

TABOR CITY ELEMENTARY SCHOOL HANDBOOK



2017-2018

Dream It, Believe It, Achieve It!

PRINCIPAL'S LETTER

Dear Students and Parents:

On behalf of the faculty and staff, I would like to welcome you to Tabor City Elementary School. During the 2017-2018 school year, I look forward to serving as your principal as we continue our endeavors to provide a successful and effective education to all of our students.

My desire is to develop a partnership with all of the stakeholders of Tabor City Elementary School. Together as a team, we can continue to build a successful school climate and culture conducive to learning which will provide our students with a well-rounded education. This partnership will provide our students with the opportunity to compete in a global society where diversity and excellence are the norm.

This handbook consists of procedures and opportunities that provide a sense of order and organization for our school. Please take time to become familiar with this handbook by reading it thoroughly so you will understand all the rules and regulations for the 2017-2018 school year.

We look forward to a pleasant and exciting school year! I believe in an open-door policy and if I can assist you in any way please feel free to contact me at 653-3618.

Sincerely,

Terry Brown
Principal

COLUMBUS COUNTY MISSION STATEMENT

The mission of Columbus County Schools is to instill in students the academic and social skills essential for responsible and productive citizenship in a global society.

MISSION OF TABOR CITY ELEMENTARY SCHOOL

The mission of Tabor City Elementary School is to provide a caring educational environment where the students are preparing to become productive citizens in a global society.

The Vision of Tabor City Elementary School

“Dream It, Believe It, Achieve It!”

PHILOSOPHY

The basis for the philosophy to which Tabor City Elementary School subscribes is one which addresses an idea/ideal as set many years ago by a great American educator, Ron Edmonds. To paraphrase Dr. Edmonds: “It is the premise that all children can learn. We have the knowledge to teach each child; therefore, it is a matter of taking the time to do the task at hand.”

At Tabor City Elementary School, the administrative staff and the instructional staff do make a commitment that the task at hand will be administered in a framework that the whole student will be taught. This will be done with an attitude that each student will enjoy learning, will seek greater knowledge through a mastery of thinking skills and intellectual development, and will realize a total consciousness of self-worth through a high degree of self-esteem as actualized through success and participation in the entire educational program as tailored for the individual needs and requirement of each student. We are in no way a self-serving organization of professionals, but a serving organization. The functioning organization through its

commitments and total unity will succeed in meeting its responsibilities without regard to cost of time and devotion.

Parents and Students:

This handbook is prepared for you as a ready reference and explanation of procedures, policies, and services at Tabor City Elementary School. It may help you find answers to specific questions that may arise throughout the year. However, please understand that all questions or circumstances could never be addressed in one handbook, as questions arise please see the principal for guidance. Final decisions on issues will be at the discretion of the principal.

“Please contact the Principal if you do not want your child’s image used.”

COLUMBUS COUNTY SCHOOL ADMINISTRATORS

Mr. Alan Faulk, Superintendent
Dr. Jonathan Williams, Associate Superintendent
Terry Brown, Principal

TABOR CITY ELEMENTARY SCHOOL ADVISORY COUNCIL

Kevin Bullard	Rena Johnson
Keisha Chestnut	Holly Soles
Kevin Norris	Rachel Todd
Miranda Thompkins	Jessica Davis

Holy Light Holiness Church – Pastor John Williams – Faith based partner

Heather Gablehouse – Parent Representative to the Superintendent

TABOR CITY ELEMENTARY TEACHING STAFF 2017-2018

Achorn, Nicole	Art
Barnes, Magan	2 nd
Benton, Michelle	3 rd
Brown, Jeff	IT
Cox, Ashleigh	3 rd
Daniels, Brian	5 th
Delgado, Alexandra	K
Dillard, Sandy	4 th
Dozier, San	1 st
Fincannon, Julie	EC
Foringer, Rob	PE

Godbolt, Deborah	2 nd
Godwin, Christian	5 th
Gore, Sarah	PreK
Grice, Nancy	4 th
Hardee, Wanda	1 st
Howansky, Elycia	1 st
Jacobs, Stephanie	K
McKenzie, Shelia	EC
McLean, Valerie	Counselor
McPherson, Chris	4th
Mercer, Meta	Music
Player, Dawn	K
Sanderson, Rachel	K
Smith, Candy	3rd
Williams, Wannetta	1st
Woods, Terri	2 nd
Wright, Amy	5 th
Young, Ashley	Pre K

TEACHER ASSISTANTS

Ard, Terri	TA
Buffkin, Lynn	TA
Coleman, Jane	TA
Elleby, Jamilla	TA
Fowler, Davene	TA
Lovette, Julie	TA
McNiel, Dena	TA

Thurman, Franklin	TA
Turner, Lisa	TA
Ward, Sharon	TA
Watts, Melissa	TA

LUNCHROOM STAFF

Brown, Heather	Cafeteria
Gerald, Cheryl	Manager
Kinlaw, Joanna	Cafeteria
Worley, Linda	Assistant Mgr

Support Staff

Ward, Sherry	Nurse
Clemons, Lisa	Social Worker
Strickland, Elizabeth	AIG
Darrow, Keith	ESL

Administrative Staff

Brown, Terry	Principal
Garrell, Shonna	Asst. Principal
Pierce, Avonda	Secretary/Data Mgr

CUSTODIAL STAFF

Boley, Robert	Custodian
Grate, James	Custodian
Hemingway, Mike	Head Custodian
Stanley, Merline	Custodian/cafeteria

GENERAL INFORMATION

School Phone Number: (910) 653-3618
School Fax Number: (910) 653-4274
Address: 203 Stake Road
Tabor City, NC 28463

SchoolSchedule:

7:45 a.m. – 8:00 a.m.	Breakfast
*8:05 a.m.	Tardy Bell
2:53 p.m.	End of Day Announcements
2:55 p.m.	Car Students Dismissed
2:55 p.m.	Bus Students Dismissed

Meal Prices

Meal	Student Reduced	Student Paying	Adult/Other
Breakfast	No Cost	No Cost	1.80
Lunch	No Cost	No Cost	3.30

Columbus County Schools Child Nutrition Program –

1. If your child has allergies that prevent him/her from eating the alternative meal, please contact our cafeteria manager for a diet order form which must be signed by a physician.

Schedule of Fees

COLUMBUS COUNTY SCHOOLS SCHOOL FEES 2012-2013 SY

1. ALL SCHOOLS – GRADES K-12 (All Students)

Instructional Materials	3.50
Physical Education	1.50

***Students will be notified of other fees to purchase workbooks, newspapers, etc. when needed.**

Attendance

Attendance is important – being on time to an assigned location is equally important. If a student is ill and must be absent from school, parents may call the school at 653-3618. One criteria of a student's success in school is regular and punctual attendance. Frequent absences may lead to poor academic work, lack of social development, and possible academic failure. No single factor may interfere with a student's progress more quickly than frequent tardiness or absence. According to state law, it is the obligation of every parent to ensure that every child under his/her care and supervision receives adequate education and training, and attends school.

1. Lawful Absences

Following an absence, the student must bring a signed statement from his/her parent or guardian, which gives the date of the absence and the reason for the absence. The student must bring this statement to school on the day of his/her return from the absence. The principal/designee will determine the absence as lawful or unlawful and code it accordingly. A lawful absence will allow the student to make up the work that was missed while he/she was away. To determine what assignments must be made up, students are responsible for contacting the teachers the day they return to school. The student shall be entitled to five school days to make up all work missed. This would include time for testing as arranged by the student at the convenience of the teacher. Any work missed by the student while absent and not turned in will result in no credit for that assignment.

Lawful absences include the following:

- a. Illness or injury (A statement for a physician may be required at the discretion of the principal.)
- b. Quarantine
- c. Death in the immediate family

- d. Medical or dental appointment (Documentation from physician required)
- e. Court or administrative proceedings
- f. Religious observances
- g. Educational opportunity (prior approval and documentation by the principal is mandatory)

2. Unlawful Absence

Any absence that is not defined or determined lawful by the principal/designee is unlawful. A student may make up any work or evaluations within five days following the absence, whether excused or not. Work missed during an extended absence will be addressed individually. The principal and teacher shall determine the time and place for the make-up work. If a student fails to be present for the make-up test(s) then he/she shall receive no credit for the test.

3. Excessive Absences (Both Lawful and Unlawful)

- a. A student in grade K-8 must be in attendance a minimum of one hundred sixty (160) days.
- b. Course credit will be withheld if more than the stipulated number of twenty (20) days is missed. Student-related absences are not included. All other absences will count against the maximum number permitted.
- c. Students who wish to appeal for special consideration due to extenuating circumstances can follow regular grievance procedure policy established by the Columbus County Schools.
- d. All parents and students should be informed of this policy and parents of students with attendance problems should be warned at appropriate times.

Parents are reminded that if a child is absent from school twenty-one (21) days, the child is subject to fail for the year. The parent and child will have to appear before a hearing of the Board of Education to determine if the child is promoted or retained. The decision of the Board of Education is final.

4. Signing In School

Students who arrive after the 8:05 a.m. tardy bell will report to the office to sign in. The person bringing them to school should sign in tardy students. The note should include the reason, the date, the parent signature, and a telephone number where the parent can be contacted. If a student is late due to a doctor appointment or court appointment, the signature of the attending physician or clerk of court is required. **After three tardies, a parent/guardian may be required to meet with the principal before the student may return to school.**

5. Checking Out Of School

Knowing that early dismissal takes the student away from instructional time, we ask for your cooperation in signing students out of school. Please send a note to school with your child as to the time you want him/her to leave. Please include on your note a phone number where you can be reached to verify the note. We ask that you inform us in writing when someone other than the parent/guardian will be picking your child up from school. We will allow no one to pick up your child without your permission. In an effort to help increase EOG scores, academic

success, accelerated reader testing and exemplary success we ask that **NO STUDENTS SHOULD BE CHECKED OUT AFTER 2:30 P.M.**

Morning Arrival

Upon arrival of students not riding the buses, they will go to the cafeteria until they are dismissed. **Students are not allowed in any classroom until their teacher permits them.**

School Closing

School closing because of inclement weather will be announcing over the major radio and television stations. Unscheduled early closing due to equipment failure or weather may also be necessary. Each child should know where to go if an emergency arises, and school is dismissed.

Telephone Use



Phone calls will be allowed in an emergency only, at the discretion of the teachers, principal or secretary.

Title 1 Parental Involvement Policy

The Tabor City Elementary School Staff believes that the education of children is a cooperative effort between parents and schools. Parents are their children's first teachers and involvement by parents improves the educational achievement of their children. We believe that the involvement of Title 1 parents increases the effectiveness of the program and contributes significantly to the success of the children. Our staff will strive to involve parents in activities throughout the school year.

At the local school level, parents will be given the opportunity to confer with the child's teachers. Parents will be informed of the program that has been planned for their child and his/her progress will be reported. Parents will be invited to visit the classrooms and to volunteer in school activities.

The school will conduct an annual meeting, as part of Open House, to inform parents of their child's participation and their rights to be involved.

Parents will be provided with required school performance profiles, and an interpretation of their child's individual assessment results.

The school will jointly develop with parents a school-parent compact that outlines a shared responsibility for assisting the child to achieve the State's high standards.

Child Find Statement

Columbus County Schools are committed to identifying and serving all children with disabilities who are in need of special education and related services. If you know of a child or youth who has been diagnosed or suspected to have a disability, please contact the principal or the exceptional children director.

Asbestos Management Plan

As required by Federal Regulations, this letter notifies you that an Asbestos Management plan for your school has been developed. It is on file in the Administration office at the school location and is available for public view. A copy is also on file at the office of the superintendent.

Diabetes Care Plan

Diabetes Statement

North Carolina's Senate Bill 911 requires that schools have a diabetes care plan for children who are diabetic. The Columbus County Schools are in the process of identifying every child in our system with diabetes and insuring an appropriate plan is in place.

If your child is diabetic, please contact your child's principal by September 8, 2016, so a plan for your child's care at school can be implemented for the 2016-2017 school year.

Medication Policy

For the safety of all students, all medication should be delivered to the school by the parent in the original prescription bottle. The labeled container should include the child's name, the name of the medication, the unit dosage to be given, the number of unit dosage to be given, the number of unit dosages, the time the medication is to be given, and how it is to be administered. A "Request for Medication to be Given During School Hours" form should be filled out and signed by the parent and doctor to allow the administering of the medication if it is to be administered more than two weeks. For medication that is to be administered less than two weeks, written parent permission must be given to the school. When children are subject to unusual health hazards such as allergy to bee stings, it is the parent's responsibility to assure that the school administration is aware of the situation so that they will be prepared to implement emergency measures. These will include giving medication to delay reactions until the student can be transported to the physician's office or emergency room and instituting first aid measures.

Student Records

A copy of the school system's policy regarding the Family Educational Rights and Privacy Act (FERPA) can be obtained in the principal's office.

FERPA ensures that the parent or eligible student has a right to:

1. inspect and review the student's educational records;
2. request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
3. consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that system policy authorized disclosure without consent; and
4. file with the US Department of Education a complaint concerning alleged failure by the Columbus County Schools to comply with the Family Educational Rights and Privacy Act.

Transfer of Disciplinary Records Regarding Suspension or Expulsion:

The Columbus County School System will forward educational records to other schools that have requested the records and in which the student seeks or intends to enroll.

Grades and Progress Reports

All students are encouraged to strive for academic excellence in each student. They should always work toward improving their performance. Students will be recognized throughout the year for high academic achievement and good behavior.

The Principal's list, "A" and "B" honor roll will be published after each reporting period. Students will be recognized in other ways by their teams and the administration throughout the year.

Interim reports will be issued during the middle of the grading period and whenever teachers feel it is necessary

Report cards are to be carefully reviewed by parents, signed and returned to school by the students.

Numerical grades are shown on report cards at the end of the nine weeks-grading periods. Numerical figures will also be used at the end of each semester and the end of the year.

Student Accountability Standards

Previously Grading/Promotion Standards

• KINDERGARTEN

Length of Grading Period: Nine Weeks

Grading Conventions (see “Grading Conventions” in the Grades 1-2 section below)

Same as grade 1 & 2: Levels 1, 2, 3, 4 for all subjects except Arts Education and Social Development which will use S, N, & U.

• GRADES 1-2

Length of Grading Period: Nine Weeks

Interim Reports – for students in danger of failing or showing a decline in performance (teacher judgment).

Grading Conventions:

1. INC (incomplete) – Primary use will be with transfer students for whom there is not enough data to provide a grade. The INC can be changed if enough information becomes available. An INC must be made up by the end of the year.
2. 4 = Exceeds expectations
3 = Meets expectations
2 = Sometimes meets expectations
1 = Not yet meeting expectations
- S = Satisfactory
N = Needs Improvement
U = Unsatisfactory

Report Card Subjects:

- | | |
|---------------------|-------------------------------|
| 1. Reading | 7. Science |
| 2. Language/Writing | 8. Computer Skills |
| 3. Spelling/Phonics | 9. Health/Physical |
| 4. Mathematics | 10. Conduct |
| 5. Handwriting | 11. Work Habits/Social Skills |
| 6. Social Studies | |

Release of Final Report Cards for Grades K-2

Report cards will be released on the last student day.

• GRADE 3

Length of Grading Period: Nine Weeks

Grading Conventions:

1. INC (incomplete) – Primary use will be with transfer students for whom there is not enough data to provide a grade. The INC can be changed if enough information becomes available.
2. S, N, U (Satisfactory, Needs improvement, Unsatisfactory) for each subject area except as noted in item 3 below.

Numerical Grades in these subjects

- a. Reading
- b. English Language Arts
- c. Mathematics
- d. Science
- e. Social Studies

3. The SIMS report sheet will show “at or above grade level” or “below grade level” on the line below reading, English Language Arts, and mathematics.
4. Conduct – S, N, U (Select from the SIMS comment directory)

Report Card Subjects: Grade 3

1. Reading
2. English Language Arts (English, spelling, writing-composition)
3. Social Studies
4. Science
5. Handwriting
6. Mathematics
7. Healthful Living (health and physical education)
8. General Music
9. Visual Arts

Recording of Absences, Tardies, & Early Dismissals

Procedure to be set by each school

Release of Final Report Cards for Grade 3

The SIMS report card will be released within six working days through the U.S. Postal Service or by parent pickup.

• GRADES 4-8

Length of Grading Period: Nine Weeks

Interim Reports – Students will receive an interim report at the end of the third week and sixth week of each grading period.

Grading Conventions

1. INC (incomplete) – Primary use will be with transfer students for whom there is not enough data to provide a grade. The INC can be changed if enough data becomes available. An INC must be made up by the end of the year.
2. Numerical Grades – all subjects except as noted below
3. Conduct – S, N, U (select from the SIMS comment directory)
 - a. Self-contained class – one comment
 - b. Block schedule – one comment per block
4. Arts Education:
 - a. S, N, U in music and art classes which do not meet daily
 - b. Numerical grades in music and art classes which are elective and meet daily or in blocks on alternating days.

Report Card Subjects, Grades 3-8

1. English Language Arts (reading, English, spelling, writing-composition)
2. Mathematics
3. Science
4. Social Studies
5. Healthful Living (health and physical education)
6. General Music (where applicable)
7. Visual Arts (where applicable)
8. Band (where applicable)
9. Chorus (where applicable)
10. Career Education (where applicable)
11. Other electives (where applicable)
12. Computer Skills

Recording of Absences, Tardies and Early Dismissals

Procedure to be set by each school

Release of Final Report Cards Grades 3 - 8

The SIMS report card will be released within six working days through the U.S. Postal Service or by parent pickup.

(Tabor City Elementary students will need to have a parent/guardian to pick up report card from the office.)

EXCEPTIONAL CHILDREN, GRADES K-8

1. The subjects listed on the IEP will be graded by the special education teacher; the special education teacher's grade shall be the only grade for that subject on the report card.
2. Where the special education teacher and regular classroom teacher both have instructional responsibilities for a subject listed on the IEP, the teachers shall agree on one grade. The special educator shall complete the SIMS grade sheet. In case of a disagreement, the goals and objectives on the IEP shall govern.

SPECIAL DESIGNATIONS FOR GRADES 3-8

Honor Roll/Principal's List for Grades 3-8

1. Principal's List: Students will be recognized each grading period plus first and second semesters by earning all A's and S's. The conduct grade is not included in the calculations.
2. Honor Roll: Students will be recognized each grading period plus first and second semesters by earning no grade below a B or S. The conduct grade is not included in the calculations.

Note: Certain school-sponsored honor clubs/societies have their own published criteria which may consider character and conduct.

Evaluation of Transcripts of Transfer Students

For ranking purposes grade conversions will be done only for comparable courses. Courses without a Columbus County equivalent will not be included in the ranking.

Parents who are dissatisfied with the conversion of letter to numerical grades may obtain a certified transcript from the previous school showing letter grades translated to numerical grades.

Grades Conversion Table

<u>Letter Numerical</u>		<u>Letter Numerical</u>	
A+	100	C+	84
A	96	C	80
A-	93	C-	77
B+	92	D+	76
B	88	D	73
B-	85	D-	70
		F	69

PROMOTION STANDARDS FOR GRADES K-8, ATTENDANCE AND GRADES
--

1. Attendance, Grades K-8: In school at least 160 days
2. Kindergarten standard: Teacher and principal judgment.
3. Grades 1-2 standard: “Grades 1 and 2 Assessment Instrument”
4. Grade 3 standards
 - a. Passing grades = D or above; S or N
 - b. Passing grades in five of the following core courses, two of which must be reading and mathematics:
 - (1) Reading
 - (2) English Language Arts
 - (3) Mathematics
 - (4) Science
 - (5) Social Studies
 - (6) Healthful Living (health and physical education)
5. Grades 4-8 standards
 - a. Passing grades = D or above; S or N
 - b. Passing grades in four of the following core courses, two of which must be English Language Arts and mathematics:
 - (1) English Language Arts
 - (2) Mathematics
 - (3) Science
 - (4) Social Studies
 - (5) Healthful Living

PROMOTION STANDARDS FOR GRADES 3-8, STATE TEST PERFORMANCE

The Standard

In *grades K-2*, teachers must certify that students are achieving on grade level in order to be promoted to the next grade. These certifications will be based on assessments (first and second grade) that correspond to the *N.C. Standard Course of Study* for each grade.

Students in *grades 3-8* who score below Achievement Level III, less one standard error of measurement, during the spring administration of the ***N. C. End-of-Grade Tests*** in reading or math will be retained in the same grade the following year.

In addition, students in grades five and eight whose March 2002 writing assessment score was below 2.5 must show improvement. Notification to parents that a student has failed to meet the standards in reading, writing or math will be the responsibility of the student's teacher. The notice will include a description of the retesting and remediation opportunities.

Opportunities for Re-testing, Grades 3-8

Students who score at Achievement Level I or Level II in reading and/or mathematics will have an opportunity to retake the *N.C. End-of-Grade Tests* after principal-approved remediation.

If the students' performance does not meet the standards, the students must attend summer school.

At the end of summer school students in reading and/or mathematics will be retested with another form of the *N.C. End-of-Grade Tests*. If the students score at Achievement Level III or IV on the July retest, then the state test standard will have been met and the students shall be promoted.

Students' original score state test scores will be reported to the state for school accountability purposes.

Limited English Proficiency (LEP)

Students in *grades 3-8* who are exempt from the *N.C. End-of-Grade Tests* or *N.C. Writing Assessment* based on their LEP status will also be exempt from the state test standard for promotion.

Appeals

The teacher and principal may jointly appeal to have the state test standard waived for a student who has an A, B, or C average on grade level assignments in a subject and who has failed to meet the state test standard.

1. The teacher and principal must review the work of the student not meeting the standard in a tested subject to determine if a waiver request is appropriate, based on evidence that the student has mastered the *N.C. Standard Course of Study* for the grade or course in question. Evidence shall include samples of the student's work referenced to objectives in the *North Carolina Standard Course of Study*.
2. Parents of the student must be notified by the teacher regarding whether or not an appeal will be made. Parents who disagree with the decision not to appeal may meet with the teacher and principal to ask for reconsideration.
3. The appeal will be made to a central committee made up of central office staff, other principals, and teaching staff from the subject area(s) in question. The judgment should be based on the validity of the principal's and teacher's contention, through thorough documentation, that the student has mastered the *N.C. Standard Course of Study* for the curriculum in question.

<h2>Parent Responsibilities</h2>

Successful student achievement is dependent on the involvement of parents and guardians. Knowledge of the expectations of the school is essential to the successful involvement of parents and guardians. Therefore, by the first scheduled parent conference day, the parents or guardians of each student should meet with their child's teachers in the core academic areas to receive information about the courses, course requirements and expectations for the year.

Parents or guardians should sign at the time of the visit acknowledging receipt of the information and agreeing to be a partner in ensuring the success of their student in school. Parents of new students entering school during the school year should complete this process also.

Principals and teachers are encouraged to invite parents to visit again to review the content of expected end-of-grade testing.

School's Responsibility for Notifying Parents

The following timelines shall be followed:

1. Not later than two weeks after the end of first semester, teachers shall submit to the principal an initial list of children whose promotion is doubtful. Reasons for consideration of retention shall accompany the list.
2. The principal shall review the student records. A principal/teacher conference shall be held as soon as possible.
3. Parents/guardians of children being considered for retention shall be notified in writing and invited for conferences no later than six weeks after the end of the first semester. Documentation of the parent notification shall be maintained by the teacher.
4. During the last grading period, a grade level and/or individual teacher conference shall be held to discuss the academic deficiencies of possible retainees.
5. Promotion and/or retention of students who transfer during the school year should not be made until a full review of the student's records has been completed.
6. Parent/guardian concerns should be considered. The final decision regarding promotion/retention, however, shall be made by educators based on student progress, student attendance, and what is best for the student. Per state law, the final decision rests with the principal.

Rules of Conduct in Halls and Corridors

The following rules will apply to student conduct in the halls and corridors:

1. Public display of affection will not be tolerated. Parents may be called in for a conference and disciplinary action may follow.
2. Order must be maintained in the halls and corridors. Therefore, loitering in the halls, blocking hallways and unsatisfactory behavior will not be tolerated.
3. All students are to walk orderly (not run) in the school building on the right side and will exercise a reasonable degree of quietness. Students changing classes or attending special events will exercise a quiet change and will not disturb other classes in the process of doing so.

Students' Property

Students are responsible for the safety and care of their own personal and school belongings. The school will not be held accountable for lost or damaged personal effects.

Whenever items are lost, students should check with the office. The school will do everything in its power to recover lost items but will not be responsible for the replacement of them.

NOTE: Students are not allowed to bring any devices that are not requested for educational purposes: Examples - radios, tape players, games, toys, physical education equipment, weapons, skate boards, bandanas, hats, Pokeman cards etc.

Any unauthorized items brought to campus will be confiscated and may only be reclaimed by parents or other proper authorities.

Confiscated items will only be returned to a parent/guardian. It is the parent/guardian's responsibility to come in and ask for these items.

***TCES will not assume responsibility for prohibited items brought to school.**

Theft Prevention

The best way to stop thefts at school is to be conscious of the fact that you can eliminate the opportunities for thefts to occur. Each student and employee of the school has a responsibility in the area of preventing thefts. The school cannot be responsible for items that are lost or stolen. Listed below are some hints to prevent thefts:

1. Never leave anything in a locker that does not have a lock. Never leave cameras, jewelry, money, or other valuables in a locker even if it has a lock.
2. Never leave anything other than clothing in your locker during physical education. The physical education teacher will have a place in which to lock your purses, wallets, jewelry, etc. for safe keeping.
3. Never leave your purse or other valuables unattended.
4. Never leave anything valuable on your desk during assemblies.
5. If you are staying after school for practice or club meetings, practice the same theft prevention habits you would follow during school.
6. Band instruments should never be left unprotected.
7. When removing your rings or watch to wash your hands, be sure you have not left them in the restroom upon leaving.
8. Report all thefts to the office immediately.

All Visitors

During school hours, all visitors must report to the main office and state their business. Students are not permitted to bring friends or relatives to class. Permission for any visitors to be in the building must be given by an administrator and a campus pass must be carried at all times.

Student Insurance

Although school insurance is optional, parents are encouraged to take out insurance. The following procedures should be followed if your child is injured at school:

1. Report the accident to your child's child teacher or to the school office immediately following it, or as soon as possible.
2. File your claim as soon as possible. There is a time limit.
3. Claim forms are available at the principal's office.
4. All claim forms must be sent to the insurance company through the principal's office.

Physical Education

All students must participate in physical education. It is strongly recommended that the student visit his/her family doctor for a complete physical examination before entering school. If any limitation is to be placed on participation in physical education, a written statement should be presented which clearly sets forth the limitation and is signed by the family doctor. The statement will be made part of the student's record. Please be sure that the PE teacher is notified.

PTO – Red Devil Club

President: Ricky Thompkins

Treasurer: Tamara Aguilera

Your Parent Teacher Organization is parents and teachers working together for our children. We have a strong and active PTO that wants and needs your support. We encourage all of our parents to join our local PTO.

Food and Beverages at School

Everyone must work together to keep our school attractive. Gum is not permitted at school. No food or drinks are allowed in the classroom unless authorized by the teacher.

Student Rules and Regulations

It is necessary for all students to abide by the rules and regulations established in order to promote an atmosphere conducive to learning.

Every student is expected to follow all instructions and directions given by teachers, the administration, or other school employees. This includes the school policies presented in this handbook, the discipline handbook, and those conveyed orally by the teachers, substitute teachers, student teachers, school employees, or administration.

More importantly, students are expected to discipline themselves and assume full responsibility for their participation in the total school program.

Infractions of written or verbal policies will be handled according to the established procedure to be found in the discipline handbook.

Each student must remember that he/she is a student and is expected to conduct himself/herself accordingly.

In-School Suspension

A student who receives In-School Suspension as punishment will report to the designated room immediately following breakfast.

Students should take all necessary materials with them at this time.

Students will be allowed to go to lunch and to the restrooms with the In-School Suspension teacher.

Students who are assigned to In-School suspension are not allowed to participate in any extra-curricular activities during or after school.

All class assignments will be completed while in ISS.

Failure to follow ISS rules will result in further disciplinary actions.

Out-Of-School Suspension

When a student's conduct leads to Out-of-School Suspension, he/she will not be allowed to attend any school function, any athletic event, **or to be on school campus for any reason.**

School Bus Transportation and Safety – Buses

It is a privilege, not a right, for students to ride school buses.

- Students who ride the buses are expected to obey the bus rules and the bus driver.
- Students are expected to remain seated and relatively quiet.
- Fighting or any conduct that hinders the safety and endangers the lives of the students riding the bus will NOT be tolerated.
- Any student abusing this privilege to ride a bus may be suspended from riding.

We ask parents to please help teach safety at home and expect students to act even better while on the bus than in the family car.

A note must be sent by the parents for a student to ride a different bus.

Students should also understand that the following offenses may carry suspension on the first offense, depending on the nature of the offense.

1. Fighting
2. Abusive, insulting acts, and immoral acts
3. Profanity on the bus
4. Unauthorized leaving of the bus
5. Failing to obey the bus driver
6. Disrespect to school personnel or to the driver
7. Other matters which present imminent danger to the driver or passengers
8. Striking matches/lighter or smoking on the bus

Students and Parents Take Note:

An absence that is a result of being suspended from the bus is unexcused.

Also, it is the responsibility of parents to provide student's transportation during times of suspension.

Alternative School Academy

Columbus County has in place an alternative school program to continue to educate those students who, for whatever reason, or have proven themselves unsuccessful in a regular classroom setting. This is a last chance for those students who would have ordinarily been suspended from school for the remainder of the school year.

This program allows the students to learn and qualify for grade promotions or graduation by meeting the state standards.

Students placed in Alternative Academy will be required to wear uniforms. Clothing requirements will consist of a white collared shirt (polo, dress, etc.) and khaki pants.

Disruption

As defined: A disruption is anything that would interfere with the operation of the total school program.

1. Any student or students responsible for inciting and/or participating in any disruption of the normal school program, school activities, or school transportation shall be subject to dismissal, suspension, or other disciplinary action.
2. Any student or students who bring a firearm onto school property will be suspended for 365 days.

The superintendent may modify the suspension on a case-by-case basis.

Students removed from school for this offense may be allowed to attend an alternative school.

3. Any student leaving class or school without permission during the school day shall be subject to dismissal, suspension, or other disciplinary action.
4. The enforcement of the above policies is the responsibility of the principal and each teacher shall cooperate with the principal in order to enforce the policies.

Deborah Greenblatt Act

115C-391.1 Permissible use of seclusion and restraint.

a. It is the policy of the State of North Carolina to:

- (1) Promote safety and prevent harm to all students, staff, and visitors in the public schools.
- (2) Treat all public schools students with dignity and respect in the delivery of discipline, use of physical restraints or seclusion, and use of reasonable force as permitted by law.
- (3) Provide school staff with clear guidelines about what constitutes

use of reasonable force permissible in North Carolina public schools. (4) Improve student achievement, attendance, promotion, and graduation rates by employing positive behavior in a positive and safe manner. (5) Promote retention of valuable teachers and other school personnel by providing appropriate training in prescribed procedures, which address student behavior in a positive and safe manner.

b. The following definitions apply in this section:

(1) “Assistive technology device” means any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capacities of a child with a disability. (2) “Aversive procedure” means a systematic physical or sensory intervention program for modifying the behavior of a student with a disability which causes or reasonably may be expected to cause one or more of the following: a. Significant physical harm, such as tissue damage, physical illness, or death. b. Serious, foreseeable long-term psychological impairment. c. Obvious repulsion on the part of observers who cannot reconcile extreme procedures with acceptable, standard practice, for example: electric shock applied to the body; extremely loud auditory stimuli; forcible introduction of foul substances to the mouth, eyes, ears, nose, or skin; placement in a tub of cold water or shower; slapping, pinching, hitting, or pulling hair; blindfolding or other forms of visual blocking; unreasonable withholding of meals; eating one’s own vomit; or denial of reasonable access to toileting facilities. (3) “Behavioral intervention” means the implementation of strategies to address behavior that is dangerous, disruptive, or otherwise impedes the learning of a student or others. (4) “IEP” means a student’s Individualized Education Plan. (5) “Isolation” means a behavior management technique in which a student is placed alone in an enclosed space from which the student is not prevented from leaving. (6) “Law enforcement officer” means a sworn law enforcement officer with the power to arrest. (7) “Mechanical restraint” means the use of any device or material attached or adjacent to a student’s body that restricts freedom of movement or normal access to any portion of the student’s body and that the student cannot easily remove. (8) “Physical restraint” means the use of physical force to restrict the free movement of all or a portion of a student’s body. (9) “School personnel” means: a. Employees of a local board of education. b. Any person working on school grounds or at a school function under a contract or written agreement with the public school system to provide education or related services to students. c. Any person working on school grounds or at a school function for another agency providing educational or related services to students.

(10) “Seclusion” means the confinement of a student alone in an enclosed space from which the student is: a. Physically prevented from leaving by locking hardware or other means. b. Not capable of leaving due to physical or intellectual incapacity. (11) “Time-out” means a behavior management technique in which a student is separated from other students for a limited period of time in a monitored setting.

c. Physical Restraint:

(1) Physical restraint of students by school personnel shall be considered a reasonable use of force when used in the following circumstances: a. As reasonably needed to obtain possession of a weapon or other dangerous objects on a person or within the control of a person. b. As reasonably needed to maintain order or prevent or breakup a fight. c. As reasonably needed for self-defense. d. As reasonably needed to ensure the safety of any student, school employee, volunteer, or other person present, to teach a skill, to calm or comfort a student, or to prevent self-injurious behavior. e. As reasonably needed to escort a student safely from one area to another. f. If used as provided for in a student’s IEP or Section 504 plan or behavior intervention plan. g. As reasonably needed to prevent imminent destruction to school or another person’s property. (2) Except as set forth in subdivision (1) of this subsection, physical restraint of students shall not be considered a reasonable use of force, and its use is prohibited. (3) Physical restraint shall not be considered a reasonable use of force when used solely as a disciplinary consequence. (4) Nothing in this subsection shall be construed to prevent the use of force by law enforcement officers in the lawful exercise of their law enforcement duties.

d. Mechanical Restraint:

(1) Mechanical restraint of students by school personnel is permissible only in the following circumstances: a. When properly used as an assistive technology device included in the student’s IEP or Section 504 plan or behavior intervention plan or as otherwise prescribed for the student by a medical or related service provider. b. When using seat belts or other safety restraints to secure students during transportation. c. As reasonably needed to obtain possession of a weapon or other dangerous objects on a person or within the control of a person. d. As reasonably needed for self-defense. e. As reasonably needed to ensure the safety of any student, school employee, volunteer, or other person present. (2) Except as set forth in subdivision (1) of this subsection, mechanical restraint, including the tying, taping, or strapping down of a student, shall

not be considered a reasonable use of force, and its use is prohibited. (3) Nothing in this subsection shall be construed to prevent the use of mechanical restraint devices, such as handcuffs by law enforcement officers in the lawful exercise of their law enforcement duties.

e. Seclusion

(1) Seclusion of students by school personnel may be used in the following circumstances: a. As reasonably needed to respond to a person in control of a weapon or other dangerous object. b. As reasonably needed to maintain order to prevent or break up a fight. c. As reasonably needed for self-defense. d. As reasonably needed when a student's behavior poses a threat of imminent physical harm to self or others or imminent substantial destruction of school or another person's property. e. When used as specified in the student's IEP, Section 504 plan, or behavior intervention plan; and 1. The student is monitored while in seclusion by an adult in close proximity who is able to see and hear the student at all times. 2. The student is released from seclusion upon cessation of the behaviors that led to the seclusion or as otherwise specified in the student's IEP or Section 504 plan. 3. The space in which the student is confined has been approved for such use by the local education agency. 4. The space is appropriately lighted. 5. The space is appropriately ventilated and heated or cooled. 6. The space is free of objects that unreasonably expose the student or others to harm. (2) Except as set forth in subdivision (1) of this subsection, the use of seclusion is not considered reasonable force, and its use is not permitted. (3) Seclusion shall not be considered a reasonable use of force when used solely as a disciplinary consequence. (4) Nothing in this subsection shall be construed to prevent the use of seclusion by law enforcement officers in the lawful exercise of their law enforcement duties.

f. Isolation. – Isolation is permitted as a behavior management technique provided that:

(1) The space used for isolation is appropriately lighted, ventilated, and heated or cooled. (2) The duration of the isolation is reasonable in light of the purpose of the isolation. (3) The student is reasonably monitored while in isolation. (4) The isolation space is free of objects that unreasonably expose the student or others to harm.

g. Time-Out. –Nothing in this section is intended to prohibit or regulate the use of time-out as defined in this section.

h. Aversive Procedures. - The use of aversive procedures as defined in this section is prohibited in public schools.

i. Nothing in this section modifies the rights of school personnel to use reasonable force as permitted under G.S. 115C-390 or modifies the rules and procedures governing discipline under G.S. 115C-391 (a).

j. Notice, Reporting, and Documentation.

(1) Notice of procedures. – Each local board of education shall provide copies of this section

and all local board policies developed to implement this section to school personnel and parents or guardians at the beginning of each school year. (2) Notice of specified incidents: a. School personnel shall promptly notify the principal or principal's designee of: 1. Any use of aversive procedures. 2. Any prohibited use of mechanical restraint. 3. Any use of physical restraint resulting in observable physical injury to a student. 4. Any prohibited use of seclusion or seclusion that exceeds 10 minutes or the amount of time specified on a student's behavior intervention plan. b. When a principal or principal's designee has personal knowledge or actual notice of any of the events described in this subdivision, the principal or principal's designee shall promptly notify the student's parent or guardian and will provide the name of a school employee the parent or guardian can contact regarding the incident. (3) As used in subdivision (2) of this subsection, "promptly notify" means by the end of the workday during which the incident occurred when reasonably possible, but in no event later than the end of the following workday. (4) The parent or guardian of the student shall be provided with a written incident report for any incident reported under this section within a reasonable period of time, but in no event later than 30 days after the incident. The written incident report shall include: a. The date, time of day, location, duration, and description of the incident and interventions. b. The events or events that led up to the incident. c. The nature and extent of any injury to the student. d. The name of a school employee the parent or guardian can contact regarding the incident. (5) No local board of education or employee of a local board of education shall discharge, threaten, or otherwise retaliate against another employee of the board regarding that employee's compensation, terms, conditions, location, or privileges of employment because the employee makes a report alleging a prohibited use of physical restraint, mechanical restraint, aversive procedure, or seclusion, unless the employee knew or should have known that the report was false.

- k. Nothing in this section shall be construed to create a private cause of action against any local board of education, its agents or employees, or any institutions of teacher education or their agents or employees or to create a criminal offense.

Dress Code

Student dress and grooming are the responsibility of the parent/guardian and student.

It is our desire that students would wear appropriate dress that would enhance personal and school pride. Students may wear appropriate seasonal clothing – including shorts.

PLEASE REFER TO THE COLUMBUS COUNTY UNIFORM POLICY

Parents please note:

Any clothing item deemed to be inappropriate for age level or disruptive to the learning environment will not be allowed.

Students will be referred to the principal for a final decision on these items.

TO: PARENTS OF STUDENTS
EMPLOYEES OF THE COLUMBUS COUNTY SCHOOL SYSTEM

As required by Federal Regulations you are notified by this letter that an Asbestos Management Plan for your school, or workplace, has been developed. It is on file in the Administration office at the school location and is available for the public review. A copy is also on file at the office of the Superintendent and also the Plant Operations Department Office.

Alan Faulk
Superintendent