

Hope Valley Elementary Parent & Family Handbook 2024-2025



Together we are a nest above the rest!

HVE handbook and policies are subject to changes and updates throughout the school year

Principal Welcome

Welcome ALL new and returning Hope Valley families to our 2024-2025 school year. Truly, Hope Valley is everything an elementary school should be and it is an honor to serve our community. What sets Hope Valley apart from other elementary Schools?

1. School Diversity
2. Premier Academic Performance
3. Strong School Community & Engaged Community Partners
4. Strong Collaborative Teachers and Teams
5. Wonderful Students and Families

On behalf of our amazing teachers and staff, I would like to welcome you to a historic year as we open for the first time ever with a year-round calendar. Hope Valley's collective commitment to the academic and emotional success of each individual student endures. We maintain high expectations for your child's success. We look forward to your partnership and involvement throughout our 2024-2025 academic year.

Hope Valley Elementary School Vision Statement Vision: Hope Valley will be celebrated as one of the most diverse, highest achieving, elementary schools in the state of NC Hope Valley Elementary School

Mission Statement Mission: HVE creates a safe and supportive environment for a diverse learning community that excels at meeting the individual needs of all students. We inspire learning. We facilitate and celebrate growth. We nurture the needs of the whole child. We support and encourage active collaboration among school, home, and community. We trust our highly qualified staff to set high expectations while maintaining rigorous instruction for all students.

Here's what you can expect from HVE in 2024-2025.

- Committed, dedicated, and supportive teachers
- Frequent communication from your child's teacher
- Your child having consistent access to quality evidence-based small group reading instruction (UFLI)
- Your child having access to small group math instruction
- Collaborative teaching teams that work together to plan lessons, homework, and grade-level strategies
- Differentiated instruction (your child's individual needs are met through personalized work to meet their learning needs and area of interest)
- Your child's HMH & Eureka books to be sent home at the end of each module so you can review the work completed in class.
- Learning Targets posted in "I can" statements so your child can inform you about what they learn each day
- Teachers frequent use of *HITS* or high impact teaching strategies - evidenced based practices to support optimal learning that adhere to a universal design for learning (all learn)
- A 15 minute morning meeting K-4 to build classroom climate, culture, and community
- Quarterly Eagle Bucks store where you child can cash in pretend money earned from making good behaviors and academics choices in our school
- Monthly Eagle Buck Celebrations
- Weekly *ConnectEd* call messages with wide school updates

To reach the principal directly please call 919-5603980 ext 27223 or email: led_miller@dpsnc.net **Please do NOT use messaging apps such as Talking points, etc. to communicate with the principal especially with time sensitive inquiries.**

Durham Public Schools Student/Family Handbook 2024 - 2025 Student/Family Handbook - [Resources / Publications \(Handbooks, Guides, etc.\) \(dpsnc.net\)](#)

Durham Public School Year-Round Calendar

The 2024-25 DPS calendars have been updated and are available here: [YR Calendars 24-25 Eng and Span 4.25.24.pdf](#)

Please be mindful of Teacher Workdays (no school for students) & Early Release Days (students dismiss at 12:15pm):

Teacher Workdays- August 21, 2024, September 18, 2024, October 4, 2024, November 5, 2024, December 16, 2024, January 3, 2025, February 17, 2025, March 17, 2025, April 4, 2025,

Early Release Days- August 9, 2024, September 17, 2024, November 26, 2024, February 14, 2025, May 9, 2025, June 11, 2025

Report Card & Progress Report Distribution Calendar 2024-2025

DRAFT as of 06/20/2024

- Progress Reports will be issued at mid-point of each quarter.
- Report Cards will be issued within five school days after the end of the grading period.
- Progress Reports and Report Cards will be available to view in PowerSchool Parent Portal.

YEAR-ROUND CALENDAR for 2024-2025				
	1 st Quarter (40 days) 7/22 - 9/17	2 nd Quarter (45 days) 10/7 - 12/13	3 rd Quarter (48 days) 1/6 - 3/15	4 th Quarter (45 days) 4/7 - 6/11
Progress Report	Friday, August 16, 2024 (20 days)	Tuesday, November 7, 2024 (23 days)	Friday, February 7, 2025 (24 days)	Wednesday, May 8, 2025 (22 days)
End of Grading Period	Tuesday, September 17, 2024	Friday, December 13, 2024	Friday, March 14, 2025	Wednesday, June 11, 2025
Report Cards Distributed	Friday, October 11, 2024	Friday, January 10, 2025	Friday, April 11, 2025	Wednesday, June 11, 2025 <i>Final secondary report cards will be mailed. High school report card delivery is dependent on NCDPI score reporting.</i>

Homework

The purpose of homework at Hope Valley is to reinforce content that has already been taught in the classroom and encourage a strong foundation in core content areas. K-5 students will be graded as a behavior in the comments section of the report card. Students at Hope Valley utilize workbooks for both reading and math, and these class workbooks will be sent home at the end of each module (slightly more frequently than once per quarter). We encourage families to not only read nightly with your child, but to sit down and review your child's workbooks so they can share their in class learning and work with you.

Volunteers/Class visits

Hope Valley encourages parent involvement with our commitment to an open and transparent school community. All Hope Valley volunteers must complete a DPS Background Check <https://www.dpsnc.net/domain/133> , and be district approved prior to volunteering. Hope Valley has specific and ongoing volunteer needs and you can sign-up to support the school. [HVE 24-25 Volunteer Sign-up](#) While we encourage volunteers, parents or guardians are not allowed to volunteer in the same classroom or grade-level where their own child attends, on a recurring basis. We would encourage families to reach out to our school's PTA to consider supporting areas of specific need in our school. Parents or guardians are all allowed or encouraged to participate in individual class events such as bringing items in for an end of the month birthday class celebration, field trips, or grade-level sponsored events. Parents or guardians may also request parent conferences at any time and we encourage face-to-face meetings. The school's administration will reserve the right to limit or restrict volunteering, school visits, or other meetings as needed to ensure the emotional and physical safety of students and staff.

Visitor and Spectator Guidelines

- All visitors must sign in at the front office and be prepared to show a photo ID.
- Families of students may enter the building and walk their child to class during morning arrival between 7:15 and 7:35 am. All families must be exited from the school building by no later than 7:40 a.m. All families should refrain from entering the building after 7:35. Families walking their child to class in the morning may not park their vehicles in the carpool line, or obstruct the flow of traffic with vehicle parking.
- **To increase school safety, families walking their child to class must enter with their child in the school's front entrance** (change from 23-24 where parents could enter through the rear school entrance)
- It is strongly recommended that visitors experiencing any contagious illness or having signs of sickness avoid campus visits.
- Parents or guardians of students are permitted to walk students to class.

School Improvement Team

School Improvement planning provides a mechanism for identifying needs and establishing a common approach to meeting those needs at the school level. Effective school improvement planning contributes to overall school performance. School Improvement Plans remain in effect for no more than two years and must be approved by the local Board of Education biannually. Plans are amended periodically to reflect each school's efforts toward meeting established goals.

At Hope Valley, we post, track, and link to our School Improvement Plan in NCStar, a web-based school improvement management tool. Use the link below for instructions on how to review the school improvement

plan in NCSTAR.

<https://www.dpsnc.net/cms/lib/NC01911152/Centricity/Domain/122/Instructions%20for%20Reviewing%20School%20Improvement%20Plans%20in%20NCStar.pdf%2011.3.2017.pdf>

This tool can be accessed using the guest login information:

Log in	Password
GuestS15343	GuestS15343

Attendance

A student is considered absent from school when the student is not present for at least half of the school day, whether the absence is excused or unexcused. A student who is absent from school shall within three days of returning to school furnish a written excuse from the student's parent/guardian, custodian or doctor stating the dates and reason for the absence. Students must attend over 50% of our school day to be marked present. After five consecutive or 10 accumulated absences in a semester, the school's administration may require a written doctor's excuse for any additional absences attributed to illness. The school's attendance system automatically generates calls based on student absences. In some cases, the calls may be generated for a student that arrives at school late, or is tardy.

When a student has been absent from class or school 10 times in a semester or 20 times in a school year, whether excused or unexcused, the school's administration or designee shall notify the parent/guardian or custodian of the absences in writing. The notice shall include a warning of the possible consequences of additional absences and/or a copy of the policy. In addition, excessive unexcused absences may violate the compulsory attendance law and may result in disciplinary action as provided under [Policy 4301](#).

Lawful absences:

- **Illness or Injury** When the absence results from illness or injury which prevents the student from being physically able to attend school.
- **Quarantine** When isolation of the student is ordered by the local health officer or by the State Board of Health.
- **Death in the Immediate Family** When the absence results from the death of a member of the immediate family of the student. For the purpose of this regulation, the immediate family of a student includes, but is not necessarily limited to, grandparents, parents, brother, sister.
- **Medical or Dental Appointments** When the absence results from a medical or dental appointment of a student.
- **Court or Administrative Proceedings** When the absence results from the attendance of a student at the proceedings of a court or an administrative tribunal if the student is a party to the action or under subpoena as a witness.
- **Religious Observance** When the student is absent due to a religious observance in accordance with local school board policy.

Board Policy 4100 – Student Attendance [Request for Absence to be Excused](#) for Educational Opportunity
In good faith and to honor DPS equity principles, we ask families to avoid submitting requests for excused absences to accommodate travel or vacation plans. The school will work with families on handling absences related to travel or vacation in a manner appropriate to the student's overall attendance standing. To fulfill

Board Policy approval, families must provide ample written evidence demonstrating the primary function of absence is foremost educational. To accomplish this:

- The specific and respective grade-level NC Standard must be identified (standards outside of the student's respective grade-level are not eligible)
- The amount of time devoted to that standard must match or reasonably align with school and district pacing. For example, students in school would not spend 6.5 hours a day on the same content standard for 5 consecutive days.
- The student should have access to a certified teacher, agency or entity that provides activities aligned with the [NCSCOS](#).
- There must be a lesson plan
- There must be an artifact included with a rubric demonstrating clearly defined student mastery levels that align with the NCSCOS

Transportation Changes

Changes to your child's daily transportation must be called into the school by 12:30 p.m. by calling 919-560-3980. The school will not be able to accommodate transportation requests taking place after 1:30 pm. Transportation change requests **MUST BE CALLED IN @ 919-560-3980** and should NOT be made directly with teachers, or by using Talking Points, email, etc. *Sending messages via talking points or emails may result in breakdowns due to staff being absent from illnesses or professional development attendance, IT outages, etc.*

Standards Based Grading

The policy of the Board of Education is to strive for a consistent and just evaluation of each student in Durham Public Schools. To ensure the effectiveness of this policy, the Board of Education endorses these beliefs and best practices.

- Students' grades should reflect their academic achievement.
- While attendance and behavior may influence a student's learning, they should be reported separately, not included in the student's grade.
- Teachers should compare each student's performance against pre-set standards, not against the performance of other students.
- For missing work, teachers should provide specific make-up assignment(s) for demonstrating the targeted learning.
- Teachers should provide students and their parents with a clear explanation of their grading practices including the weighting of formative and summative assessments and rubrics as appropriate

All assessments and assignments, including teacher-made tests should be aligned with the North Carolina Standard Course of Study and be designed to assess student achievement accurately. If you want more information about Standards Based Grading and your child's report card? Click here for [UNDERSTANDING STANDARDS BASED GRADING](#). Standards Based Grading and the Elementary Report Card. Grades are available on our parent portal, so please call 919-560-3980 if you need assistance accessing or setting up your parent portal account.

Teacher change request

1. Request a conference with the teacher first as our *school improvement team* has adopted this is a required step in the process for requesting changes. Clearly communicate your concerns with the teacher, NOT to your child. LISTEN to what the teacher has to say. Please keep in mind a strong school family partnership cultivates the best scenario for students to thrive or improve.
2. After having this dialogue, and you're still not satisfied, think about what you would be teaching your child by pursuing the change. Then schedule an appointment with the school's administration, if you still think you are doing this in your child's best interest.
3. We would recommend avoiding a change request because someone else says they had a bad experience with a teacher, or because your child doesn't have friends in a particular class. HVE actively assesses the ability of our teachers in the building using both school, district, and state criteria and systems. All HVE grade level teachers plan/collaborate and teach based on the North Carolina Standard Course of Study and district pacing map.

Technology

[DPS Technology Use Policy](#)

[Technology Responsible Use \(4312/3225/7320\)](#)

Elementary Schools	Middle/High/Specialty Schools	
	Accidental Damage	Intentional Damage
<p>All DPS elementary school students (PreK-5) will be Technology Day Users for the 2023-2024 school year.</p> <p><i>A Technology Day User is defined as a student who has access to a DPS issued device and charger during the school day, in their classroom. This student will have access to request a DPS issued device and charger from their school's inventory if there is an academic need – special projects, inclement weather, etc.</i></p>	<p>1st Occurrence DPS IT Repair</p> <p>2nd Occurrence DPS IT Repair Discussion with Principal</p> <p>3rd Occurrence Technology Day User Discussion with Superintendent or Designee</p>	<p>1st Occurrence Technology Day User Discussion with Principal</p> <p>2nd Occurrence Technology Day User Discussion with Superintendent or Designee</p>
Replacement charger cost for all students and staff = \$25		

One-to-One

Hope Valley elementary distributes devices (in most cases a Chromebook) to each student. Students are assigned passwords which they must use to access the device and the passwords should not be shared with, or given to peers or siblings. While DPS utilizes software to block or restrict offensive content, it is still possible for students to access non educational content, and for this reason, adults should actively monitor your child's Chromebook use at home. DPS Device use, even while at home, is subject to the DPS Student Conduct policies, and the DPS technology use policy.

PowerSchool & Parent Portal

We know your student's academic success is important to you, and in times like these, you probably have questions about their current grades.

PowerSchool is a Student Information System management platform used across the state of North Carolina and widely across the United States. This online system houses information about students' grades, schedules, contact information, and more. At Durham Public Schools, we use PowerSchool to integrate all of the information important to your child's education in one place in order to provide a seamless experience for students and families. You can learn more about PowerSchool and the overall Homebase System [here](#).

The information found on PowerSchool is accessible to both students and parents through the Student Portal and Parent Portal. For more information about creating a secure, online Parent Portal account, please visit the [Parent Portal Resources](#) tab. There you will find print and video resources to help you navigate the process of setting up your own Parent Portal account. To access the Parent Portal, click the [Link to PowerSchool Parent Portal](#).

Please note, prior to setting up a Parent Portal account, you will need to contact your child's teacher directly to obtain a letter with an access code and password unique to your child (see [instructions](#) for additional information)

Once you have created an account, we encourage you to visit the [PowerSchool Parent/Student Mobile App Access](#) tab for more information about downloading a free application to your phone or other mobile device so you can access PowerSchool anytime, anywhere.

For additional information about PowerSchool or creating a Parent Portal account, please contact Eric Goff, Data Manager.

DPS Dress Code-

<https://www.dpsnc.net/cms/lib/NC01911152/Centricity/Domain/23/UpdatedDPSDressCode.pdf>

Early Dismissal & Late Arrival

After the first two weeks of school and starting August 5, 2024, any student who arrives after 7:45 a.m., must be accompanied into the school by an adult to sign the student into the main office. Students arriving after 7:45 are considered tardy. Students arriving late that are not signed in automatically default to absent (*which is why signing them in is so important in order to help us help you avoid truancy notifications*). For early dismissal, a parent must come to the main office to **sign the student out BEFORE 1:30 p.m.** Parents/guardians or adults designated in writing via the DPS back to school form, with a valid NC Driver's license or state ID cards, are the only permitted people allowed to sign a student in and out of school. **Students CANNOT be signed out after 1:30.** *In crisis or family emergency scenarios requiring student pick-up after 1:30 families must call ahead at 919-560-3980. Early sign out time lasts until 1:30 p.m., and students will not be called to the office for dismissal after 1:30 p.m.* Families are limited to 3 early dismissals per quarter at which point students will not be called out of class for dismissal. Families that need specific accommodations for signing students out early due to ongoing medical appointments or other similar situations beyond 3 times each quarter, should reach out to the school's administration in writing for support.

Students will NOT BE dismissed from 1:30-2:15 Families will need a valid state issued ID or driver's license in order to sign students out. If you do not have the required ID please plan to allow for an extra 15-20 minutes (arrive early) to sign out your child as our sign-out process will require additional time and steps for those without proper photo identification. Families needing accommodations for dismissal should request a conference with the school's principal or submit requests in writing. *Families requiring additional early pick-ups during any given quarter should submit a request in writing to the front desk, (no emails) no less than 3 weeks*

in advance to the principal. Students must be picked up within 30 minutes of dismissal time. Students that are not picked up within this window are considered late. Please note the school does not have resources to provide after hours supervision for students and this places a hardship on HVE staff. Families with 3 or more late pick-ups will be referred to the school social worker. In cases where students are attending through a lottery placement, formal steps may be initiated to revoke a student's lottery assignment per DPS Board Policy. After 5 or more late pick-ups the school may create a CPS report with Durham Social Services. Families are encouraged to reach out to the school's principal if there's a hardship or specific accommodations needed to support your child's pick-up from the school. In many cases we've been able to effectively support families so please initiate communication with the principal!

Parent Teacher Conferences

We recommend teachers schedule parent teacher conferences once a quarter, and all families will be invited in during our first quarter. Please do not have conversations with teachers from 7:15-7:35 as teachers are planning for instruction, welcoming students, and supervising students as they complete morning work or eat breakfast. Parents/guardians are welcome to schedule conferences with teachers.

Medication

Please utilize the Medication Administration [form](#) for students who need to take medication at school. If it is necessary for a school official to administer medication to a student, the parent/guardian must supply and physically deliver the medication (prescription or over-the-counter) to the school and complete the "Request and Provider's Order" form, which requires a doctor's signature. School staff or the school nurse will not administer any medication without the completed and signed documentation. Medications must be in their original containers, unexpired, and have the prescription label(s) that matches the healthcare provider's written medication information. New medication requests are required & must be updated each school year. Once completed, the form and the unexpired medication should be brought to school in its original pharmacy container at least 48 hours in advance and be delivered by an adult to the school's main office.

Hope Valley will be able to accept medications starting 7/15/24, 7:15am-3pm Monday - Thursday. ***WE ENCOURAGE FAMILIES TO BRING MEDICATION IN THE WEEK BEFORE THE SCHOOL YEAR STARTS.*** The sooner your medication is brought in the sooner the School Nurse will be able to ensure the staff is trained on the medication and condition. Please ensure your child is "first day ready" by getting your medication and order in asap. Our school nurse can assist with supporting health plans or medication. ***IMPORTANT: Students should NOT be sent to school for any over the counter or prescription medication for safety reasons, and, as this can result in mandatory discipline action due to the possession of controlled substances in the school environment. Prescriptions must arrive in the container furnished by the doctor or pharmacist, have the matching medication encased, and have the exact count or quantity of the prescription.***

Families with any student requiring specialized care or accommodations in order to support your child's individualized health needs are encouraged to contact the school 919-560-3980. This is especially important regarding students with a 504 or IEP plan. Additional health concerns should be brought to the attention of the school's nurse, and strong advocate for student wellbeing, Nurse Susan Lublin Susan.Lublin@dpsnc.net

School Bus

Riding a school bus is a privilege provided by Durham Public School District and should be treated as such. HVE general safety rules will help provide an enjoyable experience for everyone who rides the school bus. Parents/guardians, please take the time to read and discuss this important information with your children.

Misconduct on the bus or at the bus stop may result in a student losing this privilege. There may be times when students have to wait for their buses to arrive. Please send your child to school with a book daily. This is a perfect time to read!

To keep everyone safe students MUST adhere to the following general safety rules:

- Obey the instructions of the bus driver.
- Once seated, do not change seats.
- Do not stand while the bus in motion
- Normal conversation is allowed; any loud noises may distract the driver and create an unsafe condition.
- Use of profane or vulgar language is not permitted.
- Keep your arms and other parts of your body inside the bus.
- Do not engage in any other conduct which might distract the driver from watching the road or disrupt the safe operation of the bus.

Bus/Transportation

Misconduct on the bus may result in a student not being allowed to ride on the bus. Adults are required to be present at bus stops when kindergarten students are dropped off. For students' physical and emotional safety, Hope Valley recommends an adult escort and wait with any student in grades 1-3 during morning bus pick-up and afternoon drop-off.

REMEMBER: Parents!! Download our NEW school bus tracking app Edulog's Parent Portal! Effective January 1, 2023, Durham Public Schools will replace the current Here Comes the Bus tracking app. The new Edulog app is available now for download and use. Edulog's Parent Portal is available on the Apple App Store and Google Play Store or click [here](#) to download. For more information about the mobile app and Durham Public Schools Transportation Department please contact 919-560-3822.

Carpool Procedures (am/pm)

- **Students that are transported home by personal vehicles are only authorized to be picked-up via the carpool line. Families should not attempt to pick-up or drop off on University Ave, the rear bus lot, park at nearby businesses, and pick students up as walkers, or otherwise attempt to pick-up students as walkers.**
- No vehicle traffic permitted in the front of the building until morning carpool begins. This is to ensure the safety of students, staff and other pedestrians. When lining up for carpool you may pull to the cones and wait for carpool to begin. Families must follow carpool procedures and directions to ensure the safety of students. Staff will direct traffic into the carpool lane.
- There may be times when students are waiting for their cars to arrive. Please send your child to school with a book daily. This is a perfect time to read!
- Students are not to be dropped off or picked up in the parking lot at any time. In the afternoon, students will be waiting in the front area of the school to be called to report to their car and vehicles should pull forward and remain in the line groups. No student will be allowed to leave the front area to enter the parking lot without their parent or designated carpool ride.
- Do not pull around vehicles unless instructed to do so by a staff member. Stay in the lane you are in unless directed to go around.
- The campus wide speed limit is not to exceed 10 mph. Please go slow and be alert while on campus.
- Under no circumstances, and even in the case of an emergency, should any parent or guardian walk to the front of the school and request a student be dismissed while our carpool lane is active. Adult foot

traffic is not permitted. In the case of extending circumstances students will not be released to adults arriving at the school's entrance before 2:45 p.m.

- Under no circumstances should Hope Valley car pool vehicles be parked in nearby commercial properties or on University Ave, nor should these areas be utilized for loading or unloading students.
- Families requiring more time to unload are welcome to navigate the carpool lane and utilize the parking spaces in the front of the school in order to accommodate students and staff benefiting from extra assistance.

Walkers

Students who walk to school should be accompanied by a parent/guardian and enter the building through the front or back entrance of the school during our morning arrival. For dismissal, a parent/guardian must pick up their student at the end of B-Hall before 2:30 p.m. Families should notify teachers in writing at least 24 hours in advance to designate students as walkers and indicate this preference during open house. Parents can authorize 4th and 5th grade students to walk home without an escort by submitting a written note at least 48 hours in advance to the principal, authorizing the students to walk home independently. Families should not bring dogs onto the school's campus as they are not permitted. Please be patient with us over the first three weeks of school (expect possible delays) as we acclimate to our new dismissal routines. **Student walkers will be picked up in the School's courtyard. Note this is a grassy area and appropriate foot attire should accommodate wet grassy areas.** NOTE: This is a change 23-24 area near the mobile units.

Before and After-School Care

After-School Care DPS Community Education offers licensed before and after-school programs, specifically at Hope Valley Elementary School. For more information and/or questions, please call (919) 560-3816. We anticipate that only aftercare services will be available for families for the 24-25 school year.

Lunch

Student allergies should be documented on the DPS back to school form or through DPS parent portal forms. We encourage families to reach out to the school nurse 919-560-3980 for additional support and collaborative planning.. [DPS Child nutrition](#) offers accommodations, food alternatives, and support for allergies. Please plan ahead for your child's lunch and snack as classrooms will not be called to notify students of lunches dropped off (this disrupts learning). Parents have an option to eat with their child by joining them at the rear cafeteria table, or an exterior picnic table under the awning (weather permitting). Parents must sign-in to the school's front office. Breakfast and lunch are provided FREE for all HVE students for 24-25. Students are not permitted to share or give away food in the cafeteria. Be sure to have a conversation with your child so they understand not to ask a peer to share or give food. We encourage all lunches to support the DPS wellness program & policy.

Birthday Parties

At Hope Valley Elementary, we announce the birthday child's name on the morning announcements. Families are encouraged to enjoy lunch with their child at the school on their birthday. HVE families are not allowed to bring cupcakes, class treats, or other high sugar foods, or bring class items on the day of their child's birthday. Designated days for class celebrations are listed below. Any food items must adhere to the [DPS wellness policy](#) & maintain wellness by adhering to the classroom's allergy needs. *Families are encouraged to consider small gift bags (enough for all members of the class) in lieu of food.*

Birthdays & Equity

When centered on all students in our school community, the purely extrinsic nature of food rewards sends the wrong message to students and outwardly privileges children who enjoy steady home environments. Not all

students have families with the means to purchase birthday celebration items for the class, or pay for off campus celebrations and this leads to inequity that caters toward those who are well-resourced. We strongly encourage families to consider alternative options for school birthday celebrations that don't leave some HVE students feeling isolated, disenfranchised, or less than. Birthday's will be celebrated for each classroom collectively on the following days of each month: July 26, 2024, August 30, 2024, September 13, 2024, November 22, 2024, December 13, 2024, January 31, 2025, February 28, 2025, March 14, 2025, April 25, 2025, May and June 20 date will be May 30, 2025.

Field Trips

Field trips can be an important part of the instructional program at Hope Valley. Since the curriculum is planned in advance, teachers plan field trips in advance. As with any learning activity, field trips should have a clear purpose, relate directly to learning objectives, and be followed with reflective follow up learning experiences. Only approved chaperones and students may attend field trips. Parent chaperones must complete the DPS volunteer form and be approved (process takes several weeks) prior to participating in a field trip. Any exception to this (i.e. volunteer with lunches having a younger child with them) must be approved in advance by the Principal. The school will retain the right to limit parent field trip participation to ensure all families have opportunities to attend field trips. Students from other classes or schools should not be attending class field trips and chaperones should be focused exclusively on chaperoning and supervising the children from your class. Parents cannot ride the DPS bus and are responsible for transportation, and all costs associated with chaperoning or the trip. HVE students will not be denied attending a field trip based on ability to pay and we encourage all families needing assistance to contact the school social worker.

Field Trip Payment Information

Students will not be denied participation in a field trip if any costs associated with the trip create a hardship for a family. If you are opting for school lunch for a field trip (students who receive free lunch) cost will be covered. If you do not qualify for free lunch, and you opt for your child to eat school lunch on the trip, you will have to pay for school lunch for the field trip. For 24-25 we're encouraging families to utilize our online payment system for field trips as this reduces a great deal of work for our classroom teachers. Field trips payments will be accepted for a 3-week window for each field trip. Cash payments for field trips will only be accepted on Fridays. Do NOT send field trip payments to the school Monday - Thursday. Teachers and grade-levels will communicate the payment options and dates for each field trip. Do NOT send donations to field trips to teachers (please respect their time). Donations can be made using the online program, or cash field trip donations will be accepted at our front desk throughout the 3-week window, during Fridays only.

Parent Liaison

HVE parent liaison will be contingent upon school funding allocations for the 24-25 school year.

RECESS

Hope Valley will honor the DPS guidelines regarding recess and temperature. In order to provide consistency for students, From Monday, July 22nd - Friday, September 13th Hope Valley will follow a modified recess schedule which means students will have recess in the early morning blocks in order to avoid high afternoon temperature peaks. Following the first intersession break, the school will utilize the DPS Hot & Cold Weather guidelines as we return to following our normal master schedule with staggered recess times for each grade-level. Hope Valley teachers should not take away or modify recess as a form of discipline or punishment. Families are encouraged to provide students with reusable water bottles, sunscreen, and layered attire to keep students comfortable in both the outdoor and indoor environments. [Weather Watch](#) conditions link.

Talking Points

Talking Points is an educational app with a mission to drive student success by using accessible technology to unlock the potential of family engagement in children's education. Our multilingual technology platform connects and empowers families and teachers by using human and AI-powered, two-way translated communication and personalized content. This unique approach eliminates barriers including language, time, mindsets, and capacity to foster strong family engagement in development of students' academic success. Teachers will initiate information for families to sign-up during open house. School wide messages and reminders will be sent through Talog Points. ***Do NOT use messaging apps, including Talking Points to contact the principal, especially for time sensitive or priority communication topics.***

Multi-Tiered System of Support (MTSS)

Due to the pandemic many students have fallen behind academically, or students may not be performing at grade-level for a variety of reasons. At Hope Valley, we do expect all students to be making progress, or what we often refer to as "growth" and we estimate if students are on-track for learning as much as they are expected in a year's time. In instances where families or school personnel feel a student may not be on-track for expected growth (falling behind) we recommend a formal meeting to discuss strategies. Parents, guardians, and families are welcome to request their child participate in this process, even if the school hasn't invited you first. The formal name for this process is Multi-Tiered System of Support (MTSS) which is an evidenced-based framework that focuses on providing high quality, research-based instruction and interventions based on student need. The process is guided by student outcome data and uses all resources within a school for prevention and early intervention of academic and behavior problems. The parent/guardian, teacher, administrator, MTSS coordinator, school counselor, school psychologist, a speech or language pathologist, etc, are all examples of people we might invite to the meeting in order to have as many people as possible contributing ideas for your child's success.

Core Behavior Practice (formerly PBIS)

At Hope Valley we use the Core Behavior Practice, formerly called Positive Behavioral Interventions and Supports (PBIS) system. CBP is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. CBP creates schools where all students succeed. Our support plan is designed to foster a learning environment that values learning, respect, and order. All students are expected to follow the CBP expectations consistently and constantly. All students, staff, parents and community members should be spoken to and treated with dignity and respect at all times.

Durham Public Schools have set high standards of conduct for all students while on school property, the school bus, or while attending any school-sponsored program or activities. Families can review the Code of Student Conduct in the DPS handbook as well as the School Discipline: Climate and Prevention Policy. Teachers are expected to maintain an orderly classroom that promotes growth and learning. The overall guideline for self-discipline is to learn to be responsible for one's own behavior and to be polite and respectful to others. Consequences for unacceptable behavior are determined by teachers and administrators based on School Board Policy. We will emphasize these major school expectations according the SOAR acronym:

- **I Show respect**
- **I Offer Support**
- **I Actively Participate**
- **I'm Responsible**

We emphasize the positive and reward those students who are making good choices. Two systems have been designed to support student behavior development. Hope Valley utilizes best practices from Responsive Classroom, Trauma Informed, Capturing Kids Hearts, and Restorative Justice to enhance our support for students.

Responsive Classroom

Responsive Classroom is an evidence-based approach to teaching and discipline that focuses on engaging academics, positive community, effective management, and developmental awareness. In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors.

The Responsive Classroom approach is guided by these six principles:

- Teaching social and emotional skills is as important as teaching academic content.
- How we teach is as important as what we teach.
- Great cognitive growth occurs through social interaction.
- How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
- What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.
- Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

Trauma Informed School

Hope Valley is a Trauma Informed Elementary School. Trauma Informed education includes examining the influence and impact on students in our school of factors such as racism (explicit, implicit, and systematic; and microaggressions) as well as poverty, peer victimization, community violence, and bullying. We have an active Trauma Informed Leadership Team, which is composed of the school's assistant principal, school psychologist, school counselors, and school social worker. The purpose of this team is to increase teacher and staff awareness about the impact that trauma has on students and staff, and help the school move toward consistently implementing those best practices that support students in the learning environment.

The school's trauma team will support students and staff by providing information on strategies that help maintain a positive, productive, and nurturing school climate. One component of our trauma-informed practices for our 24-25 school year will include an option for teachers to utilize a classroom "Think Space," in order to provide students with a safe and quiet place to de-escalate and process through feelings during class time.

Restorative Practices

HVE uses the Restorative Practices approach to empower students to resolve conflicts on their own and in small groups. Essentially, the idea is to bring students together in peer-mediated small groups to talk, ask questions, and air their grievances. This approach has helped strengthen school communities, prevent bullying, and reduce student conflicts. And the benefits are clear: drastic reductions in suspension and expulsion rates, and students say they are happier and feel safer.

Family & Community Engagement Policy

The faculty and staff at Hope Valley are fully invested in the success of all students. To achieve that success, we rely heavily on the support of informed and engaged parents and community to help develop our students into life-long learners. Students with involved parents can see that education is a priority to the adults in their lives.

At the same time, we recognize that parents have many home and work obligations that might prevent traditional involvement in the school setting. For this reason, we plan to offer different opportunities for parents to participate in our students' education. In order to ensure strong partnerships between parents and teachers, Hope Valley faculty and staff are committed to pursuing the following goals in ways that embrace the diversity of our school population and that support the individual needs of our families.

Mental Health

Hope Valley & DPS have partnered with local mental health provider [Upward Change](#). The program allows families to enroll children in the program, and attend appointments during the day at the school. Confidentiality provisions apply, so please reach out to our school social worker or school counselors for referral documents or questions.

Goals for Parent Involvement

Involve and instruct parents in the use of the evidence-based teaching strategies being used in our classrooms including the rationales and research that support them.

- Continue meaningful and on-going communication between parents and the school
- Develop ways to enable parents to participate in their child's learning
- Utilize community resources to promote family and student success
- Encourage participation of volunteers through our Parent Teacher Association (PTA), Parents of African American Children (PAAC), Title 1 Parent Advisory Council (PAC), and School Improvement Team (SIT)
- Support parents in their roles as the child's first and most important teachers
- Provide materials and support in appropriate translations for all families

Illnesses/Cold Symptoms

When students are actively exhibiting any COVID 19 symptom they should be kept home. The school will retain the right to send any student home at any time when exhibiting any symptom, even in instances when the student was symptom free when leaving home. Do NOT send students to school following the use of over the counter fever reducing medications when the child has a fever or temperature. In cases where students have seasonal allergies or other medical conditions that may mimic COVID19 symptoms or cold symptoms, parents should provide the school with a doctor's note, and contact the school nurse.

Symptoms due to other medical conditions

Hope Valley will follow DPS guidelines and guidance for handling illnesses. In some cases students may have seasonal allergies or other medical conditions that may mirror COVID19 symptoms. Hope Valley recognizes the impact of student absences from school on student learning, and working families, and we therefore **invite families to provide the school with a medical doctor's note if you anticipate your child having any conditions that may appear to be like COVID19 symptoms.** Notes must be provided in advance, and will not guarantee that students will not be sent home when symptomatic as the school will retain the right to evaluate any student's symptoms on a case-by-case basis. However, if symptoms are consistent and attributable to a medical condition.

DPS Heat Advisory Guidelines - **New for 24-25**

For safety reasons DPS has issued guidance for schools to ensure students will not be out to the playground or exterior school areas during the heat and high temperatures that we are experiencing. The following

guidelines will be in place for student safety.

- Less than 80 degrees unlimited student exterior activity
- 80-84.9 degrees Normal exterior activity + student monitoring
- 85-87.9 Reduced activity intensity for students
- 88-89.9 Constant observation and supervision with water breaks
- 90 and above - all outdoor activity suspended

Addendum

#DAY 1 PROCLAMATION RESOURCES

[Linked](#) you will find several documents in both English and Spanish that are to support your school's commitment to being a safe and inclusive space for all children. Our School Board supports the Day 1 Proclamation and we are asking that you complete it with your students **by the end of the first week of school.**

A Safe Space

We invite our families to join Hope Valley in celebrating one of our strongest school pillars - diversity within our school community. Two values shared by our families include tolerance and acceptance of others, values reflected in our school's vision and mission. Hope Valley is a safe place for everyone regardless of socioeconomic status, race, ethnicity, religious beliefs or practices, gender or identity, military status, family composition,

Useful Handouts

[Day 1 proclamation](#)

[Medication distribution form](#)

[Technology agreement](#)

[School calendar](#)



Welcome to **#Day1** Early Elementary

This simple, empowering, and effective toolkit is designed to help prevent bullying before it begins. It gives faculty, staff, and parents the power to address social safety with children in a way intended for everyone to understand.

Here are the four important steps we can each take to start preventing bullying from **#Day1**.

- 1** Read and practice the attached Declaration with your students right away and then going forward on the first day of class. Share it with others. You can adapt the language for your students but please don't leave out any of the ways that kids might be mean or hurtful to each other.
- 2** Have your students repeat after you each sentence of The Upstander Pledge, again adapting the language but keeping the examples.
- 3** Be prepared to notice and stop unsafe or disrespectful behavior using the attached Intervention Tools provided by Kidpower International.
- 4** Share with us by email or social media how #Day1 worked and is working for you and your students. Include any pictures, videos, or other testimonials of how #Day1 makes an impact in your community.

www.tylerclementi.org/day1

 [TheTylerClementiFoundation](https://www.facebook.com/TheTylerClementiFoundation)

 [@tylerclementi](https://twitter.com/tylerclementi)

 [Tyler_Clementi_Foundation](https://www.instagram.com/Tyler_Clementi_Foundation)

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#Day1

Stop
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Today

#Day1 Declaration

I want to talk to you today about how we are going to act while we learn and play together. Hurting somebody on purpose is called bullying. Bullying means being unkind and unsafe with our words or our bodies, or by leaving someone out. Bullying can make you or someone else feel sad, scared, and lonely.

We want everybody to feel safe here. This is why bullying is against our rules. Even if someone says or does something mean, being mean back doesn't work and is against our safety rules. Here is what we can do to be safe.

If anyone is hurtful or unkind to you, you can **speak up**. Everybody say, "Please stop!" (Have students repeat.)

If you see someone acting in ways that are hurtful or unkind to someone else, you can also **speak up**. Everybody say, "That's not kind. Please stop." (Have students repeat.)

If this doesn't work or if you don't feel safe speaking up, please **get help** from me, another teacher, or another adult you trust. Everybody say, "I need help." (Coach students to repeat.)

Sometimes we make mistakes. Maybe we had a bad day. Or we are feeling upset with someone. Maybe we feel uncomfortable with someone because this person is different. All of these feelings are normal and okay.

What is NOT okay is to be hurtful to someone else because of these feelings. Suppose you made a mistake, Everybody **speak out** and say, "I'm sorry. That was not kind. What can I do to fix it?" (Coach students to repeat.)

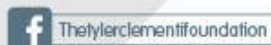
All of us are different from each other in different ways, and we want everybody here to feel welcome. We might be different in how we look, what we wear, what we eat, how we sound, what is easy or hard for us to do, how we think, how our bodies and minds work, or what we like or don't like. **Being mean to anyone for being different is against our rules.**

You can talk with me or another teacher or grownup you trust to get help anytime you have trouble acting safely because you are uncomfortable about someone's differences or are upset with someone. Everybody say, "I need help." (Coach students to repeat.)

If we see someone being bullied, we can reach out to let this person know we care. Everybody say, "I'm sad that happened. I will play with you."

When we **speak up**, **get help**, and **reach out**, we are being an UPSTANDER!

Everybody sit tall and yell, "I AM AN UPSTANDER!" (Model this and coach students to do it.)



www.tylerclementi.org/day1



#Day1 Upstander Pledge for Kindness and Inclusion

INTRODUCTION

We all want to be Upstanders here for ourselves and others. Being an Upstander means being someone who stands up for kindness and who makes people welcome even if they are different or we disagree with them.

[Directions – have students repeat each sentence after you, breaking it into small parts. For kids who can read and write, you can have the Upstander Pledge in writing in front of them and then let them check off each part as you read it aloud.]

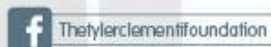
THE PLEDGE

(Everybody say ...)

- I am an Upstander.
- I will **stand up** for kindness.
- I will **stand up** to make everyone welcome.
- I will **speak up** to stop someone who is saying or doing hurtful things to me or to others.
- I will do my best to protect my feelings by throwing hurting words away instead of taking them into my heart.
- I will **get help** from a grownup I trust anytime bullying happens to me.
- I will **reach out** to someone who is bullied by talking to them, asking if they are OK, and letting them know I care.
- I will do my best to stop myself from hurting others with my words or my body. If I make a mistake, I will say I'm sorry.
- I am an Upstander!

Note: Thank you to Kidpower Teenpower Fullpower International for providing consulting and permission to use parts of their excellent social safety skills curriculum for our younger and older elementary #Day One Declaration and Upstander Pledge. www.kidpower.org

www.tylerclementi.org/day1



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Intervention Tools To Stop Bullying, Hurtful Teasing, and Prejudice

Thank you for using the #Day1 Declaration to declare your values and making the #Day1 Upstander Pledge with the children in your life! **Now, here is what to do when people act in ways that conflict with these values:**

Set a good example including speaking up when adults model disrespect. Children learn more from your actions than your words. Avoid using sarcasm as a form of humor. Model resolving conflicts respectfully and powerfully. Share #Day1 with others. If adults act disrespectfully, say with a positive attitude, "Excuse me. I understand that you were just joking or expressing your opinion. And I feel uncomfortable with comments like these in our community, We want everyone to feel welcome here." See [Speaking Up](http://bit.ly/2IN0ILZ) <http://bit.ly/2IN0ILZ>

Water what you want to see grow. Notice and point out ways that kids, adults, and characters in stories are making respectful choices and being kind to each other. Teach the skill of appreciation by helping children to notice good things that they can be thankful for or that others are doing.

Teach kids understanding and empathy for differences. Read stories and play games that help children to see many different kinds of people positively. Ask, "What would that feel like if xyz behavior happened to you?"

Teach and practice Kidpower social safety skills including impulse control so young people are prepared to take charge of safety. Be realistic and pay attention. Kids and adults alike need reminders about what is and is not okay. Day1 is about upholding an ongoing commitment to respect, not just a one-day tool. Resources can be [found here](http://bit.ly/2j1bSDvand). <http://bit.ly/2j1bSDvand> here <http://bit.ly/2ix2hke>

Don't let kids throw stones. Stop threatening behavior or disrespectful jokes, gestures, games, or play with the same intention that you would stop someone from throwing a stone through a window. Say, "Stop! That's not respectful. Remember our Day 1 Pledge!"

Use harmful behavior as a teachable moment. Coach children to think about safer choices for resolving conflict, Help them to understand each other's perspective. Use [Practice as a Management Tool for Unsafe, Disrespectful Behavior](http://bit.ly/2IMW8DV) by rehearsing social safety skills. <http://bit.ly/2IMW8DV>

Make SURE kids know you care. Discuss the [Kidpower Protection Promise](http://bit.ly/2hWZ5k0): "YOU are very important to me. If you or others have a safety problem, I want to know – even if I am busy, even if it is embarrassing, even if you promised not to tell, and even if you made a mistake." <http://bit.ly/2hWZ5k0>

Provide support when a child comes to you for help. Say, "Thank you for telling me. I am sorry this happened and glad you came to me. We are going to figure out what to do in a way that does not cause bigger trouble for you." See: [When Kids Come to You For Help](http://bit.ly/2IMOVUE). <http://bit.ly/2IMOVUE>

Take responsibility for stopping bullying in person and online. You're the adult. Act. Stop bullying when you see it. Forcing a bullying youth and a bullied youth to "talk it out" rarely works well. Instead, you can require youth who bully to understand their harmful behavior and find ways to make amends.

Involve parents, guardians, and other responsible adults in providing support and guidance. Tell parents and guardians about problems and your plan for solving them (if their child is bullying or being bullied. See [How Do I Stop My Child From Bullying?](http://bit.ly/2IUUVbg) <http://bit.ly/2IUUVbg> and [How Do I Help A Child Who Was Severely Bullied Recover?](http://bit.ly/2j8RwEV) <http://bit.ly/2j8RwEV>

To learn about Kidpower's exceptional social safety curriculum and extensive resources, visit kidpower.org

www.tylerclementi.org/day1

#Day1

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Bullying
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Welcome to **#Day1** Grades 4-6

This simple, effective, and empowering intervention prevents bullying before it begins. **#Day1** is simple. Just follow the three steps below

- 1** On the first day of class, work, practice, etc., **read the Declaration** (attached). It takes about 2 minutes. Consider practicing it a few times. Feel free to post it in your room too!
- 2** **Copy & disseminate the Upstander Pledge** (attached). Ask folks to really think about it, sign it and send them all back to us at 104 West 29th St 4th Floor, NY NY 10001 or scan and send to day1@tylerclementi.org
- 3** Within seven days of reading the declaration and distributing the pledge, **share with us** and the #Day1 community how it worked, and how you felt participating! Day1@TylerClementi.org or [#Day1](https://twitter.com/Day1) or [@TylerClementi](https://twitter.com/TylerClementi)

www.tylerclementi.org/day1

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#Day1 Declaration

If I see anyone bullying someone else at school, at home, in my youth group, on my team, online, or anywhere else, I will do something to help instead of just letting it happen. If it feels safe, I will tell the bullying person to stop. I will get help from the adults in charge or other adults I trust. I will say or do something kind to show a kid who was bullied that I care. Helping, instead of just watching someone be hurtful is called being an Upstander.

I will be an Upstander and try to help everyone feel safe and included by showing respect and kindness. I will do my best not be hurtful or disrespectful with my words, face, or body to anyone for any reason - even if they are different from me and that makes me uncomfortable, and even if they are unkind to me. Hurtful words includes unkind jokes or teasing about: someone's size or clothes or looks; being a boy or a girl; what they like to do or not do; their skin color; the way they talk or speak or move; their name; if they have any kind of disability; what they eat; what they believe; what their family is like; or for any other reason.

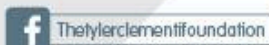
I will tell the adults in charge like my teachers and parents what I saw, heard, and did. I will be persistent by not giving up, even if adults are busy or don't understand. I will keep telling until someone does something to solve the problem. It isn't tattling if you are helping someone.

If a kid is feeling very sad or angry or talks or acts as if they might do something unsafe like hurt themselves or others, I will get help right away from an adult I trust.

And I will be an Upstander for myself by getting help from an adult I trust if kids are bullying me or if I don't feel safe or if I have trouble acting safely and respectfully towards others.

Thank you to **Kidpower Teenpower Fullpower International**, for providing consultation and content from its exceptional bullying and abuse prevention programs. www.kidpower.org (We ask all #Day1 Leaders to not alter the above language. It has been carefully constructed and informed by research. Feel free to add language, but not subtract any.

For more information on the research behind #Day1 go to www.tylerclementi.org/day1



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www.tylerclementi.org/day1



#Day1 Upstander Pledge

When I witness bullying at school, home, work, online, or in my place of worship, **I will choose to be an upstander.** I will intervene or report the abuse, and I will reach out to the bullied person to offer support.

I will work to make others feel safe and included by showing respect and compassion. I will not use demeaning language, slurs, gestures or jokes about anyone's sexuality, size, gender, race, ethnicity, any kind of disability, religion, lack of religion, income, politics or other differences... even if they behave that way to me.

I will tell someone who is in a position of authority what I saw and heard and make sure there is follow-up.


If I learn that someone is feeling very isolated or depressed I will reach out and tell this person that their life has value, no matter how they feel at the moment and no matter what others say or think.

NAME | _____
EMAIL | _____
ZIPCODE

www.tylerclementi.org/day1


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 [@tylerclementi](https://twitter.com/tylerclementi)

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