collecting and disseminating information on effective parental involvement techniques;
4. coordinate and integrate parental involvement strategies with parental involvement activities in other programs, such as Head Start, Reading First and similar programs;
5. with the involvement of parents, conduct an annual evaluation of the content and effectiveness of the school system parental involvement policies and program in improving the academic quality of the school;
6. strive to eliminate barriers to parental participation by assisting parents with disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;
7. provide assistance to parents of participating Title I children in understanding the state's testing standards, the assessments used, Title I requirements and all national, state and local standards and expectations through such efforts as community-based meetings, sending information home, newsletters, workshops and newspaper articles;
8. design a parent-student-school staff compact that sets out respective responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained;
9. with the assistance of parents, ensure that teachers, pupil services personnel, principals and other staff are educated in the value of parents as partners in the educational process and understand how to work with, communicate with and reach out to parents as equal partners in education;
10. distribute to parents information on expected student proficiency levels for their child and the school's academic performance, and provide materials and training to help parents monitor their

child's progress and work with educators to improve achievement through such methods as technology or literacy training;

11. coordinate and integrate parental involvement programs with preschool programs and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child;
12. strengthen the partnership with agencies, businesses and programs that operate in the community;
13. ensure that parents are involved in the school's Title I activities; and
14. provide such other reasonable support for Title I parental involvement activities as requested by parents.

#### **E. NOTICE REQUIREMENTS**

School system officials and Title I school personnel shall provide effective notice of the following information as required by law. The notice must be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

##### 1. LEP Program

- a. Each year the principal or designee shall provide notice of the following to parents of limited English proficient (LEP) children identified for participation in a Title I, Part A-funded language-instruction educational program:
  - i. the reasons for the child's identification;
  - ii. the child's level of English proficiency;
  - iii. methods of instruction;
  - iv. how the program will help the child;
  - v. the exit requirements for the program;
  - vi. if the child has a disability, how the language instruction educational program meets the objectives of the child's individualized educational program (IEP); and
  - vii. any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal and selection of an LEP program.
- b. The principal or designee of a school with a Title I, Part A-funded language instruction program that has failed to make progress on the annual achievement objectives for LEP students, shall notify the parents of such failure no later than 30 days after the failure occurs.

2. System Report Card and School Progress Review

- a. Each year, school system officials shall disseminate to all parents, schools and the public a school system report card containing aggregate information, including, but not limited to, student achievement (disaggregated by category), graduation rates, performance of the school system and teacher qualifications.
- b. Each year, school system officials shall disseminate to all parents, schools and the community the results of the LEA's yearly progress review of each school.

3. Teacher Qualifications

- a. Each year, school system officials shall notify parents of Title I students of the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child (see policy 7820, Personnel Files).
- b. The principal or designee of a Title I school shall provide timely notice informing parents that their student has been assigned to or has been taught for at least four consecutive weeks by a teacher who is not "highly qualified" as defined in the No Child Left Behind Act.

4. Parental Rights and Opportunities for Involvement

Each year, the principal or designee of a Title I school shall provide notice to parents of the school's written parental policy, parents' right to be involved in their child's school and opportunities for parents to be involved in the school.

**F. WEBSITE NOTIFICATION**

When a Title I school is identified for improvement, corrective action or restructuring, the school system will display on its website the following information in a timely manner to ensure that parents have current information regarding supplemental services and public school choice:

1. beginning with data from the 2007-2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in public school choice;
2. for the current school year, a list of available schools to which students eligible to participate in public school choice may transfer;
3. beginning with data from the 2007-2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in supplemental educational services; and
4. for the current school year, a list of supplemental educational services providers approved by the state to serve the school system and the locations where services are provided.

The superintendent shall develop administrative procedures to implement the requirements of this policy.

Legal References: Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200.; 20 U.S.C. 7801(32); *Public School Choice Non-Regulatory Guidance*, U.S. Department of Education (January 14, 2009); *Supplemental Educational Services Non-Regulatory Guidance*, U.S. Department of Education (January 14, 2009); U.S. Department of Education approval of Elementary and Secondary Education Act (ESEA) Flexibility Request (May 29, 2012); State Board of Education Policy TCS-R-000

Cross References: Parental Involvement (policy 1310/4002), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Personnel Files (policy 7820)

Other Resources: *Giving Parents Options: Strategies for Informing Parents and Implementing Public School Choice and Supplemental Educational Services Under No Child Left Behind*, U.S. Department of Education Office of Innovation and Improvement (September 2007)

Adopted: January 14, 1997

Revised: December 11, 2001; April 10, 2012; January 8, 2013

# MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

NC MTSS is a multi-tiered framework that promotes school improvement through engaging, research-based academic and behavioral practices as well as Social Emotional Learning (SEL). NC MTSS employs a systems approach using data-driven problem-solving to maximize growth for all. ~NCDPI IABS 2020

## MTSS is not...

- A single process
- Just an intervention program
- A fast track to SAT or EC services (testing/IEP)

## Our role is to...

support the work of implementing and sustaining a multi-tiered system of support (MTSS) framework through the lens of Data, Systems, and Practices for all students.

~NCDPI IABS 2021



All students are part of MTSS and receive Core (Tier I) instructional support. Hoke County Schools is committed to providing every student with access to a strong differentiated core that is designed to make sure that students not only have access to high-quality instruction, but they have the opportunity to participate in lessons that are tailored to their needs in small groups. We provide support to students who need additional help to reach grade-level standards (Tier 2/ Tier 3).

Additional information can be found on the Hoke County School's website for MTSS at:

<https://www.hcs.k12.nc.us/Page/208>

**Tier 3: Intensive targeted individual intervention plan implemented that has strategies that are researched based. Plan is based on progress-monitoring data and/or assessments. Continue progress monitoring with fidelity and integrity. In addition to Core (Tier 1) and Supplemental (Core 2).**

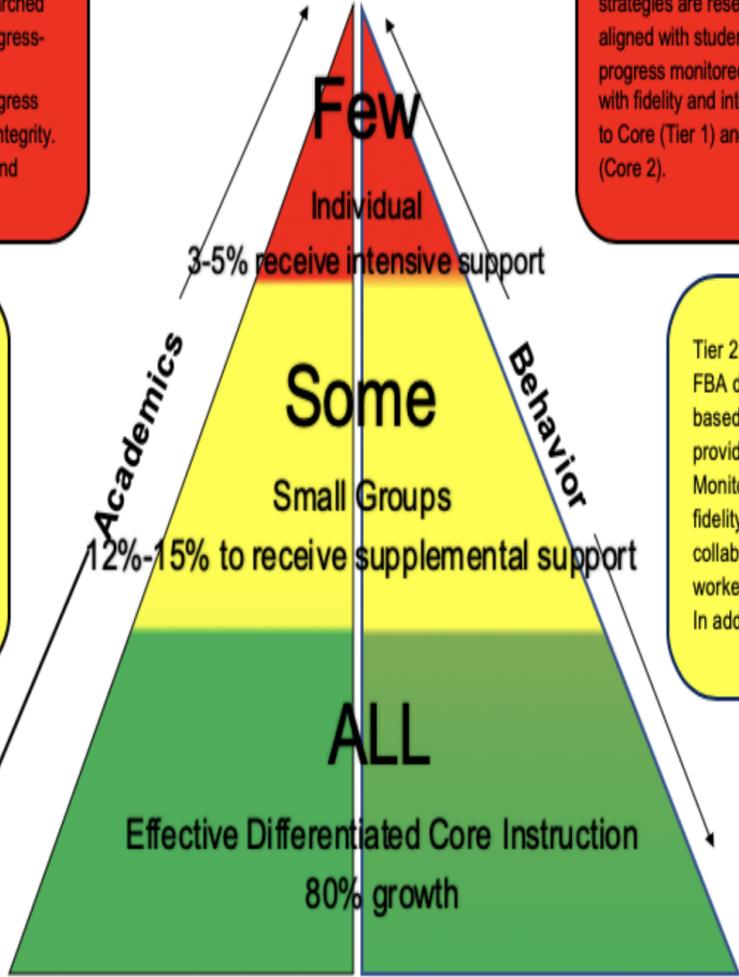
**Tier 3: Intensive targeted individual behavior plan implemented that has strategies are researched-based and aligned with student's needs. Plan is progress monitored and documented with fidelity and integrity. In addition to Core (Tier 1) and Supplemental (Core 2).**

**Tier 2: Targeted Intervention plan implemented that are researched based. Plan is based on screening and assessment data. Duration, intensity, and person providing intervention is identified. Progress Monitoring is documented with integrity and fidelity. In addition to Core (Tier 1).**

**Tier 2: Targeted Intervention plan (based on FBA data) implemented that are researched based. Duration, intensity, and person providing intervention is identified. Progress Monitoring is documented with integrity and fidelity. Increased behavior support and collaboration with parent, counselors, social worker, and if applicable outside providers. In addition to Core (Tier 1).**

**Tier 1 All students receive differentiated core curriculum instruction. (Strategies and interventions are evidence based.) Explicit Instruction is provided and framework is followed for all students.**

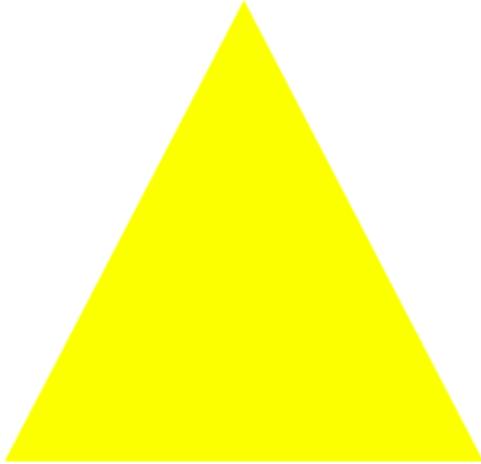
**Tier 1 All students receive core instruction on school-wide positive behavior and expectations. All students receive social emotional instruction. Reflective instruction provided**



## Tier One Support (CORE)

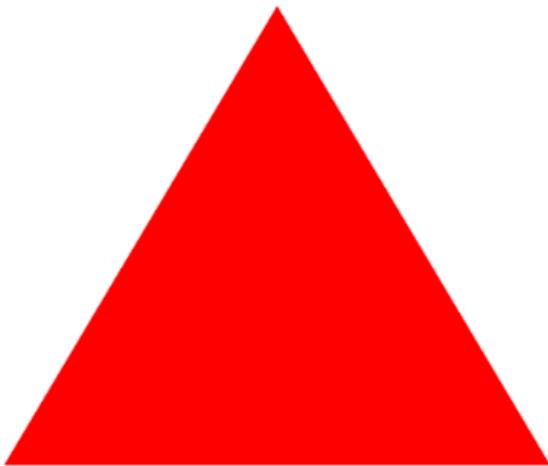
Every single student receives the core, or Tier 1, instruction. Schools use various curriculums (i.e., Bridges for mathematics, etc.) as a means for presenting that core instruction. It is expected that at least 80% of our students will make adequate progress with this core instruction.

## Tier Two Support (Supplemental)



If 80% of our kids are making adequate progress with the core instruction, that means that 20% are not gaining enough, so Tier 2 exists to support these students. Many schools provide Tier 2 support in groups of four or five students working with a teacher at least twice per week using a program in a given subject in addition to the core Tier 1 instruction. Tier 2 also entails evidence-based computer programs. Regardless of the method, it is expected that the majority of those students getting Tier 2 support will make adequate progress.

## Tier Three Support (Intensive)



When students are getting the core instruction (Tier 1), frequent instruction beyond that (Tier 2), and are still not making gains, MTSS calls for an individualized, intense level of instruction (Tier 3); there should be no more than 5% of the general student population needing this level of support. Diagnostic assessments are given to pinpoint why students are not learning and create a plan for how to intervene. This support, when provided appropriately, must be in a setting that is no larger than a one-to-four teacher to student ratio; one-to-one instruction is ideal when possible.

It is vital that in Tier 3, the teaching be specific to the student need. For instance, if a child is weak in reading and the diagnostic shows that he has excellent phonics skills but has a poor vocabulary, vocabulary should be the focus of this level of instruction.

Information retrieved from <https://wiginsevals.com>.

## Upchurch Pledge

I pledge to come to school  
each day,  
prepared to do my best,  
to take responsibility for my  
learning,  
to respect my teacher and  
SOAR above the REST



**Engaged Attentive Genuine Leaders Exuding Success!**