



Student Handbook

2023 – 2024

Tar River Elementary School

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Tar River Elementary School Vision and Mission

Vision: At Tar River Elementary, everyone will be fully engaged in a collaborative effort to ensure each student meets his/her highest potential.

Mission: We positively impact every student each day through rigorous, engaging experiences.

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Admission to School

All students attending Tar River Elementary School must maintain legal residence in the Tar River Elementary School District, be approved through the School Choice process, or be approved in writing by the Granville County Board of Education for special circumstances. Legal residence is defined as the full-time residence of the child's parent(s) or legal guardian(s). Inquiries or requests for change of district should be directed to the Superintendent of Granville County Public Schools.

Afterschool and Before School Programs

The Community Schools' Department of the Granville County Public Schools System provides before and after school care for students. Tar River Elementary offers before and after school care, and fees apply. To apply for the program, pick up an application from the main office.

The programs do not operate when school is closed for inclement weather. In the event the school opening is delayed by 2 hours, the Before School program will open at 8:00 a.m. In the event school is closed early due to inclement weather, the Afterschool Program will not operate. Parents who enroll their child(ren) in the Afterschool Program should make prior arrangements for their child(ren) to ride the bus home or for their child(ren) to be picked up immediately following dismissal in the event of inclement weather.

Arrival and Dismissal

Arrival

Bus Riders

Bus riders will begin unloading at 7:20 a.m. All students wishing to eat breakfast will report directly to the cafeteria. Students in grade K will remain in the cafeteria after they have finished eating. Students in grades 1-5 will report to the gym after they have finished eating.

Any bus riders not eating breakfast in grades 1-5 will report directly to the gym and sit with their homeroom.

Car Riders

Supervision will be provided for students who are not enrolled in the Before School program beginning at 7:20 a.m. The warning bell rings at 7:40 a.m. The tardy bell rings at 7:45 a.m. Students who are not in the classroom at the time of the tardy bell will be considered tardy. If a student arrives late, the parent/guardian must call the front office so that a staff member can screen the tardy student before the student exits the vehicle.

Parents/guardians must drive students through the carpool lane to the front of the building for dropoff. Parents/guardians will not be allowed to walk any students to the building. There will be one lane of traffic only.

Note: The carpool line is not designed for parking. Please handle all other business at another time, i.e. signing papers and finishing breakfast.

Parents/guardians must walk their child into school if they are tardy. Once in the building the parent/guardian must sign the student in on the school computer located in the main office. The students will then take the tardy sticker and give it to their teacher upon arrival.

Dismissal

Bus Riders

Bus riders will be dismissed at 2:55 p.m. each day. In the event of an early release, bus riders will be dismissed at 12:00 p.m. Teachers will walk students to the buses by grade level.

Car Riders

Car riders will be dismissed at 2:55 p.m. In the event of an early release, car riders will be dismissed at 12:00 p.m. During car rider dismissal, parents must remain in their cars. Parents will not be allowed to park and walk across to pick up their child(ren) unless they have additional business to attend to at school, i.e. a scheduled meeting. **Anyone who picks up a car rider must have a school-issued card displayed on the driver-side window. If someone does not have a card, he/she will be asked to park and report to the office to receive a card and show proper identification to verify he/she is able to pick up the student.** All car riders must be picked up by 3:15 p.m.

Car Rider Procedures:

- Vehicles picking up students in grades PreK-1 will enter the carpool lane in front of the building. Vehicles picking up students in grades 2-5 will enter at the entrance for the community building. (Students will follow the youngest child. For instance, if a 5th grade student has a kindergarten sibling, he/she will be picked up at the front of the school.)
- Upon entering, vehicles follow the carpool signs up to the front of the school for PreK-1 or to the intersection for grades 2-5.
- **Parents/Guardians will place identifying tags on the driver's side window of their vehicles.** If a tag is not visible, then a parent/guardian must park in a designated parking space. (Any person who is picking up a child – parent, guardian, grandparent, babysitter – must have an identifying tag.)
- One staff member will stand in the car line lot calling the names of the students using a two-way radio. When you reach this staff member, he/she will tell you at which pick-up location number your child(ren) will be waiting.
- As students' names are called to walk to a cone/flag, teachers will release students to go to a staff member standing at the location.
- The staff member will load the student(s) into the vehicle. Parents/Guardians are not allowed to park or get out of vehicles to receive students in the carpool lines.
- Once all vehicles in a set are loaded, the vehicles will be released at the same time, and the next set of vehicles will pull up to the pick-up location.
- Cars in the front carpool line (grades PreK-1) will exit through the main parking lot exit. Cars in the side carpool line (grades 2-5) will exit through the community building exit.

Please make sure your student is capable of buckling his/her seatbelt before beginning school. Staff members will not buckle students as this delays the car line. Anyone who needs to buckle a child will have to park to buckle the child.

Transportation Changes

No student will be taken out of the bus rider line or taken off the bus without written permission from a parent/guardian provided at the beginning of the school day. Phone calls to the office to change how

a child is going home will not be accepted (with the exception of cases of emergency, such as an unexpected hospital visit, and only if office staff verifies the person making the call). No transportation changes will be accepted after 1:15 p.m.

Attendance

Parents and families are essential partners in promoting good attendance because they have the bottom-line responsibility for making sure their children get to school every day. Just as parents should focus on how their children are performing academically, they have a responsibility to set expectations for good attendance and to monitor their children's absences, so that missed days don't add up to academic trouble. If children don't show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers.

Parents are encouraged to notify the school when their child is or will be absent. Parents can request information from the school about requests for educational opportunities. **Please also see BOE [Policy 4400 - Attendance](#)**

NC Compulsory Attendance Law

The [NC Compulsory Attendance Law](#) (N.C. G.S. - 115C-378) requires parents and guardians to ensure their children attend school each day it is in session. A parent or guardian may be prosecuted under this law if a student between the ages of 7 and 16 or if enrolled in K-2 prior to age 7, has more than 10 unexcused absences. In addition, a child aged 7 to 16 could be referred by the school to the Department of Juvenile Justice for the filing of a petition asking the court to find the child undisciplined.

In order to be counted present, a child must be present at least half of the day. Parents will be notified by the school when their child has 3, 6, and 10 unexcused absences. After 10 unexcused absences, the principal or designee will meet with the family to discuss attendance concerns and sign an attendance contract. If the family does not make a good faith effort to comply, the case will be referred to the courts and the Department of Social Services as required by law.

Excused Absences

The absences listed below are considered excused once the school has received verification:

- illness or injury
- medical or dental appointments
- quarantine
- caring for a sick child if the student is the custodial parent
- death in the immediate family
- religious observances
- court or administrative proceedings
- educational opportunities (with prior approval)
- visiting with a parent in the military who's been called to duty, is on leave, or has just returned from combat deployment.

Tardies and Early Dismissals

Students are expected to be on time to school and stay at school throughout the instructional day. Tardies or early dismissals for reasons other than those listed above are considered unexcused.

Early Departure/Check-out

If a student must be checked out early, the parent/guardian or authorized person must come in the building and sign the child out. An office staff member will call the child to the office. Teachers have been instructed not to release children from the classroom until they are told to do so by office staff. Anyone who the office staff does not personally recognize as being the parent/guardian of a student will be required to show picture identification before being allowed to pick up the student. Parent/Guardian written permission is required for a student to leave school grounds with anyone other than the parents or guardians. Students who return to school after checking out must be checked back in by the parent/guardian or authorized person at the main office before going to class.

No student may be picked up between 2:30 p.m. and dismissal unless the student has a documented doctor's appointment or there is a family emergency. Frequent checkouts during this time may require a doctor's note. A parent/guardian should never remove a child from the bus line. Parents attempting to check students out of the After School program must wait until all buses have left the parking lot.

Cafeteria Policies and Meal Prices

Breakfast

Breakfast is served from 7:40 a.m. – 7:50 a.m. daily. Breakfast hours will be extended in the event of a late bus to ensure all bus riders are given the opportunity to eat breakfast. Students will be required to pay for breakfast unless they qualify for the free and reduced meal programs. Students who choose to eat a school-provided breakfast will eat the meal in the cafeteria..

Lunch

All students will eat lunch in the cafeteria. If a student would like to eat a school lunch, he/she must let his/her teacher know upon entering the classroom each morning.

We believe that no child should go hungry due to forgotten lunch money. A student may charge up to \$4.00 to their lunch account. A student whose account shows a balance of -\$4.00 or more in the cafeteria will not be allowed to charge. He/She will be given a peanut butter sandwich (or alternative if a peanut allergy exists) and a drink until his/her account is paid in full. Breakfast and a la carte items (ex. ice cream and cookies) may not be charged at any time. Checks for meals are to be made payable to Tar River Elementary School Cafeteria. Please include the child's name and lunch number when writing a check; the check should be placed in an envelope with the child's name. Parents/guardians can also utilize the online payment center (<https://www.k12paymentcenter.com/>) to pay for school meals. Applications for free and reduced lunch are available on the school website and should be completed as soon as possible to ensure quick processing. All parents should complete a free and reduced lunch application.

Students will not be allowed to purchase snacks in the cafeteria without parent permission. Please limit treat purchases to two times weekly. Our school staff will discourage students from using their lunch money to make a meal of ice cream, cookies, and other snack items. Children need a well-balanced lunch

in order to be productive and successful learners in the afternoon. Please help us communicate with your child about healthy eating habits.

Time spent in the cafeteria presents an opportunity for social interaction and relaxation along with the chance for students to “refuel” to carry out afternoon learning experiences. However, because constant movement and activity take place in the cafeteria, the assistance, cooperation, and support of all staff and students are required to ensure that it is a safe and orderly environment. Students are expected to demonstrate the following behaviors:

Behavior Expectations in the Cafeteria

- Students are to enter quietly in a single file line.
- Students are to remain quiet in the line so that the cafeteria workers can hear students when ordering food.
- Students are to use words instead of pointing to their selections.
- Students are to practice good manners by saying, “please,” and, “thank you.”
- Students will use an inside voice at all times and talk to the persons directly beside and across from them while eating. (This means that students do not turn around to the next table to talk.)
- Students will keep hands, feet, and all objects to themselves.
- Individual students will receive two warnings about voice level or behavior. The third warning will result in silent lunch for the rest of the lunch period. A separate table is designated as the silent lunch table.
- Disruptive students will be sent to the office for disciplinary action.

Granville County Schools Meal Prices

Breakfast

- Reduced Price \$.30
- Full Price \$1.10
- Adults a la carte

Lunch

- Reduced Price \$.40
- Full Price \$2.60
- Adults a la carte

The a la carte price for all entrée items will be \$2.50. Lunch consists of one entrée, one vegetable and one fruit or two vegetables, one bread, and one milk.

Communication

Students should not use personal cell phones or other electronic devices to make calls or send text messages during the school day. Please refrain from texting or calling your child during the school day. Instead, contact the office, and staff members will relay messages at appropriate times. The office telephone is a business phone and should only be used by students in emergency situations. Forgotten tennis shoes or folders do not constitute emergencies. Students will only be allowed to call home in the case of illness (fever, vomiting, etc.) or injury. Please make arrangements ahead of time for how your child will get home in the event of inclement weather.

Tar River Elementary has multiple methods of communicating with parents/guardians throughout the year. Administrators and teachers in all grades use Class Dojo to communicate with parents weekly. The school will place calls and emails home through the Blackboard Connect system to update parents on issues and events at the school. Please make sure your phone number and email address are current in our system so that you will receive these messages. The school website is updated weekly with important information and interesting student and staff happenings. You can also follow us on Instagram and Facebook@TRES_Terrapins.

Community Support and Volunteers

Our school values volunteers and their contributions to enhance the programs and services provided for students. Volunteers are important members of our school community and help our professional staff sustain effective learning environments, enrich the education and experiences of students, and build critical partnerships to increase achievement for all students.

Custody Issues and Court Orders

If you have a court order regarding your child, notify the principal and present current official documentation to the principal. If a child is only to be picked up by a custodial parent or guardian, a copy of the current court order must be on file in the school office. If this official documentation is not current in our files, then we cannot enforce the court order. **It is the responsibility of the custodial parent or guardian to ensure the school has current copies of court orders.**

Emergency Contact Information

Notify the school's PowerSchool Data Manager and your child's teacher if your address, telephone number, or place of employment changes. It is very important that we have accurate student information at all times. Please provide several numbers where we can contact you in case of an emergency. We must have proof of address (gas, electric, or water bill; rental agreement; or purchase contract) of any change of address. If a student's name is changed, we must have a copy of the court order and/or a new revised birth certificate.

Fines and Fees

All fees, including before and after school daycare, lost or damaged book fines, and breakfast and lunch costs, must be paid on time. Failure to do so may result in your child being excluded from the daycare program, having suspended library book checkout privileges, and/or receiving an alternative lunch.

Checks will be accepted as payment for fees, fines, and fundraisers unless outside the window of time accepted by our finance office. If a check is written and returned due to insufficient funds, no more checks will be accepted from that family for the remainder of the year. In addition, the check will be turned over to ChecXchange, a service that will electronically debit your account.

The office cannot hold money for students overnight. Students must turn in all money to their teachers first thing in the morning for it to be receipted properly. The office cannot accept payments for the Before School and/or Afterschool Program(s). Payments must be made directly to the director of the program, Monday through Wednesday during the program time (no later than 5:30 p.m. for Afterschool).

Flowers and Balloons

Delivery of flowers and balloons to individuals in the school will be permitted. Students may not take the items onto the school bus.

Health Policies

Communicable Disease Prevention and Control

Students are excluded from school in cases of communicable disease. When a student is suspected of having one of the following diseases, it is the responsibility of the parent to take the child to his/her health care provider for verification and treatment before he/she can return to school.

- Chicken Pox: The student is excluded from school until all blisters have formed scabs.
- Ringworm: Student is excluded from school until treatment is started.
- Scabies: Student is excluded from school until one treatment with prescription medication is completed.
- Pink Eye: Student is excluded from school until 24 hours after appropriate treatment has started.
- Impetigo: Student is excluded from school until appropriate treatment has started.
- Fifth's Disease: Children with Fifth's Disease should not be excluded from school since they are not contagious once the rash occurs.
 - Note: Pregnant women in contact with an infected child between three days and two weeks before the rash should speak with their doctor.

Dental Screenings

As a part of our regular school preventative dental health program, the NC Oral Health Screening Division may conduct dental screenings for children in select grades. Prior notice will be sent to parents and guardians in the event such screenings will occur.

Fever

Although variations occur, an elevation of the body's temperature to 100.5 degrees Fahrenheit (37.7C) or above is generally considered fever and a possible sign of illness. Therefore, a parent/guardian should be contacted to take a student home under the following conditions:

1. Temperature of 100.4 degrees or higher.
2. Temperature of 100 degrees or higher when accompanied by other indicators of beginning illness, such as

-Known exposure to communicable illness;
-Extreme malaise;
-Headache;
-Nausea, vomiting and/or abdominal pain; and/or
-Symptoms of upper respiratory infection.

Students, faculty, or staff with influenza-like illness (fever > 100 degrees, with cough) should keep away from others as much as possible, stay home, and not attend school or go in the community (except to seek medical care or for other necessities) for at least 24 hours after fever is gone without the use of fever reducing medication.

Parents of students who are ill at school or who have a temperature of 100° or higher will be called to pick the student up immediately. This will enable the student to receive treatment as soon as possible to prevent him/her from getting worse, and to keep the student from exposing others to the illness.

Students should not be sent to school until they have been fever free for 24 hours without the use of fever reducing medication.

Immunization Policy

According to North Carolina public law, all students must be fully immunized before they may enter school. New students entering Granville County Public Schools have 30 days to present their immunization records to school personnel, or they will be excluded from school. A student presently enrolled in the Granville County Public Schools must have a completed immunization record or be scheduled to complete it. If this is not the case, then the student will be excluded from school.

Fifth grade students must receive a booster dose of Tdap (tetanus, diphtheria, pertussis) vaccine before entering the 6th grade or by age 12.

Each incoming student should have the following:

- 5 doses of DTP (Diphtheria, Tetanus, Pertussis), DTaP, DT – The last dose needs to be on or after the fourth birthday.
- 4 doses of polio – If the third dose is on or after the fourth birthday, three doses will be accepted.
- 2 doses of MMR (Measles, Mumps, Rubella) – First dose must be on or after the first birthday; and the second dose, before enrolling in school.
- 1-4 doses of HIB – Not required after age 5.
- 3 Hepatitis doses – If born on or after July 1, 1994.
- 2 Varicella – If born on or after April 1, 2001.

Lice

Anyone, regardless of socioeconomic status, can get head lice. Head lice are passed from person to person by direct contact or on shared objects (combs, towels, etc.). Dogs, cats, and other pets do not play a role in the spread of human lice. Students who exhibit symptoms of lice will be brought to the office to be checked in a well-lit, private location. If no live bugs or nits are found, the student will be sent back to class. If live bugs or nits are found, the following procedures will be followed.

Live Bugs are Found

- The parent will be called and provided the opportunity to pick the student up in order to start treatment. If a parent cannot be reached, the student may return to the classroom. Another attempt will be made to contact the parent. (The only reason the student would be provided the option of going home is to start immediate treatment to provide relief to the student.)
- When the parent arrives to pick up the student, we will provide the parent with the Informational Head Lice Checklist. If we are unable to reach a parent and the child returns to class, we will send the Informational Head Lice Checklist home with the student in a sealed envelope.

No Live Bugs are Found but Nits (Eggs) are Found:

- Staff will send the student back to class with the Informational Head Lice Checklist with the notification option at the bottom of the form checked. This form will be sent home in a sealed envelope.

- Staff will notify the parent that nits were found and need to be removed from the hair in order to keep them from hatching.

Medication

School personnel will not administer any medication (prescribed or over-the-counter) under any circumstances without authorization in writing by a healthcare provider. Those individuals administering medicine must complete training each year. The school will not supply medication for students (e.g. Tylenol). Parents must supply medication, and the school will keep it in a locked cabinet. All medication shall be in original bottles and shall be properly labeled with the student's name, medication name, dosage, administration procedure, administration time, and physician's name for prescribed medication. **The school office must have a School Medication Form completed by the physician and signed by a parent before any medication can be administered.** Forms can be obtained in the school office or online at the Granville County Public Schools Website.

Children are not allowed to transport medication themselves. Parents must bring medication to the school office and leave it with the secretary or an administrator. Children are not allowed to have any type of medication in their possession, including cough drops, antacids, or throat lozenges. These are considered controlled substances. At the end of the year, all medication must be picked up by the designated date. Any medication left after that date will be destroyed.

At the beginning of each school year, it is the parent's responsibility to inform the child's teacher and principal when his/her student has medical conditions that require special measures or activity restrictions at school. The school nurse is available for health consultation, but is not present at school on a daily basis. If you have any questions or concerns, our school nurse is here to help.

Homework

Granville County Board of Education has adopted the following resolution on homework: "We believe that homework is an essential part of the education process. The assigning and evaluation of homework is the instructional responsibility of the individual teacher. The satisfactory completion of the assignments is the responsibility of the student. It is the responsibility of the parent to lend support to the student and the teacher in carrying out the instructional activity. Teachers are expected to give lesson assignments each night. Time needed to complete the assignments will vary according to the grade level and ability of the students."

Tar River Elementary believes that homework helps students become responsible, self-directed learners, and improves student achievement. Teachers may assign lesson practice or elaboration assignments each night school is in session except Fridays. No homework should be assigned for weekends or holidays. If your child's homework takes him/her longer than 40 minutes to complete, please contact his/her teacher. Homework is due on the teacher's assigned due date for all students. The parent should send a note to the teacher if an emergency occurred that prevented a child from completing his/her assignment. Teachers will grant waivers or assign alternate due dates in cases of actual emergency (ex. having to make a trip to the emergency room due to illness or injury). Getting home late from a ballgame, practice, or other event does not constitute an emergency. Please ensure your student(s) completes homework assignments daily.

When parents support their child's schoolwork, the child shows more interest in school, learns more, scores higher on achievement tests, and shows higher growth. Supporting your child's critical thinking and practice efforts – the true value of homework – can build habits that last a lifetime. Doing your

child's homework or offering too much guidance demeans that value. Reading is part of homework every night. Make sure your child reads at least 20 minutes per night. Reading aloud to your child is encouraged. Please help us support true student growth!

Homework Tips:

1. Create a study area where your child can do homework daily. A good study area is quiet, comfortable for your child, well lit, and properly supplied with paper and pencils.
2. Schedule daily homework times and adhere to that schedule!
3. Complete homework prior to attending other activities (sports, clubs, etc.) to ensure your child is able to give his/her best effort to the homework.
4. Schedule homework times when you can monitor its completion. If you cannot be present, set a routine in which you check homework for completeness and quality as soon as you get home.
5. Keep distractions to a minimum.
6. Team up with teachers by communicating regularly.

Late Work/Make-up Work

Please contact your child's teacher regarding their policy.

Lost and Found

The lost and found items will be located in an easily accessible area. All found items should be turned in to the office. Items may be claimed during regular school hours. After 30 days, unclaimed items will be donated to a charitable organization.

Media Center

The Media Center is open for students to check books out. Students must return the books that they have checked out before they may check out additional books. Students are to treat all books and audio-visual materials with care. A student will lose borrowing privileges if he/she loses or damages an item. Parents must pay for any lost or damaged books and materials to reinstate their child's borrowing privileges.

Parent-Teacher Conferences

Parent-Teacher Conferences are scheduled throughout the school year. They provide an opportunity for you to meet with your child's teacher(s) to discuss his/her academic achievement. If you wish to have a conference with your child's teacher at any other time, please make an appointment at least 24 hours in advance. Conferences must be scheduled either before or after school to avoid interrupting instructional time.

Your child will benefit most when the home and school maintain open lines of communication. Please leave a message at the main office for your child's teacher or send a message via Class Dojo if you have concerns about what is happening at school. You may also contact the teacher by email. Teachers have

been instructed to respond to parent/guardian messages within 24 business hours. If they receive communication on the weekend, they have been instructed to respond upon returning to school. If an emergency arises, please contact the principal or assistant principal to intervene until a Parent-Teacher Conference can be scheduled. Parents are not to go directly to the classroom to talk with a teacher during the day. This includes during morning arrival and afternoon dismissal. We will do everything we can to create a positive learning environment for everyone at all times.

Parent Teacher Student Organization (PTSO)

A Parent-Teacher Student Organization (PTSO) supports Tar River Elementary School. All parents are invited and encouraged to join the PTSO and get involved in its activities.

Parties

The Granville County Board of Education admonishes schools to keep parties to a minimum during the school year. At no time may schools interrupt instruction for birthday parties. If a parent/guardian brings cupcakes for a child's birthday, the parent/guardian should bring the cupcakes to the office to be consumed by students during lunchtime so that instructional time is not lost. Reminder: Any food brought to school for consumption by students must be store-bought.

Physical Activity (Recess)

Elementary students are required by North Carolina State mandates to participate in an average of 30 minutes of physical activity daily. This means that regular classroom teachers must provide this on days that students do not participate in P.E. class with a certified teacher. The physical activity can be walking, jumping rope, and/or playing games. At TRES, we encourage all teachers and students to walk the first 10 minutes to warm up for the physical activity that will occur next. Teachers may continue to have the students walk or give the students free choice of physical activity. Teachers are also encouraged to take "Brain Breaks" – short, structured physical activity breaks in the classroom – during the instructional day to promote student engagement. Students will not be assigned physical activity as punishment. Students may lose free choice of physical activity as a consequence of behavior but will not lose physical activity as a punishment.

Positive Behavior Intervention System (PBIS)

Tar River Elementary School is a safe environment where all staff members use best practices with high expectations to prepare all students for the world. Our high expectations for our students reach beyond academics. We expect our students to develop character traits that will lead to real-world successes as well as an understanding of real-world consequences. Our school discipline plan reinforces our expectations: **A**chievement, **R**espect, **R**esponsibility, and **E**mpathy – We A.R.R.E. Terrapins! These expectations are taught, modeled, practiced, and reinforced. Students who meet these expectations receive rewards. Students who do not meet these expectations earn consequences as outlined in the school discipline plan.

TAR RIVER BEHAVIOR MATRIX

Tar River Elementary Discipline Plan

TRES will follow the GCPS Conduct Policy, located on the website.

Bus Policies and Procedures

Riding a school bus is a privilege, not a right. This privilege will be revoked for disregard for policies and procedures.

- Be at the bus stop at least 10-15 minutes early. Buses cannot wait for students.
- Always stay off of roadways while waiting for the bus.
- Let the bus stop completely before approaching the door to get on or off the bus.
- Wait for the bus driver's permission to leave the bus. Once you get off the bus, do not stop to pick up something you drop. Do not run back to get on the bus again.
- Always enter and leave the bus by the front door, except in cases of emergency.
- Only cross the road in front of the bus once the bus' stop sign and gate are extended.
- Large objects may not be transported on a bus, i.e. projects.
- Remember that bus stops are extensions of the school. School and bus rules apply at bus stops, too.
- Students must have a written note from a parent/guardian to ride a different bus or get off at a different stop.
- It is unlawful for non-riders, including family members or guardians, to step onto a bus. Only Tar River Elementary students may be on and ride our buses.

Bus Behavioral Expectations

~Follow all directions of the bus driver.

~Stay seated at all times while facing forward with your back against the seat and your feet under the seat in front of you.

~Keep your feet out of the aisle.

~Keep your hands, feet, and objects to yourself.

~Keep all body parts inside the bus. **Do not** stick your head, hands, or feet out of the window.

~Talk softly.

~No eating, drinking, or chewing gum allowed.

~Keep all belongings inside of your book bag.

~Leave toys and electronics, i.e. Game Boys, MP3 players, etc., at home.

Consequences for Inappropriate Behavior on the Bus

TRES will follow the GCPS Conduct Policy, located on the website.

Personal Electronics, Toys, Cell Phones, Etc.

Students must leave toys, trading cards, iPods or other music devices, electronic games, smart watches (or any wearable device with messaging and/or picture/video capabilities), etc. at home. These items are not allowed on the bus or in our Before or Afterschool programs.

We recognize that many of our students have cell phones and other personal electronic devices to be able to communicate with their parents and peers. Our goal is to protect instructional time during the school day. In order to do so, students are not allowed to use cell phones or other electronic devices during the school day. If you need to communicate with your child during the school day, please call the main office, and our staff will relay a message to him/her. Students are expected to keep all personal

electronics turned off in their backpacks at all times, including on the bus or in Before or Afterschool. If a staff member sees an electronic device, the item will be confiscated and stored in the school office until a parent or guardian can pick it up. The school is not responsible for lost, damaged, or stolen personal electronics.

Dress Code

Student dress and grooming are the responsibility of the parents and students. It is expected that students wear appropriate dress that would enhance personal and school pride. Students may wear appropriate seasonal clothing, including shorts. The school is concerned whenever there is a question regarding health, safety, or disruption of the decorum of the school. The administration and faculty shall have the authority to rule on the appropriateness and/or acceptability of any item or clothing. The key rule to follow is very simple: Students should not wear anything that brings excessive attention to oneself.

- Sagging pants are not permitted. Pants must be worn to the hip. No undergarment should be exposed. Students who refuse to comply will be sent to an administrator and be required to tuck in their shirt and wear a belt for the remainder of the school year.
- All garments must cover the torso (chest area), buttocks, and undergarments at all times.
- Shoes must be worn at all times. No bedroom slippers, slides, flip-flops, or sandals without a secure back. Tennis shoes are required for participation in Physical Education and recess.
- No pajamas are allowed except on designated pajama days.
- Jewelry, belts, bracelets, or other types of accessories that pose a threat to the safety of the student or students will not be allowed.
- Hats, bandanas, doo-rags, sweat bands, scarves, or similar head coverings are not to be worn inside the building (including being tied around the leg or hanging out of pockets), except for reasonable accommodations made for a sincerely held religious belief. These items will be confiscated.
- No apparel with symbols, messages, letters, or initials that the administration or faculty considers offensive or associated with intimidation or violence will be allowed. (Alcohol, Tobacco, Drugs, Profanity, etc.)
- Tight fitting pants, including leggings, are permitted when worn under another item of clothing that is fingertip length.
- Ripped pants that show skin above the knee are not permitted unless leggings are worn underneath.
- No apparel that causes a material and substantial disruption of school educational activities will be allowed.
- Other inappropriate clothing items include:
 - Inside out clothes, transparent, or translucent clothes,
 - Suspenders or belts unfastened and hanging,
 - Basketball jerseys without a short-sleeved shirt worn underneath,
 - Mini skirts and shorts that are not appropriate in length, and
 - Clothes worn in a manner other than how they were originally intended.

The school dress code applies to school hours and all school related activities (i.e. field trips, P.E. classes, dances, etc.). Students not complying with the dress code can and will be asked by any member of the faculty or administration to either change to appropriate clothing, if available at school; call home so that appropriate clothing can be brought to school; or go home to obtain suitable apparel. This time out of class will be considered unexcused. Documented repeat offenders will face other disciplinary action.

Internet/Intranet

All students are expected to follow the Granville County Public School Acceptable Use Policy. Students who are found to have used technology inappropriately will face disciplinary action and revocation of technology privileges.

Project-Based Learning

The Buck Institute for Education, a world leader in project-based learning (PBL), defines PBL as “a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge” (<https://www.pblworks.org/what-is-pbl>). This method requires students to own their learning by developing surface, deep, and transfer-level knowledge of curriculum standards at mastery levels through reading, writing, listening, and speaking about real-world issues daily. The high level of rigor required to implement PBL effectively develops collaboration, critical thinking/problem-solving, communication, creativity, character/connectivity, and citizenship skills in students - skills that are necessary for success at all levels of education and in all career fields. Teachers are able to personalize learning, engaging all students in rigorous experiences that help them reach their highest potentials. By the end of the 2021-2022 school year, Tar River Elementary staff will utilize research-based Gold Standard PBL with Gold Standard instructional practices as the mode of instruction across all grade levels.

So how is PBL different from traditional projects? Projects are usually assessment tools for teachers to determine if students have gained knowledge of a specific topic. For instance, writing a paper about a historical figure or developing a poster about the life cycle of plants helps teachers determine if students have gained basic knowledge of specific historical or scientific facts. PBL, such as creating a complete dinosaur museum, is the mode of instruction. Unlike traditional projects that only require students to show knowledge, project-based learning projects require students to apply knowledge, skills, and strategies from multiple content areas. Students develop the ability to ask the right questions, conduct in-depth research independently and collaboratively, evaluate and synthesize results, create products, present results to authentic audiences, and reflect on the strength of their work. In project-based learning, the process of learning becomes more important than the product.

Severe Weather and Emergency Drills**Severe Weather**

In case of snow, sleet, or other hazardous weather conditions, announcements regarding school closings and delays will be made on local radio and television stations. This information will be posted on the school and district social media accounts. Granville County Public Schools will also send automated calls to notify parents when inclement weather causes a change in the regular school day. It is very important that you update the school with any home phone, cell phone, and email address changes as the Blackboard Connect system will contact all three. Parents may also check the Granville County Public Schools' website at www.gcs.k12.nc.us.

In the event of a delayed opening, the Before School program will open at 8:00 a.m. The Afterschool Program either does not operate or closes early when school is closed for inclement weather. Please pay close attention to the GCPS automated call to learn of this decision. Parents must make prior arrangements for students to ride the bus home or get picked up immediately following dismissal in the case of inclement weather. The Before and Afterschool programs will not operate if school opens on Saturday as a makeup day.

Emergency Drills

School officials are required to conduct fire, tornado, and lockdown drills throughout the school year. The purpose of these drills is to ensure safe evacuation in the case of an emergency. Students are to refrain from talking during emergency drills. Note: During an actual lockdown or lockdown drill, no one will be permitted to enter or leave the building until the lockdown is over.

Snacks

Please provide healthy snacks such as fruit, 100% fruit juice, cheese, vegetables, graham crackers, or other nutritious foods for students to bring to school. Students may not consume soft drinks as part of their snack or lunch at school.

Student Insurance

Parents may purchase student insurance. Twenty-four hour and school-time coverage are offered with various premium options. Dental Accident Insurance is also available. Parents who plan to purchase this insurance for their child must pay the premium at the beginning of the school year. Parents will contract directly with the company.

Student Records

A parent may access his/her student's records upon proper request made to the principal or guidance counselor. The principal or guidance counselor shall schedule an appointment as soon as possible but no later than 45 days after the request by the parent. The parent may formally review the student's complete records only in the presence of the principal or a designee competent to explain the records. School personnel shall not destroy any educational records if there is an outstanding request to inspect or review the records. (GCPS Board Policy 4700)

Testing and Grade Information**Testing: Local Assessments K-5**

Every child in grades K-5 will be tested in reading a maximum of 3 times per year using the iReady assessment system. Students in grades 4-5 will participate in NC Check-ins for reading and mathematics (benchmark tests developed by the State and designed to formatively assess student mastery of skills for instructional purposes). Students in grade 3 will also participate in NC Check-ins for mathematics. These assessments will occur no more than 4 times per year. In the fall, every child in grade 3 will take the Cognitive Abilities Test (CogAT) that assesses a student's verbal, quantitative, and nonverbal skills. This test is used primarily for teacher information and AIG identification.

Testing: State Assessments 3-5

All students in grade 3 are required to take a Beginning of Grade test (BOG3) in reading within the first ten days of school. The test serves as a pretest and measure for growth reporting following the administration of the End-of-Grade (EOG) test for reading. Students are not expected to achieve a level 3 or higher on the BOG3.

All students in grades 3-5 are required to take End-of-Grade (EOG) tests in the areas of reading and mathematics. Students in grade 5 are required to test in the area of science. These tests must be administered during the last 10 days of school. Please do not schedule appointments or vacations during

this time. The State reports student proficiency on these tests using 5 achievement levels. A Level 3 identifies a student who meets the grade-level standard but does not meet the college-and-career readiness standard. See below for standard rating explanations. The EOG compares how much gain a student has made from the previous EOG (or BOG3 for grade 3 reading) to the current EOG test. The State has determined the amount of gain a student must demonstrate to read his/her individual expected growth. However, the expected gain is not reported to the school until after the beginning of the next school year. A student's achievement level does not equate to his/her growth score.

Level 5: **Superior** command of knowledge and skills

Level 4: **Solid** command of knowledge and skills

Level 3: **Sufficient** command of knowledge and skills

Not Proficient: **Limited** command of knowledge and skills

Grade Information

Students receive a report card at the end of each nine weeks. Proficiency Levels (grades K-2) and Percentage Grades (grades 3-5) indicate an evaluation of the progress a student is making. Students receive a progress report at the midpoint of each quarter. Subjects on the K-2 report card are rated on a 4-point scale as 1 = Well Below Grade Level, 2 = Approaching Grade Level, 3 = Proficient, or 4 = Highly Proficient. Subjects on the 3-5 report card are calculated with percentages following the District grading scale: A = 100-90, B = 89-80, C = 79-70, D = 69-60, and F = 59 and below.

Retention letters are sent home with report cards at quarters 2 and 3. **These letters strongly communicate that your child may be at risk of retention based on current data.** Please make an appointment to see the principal should you have any questions or concerns. The classroom teacher is not in a position to predict a retention decision at the end of the school year. Students will be kept informed of a child's progress. An intervention plan may be developed if a student is not making adequate progress. If performance is still significantly below grade level at the end of the school year, then retention is possible.

Promotion and Retention

Students in grades K-2 must perform at or above grade level on Granville County Public Schools' K-2 Assessment/Report Card (reading, writing, and mathematics) and must not miss more than 16 days of school during the year (excused or unexcused) in order to be eligible for promotion.

Students in grade 3 must pass the reading EOG or the RtA Reading Portfolio per the requirements of the Read to Achieve legislation (Read to Achieve – House Bill 950/S.L. 2012-142 Section 7A) implemented in the 2013-2014 school year to be eligible for promotion. If a student does not pass the EOG or Reading Portfolio, the following flowchart applies.

1. Take the Read to Achieve Alternative Assessment. If the child does not pass:
2. Retakes the EOG. If the child does not pass:
3. Enrolls in Summer Reading Camp. At the end of the Summer Reading Camp, the student is reassessed using the Read to Achieve Alternative Assessment. If the child does not pass:
4. The student is placed in a 4th grade classroom but labeled "retained to third for Reading." The student will be retested during the school year to determine if the retention label can be removed.

A student who does not attend Summer Reading Camp or an approved alternative will automatically be retained to a third grade classroom.

Students in grades 4 and 5 must have a passing grade in reading and math for the year and must not miss more than 16 days of school during the year (excused or unexcused).



Parent and Family Engagement

Tar River Elementary 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 and other family members are their children's first teachers; therefore, the continued involvement of parents and family members in the educational process is most important in fostering and improving educational achievement. School staff shall strive to support parents and provide parents and family members with meaningful opportunities to become involved in the programs offered by the Tar River Elementary School. Tar River Elementary encourages parents and family members to participate in the design and implementation of programs and activities in order to increase the effectiveness of the 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, 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 learning and other school activities, including ensuring 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 parents and family members 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 to 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 receive an equitable, high-quality, well-rounded education and 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.

Qualified Title I schools will operate as school-wide programs or targeted assistance programs based upon federal eligibility criteria. School-wide programs will provide comprehensive support to offer improved opportunities for all students in the school to meet the school system's academic standards. Targeted assistance programs will provide services to eligible students most in need of assistance in the school, as determined by objective criteria established by the superintendent or designee. Eligibility criteria may include, for example, standardized test scores, teacher judgment, and results of preschool screening and home-school surveys.

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

C. ANNUAL MEETING AND PROGRAM EVALUATION

Each year, school officials must invite parents of students participating in Title I programs to a meeting to explain parental rights, discuss the programs and activities to be provided with Title I funds, and solicit input on the Title I program and this policy. In addition, school officials must provide parents and family members a meaningful opportunity annually to evaluate the content and effectiveness of the Title I programs and the parent and family engagement policies and plans. Information collected from these proceedings will be used to revise Title I programs and parent and family engagement plans.

D. PARENT AND FAMILY ENGAGEMENT EFFORTS

Tar River Elementary believes that the involvement of Title I parents and family members in the design and implementation of the Title I program will increase the effectiveness of the program and contribute significantly to the success of the children. The Title I staff and all school personnel shall strive to conduct outreach to parents and family members and involve them in activities throughout the school year.

The principal shall ensure that this school-level parent and family engagement policy and plan is developed with, agreed upon with, and annually distributed to parents

and family members of participating students. This school-level written parent and family engagement plan shall describe the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of all parents and family members of children participating in Title I programs, including parents and family members who have limited English proficiency, who have disabilities, or who are migratory. The school-level plan 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 achievement levels and the school's academic performance.

School officials shall 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 shall 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 school support and improvement plan and the process of school review and improvement by including parents on the school advisory committee and any committees that review the Title I program;
2. provide coordination, technical assistance, and other support from various central office departments necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities that are designed to improve student academic achievement and school performance;
3. coordinate and integrate parent and family engagement strategies in the Title I program to the extent feasible and appropriate with parental engagement strategies established in other federal, state, and local laws and programs;
4. with the meaningful 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;
5. strive to eliminate barriers to parental participation by assisting parents who have disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;

6. provide outreach and assistance to parents and family members of children who are participating in Title I programs in understanding the state's testing standards, the assessments used, Title I requirements, and all national, state, and local standards and expectations through such efforts as community-based meetings, posting information on school websites, sending information home, newsletters, workshops, and newspaper articles;
7. 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;
8. with the assistance of parents, ensure that teachers, specialized instructional support 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;
9. distribute to parents information on expected student proficiency levels for their child and the school's academic performance, and provide materials and training to help parents monitor their child's progress and work with educators to improve achievement through such methods as literacy training or using technology, which may include education about the harms of copyright piracy;
10. coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with federal, state, and local programs, including public preschool programs, and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child;
11. strengthen the partnership with agencies, businesses, and programs that operate in the community, especially those with expertise in effectively engaging parents and family members in education;
12. ensure that parents are involved in the school's Title I activities; and
13. provide such other reasonable support for Title I parental involvement activities as requested by parents.

E. NOTICE REQUIREMENTS

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

1. Program for English Learners

Each year the principal or designee shall provide notice of the following to parents of English learners identified for participation in a Title I, Part A or Title III funded language-instruction educational program:

- a. the reasons for the child's identification;
- b. the child's level of English proficiency and how such level was assessed;
- c. methods of instruction;
- d. how the program will help the child;
- e. the exit requirements for the program;
- f. if the child has a disability, how the language instruction educational program meets the objectives of the child's individualized educational program (IEP);
- g. any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal, and selection of a program for English learners; and
- h. notice of regular meetings for the purpose of formulating and responding to recommendations from parents.

2. System Report Card

Each year, school system officials shall disseminate to all parents, schools, and the public a school system report card containing information about the school system and each school, including, but not limited to:

- a. the following information both in the aggregate and disaggregated by category:
 - student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;
- b. the performance of the school system on academic assessments as compared to the state as a whole and the performance of each school on academic assessments as compared to the state and school system as a whole;
- c. the percentage and number of students who are:
 - i. assessed,
 - ii. assessed using alternate assessments,

- iii. involved in preschool and accelerated coursework programs, and
- iv. English learners achieving proficiency;
- d. the per pupil expenditures of federal, state, and local funds; and
- e. teacher qualifications.

3. Teacher Qualifications

- a. At the beginning of each year, school system officials shall notify parents of students who are participating in Title I programs of the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child (see policy [7820](#), Personnel Files).
- b. The principal or designee of a Title I school shall provide timely notice informing parents that their student has been assigned to or has been taught for at least four consecutive weeks by a teacher who 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

- a. 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.
- b. Each year, the principal or designee of a Title I school shall provide notice to parents of their right to request information regarding student participation in state-required assessments.

F. WEBSITE DISTRIBUTION OF INFORMATION

Each year, school system officials shall publicize on the school system website and, where practicable, on the website of each school:

- 1. the report card described in subsection E.2, above; and
- 2. information on each assessment required by the state and, where feasible, by the school system, organized by grade level. The information must include:
 - a. the subject matter assessed;
 - b. the purpose for which the assessment is designed and used;

- c. the source of the requirement for the assessment;
- d. if available, the amount of time students will spend taking the assessments and the schedule of the assessments; and
- e. if available, the time and format for distributing results.

The superintendent shall develop any 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](#)

Cross References: Granville County Public Schools Board Policies - Parental Involvement (policy [1310/4002](#)), Goals and Objectives of the Educational Program (policy [3000](#)), Curriculum Development (policy [3100](#)), Personnel Files (policy [7820](#))