

Scurlock Elementary

Parent/Student Handbook

2024 - 2025



“Every Journey Has A Great Story!”

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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.

Scurlock's Vision Statement

Scurlock is a 21st-century learning environment where:

- ★ All students show continuous growth academically, physically, and socially to be college, career, and life-ready.
- ★ All staff collaborate to meet the diverse needs of our students, empowering them to become life-long learners.
- ★ Home-school-community relationships support students in achieving their fullest potential.

Scurlock's Mission Statement

Our mission is to provide a tradition of excellence that consists of a high-quality education, meaningful relationships, and life-changing opportunities for our diverse population of students to succeed in an ever-changing world.

Core Values

- ★ **INNOVATION**- Continue to embrace forward-thinking and creativity to transform solutions and ideas that will enable responsiveness to the expectations of the entire school community.
- ★ **INSPIRATION**- Foster an environment that empowers and influences creative thinking, enthusiasm, and motivation to generate new ideas, goals, and actions.
- ★ **IMPROVEMENT**- Engage in continuous improvement to enhance processes and protocols in order to generate the most effective and efficient organization and ensure long-term success.
- ★ **INTENTION**- Act with purpose in order to achieve desired goals and outcomes; be deliberate and thoughtful with words, actions, decisions, and work to positively influence the school community.
- ★ **INCLUSION**- Value people for who they are, nurture diversity, ensure access to opportunities, promote a sense of belonging, and embrace the contributions of all students, families and staff in order to strengthen the school community.
- ★ **INTEGRITY**- Communicate and act in a trustworthy manner to build genuine relationships; the school community is committed to being self-aware, accountable, transparent, and responsible.

MEET YOUR PRINCIPAL



Dear Parents and Students,

This is the beginning to what I believe will be a great school year at Scurlock Elementary School. We have high expectations for everyone who walks through our doors, and I want to make sure everyone leaves better than when they came. We strive to ensure innovation, inspiration, improvement, intention, inclusion, and integrity create the framework for success. I am confident that our students will achieve academic excellence with your partnership as we get them college and career-ready. I hope your child's educational experience is a memorable one and that they find lasting relationships at Scurlock Elementary. It takes everyone to make learning happen and I am confident that your child will be well-rounded and ready to excel in anything he/she puts their mind to.

Sincerely,

Demarious J. McNeill
Principal

MEET YOUR ASSISTANT PRINCIPAL



Dear Parents and Guardians,

Welcome to a new school year at Scurlock! I am your new assistant principal. We are excited to have you as part of our school community. Your support and involvement play a vital role in creating a nurturing environment where our students can thrive academically and personally.

As we embark on this journey together, we encourage open communication and collaboration. Your insights and feedback are invaluable, and we look forward to working closely with you to ensure the best possible experience for our students.

Thank you for your commitment to your child's education. Together, we can make this school year a memorable and successful one!

Warm regards,

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 and regulations are developed by the School Board and State or

Federal agencies, additions and/or deletions will be made to this manual. Every effort will be made by school employees to help students understand what is expected of them.

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After-School Care Program

Scurlock has an After School Care Program which operates from 2:30 pm to 6:00 pm. All students should be picked up no later than 6:00 pm. An enrollment packet must be completed for review by the administration before the student officially being enrolled. A waiting list is utilized to maintain an appropriate student-teacher ratio. For questions about our After School Care Program, please contact our Bookkeeper or Principal. An After School Care Handbook will be provided for parents upon enrollment into the program. The cost of the services is \$25 registration fee and \$50 weekly **per** child.

Attendance Expectations

Attendance Requirements

Students are expected to be in attendance at school each day. Students in grades PK-5 are required to be in attendance for 150 days. 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 unexcused.

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- activities.

Absences are excused only for the following reasons:

1. Personal illness or injury
2. Death in the immediate family;
3. Medical or dental appointment;
4. Court or administrative proceeding;
5. Religious observance;
6. **Family trips or vacations during the school year will cause a significant loss of instruction for students. However, if a child must be out, a three-day notice must be given to the teacher/social worker. Educational opportunities, such as travel, must have prior approval. The appropriate forms should be completed and signed by the principal. (Approved by administration 2 weeks in advance)**

School Hours

- The school building opens for students at 7:15 a.m. Prior to 7:15 supervision is not available for students.
- Breakfast will begin at 7:15 am and end promptly at 7:45 am. Breakfast is served in the classrooms.
- **To allow for a safe environment children should not arrive on campus before 7:15 a.m. 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 a.m. The front office will be open daily from 7:15 a.m. to 4:00 p.m.
- Pre-K - 5th grade car riders are released from their classrooms at 2:30 p.m. to report to the designated locations for dismissal.

- All bus rider students will be released at 2:35 p.m. to report to the bus parking lot.
- Parents must have a written or digital note communicating a change in mode of transportation via a note to the student's teacher. If you have to call the school, you must call before 11:30 am. **Parents are not to pull students out of the bus rider line for a change of transportation as this is a safety issue.**

Tardy to School

Prompt arrival at school is expected of all students. Late arrival disrupts class and delays instructional time. **Tardy students are to be brought into the office by their parents to be signed in and receive a pass to class. Any child that arrives at school after 7:45 am will be considered tardy. Parents will be contacted to return and sign students in if they are dropped off in front of the school after the tardy bell.** Students **will not** be permitted to class without a pass. Students with consistent and/or excessive tardies will be turned over to the School Social Worker.

CHECK-IN Procedures:

- ❖ Students must be checked in through the front office, students will be given a pass to give to their teacher. Students who are checked in after **11:30 am are still considered absent.**
- ❖ If a student is late a Parent/Guardian must sign them in.

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, ID's will be checked***)

Early Dismissals

- ❖ Our instructional day ends at 2:35 p.m. **A student will not be permitted to be signed out after 2:10 pm.** In case of emergencies, please contact the front office.

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; and exclusion from peer groups.
2. Scurlock 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 digital Google form that students have access to.
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 on our behavior management system and PowerSchool.
6. After the investigation, the administration will determine whether the policy and or state law have been violated.
7. Administration will determine appropriate discipline and parents will be notified.

Consequences for Bullying

First violation – Referral to support group program; Intervention Plan developed in conjunction with the school administrator, student, parents, guardians, and appropriate staff; 1-5 days suspension if necessary.

Second offense- 5-day suspension if necessary, 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 if necessary and recommendation for long-term suspension; parent conference, refer to appropriate agency, if necessary

* If any of the acts of teasing, bullying, and harassment continue 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

A nutritious breakfast and lunch is served daily in a self-service line. **Students will be served breakfast in the classroom.** Students will go to the cafeteria to eat lunch. Students are encouraged to participate in the lunch program. Scurlock is a Community Eligibility Provision (CEP) school which means all students eat free regardless of meal applications. Money can be placed on student accounts for additional snacks during lunch. Your child will be given a number for their lunch account. Please direct questions regarding your child's lunch account to the cafeteria manager. **Please refrain from bringing "fast food" and carbonated drinks into the cafeteria. Parents are not allowed to bring in homemade food items for classroom celebrations. All items must be store-bought and sealed.** Breakfast will be served each morning from 7:15 a.m. – 7:45 a.m. Monthly menus will be provided.

Cafeteria Rules

1. Staff members are not allowed to warm food for students.
2. Stand quietly in line.
3. Use good table manners.
4. Follow PBIS Behavior in the cafeteria.
5. Eat all your food before talking quietly.
6. Soft drinks are not recommended for lunch.
7. Take care of your lunch box or tray.
8. Leave the dining areas clean and neat.

Snacks are available for sale in the cafeteria. Snacks must be purchased with cash (no charging).

Diet Orders

If your child has allergies that limit the foods he/she can eat, **please have your physician complete a Diet Order and return it to the Principal.** A copy of this form can be located in the back of this handbook. A copy of the diet order will be given to the school nurse, classroom teacher, and the cafeteria manager. If you have any questions about the Diet Order, you may consult the school nurse or cafeteria manager.

Cell Phones/Electronics – Hoke County Rule

Cell phones, smart watches, Bluetooth earbuds, 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.

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

First Violation: Confiscate the device and allow the student to take it home at the end of the school day.

Second Violation: Confiscate the device and allow a parent to pick it up at the end of the school day.

Third Violation: Confiscate the device and allow a parent to pick it up at the end of the current school week.

Parents 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.

Chromebook and iPad Care and Expectations:

- Chromebooks and iPads are to be used for school purposes only.
- No food or drink near your Chromebook or iPad.
- Carry your Chromebook or iPad with care (no slamming, throwing, or stepping on your Chromebook).
- Hold your Chromebook or iPad with two hands, use only on a flat surface.

- Case should remain on the Chromebook or iPad at all times.

Dress Code for Students

In order to provide a positive learning environment, we expect students to follow the dress guidelines below. Inappropriate dress 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 remaining in Lost and Found will have the opportunity to be claimed by individuals. Please make sure your child checks the Lost and Found should he/she lose his/her coat or any 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. Children tend to fall when they have no support of the heel, especially during recess or physical activities. **CROCS must be worn with a strap at all times. NO FLIP-FLOPS or slides.**
- 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, or 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.

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 the cooperation of ALL parents. Please keep the teacher and Student Information Data Manager updated on any changes in your phone number (work, home, cell, or other emergency contacts), changes in your address, changes in guardianship or custody, and deployments.

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 in the front office for the appropriate paperwork. **All balances must be cleared before withdrawing a student.**

Custody Papers

Please make sure the Administration receives a copy of any custody papers in reference to the 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)

Field Trips and Activities Involving School Time

The Hoke County Schools Administrative Handbook states that a field trip is to introduce, reinforce, or enhance classroom activities and is related to the curricula as specified in the North Carolina Standard Course of Study or to a special event, which would be an educational experience for students. Field trips are not a time for family outings. Listed below are some general provisions for all Field Trips.

1. Permission slips must be signed by the student's parent/guardian before the field trip and filed at the school. In addition, a Volunteer Form must be completed and submitted to the front office at least 10 days prior to the trip for chaperones. **ALL CHAPERONES ARE REQUIRED TO COMPLETE AN EMPLOYMENT BACKGROUND AUTHORIZATION AND RELEASE FORM AND A VOLUNTEER CODE OF CONDUCT FORM 10 DAYS PRIOR TO FIELD TRIP!** These forms need to be updated yearly.
2. Transportation will be furnished by vehicles owned by the Hoke County Board of Education or leased public carriers, except for small groups of less than five.
3. Field trips may extend beyond the school day; however, adequate prior arrangements must be made for students to be picked up and returned to their homes following the completion of the field trip.
4. **Non-school-age children are not allowed to attend.** Please make prior arrangements for non-school-aged children.
5. While on a field trip, all students must remain under the supervision of school personnel and chaperones.
6. School Bus insurance will only cover staff and students who are enrolled as students of Scurlock Elementary School. For this reason, parents are not allowed to ride regular school buses for field trips.
7. At times, parents may be required to attend their child's field trip due to various classroom issues/concerns at the discretion of the teacher and approval from the administration.
8. Parents who attend any and all field trips are expected to serve as chaperones and to adhere to the following:
 - Pay any and all fees associated with the field trip in accordance to the same deadlines as the students.
 - Assist the teacher accordingly to meet the educational and safety needs of all students.
 - To supervise and manage a select group of students.
 - Assist the teacher with food preparations, bathroom privileges, and other needs assigned by the teacher.

10. Chaperones may not take any additional students or children with them on the trip. This includes students in other grade levels.
11. Chaperones who drive separately and follow the buses on a field trip are expected to follow the same guidelines as stated above.
12. Chaperones who attend field trips are asked to remain for the entire field trip.
13. Chaperones are limited to the parent, grandparent, and/or legal guardians.
14. Field trip refunds will not be issued unless approved by the principal.

Check Policy

It is the policy of Scurlock Elementary School to accept checks on behalf of students for various reasons, such as the following: damage fees, lunch accounts, after-school daycare, field trips, and school-wide fundraisers. We will accept checks and process them in a timely manner to ensure 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.

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 procedures.

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 procedures.

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.

Bookbag Policy

As part of Hoke County Schools ongoing efforts to provide safe and secure learning environments, beginning in the 2024-25 school year, only clear backpacks (book bags) will be permitted for all students. Backpacks need to be clear plastic, vinyl, or similar transparent materials. Backpacks with colored elements, stripes, colored straps, mesh pockets, or leather reinforced corners are allowed as long as they do not obstruct visibility (designs or decorations can not hinder the ability to see inside the backpack). Mesh bags are not an acceptable material or backpack (book bag) type. Colored transparent backpacks are not allowed. Only fully clear backpacks.

All gym or spirit bags must be in compliance with the clear backpack (book bag) requirements. The only exceptions permitted are:

- A small non-transparent purse or pouch for personal hygiene items.
- Lunch boxes or lunch bags.
- Sport-specific carrying case for athletic equipment (ex: baseball or softball bat packs).

However, these bags should be stored in designated areas upon the student's arrival, as directed by coaches, instructors, staff, and administration.

- Instrument-specific carrying case for band equipment. However, these bags should be stored in designated areas upon the student's arrival, as directed by instructors, staff, and administration.

Homework/Classwork

Incomplete assignments (in the classroom and/or virtual) can negatively affect a student's grades. Failure is not an option for students at Scurlock Elementary School. Our teachers provide homework at their discretion to reinforce classwork taught, review material, and reinforcement of skills. Kindergarten through fifth grade may expect homework during the week. **Reading each night is highly encouraged for all grade levels. READING is a fundamental skill for all content areas and is a required homework assignment each evening.**

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:

M= Mastery (The student demonstrates knowledge of and the ability to apply the entire standard in all appropriate situations at an 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

Students in grades 3-5 will receive numerical grades on their report cards and progress reports. The grading scale on 3-5 report cards and progress reports are as follows:

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

Grading Scale for Conduct:

All students in grades K-5 will receive quarterly conduct grades. The conduct grading scale are as follows:

- O= Outstanding
- S- Satisfactory
- N- Needs Improvement
- U- Unsatisfactory

Elementary Progress Report/Report Card Release Dates

Quarter	Progress Report Release Date	Report Card Release Date
First	September 30, 2024	October 29, 2024
Second	November 25, 2024	January 14, 2025
Third	February 10, 2025	March 19, 2025
Fourth	April 17, 2025	May 29, 2025

MTSS

Scurlock Elementary believes in the necessity of meeting the needs of all students in our school through our Multi-Tiered Systems of Support (MTSS). We aim to educate and care for the whole child, academically, behaviorally, and emotionally with clearly defined processes and procedures to ensure consistency in the support provided to our student population. Through data-driven decision making the needs of each and every child will be met.

(<https://sites.google.com/hcs.k12.nc.us/hoke-county-schools-mtss-resou/home> for more information)

Individualized Intervention Plans (IIPs) are required for every K-5 student who is not performing at grade level in reading, math, science, or writing. Your child's classroom teacher will share this IIP with you each nine weeks, beginning with the 2nd 9 weeks, to discuss student concerns and student progress. **IIPs will be reviewed by the parent at the end of each quarter.** The IIP will document extended instructional opportunities designed to improve the student's performance to grade-level proficiency. These opportunities may include special homework, tutoring sessions, modified instructional programs, parental involvement, and access to individualized educational software.

One component of MTSS to help with school-wide behavior is our PBIS system. Positive Behavioral Intervention Support (PBIS) is a positive, proactive approach to supporting students through the use of strategies for achieving social and learning outcomes while preventing problem behaviors. PBIS focuses on doing what is right in regards to behavior while at school which can be incorporated into the home and the community. Teachers and staff will teach four to five positive expectations that are consistent across the school. (www.pbis.org for more information). Parents are encouraged to stay informed on Class Dojo.

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. You will be given instructions on how to create your secure username and password. Please contact us for more information on how to get set up using this feature.

Promotion and 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 requests 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-Led Conferences/Parent-Teacher Conferences

Parents are encouraged to call the school to request a conference with their child's teacher, counselor, or administrator at any time to discuss how best to work with their child in meeting his/her educational and social needs. Please schedule parent-teacher conferences before or after school. We encourage each parent/guardian to meet with your child's teacher a minimum of 4 times this school year (Quarterly).

Teacher Requests

It is the responsibility of the administration to roster students each school year. Students have been assigned to teachers that will best meet their academic needs. 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 Scurlock 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

In order to guarantee safe transportation for the students, we are using the following bus discipline plan at Scurlock Elementary School. Our philosophy: We believe all students can behave appropriately and safely while riding on a school bus. We will not tolerate any student stopping drivers from doing their job or preventing other students from having safe transportation. Bus transportation is a service we gladly provide; it is your **privilege** to access public school transportation.

School buses are provided by the state of North Carolina and the Hoke County School System for the convenience of parents and their children. The children must ride their assigned bus. If it becomes necessary for a child to ride a different bus, parents must write a note containing:

- a. Physical address (student)
- b. Physical address (temporary stop location)
- c. Telephone number of parent.
- d. Please note... **Telephone calls regarding bus changes need to be directed to the administration.**
- e. **Transportation change requests must be received at SES no later than 10:00 a.m. daily.**

It is unlawful for anyone except Scurlock Elementary School students and school employees to get on a school bus. Trespassing on a school bus is a reportable offense and charges can be filed.

North Carolina Public School Law 115-C-245

Bus riding privileges may be revoked for any of the following reasons:

1. Refusing to be seated
2. Refusing to remain seated/moving up and down the aisle while the bus is moving
3. Not allowing others to be seated
4. Fighting
5. Throwing objects in or out of the bus

6. Spitting/littering
7. Unnecessary noise, yelling, or talking too loudly
8. Tampering with bus equipment/emergency door
9. Inappropriate language
10. Distracting the driver
11. Eating or drinking on the bus
12. Rude or discourteous conduct
13. Bringing radios, video games, cell phones, or other electronic equipment

Bus Rules:

All students will be expected to behave appropriately and safely while riding a school bus. We will not tolerate students preventing bus drivers from doing their job. The following rules will be enforced:

- ✓ Students will scan their bus tag upon entering their assigned bus in the morning and upon entry and exit of the bus in the afternoon.
- ✓ Students must stay in their assigned seats; keep feet out of the aisles; and keep hands and feet to oneself, also known as “Bottom to bottom, back to back”;
- ✓ Students will respect school property; damaging seats is a punishable offense;
- ✓ Students may not yell, push, fight or use profanity while on a school bus;
- ✓ Students will not disrespect bus driver and/or any staff member assigned to monitor bus behavior;
- ✓ Students may not eat, drink, or chew gum;
- ✓ Students are not allowed to bring toys, cellular devices, or anything deemed “inappropriate” on the school bus.
- ✓ Students must behave appropriately at the assigned bus stop. Also, students must be at their assigned stop at least 10 minutes prior to their bus stop pick-up time each morning. If a child is left because of this failure, the parent/guardian is responsible for getting the child to school.

In order to ensure that Scurlock Elementary students are transported safely to and from school, bus regulations must be followed. The school administrator will handle all school bus concerns. The following procedures will be followed:

1. Students who are reported by the bus driver for the first offense of misconduct will be counseled and receive a written warning notice to parents/guardians.
2. A second offense will result in a one-day suspension from the bus.
3. A third offense will result in a three-day suspension from the bus;
4. The fourth violation, five-day suspension
5. The fifth violation, a ten-day suspension
6. The sixth violation, indefinite suspension from riding his/her bus proceeded with a parent and administration conference. Long-term suspension will be used as a last resort.

Severe Clause:

The above actions may be bypassed and alternate suspensions or consequences may be given pending the nature of the offense and/or disrespect to the driver.

Changes in the method of transportation must be made in writing or sent via ClassDojo and provided to the student's homeroom teacher or school in order for students to go home via a different form of transportation than normal. NO changes can be made over the phone.

Bus Riders

Bus transportation is provided for all students upon request. The transportation office for the Hoke County School System coordinates bus routes and schedules. Concerns and questions about bus routes and safety should be directed to this office (910-875-9271). All concerns of discipline should be directed to the school administrator.



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 there are any medication changes involving a student, please ensure the school is notified of those changes immediately. Contact either the school nurse or social worker.

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 change

Parents Right To Know

As a parent of a student enrolled at a Title I school, you have the right to know the professional qualifications of the classroom teachers and instructional assistants who work with your child. Federal law allows you to ask for the following information about your child's classroom teachers and requires the district to give you this information in a timely manner:

- whether the teacher is certified to teach the subjects and/or grade levels the teacher is teaching,
- whether the teacher's certificate is a waiver or substandard certificate,
- the teacher's academic major, graduate degrees, if any, and
- the teacher's certification area

Parent Engagement

***Conferences with Teachers - Teachers cannot conference with parents virtually/online/phone during the instructional day, which begins at 7:15 and ends at 3:00.** Teachers will be available to conference with parents by appointment during resource times, before and after school. To schedule an appointment with the teacher, please call the front office and/or leave a message, write a note in your child's folder, 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.

Notifications will be sent home to inform you of upcoming events. Reminder: weekly phone calls go out every Sunday by 5:00 p.m. **Please keep current contact information updated.** You may also check the school website, Class Dojo, Facebook page, Twitter, marquee, and your child's backpacks for letters from the teacher and administration. Parents may also be asked to attend IEP, SAT, or IIP meetings with selected staff. Please make arrangements to attend these meetings when you receive notifications.

Parent/Teacher/Student Compacts

The school-parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the way in which the school and parents will build and develop a partnership to help children achieve the state's high standards.

<h3><i>Tips for Parents and Family Members</i></h3>
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- ❖ Know your child’s teachers and ensure you are connected to their Class Dojo.
- ❖ Check the school’s website and social media platforms for important information and updates.
- ❖ Check your child’s book bag daily.
- ❖ Ensure students' devices are charged for daily instruction.
- ❖ Ensure students care for assigned devices appropriately.
- ❖ Schedule time for reading daily.
- ❖ If you are unable to help your child with schoolwork, ask a teacher for help.
- ❖ Schedule conference times with teachers.
- ❖ Ask weekly about upcoming tests.
- ❖ Encourage your child to do his/her best on a daily basis.
- ❖ Have high standards and expectations for your child’s learning.
- ❖ Monitor the amount of time your child watches television/use of electronic devices.
- ❖ Encourage your child to persist when the work becomes difficult.
- ❖ Make sure your child completes his/her homework assignments.
- ❖ Communication RESOURCES: Class Dojo, PowerSchool, Canvas, SeeSaw, Email, Letters

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.

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 that the education of children 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 of them 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 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 PARENT AND FAMILY ENGAGEMENT

For the purposes of this policy, “parents” and “parental” are inclusive terms intended to represent both 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:

1. that parents and family members play an integral role in assisting their child's learning;
2. that parents and family members 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 utilizes 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 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 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 which 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 and this policy. In addition, all parents will have an opportunity 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 the involvement of Title I parents, guardians, and family members directly contributes to the significant growth and overall success of students. The Title I staff and school system personnel shall make valiant efforts to involve parents, guardians, and family members in engaging activities that promote growth for students throughout the school year.

The superintendent shall ensure that this system-level parent and family engagement policy is developed with, agreed upon with, 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 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 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 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:

1. involve parents and family members in the joint development of the Title I Program and the process of school review and improvement;
2. provide 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;
3. build the schools' and parents' capacity for strong parent and family engagement ;
4. 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;
5. 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 students to meet the school system's academic standards;
6. 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;
7. 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);
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;
11. 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' preschool programs, and conduct other activities in the community that encourage and support parents and family members in education;
12. strengthen the partnership with agencies, businesses, and programs that operate in the community;
13. ensure that parents and family members are involved in the school's Title I activities; and
14. 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 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 and family 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 and family members 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 that does not meet applicable State certification or licensure requirements at the grade level or subject area in which the teacher has been assigned.
- 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 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:

- 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 any additional administrative procedures necessary 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; June 7, 2018

