

# SANDY GROVE MIDDLE SCHOOL PARENT AND STUDENT HANDBOOK “PROWLING FOR PERFECTION”



## 2024-2025

Welcome to Sandy Grove Middle School. We sincerely hope you find this year challenging, exciting, and rewarding. We believe every student here is special and unique with individual needs, interests, and abilities. Further, we realize that our students have special needs and characteristics of pre- and early adolescence. We aspire to provide appropriate experiences to help them develop mentally, culturally, physically, socially, and morally. We strive to provide for the individual differences in our students and offer guidance and counseling to help them through this critical period in their lives. As a middle school, we offer a program that provides transition from elementary to high school. Our standards are high at SGMS, and you may find the workload and social adjustments reflect these high expectations. Your success in school will depend upon the development of effective study habits, perceptive listening skills, and the practice of regular attendance. Furthermore, working together will ensure your child is career- and college-ready.

Sincerely,  
Dr. Franklin Bowden, Jr., Principal  
Mr. Kelvin Bibbs, Assistant Principal  
Ms. Tiffany Tyler, Assistant Principal

### **Hoke County Schools Vision Statement**

The Hoke County School System, as a trusted community partner, will ensure an inclusive and supportive environment that cultivates positive relationships and authentic learning opportunities which inspire and empower future-ready students.

### **Hoke County Schools Mission Statement**

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

### **Our Mission**

At Sandy Grove Middle School, the staff and students work collaboratively to create and sustain a SAFE, inclusive, and supportive learning environment that promotes academic excellence and positive relationships for all.

### **School Day Arrival & Drop-Off Procedures (AM)**

Students using private transportation are welcome on campus at 8:00 a.m. Buses will unload when they arrive in the morning, breakfast will be served, and the instructional day will begin at 8:05 am. Students who arrive after 8:25 am. in private transportation are tardy and must be signed in at the front office by a parent. Car riders are dismissed beginning at 3:30 pm. As buses arrive, other students are dismissed, but students can continue working on classwork or homework until their bus or grade level is called. Students should not be dropped off prior to 8:00 a.m. due to the lack of adult supervision. Sandy Grove Middle School will not be held responsible for students dropped off prior to 8:00 a.m.

### **Picking Up/Sign Out Procedures (PM)**

At arrival and dismissal, all cars must remain in a single line to help ensure the safety of the students. Student check-out after **3:00 pm** is not permitted to maintain order within the school day. Parents/guardians must present a valid picture ID to pick up a student (even if the school staff member knows the parent). If you are not the parent, you must be on the student's emergency contact or pick-up list. **If your name is not on the list, you cannot sign out the student.**

Students are to refrain from inappropriate behavior such as horse playing. If you would like for your child to be a car rider for that particular day, give his/her name and your request to the receptionist and your child will be called to the front office when the afternoon announcements are made. The information will be given to him/her at that time.

### **Tardies**

Students should always be on time for school. This enables them to have a productive day and reduces classroom interruptions. Please try to schedule appointments after school whenever possible and be careful of planning vacations during EOG/EOG testing.

### **Visitors/Volunteers**

We welcome all parents to volunteer at Sandy Grove Middle School. All volunteers must complete a background check. **All visitors, including parents, must report to the main office to get a visitor's badge before going to any place on campus.** To reduce interruptions in class, we ask parents to make an appointment to meet with their child's teacher(s) during their planning time, before or after school. *Parents/Guardians cannot go down the hallways in the mornings to meet with teachers or walk their child to class or locker.* All available time must be dedicated to teaching and learning during the school day, and visitors interrupt the learning process. Students are not allowed to bring guests to the school.

### **School Fees**

**School fees are \$15.00.** All school fees are used in your child's classroom for additional materials and supplies. If a student should damage a lock, the replacement will be \$10.00. All lockers are maintained by staff and can be searched to maintain a safe, orderly environment by an administrator if needed. Students are not allowed to carry book bags during the school day. If it is determined to be a locker shortage, book bags will be placed in the back of their instructor's classroom.

### **Our School Rules**

Sandy Grove Middle School will continue to be a safe and orderly school. Therefore, we expect all students to follow the school rules listed below:

1. Respect the rights and responsibilities of ourselves and others.
2. Respect your property and the property of others.
3. Follow your class schedule, be prepared for class with all classroom required items, and be on time.
4. Follow all directions when given.
5. No chewing gum.
6. No writing/markings on yourself or others.
7. No smart watches, air pods, MP3 players, headphones, pagers, radios or other electronic devices during school or after school unless approved.
8. School issued ID badges and lanyards are to be worn at all times.

### **ID Badges**

*It is the policy of Hoke County Schools that students are to wear their school issued ID at all times while on campus and on the bus.* Additionally, students are to scan their ID badges for lunch, boarding buses, exiting buses, checking out materials from the media center, and other activities as determined by school administration.

The initial ID badge and lanyard will be issued with no cost to the student. Lost, broken, or defaced ID badges must be replaced. The current replacement cost is \$5.00 for the ID badge and \$2.00 for the lanyard (but is subject to change.)

### **Attendance**

Every student is expected to attend each day school is in session. However, circumstances may prevent a student from attending school. Students must attend 165 days of school. Students who do not meet this requirement may not receive credit.

1. Students who miss more than 15 days may fail.
2. If a student is absent for the majority of a class period, an absence will be recorded for the class. Excessive tardiness may result in disciplinary action.
3. Absences due to school-sponsored events or student representation for the school at school-sanctioned functions will receive an exemption.

4. Attendance is required on the day of any school function if the student plans to participate in the scheduled game or activity. The principal reserves the right to waive absences on a case-by-case basis, depending on the nature of the absence.
5. When a student is absent, they must return with a note identifying the reason for the absence. The student has ten days to submit their note if the absence will be coded as excused.
6. Lawful absences are identified as illness, death in the immediate family, and/or doctor appointments. **A note from the parent or doctor is required when your child returns to school stating the reason for the absence. Parents will receive notification of excessive absences regardless of reason.**
7. The school social worker will notify the parents of children that have accumulated excessive absences.
8. Unexcused absences are identified as family trips, baby-sitting a younger child, missed bus, etc.

### Our School Expectations

PAWS "Prowling for Perfection"	<u>CLASSROOM</u>	<u>HALLWAY</u>	<u>CAFETERIA</u>	<u>ASSEMBLY</u>	<u>BATHROOM</u>	<u>BUSES/LOTS</u>
"P" Perfection	Pay attention, be actively engaged in Classroom Assignment	Go straight to your destination and move swiftly and efficiently with minimal socialization.	Gather all trash utensils and return them to the appropriate place.	Show your respect and appreciation through your applause.	Go in and out quickly, which includes washing hands and using one paper towel.	Move quickly to bus
"A" Achievement.	Be prepared with materials and an open mind to learn new concepts.	Be on time for class. Retrieve all necessary materials for class during assigned locker times.	Get all needed items on your first trip through the line. Have lunch number/ID ready to scan and money ready for the cashier.	Be respectful by paying attention and listening attentively.	Respect others' space and privacy when they are in the stalls.	Move quickly to bus
"W" Well Behaved.	Be respectful of teachers, peers, and oneself.	Use inside voices and demonstrate behaviors that are respectful and tolerant of others.	Once seated, stay there until your class leaves. Talk quietly.	Show your respect by sitting quietly and demonstrating good manners.	Ensure all waste in the toilets and walls remains free from any writing.	Be seated and remain in seat
"S" Safety	Keep hands and feet to yourself and be aware of your surroundings	Walk to the right side of the hallway,	Stack trays neatly and in order. Ensure ALL trash enters the trash can and does not on the floor.	Walk in a single file line. Sit quietly and refrain from horseplaying, tripping, or hitting.	Keep facilities clean; ensure all trash goes in trash cans.	Stay in assigned seats, talk quietly, and keep aisles clear for the driver.

### Acceptable Use Policy

Internet access is now available to students and teachers at SGMS. The Internet provides learning experiences for students and teachers. Students can only use the internet on school campuses for instructional purposes. Any student who violates this request directly violates the signed agreement for technology use and will result in disciplinary action. If damages occur, the student is responsible for paying to fix the equipment.

### Telephone/Cell Phone Usage

Students may not use their cell phones during testing at all, and if a phone is out, it will be confiscated for release to parents at the end of the day. Teachers are to send students to the office if there is an emergency. Parents, friends, and relatives are not to call students unless there is an emergency. **Students are responsible for all personal electronic devices. Devices should not be out during instruction time but secured in their locker. Please see the Code of Conduct section for more information regarding cellphones.**

#### Report Cards

October 29  
January 14  
March 19  
May 29

#### Progress Reports

September 30  
November 11  
February 10  
April 17

### Vaping and Tobacco Use

Vaping has become an increasing problem. Students are not allowed to have on their person, use, or sell any vaping or tobacco products. Students that violate this policy will be address as follows: 1st offense: ISS and/or cessation counseling; 2nd offense: 1-3 days ISS; 3rd offense: 1-3 days OSS; further offenses will be at the discretion of the principal and may include OSS or recommendation to the alternative school.

### **Grades**

Grades on report cards are assigned by numerical equivalent rather than a letter grade. The following scale can be used in comparing numerical grades to letter equivalents.

A=90-100      B=80-89      C=70-79      D=60-69      F= below 60

**No final grade lower than 50 will be recorded for any student for the first three nine weeks.**

Teachers give students many opportunities to make acceptable grades by providing study guides, reviewing material, giving additional assignments, retaking tests, etc. However, it is the student's responsibility to know the assigned work and to complete and turn in work on time.

### **Homework**

Homework is a review and reinforcement of the information presented during class. Students should spend 60-90 minutes on homework each night, including 30 minutes reading. Homework should be completed and submitted on time. Team policies will be shared with all students.

### **Promotion Standards**

**Sandy Grove Middle School will follow the state and local compliance guidelines for promotion. Attendance, class grades, and EOG scores are vital in consideration for promotion and following-year assignments.**

**\*Students who fail to meet the attendance requirements or who do not demonstrate proficiency at the levels indicated above shall not be promoted, unless determined otherwise by the school principal in consultation with the teacher(s).**

### **School Food Service**

All students are encouraged to eat breakfast and lunch in the cafeteria. There will be no cost to students. Parents are not permitted to bring outside food (fast food) in during the school day. Parents may occasionally bring to the main office a student lunch but only during the student's assigned lunch time. Students will not be removed from class to have lunch during their instructional time. If students bring their own lunch, it must be inside of a lunch container and bag. Students are not permitted to order food from restaurants using outside delivery resources, i.e., Uber Eats, DoorDash, Grubhub, etc.

### **Beverages**

Students are encouraged to bring their own water bottle. Students may bring a store bought water bottle, Gatorade, or juice. The bottles must not be opened prior to entering the campus or school building. Glass containers, and ceramic bottles are not allowed, all bottles must be plastic and clear. ***ALL sport style water bottles must be transparent and empty before arriving on campus.*** Students that bring an outside bottle inside of the building must fill the bottle at the water bottle filling stations. Powdered drinking pouches (i.e., Crystal Light, Kool-Aid, Propel, etc.) are not allowed.

### **Dress Code**

All Hoke County Schools students are expected to maintain a neat and well-groomed appearance. The purpose of the dress code is to promote dress style, which helps create a positive image for all students. The administrators will be in charge of making sure the dress code is enforced. Shoes such as flip-flops are not to be worn at any time during the school day. This includes bedroom slippers, shower shoes, or/and athletic slippers ("slides"). This type of footwear is not permissible.

- A. Sunglasses, hats, caps, headscarves, bandannas, sweatbands, head covers, or any description worn inside the school building are not permitted unless authorized by the school for a special reason or activity.
- B. Clothing that may be offensive to any group is not permissible, including pajamas/pajama pants (no spandex attire).
- C. Clothing with vulgar language, inserts, signs, or clothing advertising drugs, weapons, or alcoholic beverages or drugs is not permissible.
- D. Distractive clothing, tank tops, muscle and athletic shirts that expose under the arm or other body parts, halters, low-cut tops, crop tops, mini-skirts, midriff blouses, or noticeable tight or transparent clothing are not permissible. Cover the three vital parts.

- E. Pants are to be worn at the waist. If pants have belt loops, a belt must be worn and **MUST** be buckled securely so that the pants **DO NOT** sag or drag on the floor. Students **WILL NOT** be allowed to sag their pants below the waistline (faculty judgment prevails). Pant leg bottoms will not be allowed to drag on the floor. This includes additional clothing added to the outerwear. Students could be subject to suspension for this rule due to safety reasons.
- F. Any skirts, skorts, shorts, etc., should be at least the length of the middle finger when standing straight and arms down or longer. Clothes may not be torn or have holes above the fingertips or must wear clothing beneath the holes and/or rips to cover the skin. Leggings must be covered by a top that at least the length of the middle finger when standing straight and arms down or longer.
- G. Unnecessary attachments to clothing, such as chains or other items that could be used as a weapon, are prohibited on campus. This includes any type of chain attached to wallets or body piercings.
- H. Hair picks are not allowed at school. Combs will not be displayed in the hair. Students are to display a well-groomed and professional appearance.
- I. Pimple stickers are not permitted.
- J. Earrings or body-piercing jewelry must be removed during Physical Education or athletic-related activities.

### **Physical Education (P.E.)**

Physical education is a **required** and vital part of student life. *All students are required to dress out for physical education class.* Students may not participate in slides, dress shoes, sandals, crocs, barefoot, etc. *Students may wear sweatpants or finger-tip length shorts (biker shorts are NOT permitted) for bottoms and a t-shirt or polo shirt (tank tops are NOT permitted) for tops. The only colors permitted for these items are black, navy blue, and grey. Further issues not covered here will be at the discretions of the principal.*

### **Inclement Weather**

Listen to radio and television stations for decisions on school closings and the Hoke County Schools Website. Local radio stations usually announce this information more frequently than television stations. Most of these announcements are made around 6:30 a.m. Students will remain at school if SGMS is under a severe weather warning until all is clear.

### **Athletics**

All athletes must be in good academic standing, demonstrate appropriate behavior, and have excellent attendance. Athletes must provide proof of physical and insurance coverage before tryouts. School insurance can be purchased at the beginning of the year. Any athlete who does not uphold the student code of conduct may be removed from the team. **Any student suspended from school will not be permitted to play in games while suspended and may be removed from the team immediately.** Students must maintain satisfactory academic progress to remain eligible to participate. All grades are allowed to participate in sports except football (No 6<sup>th</sup> graders). We offer football, basketball (male/female), soccer (male/female), baseball, softball, wrestling and cheerleading, and golf. A physical must be done before beginning to practice sports. Athletics will have its own additional rules for athletes.

### **After-School Events**

Transportation for after-school events should be established before attending the event. Parents and students should not wait for the event to end before calling for a ride home. Morning announcements, the website, Class Tag, and Blackboard Messenger will advertise the times for pick-up. Students must be picked up within 15 minutes of the advertised time, or they cannot attend other after-school events. Students may not leave campus (on foot, via car, etc.) and return for after-school events unless directed. Students who leave campus and return cannot attend other after-school events.

### **Clubs and Tutoring**

Some of Sandy Grove Middle School's clubs include Battle of the Books, Future Business Leaders of America, Robotics, Science Olympiad, Dance, Art and Math, and ELA after-school tutoring. Students will be informed about club meetings and opportunities via the morning announcements, the school website, and the use of Blackboard Connect.

### **PTO (Parent Teacher Organization)**

The goals of the PTO are to promote the welfare of the children, to bring into close relation the home and the school so that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, and social education.

### **Concerns and Complaints**

Students, parents, and all staff members have the right to approach the Superintendent's Office to seek a solution to a problem or concern. The proper and requested method of resolution is to begin with the person directly involved. If the problem remains unresolved, the complaint should proceed to the school principal. If, after meeting with the principal, the problem or concern is still unresolved, the complaint may be filed with the superintendent's office.

### **TITLE I School**

Sandy Grove Middle School is a Title I school. The purpose 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 in challenging State academic achievement standards and state academic assessments.

### **Non-Discriminatory Statement**

The Hoke County School System is an equal opportunity employer and does not discriminate based on race, color, religion, gender, age, disability, or national origin.

### **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.

- (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 nonminority 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; (5) 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; (B) providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time; (9) promoting schoolwide 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 is Title IX?**

The board acknowledges the dignity and worth of all students and employees and strives to create a safe, orderly, caring, and inviting school environment to facilitate student learning and achievement. As provided in policy 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex, the board will not tolerate sexual harassment in the education program and activities of the school system. The board takes seriously all reports and formal complaints of sexual harassment.

This Title IX sexual harassment policy specifically prohibits sexual harassment as that term is defined under Title IX. It provides a process for students, employees, and others to report such sexual harassment for response by school officials. All incidents of conduct that could constitute sexual harassment under this policy are to be reported and treated in accordance with this policy, whether or not the incidents may also constitute violations of other board policies or standards of conduct.

Individuals who believe they have been subjected to sexual harassment prohibited by this policy or who have witnessed or have reliable information that another person has been subjected to sexual harassment prohibited by this policy should use the process provided in Section C of this policy to report such violations.

The board also provides a grievance process for those who believe they have been victims of sexual harassment that is designed to achieve prompt and equitable resolution of formal complaints of sexual harassment through a formal investigation and adjudication of the allegations in the complaint or thorough informal resolution processes. The grievance process is provided in policy 1726/4036/7237, Title IX Sexual Harassment Grievance Process. Affected individuals are encouraged to report sexual harassment in accordance with the process provided in Section C of this policy before filing a formal complaint to initiate the grievance process.

For the complete Title IX policy, you may find it at <https://bit.ly/3BohI7b>. Printed copies are available upon request.

### **What is MTSS/PBIS?**

MTSS, or Multiple Tier System of Supports, is a framework used to provide targeted support to struggling students. This includes, but is not limited to, social-emotional learning, school-wide support, academic progress monitoring, and behavior progress monitoring. PBIS, or Positive Behavior Interventions & Supports, is a framework used to reinforce, highlight, and address positive behavior and productive citizen lifestyles.

### **POWER OF “I.”**

Faculty and staff at Sandy Grove Middle School believe that every student can learn and that we have the skills necessary to provide a quality education. Students must accept responsibility for their learning by completing each assignment to the best of their ability. To assist students experiencing difficulties, Sandy Grove Middle School educators have enacted policies that will provide students a second chance to master objectives and improve their grades on certain assignments. With the “Power of I,” a student can resubmit certain assignments (at the teacher’s discretion) to receive a better grade. The “Power of I” is not designed to provide an excuse for missing assignments, and if abused, the teacher may remove this provision. **ALL MISSED ASSIGNMENTS MUST BE MADE UP WITHIN 5 DAYS OF RETURNING TO SCHOOL.**

- Students who score below 70% must redo identified assignments or retest certain assessments under the “Power of I” policy.  
(The teacher determines when the original assignment is made and if “Power of I” is active.)
- Tutoring attendance before the retesting/redoing is a mandatory piece of “Power of I.”
- The teacher will determine the proper grade based on the quality of the redo work, number of days it takes the student to complete the redo, attendance at the mandatory tutoring required in “Power of I,” and the effort given by the student.
- The highest grade that can be earned for a redo/retest assignment will be 95.
- A maximum 10-day window deadline is provided for a resubmit.
- N.C. Final Tests, N.C. EOC Exams are excluded from the “Power of I.”

### **School Resource Officer**

Our school resource officer (SRO) will be assigned by the Hoke County Sheriff’s Department. The SRO is a law enforcement officer specifically trained to work in a school environment. The responsibilities of the SRO include assisting in the safety and well-being of the students and staff at the school.

### **In-School Suspension (ISS)**

Students who do not follow school rules may be sent to the ISS room, and an Administrator will notify a parent. The ISS room is supervised at all times. In the ISS room, students write a plan to improve their behavior and become more responsible. Student work will be sent to the ISS room when possible, but the student must make up all missed class work. Serious infractions outlined in the Hoke County Code of Student Conduct will result in suspension from school and possible legal actions.

### **Administrative Authority**

The principal reserves the right to modify this handbook or make determinations regarding issues not specifically covered in this handbook.

The faculty and staff of Sandy Grove Middle School believe that effective discipline is essential to learning. We are certain that students' pride in their school and accomplishments and respect for themselves and others will provide a successful experience at SGMS. Students can expect a positive, nurturing relationship with our faculty, staff, and administration. Each student is legally entitled to an education free from distractions caused by inappropriate behavior. We further believe that the role of the school is to support parents, guardians, and the community in teaching responsible behavior.

The Hoke County Board of Education has established a *Code of Student Conduct* that formulates and sets forth rules about the conduct of students in the Hoke County Public Schools. The *Code of Conduct* shall apply to every student, at any time, on school property, or while participating in any school-sponsored event. The *Hoke County Code of Conduct* is a general set of rules. Within this code, administrators and teachers have the right to enhance this code for the betterment of the campus or classroom. These violations will result in disciplinary action as determined properly by the building administrators, including in-school suspension (ISS Room), short-term suspension, long-term suspension, and other disciplinary measures as deemed necessary.

When a school official learns or reasonably believes that any student has violated any Board or school policy that may also be a criminal violation, they shall determine whether it is necessary to report the violation to law enforcement. In such cases, school officials shall cooperate fully with the law enforcement agency; however, internal disciplinary proceedings shall proceed independently from the criminal investigation and prosecution.

<b>Violations</b> This includes but isn't limited to:	<b><u>First Offense</u></b>	<b><u>Second Offense</u></b>	<b><u>Third, Repeated Offenses,</u></b>
Inappropriate Items on School Property, Electronic Devices, Spinners, and other games.	Warning	Confiscation of items. A parent may retrieve an item at the end of the day.	Administrative Decision
Cellphones <ul style="list-style-type: none"> <li>• Are not to be seen or heard.</li> <li>• They should be powered off before the student enters the building.</li> <li>• They should be stored in the student's locker during the instructional day.</li> </ul>	The phone will be taken and brought to the front office. The student will receive a warning, and the parent will be notified. The phone will be returned at the end of the school day.	The phone will be taken and brought to the front office. The student will receive a 2nd warning, and the parent will be notified. The phone will be returned at the end of the school day.	The phone will be taken and brought to the front office. The student will receive ISS for 1 day, and the parent will be notified. The phone will be returned at the end of the school day. Further violations will result in out-of-school suspension.
Integrity <ul style="list-style-type: none"> <li>• Cheating</li> <li>• Falsification of information</li> </ul>	May result in short-term suspension or assignment to an alternative education program.	This may result in short-term suspension or assignment to the alternative education program.	This will result in assignment to an alternative education program or long-term suspension.
Technology Misuse/damage to /Chromebook	1-3 days ISS and may lose computer privileges. Pay damages for Chromebook	Two days OSS and loss of privileges/ Pay For Damages	Administrative Decision/Pay for Damages
Dress Code Violation	Warning and student may contact parent(s) for change of clothing	Assigned to ISS	Administrative Decision
Disruptive Behavior <ul style="list-style-type: none"> <li>• Disrespect</li> <li>• Excessive Talking</li> <li>• Failure to keep hands, feet, objects to self</li> <li>• Horseplay</li> <li>• Profanity</li> <li>• Sexual Offenses</li> <li>• Possession of a Weapon</li> </ul>	Administrative Decision	Administrative Decision	Administrative Decision
Fighting	3 - 5 days Suspension, behavior contract, parents notified. If warranted	3 – 10 days Suspension (Recommendation for reassignment), OSS	Will result in assignment to an alternative education program or long-term suspension



	placement to alternative school		
Theft/Damage to Property Including Chromebooks	1 – 10 days ISS or short-term OSS/Pay for Damages	3 – 10 days ISS or short-term, OSS/Pay for Damage	Administrative Decision/Pay for Damages
Communicating Threats to a Student	3 - 5 days ISS or short-term OSS	3 – 10 days short-term OSS	Administrative Decision

**SCHOOL BUSES**

To assure a safe ride to and from school, discipline on the bus is essential. Any student who rides a bus is under the direct authority of the principal, teacher on duty, and school bus driver. Any student who refuses to comply with the rules and regulations on the bus will be referred for disciplinary action.

## **Title I Parent and Family Engagement Policy Code: 1320/3560**

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

### **A. Definition of Parent and Family Engagement**

For this policy, "parents" and "parental" are inclusive terms intended to represent parents and guardians. Also, the term "parent and family engagement" means the participation of parents, guardians, and other family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including the following:

- that parents and family members play an integral role in assisting their child's learning;
- that parents and family members are encouraged to be actively involved in their child's education at school;
- 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
- that the school system utilizes in activities that support parent and family engagement in the Title I programs.

### **B. Purpose and Operation of Title I Program**

The Title I program is a federally supported program that assists 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 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 or targeted assisted programs based on federal eligibility criteria. School-wide programs will utilize a comprehensive school improvement process, enabling schools to serve all students. Targeted assistance programs will provide services to eligible students in the school with the greatest need for assistance.

Both schoolwide and targeted assistance programs shall be based on effective means of improving student achievement and shall include strategies to support parent and family engagement.

### **C. Annual Meeting**

Each year, Title I parents must be invited to an annual meeting. At this time, parental rights will be explained, programs and activities provided with Title I funds will be discussed, and input will be solicited on the Title I program this policy. In addition, all parents will be able to evaluate the effectiveness of the Title I programs and the parent and family engagement policies and plans. Data collected from these findings will be used to revise Title I programs and parental involvement plans.

### **D. Parent and Family Engagement Efforts**

The Board believes that the involvement of Title I parents and family members contributes significantly to children's success. The Title I staff and all school system personnel shall strive to involve parents and family members in activities throughout the school year.

The superintendent shall ensure that this system-level parent and family engagement policy is developed with, agreed upon, and annually distributed to parents and family members of participating students. In addition to the system-level parent and family engagement policy, each school participating in the Title I program shall jointly develop and annually distribute to parents and family members a school-level written parent and family engagement plan that describes the means for carrying out school-level plans, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement and increasing accessibility for the participation of all Title I parents and family members, including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children. School-level plans must involve parents in the planning and improvement of Title I activities. They 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 to provide equitable services to students enrolled in private schools. The superintendent or designee will establish any additional procedures necessary 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:

involve parents and family members in the joint development of the Title I Program and the process of school review and improvement;

provides coordination, technical assistance and other support from various central office departments necessary to assist participating schools in planning and implementing effective parent and family engagement activities that are designed to improve student academic achievement and school performance;

build the schools' and parents' capacity for strong parent and family engagement ;

coordinate and integrate parent and family engagement strategies in the Title I Program to the extent feasible with parent and family engagement activities established in other federal, state, and local laws and programs (such as Head Start, SmartStart and similar programs), that prepare children for school and parents for their role in supporting their children's learning;

with the involvement of parents, conduct an annual evaluation of the content and effectiveness of the school system parent and family engagement policies and program in improving the academic quality of the school and assisting student to met the school system's academic standards;

strive to eliminate barriers to parent and family participation by assisting parents and family members with disabilities and parents and family members who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;

provide assistance to parents and family members 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 varied and multiple means of communication (e.g., community-based meetings, sending information home, newsletters, workshops and newspaper articles);

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;

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;

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;

coordinate and integrate, to the extent feasible and appropriate, parent and family engagement programs and activities with federal, state, and local programs, including Hoke County Public Schools' pre-school programs and conduct other activities in the community that encourage and support parents and family members in education;

strengthen the partnership with agencies, businesses and programs that operate in the community;

ensure that parents and family members are involved in the school's Title I activities; and

provide such other reasonable support for Title I parent and family engagement activities as requested by parents and family members.

#### E. Notice Requirements

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

##### LEP Program

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:

the reasons for the child's identification;

the child's level of English proficiency;

methods of instruction;

how the program will help the child;

the exit requirements for the program;

if the child has a disability, how the language instruction educational program meets the objectives of the child's individualized educational program (IEP); and

any other information necessary to effectively inform the parent and family of the program and the parental rights regarding enrollment, removal, and selection of an LEP program.

The principal or designee of a school with a Title I, Part A-funded language instruction program that has failed to progress on the annual achievement objectives for LEP students shall notify the parents and family members of such failure no later than 30 days after the failure occurs.

##### System Report Card and School Progress Review

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, the performance of the school system and teacher qualifications.

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.

##### Teacher Qualifications

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).

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 does not meet applicable State certification or licensure requirements at the grade level or subject area in which the teacher has been assigned.

#### 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 parent and family engagement policy, parents' right to be involved in their child's school, and opportunities for parents and family members 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: 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; for the current school year, a list of available schools to which students eligible to participate in public school choice may transfer; 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 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 school's principal ensures the campus remains safe and will institute the necessary procedures (Hoke County Schools' Policy Code 1510/4200/7270).

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: July 2023

# MTSS Problem Solving Framework

## Step One:

### Collect and Review Data (Check Core)

Ensure ALL students are receiving core instruction and determine if core is working. (80% of students are demonstrating growth) PLCs/PLTs TIPS framework and agenda to problem solve core instruction or individual student instruction needs.

## Step Two: Is Core Working?

**If Core is NOT working.....**

**If Core IS working.....**

PLCs/PLTs/MTSS Team use ICE guiding questions to hypothesize and test Precise Problem Statement.

**I (Instruction)**

**C (Curriculum)**

**E (Environment)**

\*See Appendix for ICE questions

If any identify which students are NOT making adequate growth.

**Ask Why questions?**

**\*\*\*\*Must have TIPS Meeting Minute Form to document checking of Core (ICE). \*See appendix for form**

## Step Three: Create a Plan

**Test Precise Problem Statement (I.C.E)**

**Rule Out Attendance and/or Behavior**

<p><b>Review data from tested hypothesis and create solutions for all identified areas of I.C.E. Identify Goal for change. Identify solutions(s) and create implementation plan.</b></p>	<p style="text-align: center;"><b><u>Attendance</u></b></p> <p><b>If the student has missed 10% or more of instruction, investigate, create an attendance action plan if needed.</b></p> <p><b>*Follow Hoke County Schools Attendance Policy. (This includes tardies, removals, and suspensions.</b></p>	<p style="text-align: center;"><b><u>Behavior</u></b></p> <p><b>If the student has 10% or more of office referrals, removals, suspensions.</b></p> <p><b>*Collect data to include a functional behavior assessment.</b></p> <p><b>*Hypothesize behavior after review of data.</b></p> <p><b>*Create a behavior intervention plan. *see appendix</b></p>
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**Step Four: Implementation of Plan**

<p><b>Implement plan with integrity, progress monitor and implement fidelity checks (every 30-45 days)</b></p>	<p><b>Implement plan, progress monitor and implement fidelity checks (every 30-45 days)</b></p>
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**Step Five: Monitoring and Documentation**

<p><b>Document impact of solutions and compare effectiveness against goal.</b></p>	<p><b>Once attendance and/or behavior has been ruled out review data decision rules and begin the TIPS problem solving process. Hypothesize and create a precise problem statement.</b></p>
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## Step Six: Next Steps

**Has the problem been solved? Has the goal been achieved? Make summative evaluation decision to what to do next.**

**Identify a goal and create an implementation plan. Progress Monitor effectiveness of interventions. Use Individual Student Minute Meeting form (TIPS-Individual Problem Solving Form)**