

# **Belmont Bees Parent/Student Handbook 2023-2024**



Belmont Elementary School  
Roanoke Rapids Graded School District

Belmont Elementary  
2023-2024

Dear Belmont Bees and Parents/Guardians:  
Welcome to the start of the 2023-2024 school year at Belmont Elementary!

Just like our previous year, it will take all of us working together to make sure that our bees are successful. We will plan to take the following action steps to help keep all of our bees progressing successfully.

- Make our students' social-emotional health a priority
- Plan and implement strong Busy Bee intervention times built into our daily schedule
- Provide quality feedback on students' understanding of content
- Stay connected in multiple ways with our families.
- Use small group instruction to capitalize on students' strengths and to guide them through challenging work

You can help us by being sure...

- Your child has a dedicated space and time for homework
- You have established a consistent schedule at home to support your child's basic needs
- Lines of communication between the family and teacher are strong

We look forward to a successful year together.

***Lindsey L. Goble***  
Principal

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## **PART I: INTRODUCTION**

### **BELMONT SCHOOL PLEDGE**

#### **I PLEDGE**

to *bee* the best person I can *bee*  
to learn all that I can learn  
to treat others as I would want them to treat me  
to always try to do my best.



### **BELMONT ELEMENTARY SCHOOL**

#### **MISSION STATEMENT**

Through relationships, we will SUPPORT, NURTURE and CHALLENGE  
our students and ourselves, to MAKE A DIFFERENCE!

## **PART II: GENERAL INFORMATION**

### **CONTACT INFORMATION**

It is extremely important for Belmont staff to have current updated phone numbers, email addresses, and home addresses for each student. It is essential that in the case of a medical emergency we are able to get in contact with a parent or guardian. We understand that phone numbers are subject to change. Please be sure to make it a priority to notify your child's teacher and Belmont office staff when changes are made to this critical information.

### **PARENT PORTAL**

Powerschool Parent Portal allows parents easy online access to their student's grades and attendance and acts as a means of communication between the home and the classroom. Please follow the instructions on the district website to create a parent account once you have received the parent login information and access code for your child from Belmont.

### **ROOMS**

Parents are urged to use the Rooms communication platform to communicate with their child's teacher and administration. This tool allows parents to use a text messaging format for quick, easy communication during teachers' "office hours." Teachers will review this communication tool with parents during Open House.

### **SCHOOL HOURS**

School Hours are from 7:45 to 3:00. Students arriving after 8:10 will be noted as tardy in PowerSchool. Office Hours are 7:30 am to 4:00 pm Monday through Friday. Bus Riders Only will enter the building from the side entrance. Other students will enter through the front doors of the building at 7:45 am. If students are dropped off before 7:45, they are to be enrolled in our district's authorized before and after school program, Place to Play. Students are not to be left unaccompanied on our school's campus and if this is found to be an issue, the administration will be in contact with parents. All students should be picked up no later than 3:15. If a student is still at school after 3:15, a teacher will make contact with the parent/guardian and send the child to the front lobby to wait for their ride. If a contact with a parent/guardian is unable to be made by 3:30 and the student is still in the care of the school, local authorities will be notified.

### **VISITOR RESTRICTIONS:**

Parents/visitors are allowed inside the building this year for scheduled meetings, events, and official school business. All parents/visitors are required to sign in at the office with proper identification through the Identi-Kid computer and will receive a visitor pass.

Parents and members of the school community are welcome at Belmont. Please understand, however, that our first priorities must be safety and student learning. If you wish to visit your child's classroom during the instructional day, you must make your request known to the teacher and administration for approval. Classroom visits require the Principal's approval and will be limited to 30 minutes within the week. Our focus is on high-quality instruction for all students. Conferences about your child's progress

should be scheduled and held in private, not at the classroom door. School opening and dismissal times are also not appropriate times for a parent-teacher conference. At these times, students require close supervision by the teacher. Please schedule conferences so the teacher can focus on your child only.

Any person who refuses to leave a school building or school grounds after being directed to do so by the principal or his designee will be considered to be trespassing. If you wish to speak with your child's teacher or an administrator, please call and make an appointment so that our instruction will not be interrupted.

### **CHECKING OUT OF SCHOOL**

Students will be permitted to leave school with a parent, legal guardian, or an authorized person by signing out in the main office. Parents are asked to wait outside and the student will be sent up. Please keep our bell-to-bell instruction in mind and only check your child out of school early in emergency situations. Documentation will be kept and monitored should a child repeatedly arrive at school late or be checked out early. After **5 tardies or early check-outs**, our Community Outreach Liaison will be contacting the parent via telephone or home visit to review the data. After **10** tardies or early check-outs, parents will be called in for an intervention meeting with the Community Outreach Liaison and the administrator.

Please do not be offended if we ask for a picture ID. Parents should make sure the teacher and the office are aware of anyone the court has ruled **cannot** pick up their child. Official court documents indicating custody must be on file in the main office before a parent may be denied access to his/her child. We will take every measure to ensure the safety of your *Belmont Bee*.

IF A STUDENT IS CHECKED OUT BEFORE 11:30 AM, THEY WILL BE COUNTED ABSENT FOR THE FULL DAY.

### **DISMISSAL**

Each year, parents designate how their child/children will go home from school. If you select "bus", the way your child/children will go home, they will ride the bus daily. If you select "car rider" or "walker" that is the way the child/children will go home daily. **For the safety of our students, we discourage changing dismissal methods; however, we understand there may be circumstances when a change in dismissal procedure is needed. In such situations please be sure you put your change of dismissal request in writing and send it to the teacher. If you have multiple children, please notify each teacher in writing.**

All students should be picked up no later than 3:15. If a student is still at school after 3:15, a teacher will make contact with the parent/guardian and send the child to the front lobby to wait for their ride. If a contact with a parent/guardian is unable to be made by 3:30 and the student is still in the care of the school, local authorities will be notified.

## **CAR RIDERS**

A teacher will bring car riders to the front entrance at **3:10 pm**. All parents are encouraged to stay in their car and to wait in the car pick-up line, following all directions of the supervising staff to ensure their child's safety. **ALL PARENTS SHOULD STAY IN THEIR CARS** to pick up their students who will be escorted to distinct areas around the car loop. Parents are prohibited from dropping students off or picking students up in the bus zone circle during arrival or dismissal time.

## **WALKERS**

Students who walk home will exit along the sidewalk to the front of the school so that they can safely cross with crossing guard protection. Walkers will be released after the majority of car riders are picked up so that proper supervision is available. Parents should teach their children the safest route home and the importance of using sidewalks whenever possible.

## **BUS RIDERS**

Bus riders will board buses one bus at a time. Please do not attempt to pick up students from the bus loading area. If there is a change in your child's dismissal procedure, please send a note to the child's teacher on that day.

Only students who were issued a bus card are allowed to ride a bus. For the safety and security of our students, we do not permit students to ride the bus home with a friend. Students are not allowed to board a bus at a bus stop other than their assigned bus stop. In the event of an address change, you must notify the office and provide two (2) new proofs of residence to the school. This must be done before a new bus card will be issued.

Bus riders will receive a bookbag tag at the beginning of the school year detailing their name, grade level, and bus number. This is for safety purposes to ensure students load the correct bus each day.

## **TRAFFIC**

Please follow our traffic procedures closely so that students can arrive and be dismissed safely and efficiently. Remember:

- It is extremely dangerous for children to exit/enter cars from the driver's side, **all children** should exit/enter cars from the passenger side only.
- For your safety and for the safety of our students and employees, please follow the directions of the staff members out front. We encourage all parents to stay in their cars and patiently follow the pattern, moving along with traffic until directed to stop by a staff member on duty.
- All drivers are expected to remain courteous and follow the single directional traffic pattern. Violators will be reported to law enforcement and warnings may be issued.
- Park only in marked spaces if you must come into the building.
- Cars should not be left unattended in the student-loading zone/ Fire Lane.



- There will be no loading of students on the side of the building or in the back parking lot.
- Parking on side streets creates a safety hazard for everyone, please use extreme caution and be aware that you are in charge of your own child if loading/unloading in these areas.
- Students will wait under the awning and at the front entrance. This area should be clear for students only. Each grade level has a designated area to wait along the walkway.

### **BICYCLES /SKATEBOARDS**

Bicycles and skateboard riding are permitted, however upon arriving on campus, students should WALK their bikes and CARRY their skateboards. Bike racks are available for your use and locking your bike is encouraged, as the school administration is not responsible for theft on the premises. Please let us know if your bike or lock has been tampered with and/or removed so that we can help you notify authorities. The administration will advise on skateboard placement during the school day. All students under 16 are required by state law to wear helmets when riding a bike. **Mopeds, four-wheelers, three-wheelers, and scooters are not allowed on the Belmont campus.**

### **FORGOTTEN ITEMS**

If your child has forgotten something at home that he/she will need during the school day, please bring it to the office. Items brought in after 8:10 will be delivered to the classroom. Classroom interruptions are discouraged. Items left at the end of the day can be retrieved on the next school day.

### **WEATHER WATCH**

In the interest of maintaining a sound instructional program and with concern for the health and welfare of the children in our care, the school will be dismissed or canceled on those days when the weather conditions become disruptive to the normal operations of the school. Cancellations will be posted on the district's website at [www.rrgsd.org](http://www.rrgsd.org) and a Parent Communication System call and email will be sent to parents.

**A decision to cancel school due to snow or inclement weather will be made by the RRGSD Superintendent as early as possible. General public announcements will be aired over the following radio and television stations:**

<b>WCBT – 1230 AM</b>	<b>WRAL TV – CHANNEL 5</b>
<b>WSMY – 1400 AM</b>	<b>WNCT TV – CHANNEL 9</b>
<b>WLGQ - 97.9 FM</b>	<b>WNVN TV – CHANNEL 20</b>

- You should listen only for directives about **ROANOKE RAPIDS CITY SCHOOLS**, not Halifax County Schools information.
- When school is canceled, all school activities will be canceled.
- If no announcement is made, schools will operate on a normal schedule.

- Severe weather conditions, such as snow, ice, tornadoes, etc., may occasionally cause the early dismissal of school and the cancellation of Place to Play. Area radio and television stations will be notified.
- Our Parent Communication System is an automated system that allows us to phone you immediately with important announcements or changes in the schedule. It is important that you keep your phone contact numbers and emergency contact numbers current in the system. You will receive important messages and announcements from the superintendent's office. This system will be used for inclement weather announcements. Check Belmont's web page and the district web page for information.

### **SCHOOL OFFICE MESSAGE PROCEDURES**

We encourage you to be in contact with your child's teacher frequently. Telephone messages intended for teachers will be forwarded to voicemail and/or placed in the teacher's mailbox for retrieval at lunch or by 2:30 each day. If you have emergency transportation calls, please leave these messages with the school secretary so that your request can be personally delivered. **NO CALLS WILL BE FORWARDED TO THE CLASSROOMS DURING INSTRUCTIONAL TIMES.** Teachers will retrieve the message, via email. Please feel free to email our teachers directly.

### **DRESS CODE**

The *Belmont Bee* dress code complies with the District's policy. The goal is to maintain a dress policy that is not disruptive to the educational process and meets safety standards.

***Parents, please help us model appropriate dress for our Belmont Bee Basics of the dress code***

- All student dress must comply with the health and safety codes of the federal, state, and local government.
- No costumes should be worn, unless related to school events/activities
- Blouses, tops, and shirts will cover the chest and midriffs; no crop tops.
- Sleeveless apparel is acceptable.
- Dresses, skirts, and shorts shall be at a length that covers the body appropriately.
- Pants shall fit appropriately at or near the natural waist. Wearing pants far below the waist and covering them up with a large shirt is unacceptable.
- Logos and sayings shall not include profanity, sexual innuendos, or references to violence, alcohol, or tobacco. Clothing or other attire that contains slogans, sayings, or other references that are derogatory or insulting to (a) fellow students and staff members, (b) the race or ethnic background of others, (c) the religious preferences of others, and/or (d) the patriotism of anyone are unacceptable.
- Hats, hoodies, caps, scarves, bandanas, headbands, or other headdresses (male or female) are forbidden any time a student is in the building. Head coverings may be approved by the administration for either religious or medical reasons.
- Chains shall not be attached to clothing or allowed on campus.
- All clothing should be properly fastened.
- Shoes must be laced and tied. No roller blade shoes or bedroom slippers.
- When wearing wheelies, the wheels cannot be out at any time.

- On the days that students have PE, they are **REQUIRED TO WEAR SNEAKERS**. For safety reasons, they will be asked to sit out if footwear is deemed to be inappropriate. Parents will be notified if their child must sit out.

**The administration reserves the right to determine the appropriateness of any Belmont Bee's attire and to have him/her change if necessary.**

### **LOAN OF CLOTHING**

Occasionally accidents may happen and students are given clothes from our clothes closet. Should this happen to your child please wash and return the items issued. This will allow us to have clothing for future accidents.

### **LOST AND FOUND**

Articles left at school will be kept in a designated area of the building. Please have your *Belmont Bee* check this area for missing items. Unclaimed items will be given to a local charity in December and June. Please be sure your child's name is on his/her belongings in order to aid in recovery if it's lost.

### **PARTIES**

Parties, picnics, and other in-school social events have value if carefully planned. The use of instructional time for these events must be kept at a minimum. Classes should plan to have a party before the Christmas vacation and at the end of the school year. The teacher has the discretion to allow small celebrations at snack time, recess, or lunch period if he/she would like, however, this is NOT to interfere with instruction.

Invitations for out-of-school social events will be distributed to students only if all students in the class are invited. Belmont is not responsible for activities or incidents that may occur at these private events.

Items to be shared with the class for birthdays or other special curricular events should be approved in advance by the teacher and will be distributed at the time designated by the teacher. Any food items brought in must be store-bought and in original sealed containers. Due to allergies, no homemade food items should be brought in. Any special deliveries, including flowers or balloons, will be kept in the main office until the end of the day so as not to interrupt instruction.

### **FIELD TRIPS**

Field trips are planned by the grade level to enhance classroom learning. Details of the trip are sent home including a permission slip that must be returned before the child can go on the trip. Transportation to and from the destination is provided by the school. Any variance from this must be given written approval prior to the day of the trip. Teachers will inform parents of this policy in all field trip communications.

Behavior contracts may be instituted to ensure participation in field trips is earned. Parents may be asked to attend these trips if student behavior warrants it. If plans change, and students/parents are unable to attend, efforts will be made to refund monies collected.

## **PART III: ENROLLMENT REQUIREMENTS**

### **ATTENDANCE**

Regular attendance is a must for *Belmont Bees* to perform well academically every day. Students who miss more than 20 days a year may not be promoted to the next grade. Please note that an excused absence still counts as an absence. Listed below are the seven lawful reasons for an “Excused Absence”.

1. Student’s personal injury or illness
2. Quarantine of student as ordered by the Department of Health
3. Death in the immediate family (extent will be ruled upon by the principal)
4. Medical or dental appointment of the student
5. The student is a party or subpoenaed as a witness in a court proceeding
6. Religious observances
7. Educational travel opportunity through prior approval of principal

Please send a written note to explain the reason for absence when your child returns to school. Tardies and early check-outs are recorded and monitored by the office and our Community Outreach Liaison.

After three consecutive days of absences, your child’s teacher is required to make contact with a parent/guardian. After 5 consecutive absences, your child’s teacher will notify our Community Outreach Liaison who will attempt to contact the parent via telephone or a home visit.

### **COMPULSORY ATTENDANCE LAW**

Please be aware that in North Carolina there is a Compulsory Attendance Law.

Attendance is important to help ensure the educational success of your child/ren. In an effort to address the high incidence of chronic absenteeism, Roanoke Rapids Graded School District has updated the attendance and late check-in/check-out procedures. Please make every effort to get your child to school on time and keep them in school.

#### **Attendance procedure for **unexcused** absences**

Day 3: Teacher calls student’s parent or guardian. A 3 day unexcused attendance letter mailed to the address in power school.

Day 6: Teacher notifies the Community Outreach Liaison (COL) of student absences. COL will contact the parent or guardian and hold an attendance meeting with the parent and administration by telephone or face-to-face. The COL will mail or send home in the student’s folder a follow up letter to the parent or guardian summarizing information provided in the meeting with the attendance policy, **Policy Code 4400: Attendance**. A 6 day unexcused attendance letter mailed to the address in power school.

Day 10: Truancy court paperwork work will be completed when a student reaches 10 unexcused days. The COL may choose to contact the parent or guardian by telephone or letter notifying them of the 10th unexcused absence and of the truancy filing with the court. A 10 day unexcused attendance letter mailed to the address in power school. The truancy court process will be repeated at the occurrence of each additional 10 unexcused absences. Please note, students over the age of 16 are not covered by truancy laws. Therefore, any student over the age of 16 **may** be withdrawn if they miss 10 consecutive days.

#### Attendance procedure for **unexcused** tardies and early checkouts

An accumulation of five (5) unexcused tardies or five (5) unexcused early departures shall be equal to one unexcused absence for the purpose of enforcing the compulsory attendance law and addressing a student's excessive absences.

#### Handwritten notes and communication

If your child will be absent, coming in late, or leaving early from school, please notify each of your child's teachers on that day if possible via our two way messaging service (eg. Rooms) or email. Please send medical documentation or a handwritten note of the absence or early check-out within 1 week (5 business days) of your child's return to school. Please be aware that RRGSD is only allowing handwritten notes for 10 excused absences and 10 excused tardies/ early check-outs. The parent has 1 week (5 business days) once the student returns to school to provide a handwritten note for the excused absence. After the limit of 10 days excused with a handwritten note, the absence, tardy, or early check-out will be considered unexcused without medical documentation.

### **PERFECT ATTENDANCE**

Perfect Attendance is a designation given to students that have no absences, no tardiness, and no instances of checking out early during the school day.

### **REGISTRATION**

Registration takes place at Central Services, located at 536 Hamilton Street, phone number, 252 519-7100.

*Requirements*—(2) Proofs of residence (west side of Roanoke Avenue), a copy of the student's certified birth certificate, social security card, and immunization records are needed. Items that can be used for proof of residence include a current Purchase or Lease agreement and a current utility bill. Physicals for Kindergarten students are required at registration. To be eligible for Kindergarten, your child must be 5 years old by August 31.

### **WITHDRAWAL**

A student who will be transferring to another school within the district or out of the school district should notify the teacher as soon as possible. All textbooks and library books must be returned along with payment of any fees that are outstanding. The lunch account must be cleared out by the cafeteria manager. School records are released to the receiving school.

## **PART IV: STUDENT WELLNESS**

### **MEDICATION**

1. You may come to school and give the medication to your child at the appropriate time(s).
2. Medications can be given at school only by a Doctor's written request. You must obtain a copy of the medication form from the school. Take the form to your child's doctor and have the doctor complete the form by listing the following: (a) the name of the medication(s) needed, (b) the strength and prescription number of the medication, (c) the purpose for which the medication is to be administered, (d) the dosage, (e) any possible side effects of the medication, (f) any special instructions concerning the administration of the medication, and (g) emergency treatment for adverse reaction(s).
3. This form must be completed by the physician for both prescription and non-prescription (over-the-counter) drugs. The doctor must sign the form.
4. Prescription and non-prescription medicines must be brought to school **in the original container**, which contains instructions on how and when the medication is to be given.

### **FIRST AID**

School personnel will administer emergency first aid for minor injuries. In the event of severe injuries, the school nurse or other appropriate staff will administer emergency first aid only until the student can receive attention from a medical professional.

### **OTHER HEALTH CONCERNS**

Belmont recognizes the need to maintain a healthy learning environment for all children in the school system. Prior to returning to school, the student will follow up with the school nurse or designee to ensure that treatment was received and no further instructions are needed. **Students should not present with live bugs after treatment however some nits may still be present.**

### **PETS/ANIMALS**

Pets or animals are not allowed in the school without permission from the principal and for the specific purpose to support learning. Pets are discouraged due to the number of students with allergies, asthma, and other health-related issues.

### **MEDICAL EXEMPTIONS FROM P.E. CLASSES**

Physical education classes are required for all students. A parent's note or call will excuse a student from **ONE** day for routine illnesses. A student who must be excused for a longer period of time should present a doctor's note. Even though a student may not be able to participate, he/she will report to class. If your child suffers from asthma, it is vital that

he/she have the needed medication on hand here at school. Please inform the PE instructors of your child's needs.

### **HOMEBOUND SERVICES**

When illnesses occur that will cause an extended absence of at least three weeks, homebound services may be considered. A medical form completed by the doctor is required before a student can receive these services. Please inquire at the school office for additional criteria for homebound services.

## **PART V: RECORDS & ACCOUNTABILITY**

### **STUDENT RECORDS**

Belmont provides safeguards regarding the confidentiality of and access to student records. These safeguards are taken to protect children, not to put roadblocks in the path of concerned parents/guardians. Biological parents have full access to student records unless legal documentation stating alternative custodial arrangements is provided to the school.

### **HOMEWORK**

Assignments will be given at each teacher's discretion. Please provide your *Belmont Bee* **with** a certain time and an area in which to do this work. Monitor your *Bee's* progress and assist in whatever ways you can, being sure your child is doing his/her own work. Students in grades K-2 should expect up to 20-30 minutes of homework per day and grades 3-5 should expect 30-60 minutes of homework per day.

If a *Belmont Bee* is absent for more than two days, call Belmont's main office and leave a message for your *Bee's* teacher by 10:00 am. Assignments will be in the main office by 3:30 if sufficient notice is received. Missing work that is the result of fewer than two days of absences should be handled by a teacher or a classmate. If an illness is severe or of a long duration, please contact the office

### **REPORT CARDS**

Report cards will be sent home on the fifth day after the last day of the nine weeks. Parent conferences will be offered to discuss student progress as often as possible.

### **PROMOTION / RETENTION**

Teachers should notify parents no later than the end of the third grading period that a child may possibly be retained. The school principal has primary responsibility for promotion/retention decisions.

## **GRADING SCALE**

Student progress will be reported numerically and/or according to proficiency indicators. The grading scale of Roanoke Rapids Graded School District is given below.

<b>INDICATORS GRADES K – 2</b>	<b>GRADES 3 – 5</b>
LEVEL 1 Limited Performance and Understanding of Standard	A = 90-100 Superior
LEVEL 2 Progressing in Performance and Understanding of Standard	B = 80-89 Above Average
LEVEL 3 Proficient in Independent Performance and Understanding of Standards	C = 70-79 Average
LEVEL 4 Advanced in Independent Performance and Understanding of Standards	D = 60-69 Below Average
	F = 59-0 Unsatisfactory

## **PART VI: PROGRAMS & SERVICES**

### **SPECIAL PROGRAMS**

The Roanoke Rapids Graded School District complies with mandates of Public Law 94-142 in diagnosing, placing, and educating children with special needs. We serve all who are identified and eligible for services as academically gifted, behaviorally/emotionally handicapped, autistic, hearing impaired, mentally handicapped, multi-handicapped, orthopedically impaired, and visually impaired. Needed-related services are also available. Additional information about programs, requirements, and procedures can be obtained from Belmont's guidance counselors, principal, or special needs coordinator at 519-7100.

### **FOOD SERVICE**

Our district was approved for the Community Eligibility Provision which allows high-need schools to offer breakfast and lunch free for **all** enrolled students at no cost. Breakfast will be served daily in the cafeteria from 7:45-8:30 and lunch will be served during each grade level's assigned time. All extra food items (ice cream, chips, etc.) are not included in this provision and parents can send in money for their student's lunch account.

When you have questions or concerns about your child's account, please call the cafeteria manager at 519-7582.

### **OUTSIDE FOOD/LUNCH VISITS**

With student safety a top priority, parents will be allowed to visit our campus for lunch on the **first** and **third** Friday of every month. Parents will notify the front office via the doorbell that they have arrived for their student's designated lunch time and would like for their student to come up front to eat lunch. Parents will remain outside and when their student's class is transitioning to the cafeteria, he/she will come to the front and eat outside in our designated location. Note: There will be limited seating and there will not



be another seating option if it is raining outside. No other Belmont children may join a family who is eating together and a student's designated lunch time must be followed. Should a parent choose to bring their child an outside lunch (ie: Burger King, Chick-Fil-A, etc.), they can drop it off at the front office. Make sure your child's name is on the packaging. Staff will notify your child of their lunch right before their designated lunch time and they will remain in the office to eat their food.

### **PLACE-TO-PLAY**

This program provides morning and after-school child-care services.

Before School                      6:30 am - 8:00 am

After School                      3:00 pm - 6:00 pm

Summer                      6:30 am - 6:00 pm

Place to Play operates during regular school days. **On days that school closes early due to bad weather or other emergency closings, Place to Play will not operate.** You or someone you designate will need to pick up your child at Belmont School as soon as possible. For more information concerning this service, call 519-7100 and speak to Nina Pinnichia.

## **PART VII: RULES & POLICIES**

### **PAST DUE FEES**

Unpaid technology fees and library books that are not returned or lost/damaged classroom materials accumulate debts. Notices are sent monthly and included in progress reports by the media specialist to make parents aware of these owed fees. **These debts must be cleared promptly to ensure that your child can participate in schoolwide and classroom events, field trips, and other privileges.** Report cards will not be distributed until all debts have been cleared.

### **BUS RIDERSHIP**

**\*Only those students that are assigned to a bus by the transportation office will be allowed to ride a bus.**

In order to guarantee your child and others riding the bus have the safe transportation they deserve, we will follow, but are not limited to, the following:

- The bus driver is in complete charge at all times. The driver or monitor shall report any extreme or continuous misconduct to the principal or designee.
- All riders shall remain seated when the bus is in motion.
- Students sit in their assigned seats only.
- Keep hands, head, arms, legs, and feet inside the bus.
- The driver may change the assigned seat when necessary and for as long as necessary.
- Scuffling, fighting, and obscene language are forbidden.
- Eating, drinking, or chewing gum is prohibited.
- Bus riders will not litter the bus with food, chewing gum, or other debris.
- Parents shall be notified of misconduct and if it continues, bus riders will be

denied the privilege of riding the bus.

- The rider's parent will pay for any damage to the bus other than normal wear.
- Students must be at the loading place at the scheduled time each morning.
- For the safety of your child please provide close supervision as you wait at the bus stop with your child.
- The school bus stop is a safe zone and all school rules apply.

### **CONTRABAND ITEMS**

The following items are considered contraband items and should not be brought on campus. These items will be taken by the teacher or administrator and will be held until the parent/guardian comes to school for them.

1. Tobacco products, e-cigarettes, and vapes
2. Prescription, over-the-counter, or illicit drugs of any sort
3. Obscene pictures or magazines
4. Any other item that may be deemed as disruptive or dangerous by the teacher, a staff member, or administration
5. Energy drinks

### **CELL PHONES**

Students are not encouraged to bring ~~discouraged from bringing~~ cell phones and/or smart watches to school. However, the school recognizes that a cellphone may provide convenience for both students and parents.

If you choose to allow your child to bring a cellphone to school, please instill the responsibility that comes with this privilege. The cellphone must be turned off and kept in the book bag at all times. **It will be taken if it is seen or heard.**

Cellphones that are discovered will be taken by the teacher or supervising adult and turned in to the front office for a parent/guardian to retrieve. After the first offense, the device will be confiscated and the student will receive after school detention. If the device is confiscated a third time, an entire day of in-school suspension will be given as a disciplinary measure.

**PLEASE NOTE: The school is not responsible for lost or stolen cell phones. If you allow your child to have a cell phone it is strongly recommended that, if there is one, the 'phone tracking' feature is turned on. This feature will assist you in recovering a lost or stolen cellphone. Administration is not responsible for lost/stolen cell phones and will not track or search for missing cell phones.**

### **SAFE SCHOOLS PLAN**

NC law provides that each school operates under a Safe School Plan adopted each year to promote a safe learning environment for all students. All school groups are responsible for maintaining a safe learning environment. Parents can assist the school by monitoring items that the child may bring to school. Specifically prohibited are knives and other items that could be used as a weapon. When these items are brought to school, a police report must be

filed with the state and the child will be suspended from school for up to 10 school days. Please check the bookbags often to see what your child may be taking to school.

Another item that causes great concern is a toy gun. Children play with these outside of school and may not understand that it is not acceptable in the school environment. Please talk with your child about these items and check the bookbag often.

## **TITLE I PARENT'S RIGHTS AND AGREEMENTS**

Belmont is a Title I school and receives schoolwide federal funding to improve the academic performance of all of our students. As a Title I school, our major goals are to continually improve stakeholder engagement and program quality as well as to be good stewards of this funding and to be accountable to all parties, through appropriate reporting. An annual meeting is held to explain these goals in more detail. All parents and guardians are encouraged to review the detailed plans (School Improvement Plan, School/Parent Compact and Family Engagement Plan) we have in place on our district website at...

<https://sites.google.com/rrgsd.org/instructionalservices/home>

### **Belmont School-Wide Expectations**

#### **Classroom Expectations**

##### **Bee Safe:**

- Walk at all times
- Keep the classroom clean
- Push under chairs
- Use materials correctly

##### **Bee Respectful:**

- Raise your hand and wait your turn
- Listen to others
- Use manners (please and thank you)

##### **Bee Responsible:**

- Have all supplies needed
- Complete and turn in work on time
- Take charge of yourself and choices (Be Proactive)

## **Hallway Expectations**

### **Bee Safe:**

- Keep your hands behind your back and to yourself
- Make sure you are walking on the third square beside the teacher square
- Keep pace with your class (no gaps in line)
- Stay on the right side of the hallway
- Always face forward walking in a single file line, standing behind the person in front of you

### **Bee Respectful:**

- No talking
- Wait until another class has passed before crossing

### **Bee Responsible:**

- Keep up with your class
- Stop at your designated areas
- Stay in the third square, beside teacher squares
- Carry items, such as library books and Chromebooks, quietly and appropriately.

## **Bathroom Expectations**

### **Bee Safe:**

- Keep the floor free of water and paper towels
- Report issues to your teacher
- Use walking feet

### **Bee Respectful:**

- Respect others privacy
- Respect property
- Keep hands and feet to self
- Wait your turn

### **Bee Responsible:**

- No talking in bathroom and while waiting for bathroom
- Make sure you flush
- Wash your hands
- Place paper towels in trash can
- Pick up trash on the floor and place in the trash can

## **Playground Expectations**

### **Bee Safe:**

- Enter and exit building orderly and quietly with walking feet
- Stay in line until you reach the playground
- Use equipment appropriately
- Play in designated area

### **Bee Respectful:**

- Use appropriate language
- Use a quiet voice when next to the building
- Let others join in/ask others to join in
- Use kind words

### **Bee Responsible:**

- Keep hands and feet to self
- Return equipment after use
- Keep equipment in the designated play areas
- Watch for teacher signal and line up quickly and quietly

## **Enhancement Expectations**

### **Bee Safe:**

- Enter and exit rooms orderly and quietly with walking feet
- Keep hands and feet to self

### **Bee Respectful:**

- Participate positively in all activities
- Listen to others
- Use appropriate language, drawings, and gestures
- Use kind words--Be a buddy not a bully

### **Bee Responsible:**

- Take charge of yourself and choices
- Use materials and equipment responsibly
- Keep classroom clean and orderly
- Take care of bathroom needs before class
- Have all supplies/equipment needed and dress appropriately

## **DISCIPLINE GUIDELINES**

Belmont Elementary implements a proactive, positive approach to schoolwide discipline. This approach is meant to reinforce the positive behaviors of students doing what is expected of them as well as supporting students who need extra assistance to reach the schoolwide expectations of being Respectful, Courteous, and Cooperative Learners. To keep our discipline referrals low, we are consistently defining, teaching, reinforcing, and monitoring positive behaviors. Occasionally behavioral misconduct occurs and warrants disciplinary actions. Belmont administrators and teachers take aggravating and mitigating factors into consideration when determining an appropriate disciplinary measure.

## **DISCIPLINARY LEVELS**

### **LEVEL 1**

- 

### **\* ALTERNATIVE RECESS**

Teachers may assign alternative recess (walking laps) as a consequence for students that are non-compliant in completing homework, exhibiting poor behaviors, etc. Parents will be informed of each teacher's classroom policy about this in writing.

## **PART VIII: EDUCATIONAL TERM GLOSSARY**

### **ADD – Attention Deficit Disorder**

ADD is a neurobiological disorder. Typically, children with ADD have developmentally inappropriate behavior, including poor attention skills and impulsivity. These characteristics arise in early childhood, typically before age seven, are chronic and last at least six months. Children with ADD may also experience difficulty in the areas of social skills and self-esteem.

### **ADHD – Attention Deficit Hyperactivity Disorder**

ADHD is a neurobiological disorder; typically children with ADHD have developmentally inappropriate behavior, including poor attention skills, impulsivity and hyperactivity. These characteristics arise early in childhood, typically before age seven, are chronic and last at least six months. Children with ADHD may also experience difficulty in the areas of social skills and self-esteem.

### **Advocate**

An advocate is an individual who represents or speaks on behalf of another person's interests (as in a parent with his/her child).

### **AIG – Academically/Intellectually Gifted**

AIG students are those with above average intellectual abilities. In North Carolina, these students are described as “AIG” in some states they are referred to as “GT” – gifted and talented.

**Assessment**

Assessment is the gathering of information by qualified personnel on a child’s development and on the needs and priorities of the family. This information about the child and family is used in planning the Individual Family Service Plan (IFSP).

**AU – Autism**

Autism is a developmental disability significantly affecting verbal and nonverbal communication and social interaction.

**BA – Behavioral Assessment**

BA is a gathering (through direct observation and by parent report) and analyzing information about a child’s behavior. The information may be used to plan ways to help the child change unwanted behaviors. Observations include when a behavior occurs as well as the frequency and duration of the behavior.

**BD – Behavior Disorders**

BD is a term used by some states for children who exhibit difficulties with social interactions and inappropriate behavior that interferes with learning.

**BT – Beginning Teacher**

Beginning Teachers are also referred to as ILTs - Initially Licensed Teachers.

**BED – Behaviorally-Emotionally Disabled****Benchmark**

A benchmark is an assessment given at the end of each nine weeks in EOG and EOC subjects

**BIP – Behavioral Intervention Plan**

BIP is a plan that is put in place to teach a child proper behavior and social skills. It should be positive in nature, not punitive.

**BOG – Beginning of Grade**

Beginning-of-Grade tests in reading and mathematics (grades 3-8) and science (grades 5 and 8) are taken by students during the first few weeks of the school year.

**BOY – Beginning of Year**

BOY is a term generally used to refer to mClass benchmark assessment data given within the first few weeks of a school year.

**Common Core State Standards**

A set of educational standards to help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.

**DD – Developmental Delay or Developmental Disability**

DD is any physical or mental condition that begins before the age of 18 years, causes the child to acquire skills at a slower rate than his/her peers, is expected to continue indefinitely and impairs the child’s ability to function in society. This definition applies only to ages 3-7 in North Carolina.

**Disability**

Disability is a substantially limiting physical or mental impairment that affects basic life activities such as hearing, seeing, speaking, walking, caring for oneself, learning or working.

**DORF–Fluency – DIBELS Oral Reading Fluency**

DIBELS Oral Reading Fluency is an assessment that measures how fluently the student reads the passage. (See *Fluency*)

**DORF – Accuracy**

DIBELS Oral Reading Fluency – Accuracy is an assessment that measures how accurate the student reads the words in the passage. The assessor keeps track of skipped, replaced, reversed words, etc...

**DORF – Retell**

DIBELS Oral Reading Fluency – Retell is an assessment that measures a student's level of comprehension of what they just read. The purpose of retell is to make sure that children understand that reading fast doesn't do any good if they don't understand/remember what they've just read.

**DORF – Quality of Response**

DIBELS Oral Reading Fluency – Quality of Response is an assessment that measures the level of comprehension. It is a way to add some credence to the Retell.

**Due Process**

This is a process for resolving a dispute between the family and the child and family service agency related to the delivery of early intervention services. In special education, due process refers to a process for resolving a dispute between the family and the public school related to the identification, evaluation or placement of a child with disabilities.

**DPI – Department of Public Instruction****EC – Exceptional Children**

EC is the term used in North Carolina for "special education."

**ED – Emotional Disturbance**

ED is a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance.

- An inability to learn that cannot be explained by intellectual, sensory or health factors;
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- Inappropriate types of behavior or feelings under normal circumstances;
- A tendency to develop general pervasive mood of unhappiness or depression; or
- A tendency to develop physical symptoms or fears associated with personal or school problems.

**EI – Early Intervention**

EI is specialized services provided to infants and toddlers ages birth to three who are at risk for or are showing signs of developmental delay.

**ELL – English Language Learner**

ELL is a student whose first language is one other than English and who needs language assistance to participate fully in the regular curriculum.

**EOC - End-of-Course**

End-of-Course tests designed to assess the competencies defined by the Standard Course of Study for three mandated courses: Algebra I/Integrated I, English II and Biology. Tests are taken during the last two weeks of school for students on a traditional calendar and the last week of the course for students on a block schedule.



**EOG – End-of-Grade**

End-of-Grade tests in reading and mathematics (grades 3-8) and science (grades 5 and 8) that are taken by students during the last three weeks of the school year.

**EOY – End of Year**

EOY is a term generally used to refer to mClass benchmark assessment data given within the last few weeks of a school year.

**ESL – English as a Second Language**

ESL is a program model that delivers specialized instruction to students who are learning English as a new language.

**Essential Standards**

A set of standards in content areas that provide clear goals for student learning.

**ESY – Extended School Year**

ESY is the delivery of special education and related services during the summer vacation or other extended periods when school is not in session. The purpose for ESY is to prevent a child with a disability from losing previously learned skills. The IEP team must consider the need for Extended School Year at each meeting and must describe those services specifically with goals and objectives. Not all special education students require an extended school year. Extended school year services must be individually crafted.

**EVAAS – Education Value Added Assessment System**

SAS® EVAAS™ for K-12 is a customized software system available to all NC school districts that provides diagnostic reports quickly to district and school staff. EVAAS tools provide a precise measurement of student progress over time and a reliable diagnosis of opportunities for growth that help to identify which students are at risk for underachievement. By viewing easy-to-understand charts and graphs accessed via the Web, users can produce reports that predict student success, show the effects of instruction at particular schools or reveal patterns in subgroup performance.

**FAPE – Free Appropriate Public Education**

FAPE is an individualized educational program that is designed to meet a child's unique needs and from which a child receives educational benefit.

**FBA – Functional Behavior Assessment**

FBA is a process that examines why a child behaves the way he or she does given the nature of the child and what is happening in the environment. It is a process for collecting data to determine the possible causes of problem behaviors and to identify strategies to address the behaviors.

**FERPA – Family Education Rights and Privacy Act**

FERPA is a federal law that protects the privacy and transfer of student education records.

**Fluency**

Fluency is the automaticity with which a child links words together when reading.

**Formative Assessment**

Formative Assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve intended instructional outcomes.

**FRL – Free and Reduced Priced Lunch**

With FRL, children qualify, based upon parent or guardian financial status, to receive either free or reduced priced lunch through a federal governmental program.

**FSF – First Sound Fluency**

An early stage of Phonemic Awareness assessed with DIBELS. It is the ability to hear/distinguish beginning sounds in spoken words.

**Functional Behaviors**

These are behaviors (basic skills, such as mealtime skills) the child has mastered or needs to master, in order to get along as independently as possible in society.

**Head Start**

This is a federal program (not operated by Moore County Schools) started in 1965 aimed at providing a comprehensive preschool program for children ages three to five from low-income families. Planned activities are designed to address individual needs and to help children attain their potential in growth and mental and physical development before starting school. Ten percent of enrollment is required to be for children with disabilities.

**HomeBase**

HomeBase is a statewide, instructional improvement (IIS) and student information system (SIS) for teachers, students, parents and administrators

**IDEA – Individuals with Disabilities Education Act**

This federal law, reauthorized in 2004, is designed to ensure that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living. It provides the legal authority for early intervention and special educational services for children birth to age 21. Part B outlines services for children ages three to 21. Part C outlines services for children birth to age three.

**IEP – Individualized Education Program**

The IEP is a written statement for a student with a disability that is developed, at least annually, by a team of professionals knowledgeable about the student and the parent. The plan describes the strengths of the child and the concerns of the parents for enhancing the education of their child and when, where and how often services will be provided. The IEP is required by federal law for all exceptional children and must include specific information about how the student will be served and what goals he or she should be meeting.

**IGP – Individual Growth Plan**

An IGP, also called a PDP - Professional Development Plan, is a teacher's individual goals for the current year's professional growth.

**IQ – Intelligence Quotient**

IQ is the score of an intelligence test that is a form of psychological testing of an individual's capacity to learn and deal effectively with his/her environment.

**LD – Learning Disability**

LD is a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations.

**LEA - Local Education Agency**

This term is synonymous with a local school system or a local school district, indicating that a public board of education or other public authority maintains administrative control of the public schools in a city or county.

**LEP – Limited English Proficient**

LEP refers to students whose first language is one other than English who need language assistance to participate fully in the regular curriculum and the statewide assessment system.

**LNF – Letter Naming Fluency**

Letter Naming Fluency is an early DIBELS assessment noting the ability to match letter name to a symbol. This is a predictor of future reading success, but is not a necessary skill for learning to read. It is Benchmarked in Kindergarten, but is not Progress Monitored.

**LRE – Least Restrictive Environment**

LRE is the placement that is as close as possible to the general education environment. This is the educational setting that permits a child to receive the most educational benefit while participating in a regular educational environment to the maximum extent appropriate. LRE is a requirement under the IDEA.

**mClass**

mClass is a system of assessment that measures the development of foundational literacy skills for elementary level students

**MOY – Middle of Year**

MOY is a term generally used to refer to mClass benchmark assessment data given near the mid-mark of the school year.

**MTSS – Multi-Tiered System of Support**

A

Multi-Tiered System of Support is created to provide students support when they struggle both in the area of academics and behavior.

**Natural Environment**

This refers to the natural or everyday settings for a child. These are places where the child would be if she or she didn't have a special developmental concern. It is where all children would be (for example, home, childcare, parks, etc.).

**NCDPI – The North Carolina Department of Public Instruction**

NCDPI administers the policies adopted by the State Board of Education and offers instructional, financial, technological and personnel support to all NC public schools.

**NCEES – The North Carolina Educators Evaluation System**

A system used to evaluate the performance of all teachers, principals, assistant principals, instructional central office administrators and superintendents in order to promote effective leadership, quality teaching and student learning while enhancing professional practice that leads to improved instruction.

**NCEXTEND1**

The North Carolina EXTEND1 is an alternate assessment designed to measure the performance of students with significant cognitive disabilities using alternate achievement standards.

**NCEXTEND2**

The North Carolina EXTEND 2 is an alternate assessment designed to measure grade-level competencies of students with disabilities using modified achievement standards in a simplified multiple choice format.

**NCLB – No Child Left Behind**

NCLB is the 2002 reauthorization of the Elementary and Secondary Education Act of 1965 and represents a sweeping change in the federal government’s role in local public education. NCLB’s primary goal is for all public school children to be proficient or above in reading and mathematics by 2013-14. Title I schools that do not meet certain student achievement standards face sanctions under this law. NCLB requires that teachers be “highly qualified” (HQ), that teacher assistants be “qualified,” and that teachers have the opportunity for “high quality” professional development.

**NCSCOS – North Carolina Standard Course of Study**

NCSCOS is a document that defines the content standards at each grade level and each high school course for all students in North Carolina.

**NWF-CLS – Nonsense Word Fluency – Correct Letter Sounds**

Nonsense Word Fluency – Correct Letter Sounds is a DIBELS segment that assesses a student’s associating a sound with a letter(s). Seeing nonsense syllables and being able to distinguish the sounds.

**NWF-WWR – Nonsense Word Fluency – Whole Words Read**

Nonsense Word Fluency – Whole Words Read is a DIBELS segment that assesses a student’s understanding of more advanced phonics. Blending the sounds the letters represented to read words (c-a-t is cat). Seeing nonsense syllables and blending all the sounds together with automaticity.

**ODD – Oppositional Defiant Disorder**

ODD is a disorder in which children who exhibit defiant and antisocial behaviors over a long period of time and environment.

**OHI – Other Health Impaired**

OHI is an educational classification that describes students who have chronic or acute health problems that cause limited strength, vitality or alertness that adversely affects a child’s educational performance.

**OT – Occupational Therapy or Therapist**

An OT is a professional who provides therapy services based on engagement in meaningful activities of daily life such as self-care skills, education, recreation, work or social interaction.

**PBIS – Positive Behavior Intervention Support**

Positive Behavioral Intervention and Support is a systemic approach to proactive, schoolwide behavior based on a Response to Intervention (RtI) model. PBIS applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture.

**PDD — Pervasive Development Disorders**

PDD refers to the overall category of Pervasive Developmental Disorders that includes autism, Rett Syndrome, Asperger’s syndrome, PDD-NOS and Childhood Disintegrative Disorder.

**PEP - Personalized Education Plan**

A PEP is an individualized educational plan designed to improve a student’s performance to grade-level proficiency.

**PLC – Professional Learning Communities**

Professional Learning Communities are groups of teachers who collaborate together to ensure all learning for all students.

**PowerSchool**

PowerSchool is an online student information management system.

**PSF – Phoneme Segmentation Fluency**

Phoneme Segmentation Fluency is a more advanced stage of phonemic awareness assessed in DIBELS. It is the ability to hear/distinguish all the sounds in words.

**PT – Physical Therapist**

A PT is a professional who is devoted to improving a person's physical abilities through activities that strengthen muscular control and motor coordination.

**PTA – Parent Teacher Association**

Parent Teacher Association is a group of parents that gather to support our school

**PWN – Prior Written Notice**

Parents of exceptional children must be informed of their rights in writing. It is a form that the school must use to tell parents why they're doing what they're doing or why they're not doing what they're not doing.

**RtA – Read to Achieve**

RtA is a component of the Excellent Public Schools Act that focuses on early grades reading proficiency.

**RtI – Responsiveness to Instruction**

Responsiveness to Instruction is a problem solving model that integrates assessment and intervention within a three-tiered system to maximize student achievement and reduce behavior problems by identifying students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness

**READY Accountability Model**

The READY Accountability Model is the North Carolina accountability model that reports how our schools are performing in preparing our students to be college and career ready.

**SBE – State Board of Education**

The State Board of Education is charged with supervising and administering "the free public school system and the educational funds provided for its support." The Board consists of the Lieutenant Governor, the Treasurer and eleven members appointed by the Governor and confirmed by the General Assembly in Joint Session.

**Screening**

Screening is the process of looking at a child's development to find out if there are any areas of concern. It is used to recommend children for more in-depth evaluation. SEA - State Education Agency

**SEA – State Education Agency**

SEA is the federal term for each state education department. SEA is another name for NCDPI.

**Section 504 of the Rehabilitation Act**

This is a federal law that protects the civil rights of individuals with disabilities. This law is closely intertwined with IDEA. Children with disabilities who are not eligible for special education may qualify for accommodations under Section 504.

**SIP – School Improvement Plan**

SIP is a plan that includes strategies for improving student performance, how and when improvements will be implemented, use of state funds, requests for waivers, etc. Plans are in effect for no more than three years.

#### **SIT – School Improvement Team**

The SIT is the team charged with developing the School Improvement Plan (SIP).

#### **S/L – Speech/Language**

##### **SL Disorders – Speech and Language Disorders**

Speech and language disorders are problems in communication and related areas such as oral motor function. These delays and disorders range from simple sound substitutions to the inability to understand or use language or use the oral-motor mechanism for functional speech and feeding. Some causes of speech and language disorders include hearing loss, neurological disorders, brain injury, mental retardation, drug abuse, physical impairments such as cleft lip or palate and vocal abuse or misuse. Frequently, however, the cause is unknown.

##### **SLD – Specific Learning Disability**

SLD is a disorder that affects the ability to listen, think, speak, read, spell or do mathematical calculations.

##### **SLP – Speech Language Pathologist**

A SLP is a trained therapist who provides treatment to help a person develop or improve articulation, communication skills and oral-motor skills. SLPs also help children with speech errors and/or those with difficulties in language patterns.

##### **Special Education**

Special Education is specialized instruction tailor-made to fit the unique learning strengths and needs of students with disabilities. A major goal of special education is to teach the skills and knowledge the child needs to be as independent as possible. Special education programs focus on academics and also include therapy and other related services to help the child overcome difficulties in all areas of development. These services may be provided in a variety of educational settings but are required by IDEA to be delivered in the least restrictive environment. In Moore County Schools, the term used is “exceptional children.”

##### **Summative Assessment**

A Summative Assessment is a cumulative evaluations used to measure student growth after instruction, generally given at the end of a course in order to determine whether long term learning goals have been met.

##### **TA – Teacher Assistant**

Teacher Assistants generally assist in the youngest classrooms, kindergarten and first grade, they also attend to various other duties; such as monitor student lunches and drive school buses.

##### **Title I**

Title I is the largest federal education funding program for schools. Its aim is to help students who are behind academically or at risk of falling behind. School funding is based on the number of low-income children, generally those eligible for the free and reduced price lunch program. Many of the major requirements in the No Child Left Behind federal law are outlined in Title I – Adequate Yearly Progress, teacher and paraprofessional standards, accountability, sanctions for schools designated for improvement, standards and assessments, annual state report cards, professional development and parent involvement.

##### **TRC – Text Reading Comprehension**

Text Reading Comprehension is an mClass measure of a child's automaticity in applying foundational skills to authentic text. It determines a student's instructional level in reading. This is the level that the student is competent enough to decode most of the words with basic comprehension of the text, but needs instruction and scaffolding to be able to read this level independently.

**TWC – (North Carolina) Teacher Working Conditions Survey**

A biennial survey of all North Carolina public schools' licensed staff, the TWC survey provides educators with an opportunity to express their perceptions about working conditions at their schools. Information gathered from the survey is shared with school staff, district administrators, parents and the community for school improvement planning purposes. Survey results are available online at [www.nc teaching conditions](http://www.nc teaching conditions). In addition, the new evaluation instruments for superintendents, principals and teachers use TWC responses to reflect on the presence of working conditions in the school.

**VI – Visual Impairment**

VI is impairment in vision that, even with correction, adversely affects a child's educational performance.

**WR – Word Recognition**

Word Recognition is an mClass assessment that assesses a sample of high frequency words. Automaticity with high frequency words is directly correlated to increases in fluency.