

Parent-Student Handbook

2020-2021



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Ms. Ny Green-McRae, Principal

Table of Contents

Principal’s Letter	5
School Calendar	6
School Colors, Mascot and Song	7
Signs of a TRE STAR	7
Mission and Philosophy Statements	8-9
Arrival and Dismissal Procedures	9-10
Attendance Policy	10-11
Cell Phones, Pagers, and Other Electronic Devices	11
Communication of Concerns	11-12
Curriculum and Instruction	12
Enrollment and Withdrawal Procedures	12-13
Drills	13
Grading Periods, Progress Reports and Report Cards	14
Health Issues & Medical Care	15-16
Infinite Campus	18
Instructional Programs and Support	18-19
Internet Policy	20-22
Lost and Found	23
Media Center	23
Parent Teacher Organization (PTO)	23
Parental Involvement Information	23
Prime Time Afterschool Program	23-24
Promotion and Retention Policy	24-25
School Council	25
School Food Services	25
School Insurance for Students	25

Student Discipline and Code of Conduct	25-28
Student Dress Code	28-29
Student Records	29
Textbooks and Other School Property	29
Transportation	30-31
Visitors	31
Volunteers	31
Grade Level Expectations	32-44
Kindergarten	32
First Grade	33
Second Grade	34
Third Grade	36
Fourth Grade	38
Fifth Grade	40

“The habits we form from childhood make no small difference, but rather they make all the difference.” – Aristotle

"In a moment of decision the best thing you can do is the right thing. The worst thing you can do is nothing." – President Theodore Roosevelt

Excellence in education is when we do everything that we can to make sure they become everything that they can.” – Carol Ann Tomlinson

“Responsibility educates.”--Wendell Phillips

“Learning is not a spectator sport.”--- Anonymous

“Teaching is the highest form of understanding.”—Aristotle

“A teacher affects eternity; no one can tell where his influence stops.”---Henry Adams

“Do unto others as you would have them do unto you.”---The Golden Rule



GREETINGS FROM THE PRINCIPAL

STARS Shine Bright Like Diamonds here at Tobacco Road Elementary! OUR goals are:

- to improve student achievement***
- to improve parental involvement***
- to work as a team to make Tobacco Road excel to the next level***

Fulfilling these goals will ensure that our STARS will SHINE BRIGHT in all capacities! Teamwork truly makes the Dream work!

Sincerely,

Ny McRae

Principal

NOTE: *The policies referenced in this Parent/Student Handbook as well as all policies pertaining to Richmond County Schools can be located on the RCSS website www.rcboe.org.*



2020-2021

Board Approved 4/21/20

Richmond County School System School Calendar

July '20						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
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August '20						
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September '20						
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October '20						
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November '20						
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December '20						
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Jul 03	Independence Day (Holiday)
Jul 27-Jul 31	Preplanning
Jul 31	Open House (noon-6:00pm) All Grades
Aug 03	★ First Day of School
Sep 04	Progress Reports
Sep 07	Labor Day
Sep 21-Oct 08	Elementary Fall Parent Conference Window
Oct 05	End of 1st Quarter
Oct 06	Beginning of 2nd Quarter
Oct 08	Elementary Early Release/Parent Conferences
Oct 09-12	Student/Teacher Fall Break*
Oct 16	Report Cards
Nov 04	Progress Reports
Nov 09-Nov 16	Fall Masters Break
Nov 25-27	Thanksgiving Holiday
Dec 17-22	Exams
Dec 22	End of 2nd Quarter/Early Release (all grades)
Dec 23-Jan 01	Christmas/Winter Break
Jan 04	Teacher Work Day/Student Holiday
Jan 05	Beginning of 3rd Quarter
Jan 11	Report Cards
Jan 18	MLK Holiday
Feb 08	Progress Reports
Feb 12	Teacher Work Day/Student Holiday
Feb 15	Student/Teacher Holiday*
Feb. 02-Mar 11	Elementary Spring Parent Conference Window
Mar 11	Elementary Early Release/Parent Conferences
Mar 11	End of 3rd Quarter
Mar 12	Teacher Work Day/Student Holiday
Mar 15	Beginning of 4th Quarter
Mar 22	Report Cards
Apr 02-12	Spring Break*
Apr 27	Progress Reports
May 19-25	Exams
May 25	Last Day of School/Early Release (all grades)
May 26-27	Post-Planning
May 25-27	Graduation
May 28	Report Cards
May 31	Memorial Day (Holiday)
Jun 01-Jul 01	Summer School
Jun 07 -Jul 15	4-Day Work Week

Teacher Planning Days
 Early Release Days
 Holidays
 ★ First Day of School

Weather-Related School Closings
 For inclement weather, please tune to WJBF-TV, WAGT-TV, WRDW-TV, or WGAC Radio for up-to-date information on school closings. Also, you can view the school system's website at www.rcboe.org.

*Note: If needed, October 9, February 15, and April 2 will be considered for possible inclement weather make-up days.

January '21						
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February '21						
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March '21						
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April '21						
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May '21						
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June '21						
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27	28	29	30			

GENERAL SCHOOL INFORMATION

School Colors: *Royal Blue & Gold*

School Mascot: *Stars*

SCHOOL SONG: *I Am A Promise*

I am a promise; I am a possibility.
I am a promise, with a capital P.
I am a great big bundle of potentiality,
And I am learning to hear my voice,
And I am trying to make the right choice,
I'm a promise to be, anything I want to be.

I am a star of TRE, I am a star,
And I'm proud as can be.
I am always following the rules set for me,
And I am willing to do my best,
And I am trying to meet the test.
I am proud to be a Star of TRE.
I am proud to be a Star of TRE.

SIGNS OF A TRE STAR

1. **ADEQUATE PHYSICAL CARE**. Get enough rest and eat healthy foods. We're issued only one body--for life!
2. **GOOD STUDY HABITS**. Keep an assignment agenda/notebook. Fill it, don't lose it! Study in a quiet place without interruptions. Make sure your study area has good lighting and is not too warm. Tackle your toughest subjects first, and don't put off long-range assignments. Keep to a schedule and set time goals for yourself. Reward yourself with an occasional break.
3. **ABILITY TO LISTEN, ASK, AND LEARN**. Listen to your teacher. If you don't understand, don't be afraid to ask questions. Silence does not necessarily mean understanding. Above all, share your experiences with your classmates. Contribute!! Get involved!!
4. **WILLINGNESS TO GET HELP**. If sickness, poor preparation, a change of school, or personal problems get you down, don't give up!! You can get help from your teacher or guidance counselor. Our counselor is available to help you, and all sessions are confidential. All you have to do is ask.
5. **LABEL BELONGINGS**. Identify all that's yours: books, equipment, etc. Report any losses to the principal immediately.
6. **PLAN THE DAY**. Know the topics for class each day. Keep your book bag neat. Be ready for long-range assignments. Budget your time!! Don't waste it!!
7. **ENJOY YOURSELF**. Have fun after school and on weekends. Plan some part of your day for pleasure. Keep a bright disposition. Enjoy growing up!!

RICHMOND COUNTY SCHOOL SYSTEM MISSION & BELIEFS

Mission Statement: Richmond County School System mission is building a globally competitive school system that educates the whole child through teaching, learning, collaboration, and innovation.

Beliefs:

1. Every person can learn and has the right to a quality education.
2. Students thrive in a positive climate and culture where they are respected and all ideas are accepted.
3. Effective communication is the key to understanding among people.
4. Excellence in education is a collaborative effort and shared responsibility of the individual, home, school, and community.

TOBACCO ROAD ELEMENTARY SCHOOL MISSION & BELIEFS

Mission Statement: The mission of Tobacco Road Elementary School is to educate students to become lifelong learners and productive citizens.

Beliefs:

- All students can learn.
- Usage of a variety of instructional strategies to support different learning styles.
- Student learning must be promoted in a safe and secure environment.
- Administrator, teachers, paraprofessionals, support staff, parents and the community share responsibility for educating all students.
- Students provided with a solid academic foundation will become self-directed learners.
- Students who are guided in the area of character development become confident, competent members of society.
- Technology is an integral part of the school's instructional program.

Motto: Giving Our Best **EFFORT** Every Day in Every Way!

Vision: Our vision at TRE is to become strong learners (academically and socially/emotionally) and to become a nationally recognized School of Excellence and a national Blue Ribbon School of Excellence.

TRE FACULTY AND STAFF’S PHILOSOPHY

The faculty and staff of Tobacco Road Elementary (TRE) believe in dedication to academic and social excellence. Teachers have the challenge of educating the nation’s most valued resources intellectually, socially, emotionally, as well as physically.

Quality education and high test scores are criteria that inspire us to keep abreast of the ever changing educational trends. Realizing that complacency has no place in the classroom, we stress self-improvement through higher education for teachers to become more knowledgeable about current teaching methods, strategies, materials, and resources. We feel that the most exceptional educational opportunities in the state should be provided for the students at TRE.

Educational opportunities will be available through a challenging curriculum including English Language Arts (ELA), mathematics, science, social studies, health, physical education, and fine arts. Our curriculum is in conjunction with creative ideas, positive input, and active parental involvement. All educational activities should be presented in an atmosphere that is conducive to learning yet allows enough flexibility to address individual differences. Our goal is to produce a learning climate in which students achieve regardless of their socio-economic or ethnic background.

ARRIVAL AND DISMISSAL PROCEDURES

Arrival-Car Riders

Students that arrive by car will be allowed to enter at 8 a.m. in the front entrance. Please ensure that a faculty member is out front on duty prior to dropping the student off for safety measures.

If a student is tardy (after 8:30 a.m.) to school, **a parent must sign in the student**, and the student will then report to breakfast or class with a tardy pass.

All students will be allowed to eat breakfast.

Arrival-Bus Riders

Bus rider students will enter TRE via the side covered area and report to the cafeteria for breakfast. There will be faculty and staff members on duty to direct him/her to the appropriate location.

Dismissal-Car Riders

Car rider students will exit TRE via the front entrance by the gym. Students will exit the various hallways in a line by grade levels. They will be escorted by teachers on duty.

Students will not be called to the office between 2:45-3:15 p.m. due to class wrap-up and preparation for dismissal.

Dismissal-Bus (School and Day Care) Rider

Bus rider students will exit TRE via the side entrance to board the bus. Students will exit the various hallways in a line by grade levels and report to the cafeteria. They will be escorted by teachers on duty. They will be seated at the appropriate table for their bus/van and wait to be directed to the board the bus/van by a teacher on duty.

ATTENDANCE POLICY

One of the most important habits of school children is that of regular attendance during the school year. Students are expected to attend school daily. Students who are absent from school due to illness/ emergency are required to bring a written excuse for the absence their first day back at school.

There are two kinds of absences--excused and unexcused. Excused absences are those due ONLY to:

1. Personal illness
2. Serious illness in the family
3. Death in the family
4. Religious holidays
5. Court appearances

If student is absent from school and does not have a doctor's or court excuse, he/she must bring a note from parent.

The note must include:

1. The date the note was written
2. The date of student absence
3. The specific reason for absence
4. The signature of parent

Classroom time missed due to unexcused absences (except suspension) cannot be made up. Students are truant after five (5) unexcused absences.

A great deal of absences makes it difficult for a child to keep up with his/her work. Even a day missed puts a child behind. There is no satisfactory substitute for class instruction. In all cases, whether the child has been absent or tardy, we request a written excuse by the parents be sent with the child when he/she returns to school. For any absences beyond five (5) days, the parent must have a physician's note or other excuse from an acceptable or official third party justifying the absence.

Tardy (arriving late)

Any child reporting to the classroom after **8:30 a.m.** is tardy. **A parent must sign in tardy students.**

The accumulation of unexcused tardies may warrant disciplinary action and/or referral to Department of Family and Children Services. Students who accumulate **eleven (11) or more tardies are not eligible for the perfect attendance award.**

Please refer to the *Richmond County Student Code of Conduct* for more details regarding the attendance and tardy policies.

Early Dismissal

Parents are urged to schedule all appointments after school hours. If an appointment necessitates that a student leaves school before dismissal time, the parent should send a written request to the school stating the time and

reason for the early dismissal. This helps the teachers to get all assignments to the child in preparation for dismissal. This also allows for a smooth departure with the least disturbance to the class routine.

Parents are to report to the office and sign a release form before a student is excused. Students will not be released at the classroom door without a pass from the office. We apologize for any inconvenience this may cause, but the **safety of the children is our first priority.**

Students will not be called to the office between 2:45-3:15 p.m. due to class wrap-up and preparation for dismissal.

Students will not be released to anyone who is not listed on the release form in the office. Please keep this information current. Any person picking up a student may be asked to show some form of identification.

CELL PHONES, PAGERS & OTHER ELECTRONIC DEVICES

A student may be subject to disciplinary action, including, but not limited to, in-school suspension, out-of-school suspension, or expulsion, if the student utilizes a pager, cell phone or other electronic device to engage in bullying, threats or intimidation, or harassment of any form, to create and/or send and/or receive and/or possess and/or transmit to others pornographic or obscene pictures or messages, to create and/or send and/or receive and/or possess and/or transmit to others offensive or humiliating or inappropriate pictures of one's self or others, to engage in academic cheating in any form, to invade anyone's privacy in a locker room, restroom or other place on a school campus or at a school activity or to engage in academic cheating in any form.

If a student uses a cell phone or other device of this nature at school, it will be taken from him/her, and turned in to the office with a note containing the student's name, date, and time along with the teacher's name. **The device will be held in the Principal's Office until a parent has been contacted and comes to the school and picks up the device. After the second offense of this nature, disciplinary consequences will apply, and the device will be kept for a period of 30 days. Upon the third offense, additional disciplinary consequences will apply and the device will be kept for the remainder of the semester or school year—whichever shall first occur.**

Notwithstanding the foregoing, a student may be subject to disciplinary action, including, but not limited to, in-school suspension, out-of-school suspension, or expulsion, if the student utilizes a pager, cell phone or other electronic device to engage in bullying, threats or intimidation, or harassment of any form, to create and/or send and/or receive and/or possess and/or transmit to others pornographic or obscene pictures or messages, to create and/or send and/or receive and/or possess and/or transmit to others offensive or humiliating or inappropriate pictures of one's self or others, to invade anyone's privacy in a locker room, restroom or other place on a school campus or at a school activity or to engage in academic cheating in any form.

COMMUNICATION OF CONCERNS

Please follow the **procedures** listed below for handling **concerns**.

1. First **contact the teacher** involved if the concern is classroom behavior, classroom procedures, and/or instructional related and request a **conference**. Then if you are not satisfied, please contact the **principal**.
2. If you have questions concerning state testing, please contact the **principal or the guidance counselor**.
3. Contact the **principal** for all other matters that are not classroom related.

If you need to speak with the principal regarding any concerns you may have about your child, please use the following **procedure**:

1. Contact the school's office to confirm the **time and date** for a conference.
2. Give the **nature** of your concern(s).
3. Give your **child's name** and his/her **teacher's name**.

CURRICULUM & INSTRUCTION

The following subjects are taught in grades K-5:

ELA (reading, writing, spelling, grammar)
Mathematics
Science
Social Studies

Physical Education (P.E.)
Health
Art
Computer Lab

Common Core Georgia Performance Standards (CCGPS)

Georgia joined with 46 other states, the District of Columbia (D.C.) and territories to develop a set of core standards for kindergarten through high school in English language arts (ELA) and mathematics in grades 6-12 in literacy in science, history/social studies and technical subjects. The Common Core Georgia Performance Standards (CCGPS) provide a consistent framework to prepare students for success in college and/or the 21st century workplace. These standards represent a common sense next step from the Georgia Performance Standards (GPS).

The CCGPS for English language arts, mathematics, and literacy in science, history/social studies, and technical subjects will ensure that all Georgia students have an equal access and opportunity to master the skills and knowledge needed for success beyond high school.

To see a more detailed listing of Common Core Georgia Performance Standards go to www.georgiastandards.org.

Homework

Homework is schoolwork of any type completed outside of the regular classroom that is directly related to the course. The homework is assigned at the student's independent level. Homework offers follow-up practice activities with explicit directions given. Homework reinforces, enriches, and expands the student's understanding of concepts taught in the classroom. It also provides opportunities for the student to improve study skills, to assume responsibility, and to follow instructions. Often, a natural outcome is parental involvement as a member of the educational team.

ENROLLMENT & WITHDRAWAL PROCEDURES

The first crucial step in developing a good school program is proper registration of students. This gives us essential information in order to work with each child. In order to properly register your child at TRE you must bring the following items:

- Child's report card

- Proof of address with name of parent/guardian on paperwork.

The child's age, address, telephone number, and emergency health information are very important. We may need them in an emergency. We also use them in developing an adequate school record. Please help us by being accurate and by updating any changes.

We are legally bound to require the following forms for each student:

1. Original birth certificate
2. Immunization certificate (on Georgia form)
3. Eye, Ear, and Dental exam (on Georgia form)

Please keep us informed of your correct **telephone number** at all times. The **home, cell** and the **work** numbers should be given to the school. If you do not have a telephone, please list a nearby neighbor's number or that of a friend or relative. We need to be able to reach you in case of an emergency.

Please cooperate by observing the **school attendance zones**. Inaccurate residency information will void your child's registration.

Withdrawal

If you plan to withdraw your child from TRE, please give us written notice at least 24-48 hours ahead of time in order to prepare the proper paperwork. Our teachers cannot stop in the middle of class to look up all the necessary information and average grades as needed to complete the forms. This information will aid you in enrolling elsewhere. Please contact the guidance office for assistance.

DRILLS

Fire drills will be once a month at regular intervals. They are required by law and are an important safety precaution. It is essential that when the first signal is given, everyone obeys orders promptly and clears the building by the prescribed route as quickly as possible. The teacher in each classroom will give the students instructions as to their exit route and line up area. It is important that students realize that fire drills are serious business and not an extra recess. Parents should emphasize this with their child.

During the school year there will also be tornado and lockdown drills. These drills are also important safety precaution. Remind students to follow orders promptly and quietly so that all instructions may be heard by everyone. It is also important that students realize that these drills are important and serious and not a play time. Parents should also emphasize with their child the importance of all drills.

GRADING PERIODS, PROGRESS REPORTS & REPORT CARDS

The determination of grades is primarily the duty and responsibility of the teacher. Obviously the teacher is by far the person most qualified to evaluate the student's work. It is our hope that in determining the grades, each teacher will feel that it represents a true evaluation of the student's performance. We would also hope that in the event of an error, all involved would be willing to admit the error and make the proper corrections

Grading Periods

Report cards will be sent home every nine weeks.

Please sign the report card jacket and return it to your child's teacher the following day.

Progress Reports

Progress reports are given to students after the completion of the midpoint in each nine- week grading period. All teachers will inform parents of their child's progress on a mid-nine-week period by calling the parent and sending home a written or computer-generated progress report. You will receive some form of academic report at least twice every nine-week period:

Grading Scale

K-3

Report card for grades K-3 will include a grading scale (1-4).

- Beginning Learner
- 2-Developing Learner
- 3-Proficient Learner
- 4-Distinguished Learner

If an indicator is not measured during the grading period, the student will NOT receive a mark on the report card. <https://www.rcboe.org/Page/31026> for more information on standard based report cards

4-5th grade

Report cards for 4-5 grades will include an alpha/numerical grading scale

A=100-90 B=89-80 C=79-75 D=74-70 F=69-0

Weekly Papers

Each teacher is responsible for sending home papers to be signed **each week** with specific information on your child's conduct and academics. Please sign in the designated area and return it to your child's teacher the next day.

HEALTH ISSUES & MEDICAL CARE AT SCHOOL

A school nurse is available on a regular basis to provide basic medical care and to administer medications. Should your child become ill or injured at school, you will be notified as soon as possible. Please make sure the school has a home and work number in addition to an emergency number where you can be reached any time during school hours. ***THIS IS VERY IMPORTANT!***

Early in the morning it is often difficult to make a decision about whether or not your child is sick enough to stay home from school. With minor symptoms, you often cannot tell whether he/she is going to get better or worse during the course of the day.

The main reasons for keeping your child home are:

- If he/she is too sick to be comfortable at school; and/or
- If he/she might spread a contagious disease to other children.

As a rule of thumb, a child should stay home if there is:

- A fever over 100.4° F;
- Vomiting more than once;
- Diarrhea;
- A very frequent cough;
- Persistent pain (ear, stomach, etc.); and/or
- A widespread rash.

If any of these symptoms occur during the school day, you will be notified and required to take your child home. If the parent cannot be contacted, the emergency number provided will be called. If no contact can be made, the student will be kept in class or in the nurse's station until contact is made or until dismissal time. Home, work, and emergency telephone numbers should be kept up to date with the school office and the homeroom teacher. This is for the safety of your child!

Most of the above listed problems need to be discussed with your child's pediatrician to determine if an office visit is needed. On the other hand, children who don't have a fever and only have a mild cough, runny nose, or other cold symptoms can usually be sent to school without harm to themselves or others.

The following guidelines apply:

- Minor cold or allergy symptoms should not be a reason to miss school.
- If your child's cough is worse than you might expect with a common cold, you may need to consult your child's doctor.
- A single episode of vomiting, without any other symptoms, may not be reason enough for the child to miss school, but be sure the school can reach you if symptoms occur again during the day.
- A single episode of watery diarrhea probably warrants not going to school.
- Children with fever (generally considered to be over 100.4°) should stay home until there is no fever for 24 hours without the use of fever reducing medications such as Tylenol or Motrin.
- Children diagnosed with strep throat or scarlet fever should remain out of school until they are without fever and have been on antibiotics for 24 hours.
- Children with pinkeye should see their doctor. If diagnosed, children should remain home until they have been on antibiotic eye drops at least 24 hours or until their doctor recommends their return.
- Middle ear infections are not contagious to others. Children should stay home if they have fever or pain.
- Children who have been diagnosed with the flu should stay home until symptoms improve (usually 5 to 7 days) or until the doctor recommends returning.
- Impetigo is contagious and is passed by direct contact. The child's physician will recommend the length of time to be out of school.
- Chickenpox is highly contagious. Children with chickenpox must stay home until all bumps are scabbed and no new bumps have appeared for 2 days. Your child is contagious at least 2 days before the rash started, so you need to notify the school and classmates.
- Ringworm is a contagious fungal infection. It may be treated with anti-fungal creams and should be covered during school hours.
- Scabies should be treated immediately.

Whenever there is doubt about sending your child to school, consult your child's doctor before doing so. A phone conversation may be all that is necessary.

Medications

All prescription medications should be sent to school in the original prescription bottle that has the doctor's name and pharmacy, the name of the student, the name of the medication, and dosage directions on it. Over-the-counter medications such as Tums or Tylenol need to be sent in the original container as well. The school nurse needs a note from the parent giving permission and instructions for all medications to be administered at school. An *Authorization of Medication Administration* form must be completed for those children receiving daily medications. Students should report to the clinic at the proper time to receive their medication.

The first dose of any new medication should be given to the child by the parent/guardian at home before sending it to the school. We want to make sure the child has no adverse or allergic reaction(s) to any new medication(s).

The school nurse will maintain first aid supplies at the school. Tylenol **WILL NOT** be administered to any student unless the student has a Permission Form on file with the nurse. If your child is not able to swallow a caplet or tablet, you will need to send either a liquid or chewable form of the medication for the nurse to administer.

If your child suffers from asthma and requires an inhaler or special medication, parents are required to provide the Principal or his designee a statement or copy of the prescription from the student's physician specifying the name of the medication and its purpose in order for the student to have this medication on his/her person at school while participating in school-sponsored activities, while under the supervision of school faculty/staff members, or while participating in before or after-school activities and to administer the medication to him/herself.

It is the responsibility of the parent or guardian of a student to inform the school of any changes in dosage, time of dispensing, etc. If a question arises about the medication, the parent and/or physician whose name appears on the prescription will be called for clarification.

Health Concerns and Issues

Parents should inform their child's teacher of any health problems that the student has. These health problems include, but are not limited to, asthma, blood disorders, seizures, food allergies, substance allergies, medication allergies, reaction to bee stings, etc. If a child is on any daily medication for a certain medical condition or has special medication for an emergency-type situation, the school, especially the child's teacher(s), needs to be aware of these conditions and provided with the appropriate medication(s).

Health and Immunization Records

State law requires that each student have proof of proper immunization of childhood and/or other diseases. All students must present a statement from the Health Department or a doctor, which indicates that all immunizations are up-to-date. Students whose immunization records are not current will be unable to enter school until this situation is rectified. All children entering the 6th Grade will be required to have the chicken pox vaccination or proof of immunity.

For more information or to get **Form 3189**, contact the local Health Department or your doctor.

Using Prescription Auto-Injectable Epinephrine

Like asthma medication, a student may carry or possess and self-administer a prescription auto-injectable epinephrine while in school, at a school-sponsored activity, while under the supervision of school personnel, or while in before school or after school care on school operated property. Under Georgia law, however, a student is only permitted to do so if the student's parents or guardians fulfill the following:

- (a) Provide the school with a written statement from a physician appropriately licensed under Georgia law detailing the name of the medication, method, amount, and time schedule by which the medication needs to be taken, and confirming that the student is able to self-administer the auto-injectable epinephrine; and
- (b) Provide the school with a written statement by the parent or guardian consenting to the self-administration, and
- (c) Providing a release for the school nurse or other designated school personnel to consult with the physician regarding any questions that may arise with regard to the medication, and releasing the school system and its employees and agents from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering auto-injectable epinephrine.

Notwithstanding the foregoing, a student may be subject to disciplinary action if he or she uses auto-injectable epinephrine other than as prescribed or violates any of the other provisions in this handbook which apply to the possession, use, transfer, or sale of prescription drugs with the auto-injectable epinephrine.

INFINITE CAMPUS

Student records are maintained through the electronic program Infinite Campus. Student attendance, behavior, grades, etc. are maintained by each school through the use of this program.

The program also contains a Parent Portal that provides families in the Richmond County School District online information about their child's achievement.

You can find more information including how to login to Parent Portal by going to www.rcboe.org and clicking on the Parent tab.

INSTRUCTIONAL PROGRAMS & SUPPORT

Early Intervention Program (EIP)

The Early Intervention Program (EIP) is offered in grades K-5 to assist those students with academic weaknesses in reading and/or math. Eligibility is determined by standardized test performance, and/or RTI team recommendation.

Gifted Education Program

Richmond County provides programs for all qualifying system students in grades K-12 who exhibit superior performance, advanced learning needs and demonstrate higher-level motivation and creativity. The identification process uses multiple criteria as mandated by the Georgia Board of Education.

Students may qualify on mental abilities and achievement or on three of four components, which include mental abilities, academic achievement, creativity and motivation or mental abilities alone for grades K-2.

An automatic referral process requires all schools to screen intelligence and achievement test scores on their students twice annually for referral purposes. Parents, peers, teachers, principals, or counselors of the student may refer students. Referrals are solicited in May for August testing and in November for testing in January. Gifted Program personnel notify parents of students referred of test dates two or more weeks in advance.

Students entering the system who had prior placement in a gifted program will be placed at once if they met Georgia Department of Education eligibility. Gifted Program staff will evaluate those who do not have the required eligibility documentation.

Written parental consent must be on file before students are evaluated. Parents receive a written report of evaluation results and are offered an opportunity to discuss the results with program personnel.

Written parental consent for placement must be on file in the gifted program office before students are allowed to participate. Qualifying students in K-8 are enrolled in a five-hour per week resource program, which provides thematic units of study. Parents receive a progress report three times per year. Students are provided transportation to a Gifted Program resource center.

Parents are invited to an annual review to evaluate the student's progress in the program and are provided the Curriculum Focus for the coming year.

Continuation in the program will be dependent upon maintenance of an overall 3.5 GPA in academic classes, satisfactory performance in both regular and gifted classes, motivation and behavior, attendance, attitude and

completion of all assigned tasks. Students who meet these conditions will automatically continue in the program. Students who do not meet these terms at any time during the school year will be allowed a six weeks probationary period. If satisfactory improvement is not shown, the student will be removed from the program. Parents will be notified by letter at the beginning and end of the probationary period. Students who leave the program will be reassessed and must meet current criteria for reentry.

Response to Intervention (RTI)

A Response to Intervention (RTI) team meeting may be held during the year to address the needs of any student who experiences difficulty in the classroom (academic or behavioral). It is typically composed of a school administrator, classroom teacher, parent, school psychologist and a Special Education teacher. The purpose of this committee is to generate ideas to help the student to be successful in the classroom. An RTI meeting may be requested by a teacher or parent.

Testing Program

GEORGIA MILESTONES: The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative assessment program spanning grades 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in language arts, mathematics, science, and social studies. Students in grades 3 through 8 will take an end-of-grade assessment in each content area, while high school students will take an end-of-course assessment for each of the eight courses designated by the State Board of Education.

The Georgia Milestones Test is administered as the accountability measure under the re-authorization of the *Elementary and Secondary Act (ESEA) of 1965* legislation. This assessment is one measure of student success for accountability and for making promotion retention decisions at grades three, five and eight.

GKIDS: Kindergarten students participate in the Georgia Kindergarten Inventory of Developing Skills (GKIDS). It is a yearlong/ongoing, performance-based assessment. The goal of the assessment program is to provide teachers with information about the level of instructional support needed by individual students entering kindergarten and first grade. GKIDS allows teachers to assess student performance during instruction, record student performance in an on-line database, and generate reports for instructional planning, progress reports, report cards, SST, and/or parent conferences. Throughout the year, teachers may assess students and record GKIDS data based on their system's curriculum map or report card schedule. At the end of the year, summary reports and individual student reports can be generated based on the data the teacher has entered throughout the year.

There are seven areas or domains of learning that are assessed as part of GKIDS:

English Language Arts	Mathematics
Social Studies	Science
Approaches to Learning	Personal and Social Development
Motor Skills	

Four of these domains (ELA, Math, Science, and Social Studies) are based on and aligned to the Georgia Performance Standards for kindergarten.

Other tests administered in Richmond County schools are: Georgia Alternate Assessment (GAA) and the Cognitive Abilities Test (CogAT).

Data derived from assessments will be valuable in identifying student-by-student information relative to State competencies.

INTERNET POLICY

The school's policy for the use of the Internet is an extension of the RCBOE Internet Policy. The Internet access is a privilege and is to be used for INSTRUCTIONAL purposes only. Parents are required to sign a permission form before students will be allowed students to access the Internet.

Students Acceptable Use Policy

It is the policy of the Richmond County Board of Education that teachers and students should be furnished educational opportunities and resources to have access to programs and services available for "online" computer services offered by various vendors. In this connection, the Department of Instructional Technology is authorized to provide for procedures with various online suppliers to ensure that these online services do not cost the student or the school district any funds; to ensure that there is access limited to instructional and curriculum related matters; and to provide procedures for other similar matters to ensure that the rights of the online provider and the school district are protected. Particular attention should be given to ensuring that the students are not granted access to anything other than educational and instructional materials and resources.

Richmond County Procedures for Access to the Internet

Access to the Internet provides teachers and students with educational opportunities and resources that are unsurpassed by any other means. It brings worldwide multimedia resources (articles, books, maps, photographs, etc.) to the classroom, provides extensive research tools and methods for global communications. Internet access will increase the information and resources to classrooms, aid students in becoming more responsible and independent learners.

The Internet is an electronic highway connecting thousands of computers all over the world with millions of individual subscribers. The student has access to: electronic mail communication around the world, information and news from NASA (for example) as well as the opportunity to discussions with scientists at NASA and other research institutions, public domain and shareware software of all kinds, "chat" groups on a wide range of topics, and access to many University Library Catalogs, the Library of Congress and ERIC.

With this access to computers and information also comes the availability of material that may not be considered to be of educational value in a school setting. The valuable information and interaction available on this worldwide network-far outweighs the materials that a user could obtain that is not consistent with the educational goals for Richmond County. This requires efficient, ethical and legal utilization of all network resources. Proper conduct by the students and adherence to the guidelines stated below are essential.

It is the policy of the Richmond County Schools to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Acceptable Use Policy

To the extent practical, technology protection measures (or “Internet filters”) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children’s Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

1. Internet is accessed only for support of the instructional program and the curriculum as outlined in the Richmond County Curriculum Guides.
2. Transmission of any material in violation of any US or state regulation is prohibited, including copyrighted material, threatening or obscene material or material protected by trade secret.
3. Use for commercial activities is prohibited.
4. Use for product advertisement or political lobbying is prohibited.
5. Netiquette - Generally accepted rules of network etiquette shall include, but not limited to the following; Be polite, use appropriate language, no swearing or vulgarities; E-Mail is not necessarily private, therefore be careful about what you say about others; no disruptive use of the network, such as "chain letters" or other non-educational traffic; remember statements offered by the user are a personal opinion and do not necessarily reflect the views of Richmond County Schools.
6. Internet usage is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges and may result in disciplinary action.
7. Security - Students are not to reveal their personal information (home address, telephone number, social security number, etc.) to other individuals on the Internet. On E-Mail, use only school addresses.
8. Vandalism - Vandalism is defined as any attempt to harm or destroy hardware, software or data of another user, Internet or any agencies or other networks that are connected to the Internet. This includes, but not limited to, the uploading or creation of computer viruses. Vandalism will result in the immediate cancellation of privileges and disciplinary action.
9. No software of any kind may be brought from the student's home for use on any school computer.
10. Each school media/ technology committee shall establish an individual school Internet policy in accordance with this Richmond county policy.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Richmond County Schools’ online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children’s Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called ‘hacking,’ and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all educators of the Richmond County Schools, including administrators, instructional supervisors, principals, teachers, media specialists, technology specialists, guidance counselors, instructional paraprofessionals and any other personnel having access to the online computer network for instructional purposes, to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children’s Internet Protection Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Director of Educational Media and Technology or designated representatives.

Parent Responsibilities:

Parents should read through the entire Internet Acceptable Use Policy and Procedures and discuss Internet safety with their child.

Parents not wishing for their child's picture, video clip or name to be featured on Richmond County School System websites should see the school's Media Specialist to fill out an [online Opt Out form](#).

Student Responsibilities:

Students should not use the Internet for purposes other than instructional assignments related to the curriculum.

- Students will use system-supported technology, including, but not limited to Web 2.0 or equivalent resources (wikis, blogs, online collaborative environments, etc.) for educational use only and will refrain from accessing inappropriate information.
- Students must follow teacher directions for Internet related assignments.
- Students must heed prohibitions and Internet Safety rules.
- Students should participate in any and all training as instructed by school personnel.
- Students will follow all applicable rules related to Internet, computer or digital device use contained within the Student Code of Conduct and Discipline and sign that they have read the policy and procedures of the Richmond County School System and agree to abide by the same.
- Students should take precautions when using the network.

For Internet Safety, Students Are Reminded They Should:

- Never provide last name, address, telephone number, or school name online to someone they do not know.
- Never respond to and always report any messages that make the student feel uncomfortable or that are from an unknown origin.
- Never send a photo of themselves or anyone else without the permission of a parent.
- Never arrange a face-to-face meeting with someone they met online.
- Never open attachments or files from unknown senders.
- Always report any inappropriate sites observed.

CIPA DEFINITION OF TERMS:

TECHNOLOGY PROTECTION MEASURE. The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. OBSCENE, as that term is defined in section 1460 of title 18, United States Code;
2. CHILD PORNOGRAPHY, as that term is defined in section 2256 of title 18, United States Code; or
3. Harmful to minors.

HARMFUL TO MINORS. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors

SEXUAL ACT; SEXUAL CONTACT. The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

(RBOE Approved on July 13, 2006)

LOST AND FOUND

Every year there are hundreds of pieces of clothing and other articles that are brought to the office, and the owners are never identified. We suggest that parents call the office when items are lost. Please write your child's name on coats, book bags, and lunchboxes. The school's lost and found is located in the cafeteria in the room located left of the stage.

MEDIA CENTER

Students may go to the Media Center before and after school, at recess (with a pass from the teacher), and at other times as the individual teachers allow.

Lost or damaged books or magazines are the responsibility of the student who checks them out. *ALL* lost or damaged books/magazines must be paid for by the student/parent who checked the items out of the Media Center.

Elementary school students who fail to or refuse to pay for lost or damaged textbooks, library books, or media materials at the replacement cost shall be denied the issuing of additional textbooks, library books, or media materials, as well as report cards, diplomas, or certificates until full restitution is made.

The Media Center has a set of rules and policies that all students will be required to abide by at all times.

PTA

PTA is also an integral component for TRE. We encourage all of our parents to join and participate in the meetings and sponsored activities. PTA will assist the school with supporting our staff & students, fundraisers, staffing of school events and activities, planning activities and events, etc.

PARENTAL INVOLVEMENT

One of our goals for our **Parental Involvement Program** is to keep our parents informed of their child's progress. Parents and teachers must form a partnership and work cooperatively to achieve educational goals necessary to properly educate children.

PRIMETIME AFTERSCHOOL PROGRAM

The Family YMCA's Prime Time After School care provides a safe, well-supervised environment. Kids participate in a variety of skill-building games, crafts, outdoor activities, homework time, and curriculums which reinforce character development, reading, science and math. Prime Time After School has locations in 28 Richmond, Aiken, and McDuffie County schools, as well as six bus-in program sites. For registration and

payment, visit the Prime Time offices, located in the Wilson Family YMCA, 3570 Wheeler Road, Augusta, GA 30909. For additional information about Prime Time programs in Georgia, call 706-922- 9511 or for Prime Time programs in South Carolina, call 803-349-8080.

PROMOTION & RETENTION INFORMATION

The following is the elementary school promotion information for the current school year as adopted by the Richmond County Board of Education. A student shall be promoted when, in the professional judgment of the teacher(s) and the principal and other professional school staff, he/she has successfully met the identified instructional standards based on the Georgia Performance Standards and the local curriculum.

Richmond County Promotion Requirements

Kindergarten through 3rd Grades

To meet promotion requirements, a student must master essential standards for Language Arts and essential standards for Mathematics as identified on the Richmond County Board of Education report card.

Grades Fourth and Fifth

In addition to State Promotion Requirements in grade five, students in grades fourth and fifth must:

- a. Obtain a passing grade on the report card in
 - Mathematics
 - Language Arts

- b. Obtain a passing grade on the report card in at least two of the following:
 - Social Studies
 - Science
 - Health

3rd and 5th Grades must also obtain a passing score on the Georgia Milestones Assessment. (3rd grade Reading and 5th grade Reading and Math)

Communication

If a student is not meeting the above requirements, parents will be notified in the following manner:

Midway through the first nine weeks (4 ½ weeks of instruction): A parent conference should be held to discuss strengths and weaknesses and offer suggestions for student improvement. A student support team meeting shall be scheduled to develop an education plan for each student.

End of second nine weeks (18 weeks of instruction): At the end of the second nine weeks, the report card and the report student support team meeting must be held for each student not making satisfactory progress toward promotion.

End of third nine weeks (27 weeks of instruction): At the end of the second nine weeks, the report card and the report card envelop will indicate a check mark when the student is not making satisfactory progress toward promotion. The report card envelope will also indicate promotion difficulties. A parent-teacher conference shall be held at this time. Student support team meetings will be scheduled on the previous student support plan minutes and updated at this time for those in danger of being retained.

End of the School Year-fourth nine weeks (36 weeks of instruction): A student support team meeting must be scheduled for all students who are not meeting promotion requirements. The parent/guardian of a student who had been retained will be notified by letter sent via first class mail. For each student retained in a grade, the student support team must reconvene to review and update the student's education plan.

SCHOOL COUNCIL

School Councils help to improve communication and participation of parents and the community in the management and operation of local schools.

TRE has a functioning School Council that consists of parents, community members, faculty and staff. Officers are elected each school year and serve for the duration of that school year. TRE's School Council will meet a minimum of two times per school year. School Council records are public and are available in the main office.

SCHOOL FOOD SERVICES **(Breakfast and Lunch)**

Breakfast/Lunch

A Breakfast Program is available at the school and breakfast is free to all students. It is important for parents to know that one account number will be issued to students for breakfast and lunch. (student's will be charged for all extras).

SCHOOL INSURANCE

Information concerning school insurance is available at registration and on the Richmond County Schools website. www.rcboe.org

STUDENT DISCIPLINE & CODE OF CONDUCT

STARS ALERT

Tobacco Road is a Positive Behavior Intervention System (PBIS) school. Students are expected to follow the STARS Matrix:

- Safe**
- Team Players**
- Attitude Matters**
- Respect for Self and Others**
- Strive for Excellence.**

One of the most important lessons education should teach is **discipline**. At Tobacco Road Elementary, we believe it is the shared responsibility of the home and the school to accomplish this goal. It is the training that develops self-control, character, orderliness and efficiency. **Discipline** is the key to good conduct and proper consideration for other people. Good discipline is maintained by recognizing and praising good behavior and taking corrective action when necessary.

Tobacco Road Elementary School students are expected to put forth their best effort and to act appropriately at all times in a manner that will promote a safe, orderly learning environment. Any behavior which causes the learning atmosphere to be disrupted or which infringes upon the rights of others in the school will not be tolerated and may subject the student to corrective measures.

Conduct Rules

Good student conduct sets the tone for other positive things to happen in school. As a result, a positive school climate plan has been developed and will be implemented. Parents will be an integral part of the plan and will be directly involved with its implementation. The students themselves play an important role in their own educational programming. In such an atmosphere, the class is neither teacher-dominated nor student-controlled; rather, it is a joint effort to learn, relate, and experience.

Our method of discipline shows the student three things that include:

- 1) What they have done wrong;
- 2) How to solve the problems they created; and
- 3) How to assume responsibility for their own actions.

This method uses logical and realistic consequences and leaves the student's dignity intact. Self-discipline by students is the ultimate goal of the discipline program at TRE.

The following are **General Rules of Conduct** for all students at Tobacco Road Elementary School during school hours, on a school campus whether or not during school hours, at school activities, whether at home or away, on a school bus, or at school bus stops:

1. Disturbances that disrupt the learning opportunities for others in class are prohibited.
2. Students are expected to obey reasonable commands of all school personnel.
3. Rude, discourteous, disobedient, or defiant behavior is prohibited.
4. Profanity, obscenities, and/or insulting remarks will not be tolerated in school or on school grounds.
5. Threatening and/or intimidating another student or adult is prohibited including such statements as "I'm going to kill you."
6. Hitting, roughing, fighting, and physical abuse with intent to hurt another student or adult is prohibited.
7. Assault and/or battery on school employee or another student is prohibited.
8. No student shall leave campus without permission from the office.
9. Failure to tell the truth, forging or knowingly using a forged signature, stealing and cheating (giving or receiving information) is prohibited.
10. Falsifying, misrepresenting, omitting, or erroneously reporting information regarding instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student.
11. The willful damage or destruction of property is prohibited.
12. Tampering with fire safety equipment and/or setting off a false alarm is prohibited.
13. Igniting flammable substances in school or on campus is prohibited.
14. Fireworks, sand poppers, sparklers, matches, lighters, firecrackers, etc. are prohibited.
15. Possession, sale, or distribution of drugs, alcoholic beverages, or tobacco products on school property is prohibited.

16. Being under the influence of drugs or alcohol while attending school or any school activity is prohibited.
17. Possession or use of any instrument designed for and/or capable of inflicting bodily injury on another person is prohibited.
18. Sexual offenses are prohibited, including but not limited to sex acts or sexual touching, whether or not the other participant consents.
19. Bullying in any form is prohibited.

Assembly Rules

1. Enter and leave quietly.
2. Sit in your assigned area.
3. Be courteous during the program (Listen. Do not talk).
4. Show appreciation at the appropriate time by applause only.

Classroom Rules

(These are general rules. Each classroom teacher has his/her own set of rules.)

1. Listen to and follow all directions given by the teacher.
2. Talk only with permission and at appropriate times.
3. Control unnecessary movement.
4. Do not disrupt class.
5. Be prepared with necessary materials and assignments.

Hall Rules

1. Walk only. No running.
2. Stay in line and remain on the right side of the hall.
3. Be quiet and courteous.
4. Stop at the restroom or water fountain only with permission.
5. Always have a hall pass.

Lunchroom Rules

1. Stand in a straight line, do not lean on the wall.
2. Use quiet voices only.
3. Do not play with food.
4. Clean your personal space before you leave.
5. Place trays in the window one at a time.
6. Walk only.
7. All food must remain in the cafeteria.
8. All students are required to get a tray or bring a lunch from home.
9. Students are not allowed to bring fast food items in their original containers.
10. Students should not bring non-nutritional food items, such as cookies, candy, chips, or drinks in place of a lunch. These items included in a lunch from home are acceptable.
11. Student lunches cannot be warmed at school.

Playground Rules

1. Use equipment properly and safely.
2. Wait for your turn.
3. Do not throw rocks.
4. Put all trash in trash cans. No littering!
5. No running on sidewalks.
6. Play only in your designated area.

Restroom Rules

1. Must have a hall pass unless accompanied by an adult.
2. Use facilities properly. Flush urinals and toilets after each use.
3. Behave quietly and safely.
4. Do not place foreign objects or excess paper in sinks or toilets.
5. Do not play in the water.

Weapons and Dangerous Instruments

A student shall not possess, handle, or transmit a razor, ice pick, explosive, loaded cane, sword cane, machete, knife, pistol, rifle, shotgun, pellet gun, or other object that reasonably can be considered a weapon or instrument that can reasonably pose a danger to the health and safety of students, teachers, or any other person:

1. On the school grounds at any time;
2. Off the school grounds at a school activity, function, or event; or
3. In route to and from school.

Severe **disruptions** will result in **suspension** from school. An automatic suspension will be given to any student(s) who decides to resolve an issue by fighting. We cannot and will not tolerate any student that ignores school policy. Any student involved in a fight will be suspended from school. The number of days suspended will depend upon the severity of the incident and circumstances.

Our belief is that each student can behave appropriately in the classroom, in the halls, in the cafeteria, on the bus, and on the playground. We refuse to deny any student his/her learning experience because of inappropriate behavior.

Please consult your *Richmond County Code of Conduct Handbook* for more detailed rules and regulations governing student conduct as developed by the Richmond County Board of Education (RCBOE).

Authority of the Principal

The principal is the designated leader of the school and, in concert with the staff, is responsible for the orderly operation of the school. In cases of disruptive, disorderly or dangerous conduct not covered in this Code, the principal may undertake corrective or disciplinary measures which he/she believes to be in the best interest of the student and the school provided any such action does not violate school board policy or procedures.

STUDENT DRESS CODE

All students enrolled at TRE are required to adhere to the following guidelines of the Richmond County School System Dress and Grooming policy:

- Clothes and shoes should show good taste. Extreme designs and styles which may pose a safety problem are not allowed at school.
- Body piercing is prohibited for males and females.
- Shirts and blouses, including polo style shirts and t-shirts must be appropriate size for the student and must be tucked into the waistband of the pants, shorts, or skirt. Students may not wear the following to school: clothing that exposes the torso, such as see-through garments, halters, spaghetti straps, backless dresses, tube tops, muscle shirts, bare midriff outfits, shirts or blouses that are tied at or may rise above the waist.
- Skirts, shorts, skorts, dresses and pants must be fitted at the waist. Skirts, shorts, skorts, and dresses must be at a minimum to the knee area in length. RCSS deems miniskirts to be disruptive and students are not allowed to

wear them to school. As a rule of thumb parents may use a dollar bill held sideways for a measurement of no more than 2 ½ inches from the crease at the back of the knee.

- All pants, including jeans, must be of traditional style without cutouts and holes. They must be fitted at the waist and must not be baggy or oversized or undersized and not sagging or frayed at the bottom. Pants must not drag the floor. Leggings are considered an accessory and are to be covered by the appropriate length skirt, dress or other garment. Students may not wear the following to school: sweatpants, wind suits, athletic shorts, boxer-type shorts, spandex-style “bicycle” shorts, cut-off jeans, cut-off sweat pants, short-shorts, running shorts or any see-through garment.
- Belts must be secured at the waist and buckled. All straps must be fastened and sashes must be tied. Excessively large belt buckles are prohibited.
- Students must wear coats and jackets of the appropriate size and should not be overly baggy. Coats and jackets should be worn in weather appropriate for the garment and generally should be removed and not worn while the student is in the classroom or school building.
- Shoelaces must be tied. No shower shoes, flip flops, thong shoes, house slippers or shoes with wheels should be worn at school. At all times student safety should be considered in shoe selection.
- No hats, scarves, sweatbands, bandannas or other head covers may be worn in the classroom or the school building.
- Extreme hair color and/or styles that may cause disruption to the learning environment or school program are not allowed.
- Clothing with fraternity and sorority insignias should not be worn to school.
- Sunshade and/or dark glasses will not be worn inside the school building unless prescribed by a physician, and a doctor’s note is on file with the principal.
- Students are not to wear clothing (shirts, caps, etc.) that will in any way promote or advertise the use of narcotics, alcoholic beverages, tobacco or stimulant drugs which are illegal. Clothing with suggestive, vulgar, or obscene pictures and/or language shall not to be worn to school.
- “Grills” or metallic caps on the teeth are prohibited.

STUDENT RECORDS

Student records are confidential documents. The information is shared with the student, parents and only those educational personnel who are directly responsible for the planning of the child’s educational program as established by the *Family Educational Rights and Privacy Act (FERPA) of 1974*.

TEXTBOOKS AND OTHER SCHOOL PROPERTY

All textbooks are issued to each student **free** of charge and are the property of the state of Georgia. If a child **loses or damages** a textbook that has been issued to him/her, the parents must pay for the book according to **SB526**, which became effective July 1, 1994. A child is to be charged full price for a lost book. A child who has lost a book is not to be issued a new one until payment has been received for the originally issued book. Every effort will be made to look for a lost book before the parents are asked to pay for it. If the book is damaged but the school principal determines that the book can be used again, the student will be charged as follows:

Good condition – ¾ cost

Fair condition – ½ cost

Poor condition – ¼ cost

TRANSPORTATION FOR STUDENTS

The following **rules** are published for the safety, health, and welfare of all children who ride school buses. Parents are requested to impress on their children the necessity to obey these rules so the students may be transported safely and comfortably. Riding the bus is a privilege. If this privilege is abused, it can be taken away.

School Bus Rules and Student Responsibilities

1. The **driver** is in charge of the bus and all students aboard. Obey the driver promptly and cheerfully.
2. Obey and respect the orders of monitors or patrols on duty.
3. **Be on time.** The driver cannot wait beyond his or her regular schedule for those who are late.
4. Wait in an **orderly** line **off** the street or road.
5. Cross in **front** of the bus only when the road is clear and at a safe distance in front of the bus in order to be seen by the driver. (Minimum: 10 feet)
6. Do **not** run toward a school bus while it is in motion.
7. Ride only the bus **assigned** by the school official.
8. Do **not** try to get on or off the bus or move about within the bus while it is in motion.
9. Students **must** occupy seats assigned to them by the bus driver or school officials, and remain seated while the bus is moving. Ride three in seat if necessary, and do **not** exchange seats unless given permission of the driver. If all seats are taken, stand to the **rear** of the white marker line as long as the bus is in motion.
10. **Behave** on the bus as you are expected to behave in the classroom. Insolence, disobedience, vulgarity, foul language, fighting, pushing and similar offensive acts **will not** be tolerated.
11. **Do not** engage in any activity which might divert the driver's attention and cause an accident such as:
 - a. Loud talking or laughing, or unnecessary confusion.
 - b. Unnecessary conversation with the driver.
 - c. Extending any part of the body out of the bus.
12. Students are **not** permitted open or close bus windows without permission of the driver, nor shall they regulate or operate any part of the bus.
13. Do **not** engage in any activity which might damage, cause excessive wear or litter to the bus or other property. The following activities are prohibited at all times:
 - a. **Smoking or eating** on the bus.
 - b. **Throwing** anything in or from the bus.
 - c. Possessing **knives or sharp objects** on the bus.
 - d. Bringing **animals** on the bus.
 - e. **Tampering** with mechanical equipment, accessories, or controls of the bus.
14. Students will **not** leave the bus on the way to school or home without permission of the driver. The driver will not give permission except in case of emergency, or upon request of the principal or the student's parents.
15. Students must be courteous to the driver, to fellow students, and to passer-by at all times.
16. Report **promptly** to the driver any damage done to the bus. Persons causing damage will be expected to defray its full cost.

Transportation

Misconduct on the bus is subject to the same **disciplinary measures** as misconduct at school. When necessary, the principal, or Director of Transportation may **suspend or revoke** riding privileges.

Students misbehaving at the bus stop or to and from the bus stop will be disciplined by the principal. Transportation changes must be provided to the school office in written form. Written, signed notes may be sent with the student, delivered to the school office during the day (before 2:00 p.m.) or faxed to the school office at 706-796-4663. **Telephone calls are not to be accepted except in case of extreme emergencies. In case of an emergency, parents/guardians must speak with an administrator in order for transportation changes to be made over the telephone.**

If a written, signed note is not received and no emergency change has been approved, the student should go home their regularly scheduled way.

Students should not be removed from buses after they are loaded or have left the school.

VISITORS

Parents/guardians are encouraged and invited to visit the school. All guests are required to **check in at the office first**. A **pass** from the office is required before visiting the classrooms. **Advance notice** helps us to prepare for your visit.

VOLUNTEERS

Volunteering at TRE is an excellent way to support your child's school. In order to volunteer you must attend Volunteer Training and complete a Georgia Criminal Investigation background check. Training is offered periodically throughout the school year. Parents must complete the volunteer training in order to participate in any activities involving students including **field trips**.

"Knowing is not enough; we must apply. Willing is not enough; we must do."-- Johann von Goethe

"I must do something" always solves more problems than "Something must be done." --author unknown

"Education is the most powerful weapon which you can use to change the world." --Nelson Mandela

"Education is the key to unlock the golden door of freedom." --George Washington Carver

"Intellectual growth should commence at birth and cease only at death." --Albert Einstein

“Cultivation to the mind is as necessary as food to the body.” ---Marcus Tullius Cicero

“Read in order to live.” ---Gustave Flaubert

SUGGESTED SKILLS & KNOWLEDGE FOR STUDENTS (Grade Level Expectations)

STUDENTS ENTERING KINDERGARTEN

The suggested skills and knowledge for a student *entering* Kindergarten are as follows:

- Recognizes some numbers 0 through 10;
- Counts to 20;
- Counts objects to 10;
- Recites/sings the alphabet;
- Audibly recognizes his/her first name;
- Recognizes half of the letters of the alphabet;
- Recites the days of the weeks and months of the year;
- Recites the four seasons of the year;
- Sorts small quantities of items by color and shape (after demonstration);
- Recognizes the basic colors—red, blue, yellow, green, white, purple, black, brown, orange, and pink;
- Recognizes basic shapes—circle, square, triangle, rectangle;
- Uses senses to explore and observe;
- Listens and responds appropriately to oral communication;
- Appropriately participates in student-to-teacher, student-to-student, and group verbal interactions;
- Asks and answers questions;
- Displays age-appropriate turn-taking behaviors;
- Responds to comments and questions;
- Extends/repeats/duplicates an AB pattern;
- Follows simple one-step instructions;
- Makes predictions from pictures and titles;
- Recognizes some community helpers (police officer, fire fighter).

STUDENTS ENTERING 1ST GRADE

The suggested skills and knowledge for a student *entering* 1st Grade are as follows:

Reading and Language Arts

- Tracks text read from left to right and top to bottom;
- Distinguishes among written letters, words, and sentences;
- Identifies and produces rhyming words;
- Identifies component sounds in spoken words;
- Blends and segments syllables in spoken words;
- Recognizes and names all uppercase and lowercase letters of the alphabet;
- Matches all consonant and short-vowel sounds to appropriate letters;
- Blends individual sounds to read one-syllable decodable words;
- Applies phonics skills when reading;
- Makes predictions from pictures and titles;
- Asks and answers questions about story elements;
- Distinguishes fact from fiction in a read-aloud text;
- Retells important facts in the student's own words;
- Writes or dictates to describe familiar persons, places, objects, or experiences;
- Uses drawings, letters, and phonetically spelled words to create meaning;
- Accurately prints name, all uppercase and lowercase letters of the alphabet, and teacher-selected words;
- Uses left-to-right pattern of writing;
- Uses capitalization at the beginning of sentences and punctuation at the end of sentences;
- Writes about an event, topic or opinion using describing words;
- Responds to a story by retelling, using pictures or writing;
- Listens to and views various forms of text and media;
- Repeats auditory sequences (letters, words, numbers, and rhythmic patterns);
- Recites short poems, rhymes, songs, and stories with repeated patterns.

Mathematics

- Counts a number of objects up to 30;
- Produces models for number words through ten;
- Sequences and identifies using ordinal numbers (1st-10th);
- Compares two or more sets of objects (1-10) and identifies which set is equal to, more than, or less than the other;
- Identifies coins by name and value (penny, nickel, dime, and quarter);
- Uses counting strategies;
- Compares and orders objects based on physical characteristics (size, height, etc.);
- Knows the names of the days of the week, months of the year, and the four seasons;
- Recognizes and names the following figures: triangles, quadrilaterals (rectangles, squares), circles, spheres and cubes;
- Creates and extends patterns;
- Understands spatial relationships such as beside, above and below;
- Use basic math problem-solving skills.

Science

- Recognizes and describes objects in the sky (sun, moon, stars);
- Uses senses to observe and group rocks by physical attributes such as large/small, heavy/light, smooth/rough, dark/light;
- Recognizes earth materials— soil, rocks, water, and air;
- Recognizes the difference between living organisms and nonliving materials.

Social Studies

- Identifies several national holidays such as Labor Day, Veterans Day, Thanksgiving Day, and Independence Day;
- Identifies important American symbols such as the U.S. flag, the Georgia flag, the bald eagle, and the Pledge of Allegiance;
- Correctly uses words and phrases related to time such as before, after, day, night, today, tomorrow, yesterday, past, present, and future.

Basic Skills

- Asks and answers questions appropriately;
- Displays age-appropriate turn-taking behaviors;
- Responds appropriately to comments and questions;
- Listens and speaks appropriately with peers and adults;
- Follows two-part oral directions;
- Listens and responds appropriately to oral communication;
- Appropriately participates in student-to-teacher, student-to-student, and group verbal interactions;
- Walks in a straight line with others;
- Follows classroom and school rules.

Social Skills

- Understands the difference between right and wrong and recognizes and respects authority figures;
- Can communicate needs and feelings verbally in a socially appropriate manner and understands/recognizes that other people have feelings;
- Can play independently or in a small group without needing to be constantly supervised;
- Can take turns, share, converse (talk) and play with other children without needing to be reminded and uses polite language;
- Likes to make decisions for himself, explores new things and take some (safe) risks.

STUDENTS ENTERING 2nd GRADE

The suggested skills and knowledge for a student *entering* 2nd Grade are listed below:

Reading and Language Arts

- Identifies the beginning and end of a paragraph;
 - Isolates beginning, middle, and ending sounds in words;
 - Adds, deletes, or substitutes target sounds to change words (e.g., change top to stop; change smile to mile; change cat to cap);
 - Distinguishes between long and short vowel sounds;
 - Orally blends two to four phonemes into recognizable words;
-

- Generates the sounds for letters and letter patterns when decoding words;
- Identifies nouns and verbs;
- Identifies antonyms and synonyms;
- Makes predictions;
- Asks and answers questions about story elements;
- Distinguishes fact from fiction in text;
- Identifies the main idea, supporting details, and cause-and-effect relationships;
- Writes texts of a length appropriate to address a topic or tell a story;
- Prints with appropriate spacing between words and sentences;
- Writes in complete sentences with correct subject-verb agreement;
- Uses nouns (singular and plural) correctly;
- Uses common rules of spelling;
- Uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g., personal names, months).

Mathematics

- Compares sets using the terms greater than, less than, and equal to;
- Identifies coins (penny, nickel, dime, quarter) by name and value;
- Identifies bills (\$1, \$5, \$10, \$20) by name and value;
- Understands place value notation for the numbers 1 to 99;
- Skip-counts by 2s, 5s, and 10s to and from numbers up to 100;
- Knows the single-digit addition and subtraction facts to 18;
- Adds and subtracts 2 digit numbers without regrouping;
- Solves word problems involving addition and subtraction to 100 without regrouping;
- Counts collections of up to 100 objects by dividing them into equal parts and represent the results using words, pictures, or diagrams;
- Compares and/or orders objects by the length, height, and/or weight;
- Identifies and creates various basic figures and two and three-dimensional figures;
- Arranges and describes objects in space by proximity, position, and direction (near, far, below, above, up, down, behind, in front of, next to, and left or right of);
- Creates simple tables and graphs and interpret them;
- Uses basic math problem-solving skills.

Science

- Identifies different types of weather;
- Recognizes changes in water when it freezes (ice) and when it melts (water);
- Identifies forms of precipitation such as rain, snow, sleet, and hail;
- Recognizes sources of light;
- Recognizes safety and emergency sounds;
- Demonstrates how magnets attract and repel;
- Identifies the basic needs of plants (air, water, light, nutrients/food);
- Identifies the basic needs of animals (air, water, food, shelter);
- Identifies the parts of a plant (root, stem, leaf, flower).

Social Studies

- Identifies and locate his/her city, county, state, nation, and continent on a simple map or a globe;
 - Identifies goods that people make and services that people provide for each other;
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- Recognizes community helpers.

Basic Skills

- Listens and responds appropriately to oral communication;
- Appropriately participates in student-to-teacher, student-to-student, and group verbal interactions;
- Asks and answers questions appropriately;
- Writes legibly;
- Displays appropriate turn-taking behaviors;
- Responds appropriately to comments and questions;
- Listens to and views various forms of text and media;
- Walks in a straight line with others;
- Follows simple two-part directions;
- Follows classroom and school rules.

Social Skills

- Is starting to discriminate between fact, fiction and fantasy;
- Relates well to encouragement for acceptable behaviors. Many teachers refer to this as their students being "caught being good";
- Begins to step outside of self to see things from another's point of view;
- Finds security in rules, routines, organized play and group activities.

STUDENTS ENTERING 3RD GRADE

The suggested skills and knowledge for a student *entering* the 3rd Grade are as follows:

Reading and Language Arts

- Writes complete sentences using capital letters and correct punctuation;
 - Recognizes, reads, and spells words containing blends, digraphs, diphthongs, plurals, and possessives;
 - Recognizes, reads, and spells compound words and contractions, and multi-syllable words;
 - Applies learned phonics skills when reading and writing words, sentences, and stories;
 - Applies letter-sound knowledge to decode words;
 - Recognizes and correctly uses homophones, homographs, antonyms, and synonyms;
 - Uses context cues to determine the meaning of unknown words;
 - Makes predictions and asks question from what he/she reads;
 - Recalls story facts and details;
 - Distinguishes fact from fiction;
 - Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers;
 - Identifies main ideas, supporting details, cause and effect relationships, author's purpose;
 - Recognizes plot, setting, and character in texts;
 - Uses titles, tables of contents, and chapter headings to locate information;
 - Uses dictionary, thesaurus, and glossary skills to determine word meanings;
 - Writes texts of appropriate length to address topics, tell the story, respond to literature, etc.;
 - Writes in complete sentences with correct subject/verb agreement;
 - Uses nouns (singular, plural, and possessive) correctly;
 - Uses possessive pronouns and personal pronouns correctly;
-

- Uses common rules of spelling;
- Uses appropriate capitalization and punctuation when writing;
- Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic.
- Understands and uses the complete writing process (prewriting, drafting, editing/revising, publishing).

Mathematics

- Knows and understands the following mathematical terms and symbols: place value, thousands, sum, difference, product, factor, multiple, multiply, regroup, array, numerator, denominator, inch, foot, yard, centimeter, meter, polygon, right angle, obtuse angle, acute angle, edge, face, vertex/vertices, prism, plane, $>$, $<$, $=$, \neq , $+$, $-$, \times , minute, hour, Venn diagram, pictograph, scale, symbol for equality, symbol for inequality;
- Represent numbers using a variety of models, diagrams, and number sentences;
- Makes change using coins and paper currency;
- Uses decimal notation and the dollar and cent symbols to represent amounts of money;
- Correctly adds and subtracts two whole numbers up to three digits each with regrouping;
- Understands and uses the inverse relation between addition and subtraction to solve problems and check solutions;
- Uses basic properties of addition (commutative, associative, and identity) to simplify problems;
- Estimates to solve math problems;
- Models, identifies, labels, and compares fractions (thirds, sixths, eighths, tenths);
- Knows how many fractional parts of a particular size are equal to a whole;
- Recognizes and counts the (plane) shapes and the number of the faces of geometric solids;
- Recognizes the shape of right, obtuse, and acute angles;
- Creates and interprets charts, picture graphs, Venn diagrams, and bar graphs;
- Knows the standard units of inch, foot, yard, and metric units of centimeter and meter;
- Describes and classifies plane figures (triangles, square, rectangle, trapezoid, quadrilateral, pentagon, hexagon, and irregular polygonal shapes) according to the number of sides and vertices and the sizes of angles (right angle, obtuse, acute);
- Correctly adds and subtracts two whole numbers up to three digits with regrouping;
- Tells time to the nearest five minute intervals;
- Know the numbers of seconds in a minute, minutes in an hour, and hours in a day;
- Completes number patterns;
- Knows the difference between even and odd numbers;
- Knows single-digit addition and subtraction facts to 18.

Science

- Recognizes that science involves investigations, collecting data, testing hypotheses and conducting experiments;
- Recognizes that all different kinds of people can be and are scientists;
- Recognizes, understands and describes the physical attributes of stars (size, brightness, patterns);
- Understands that weather, plants, animals, and people affect the environment;
- Identifies the three common states of matter as solid, liquid, or gas;
- Identifies sources of energy and light and how they are used;
- Recognizes the life cycles of mammals, birds, amphibians, and insects;
- Recognizes the life cycles of plants and trees.

Social Studies

- Able to locate the major rivers in Georgia: (Ocmulgee, Oconee, Altamaha, Savannah, St. Mary's, Chattahoochee, and Flint);
-

- Identifies the roles of the President, Governor, and Mayor.

Basic Skills

- Listens and responds appropriately to oral communication;
- Appropriately participates in student-to-teacher, student-to-student, and group verbal interactions;
- Asks and answers questions appropriately;
- Displays appropriate turn-taking behaviors;
- Responds appropriately to comments and questions;
- Listens to and views various forms of text and media;
- Walks in a straight line with others;
- Follows classroom and school rules;
- Writes legibly;
- Can write and spell his/her first and last name.

Social Skills

- Begins to think in a more organized and logical fashion;
- Can assess his/her own abilities;
- Can start critiquing peers' abilities in a way that opens the door for positive feedback instead of merely criticism;
- Gains an understanding that other people are not simply observers of his actions and experiences;
- Shows a wide range of emotions (not just angry, happy or sad) and is able to express those emotions in a socially appropriate manner;
- Accepts feedback gracefully and is willing to make the changes suggested.

STUDENTS ENTERING 4th GRADE

The suggested skills and knowledge for a student *entering* the 4th Grade are as follows:

Reading and Language Arts

- Reads orally with speed, accuracy and expression;
- Makes predictions and draws conclusions about what he/she reads;
- Identifies elements of a story (setting, characters, plot);
- Identifies the author's purpose;
- Uses the dictionary, thesaurus, and glossary to locate word meanings, synonyms and antonyms;
- Writes complete stories including all story elements (setting, characters, plot);
- Writes and discusses their opinion of a story or topic;
- Chooses topics, locates information on topics and write reports on topics;
- Correctly identifies and uses subjects and verbs;
- Correctly identifies and uses nouns and pronouns;
- Uses correct verb tense;
- Speaks and writes in complete sentences;
- Uses appropriate capitalization and punctuation when writing;
- Summarizes what is read;
- Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers;
- Forms and defends an opinion about what is read;
- Identifies main ideas, supporting details, and cause-and-effect relationships;

- Recalls facts and details from what is read;
- Uses titles, tables of contents, and chapter headings to locate information;
- Uses descriptive adjectives and verbs when writing;
- Correctly identifies and uses subject/verb agreement, adjectives, nouns, contractions, pronouns, and verbs;
- Distinguishes between complete and incomplete sentences;
- Uses resources (encyclopedias, Internet, books) to research and share information about a topic.

Mathematics

- Identifies place values from tenths through ten thousand;
- Uses the properties of addition, subtraction, multiplication and division to solve math equations and word problems;
- Knows the multiplication facts with understanding and fluency through 10x12;
- Understands the meaning of a remainder in division;
- Divides a 2 and 3-digit number by a 1-digit divisor;
- Identifies fractions that are decimal fractions and/or common fractions;
- Understands that a decimal fraction (i.e. 3/10) can be written as a decimal (i.e. 0.3);
- Solves problems involving decimal fractions and common fractions with like denominators;
- Measures, estimates, and represents in appropriate units to the nearest ¼ inch, ½ inch and millimeter (mm) in addition to the previously learned inch, foot, yard, centimeter, and meter.
- Understands and measures the area and perimeter of geometric figures (squares and rectangles);
- Identifies and compares the properties and angles of fundamental geometric figures;
- Identifies the center, diameter, and radius of a circle;
- Describes and extends numeric and geometric patterns;
- Constructs and interprets line plot graphs, pictographs, Venn diagrams, and bar graphs using scale increments of 1, 2, 5, and 10;
- Knows and understands the following mathematical terms and symbols:
quotient, whole number, decimal point, place value of 1/10 (tenth), numerator, denominator, second (unit of time), ÷, x, decimal fraction, common fraction, elapsed time, scalene triangle, isosceles triangle, equilateral triangle, bar graph, mile, kilometer, center, diameter, radius, line plot graph.

Science

- Uses tools and instruments for observing, measuring, and manipulating objects in scientific activities;
- Explains the difference between a rock and a mineral;
- Recognizes the physical attributes of rocks and minerals using observation (shape, color, texture), measurement, and simple tests (hardness);
- Understands how water and wind change rocks and soil over time;
- Describes how a fossil is formed;
- Uses thermometers to measure temperature;
- Understands how heat is produced and the effects of heating and cooling;
- Understands how magnets attract and repel each other;
- Recognizes the effects of pollution and humans on the environment.

Social Studies

- Understands who the following historical figures are and what they contributed to America: Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women's rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), and César Chávez (workers' rights);

- Identifies major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson;
- Identifies major mountain ranges of the United States of America: Appalachian, Rocky;
- Locates the Equator, Prime Meridian, and lines of latitude and longitude on a globe;
- Names the three levels of government (national, state, local) and the three branches in each (executive, legislative, judicial), including the names of the legislative branch (Congress, General Assembly, county commission or city council);
- Describes the four types of productive resources: Natural (land), Human (labor), Capital (capital goods), and Entrepreneurship (used to create goods and services);
- Organizes events in chronological order.

Basic Skills

- Listens and responds appropriately to oral communication;
- Appropriately participates in student-to-teacher, student-to-student, and group verbal interactions;
- Asks and answers questions appropriately;
- Writes legibly;
- Displays appropriate turn-taking behaviors;
- Responds appropriately to comments and questions;
- Walks in a straight line with others;
- Follows classroom and school rules.

Social Skills

- Begins to recognize that friendship has different levels and that at this age these levels are frequently changing;
- Applies developing critical thinking and problem-solving skills to understanding complex social issues like war and poverty;
- Knows and understands that peer pressure and bullying can have an effect on social and emotional well-being;
- Is able to identify the characteristics of a good friend;
- Is learning to initiate conflict resolution without external prompting.

STUDENTS ENTERING 5th GRADE

Suggested skills and knowledge for a student *entering* the 5th Grade are as follows:

Reading and Language Arts

- Identifies the characteristics of various genres;
- Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed, or performed;
- Identifies sensory details and figurative language;
- Makes judgments and inferences about setting, characters, and events;
- Identifies themes and lessons in folktales, tall tales, and fables;
- Identifies rhyme and rhythm, repetition, similes, and sensory images in poems;
- Locates facts to answer questions;
- Summarizes main ideas and supporting details;
- Distinguishes fact from opinion or fiction;

- Understands and acquires new vocabulary and uses it correctly in reading, writing, and speaking;
- Uses context clues to determine the meaning of unknown words;
- Identifies the meaning of common prefixes (e.g., un-, re-, dis-);
- Identifies the meaning of common idioms and figurative phrases;
- Identifies playful uses of language (e.g., puns, jokes, palindromes);
- Identifies and applies the meaning of the terms antonym, synonym, and homophone;
- Reads with 90% accuracy (or higher) and with a rhythm, flow, and meter that sounds like everyday speech (prosody);
- Produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure;
- Writes texts of a length appropriate to address the topic or tell the story;
- Acquires and acknowledges information from various reference materials (i.e., dictionary, thesaurus, encyclopedia, electronic information, almanac, atlas, magazines, newspapers, and key words);
- Uses a writing process to develop, revise, and evaluate writing;
- Demonstrates understanding and control of the rules of the English language;
- Recognizes the subject-predicate relationship in sentences;
- Uses and identifies four basic parts of speech (adjective, noun, verb, adverb);
- Uses and identifies correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments);
- Writes legibly in cursive, leaving space between letters in a word and between words in a sentence;
- Uses knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling;
- Spells most commonly used homophones correctly (there, they're, their; two, too, to);
- Varies the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound);
- Demonstrates an understanding of listening, speaking, and viewing skills for a variety of purposes;
- Listens to and views various forms of text and media.

Mathematics

- Identifies place value names and places from hundredths through one million;
- Equates a number's word name, its standard form, and its expanded form;
- Rounds numbers to the nearest ten, hundred, or thousand;
- Rounds a decimal to the nearest whole number or tenth;
- Knows the division facts with understanding and fluency;
- Solves problems involving division by 1 or 2-digit numbers (including those that generate a remainder);
- Understands the relationship between dividend, divisor, quotient, and remainder;
- Adds and subtracts one and two digit decimals;
- Multiplies and divides one and two digit decimals by whole numbers;
- Understands representations of equivalent common fractions and/or decimal fractions.
- Adds and subtracts fractions and mixed numbers with like denominators up to 12;
- Uses mixed numbers and improper fractions interchangeably;
- Computes using the order of operations, including parentheses;
- Computes using the commutative, associative, and distributive properties;
- Use mental math and estimation strategies to compute;
- Estimates a sum or difference by rounding numbers;
- Solves problems involving multiplication of 2-3 digit numbers by 1 or 2 digit numbers;

- Uses standard and metric units to measure the weight of objects;
- Uses tools, such as a protractor or angle ruler, and other methods such as paper folding, drawing a diagonal in a square, to measure angles;
- Understands that the sum of the three angles of a triangle is always 180° ;
- Recognizes plane and solid geometric figures;
- Graphs points on the coordinate plane;
- Examines and compares angles in order to classify and identify triangles;
- Describes parallel and perpendicular lines in plane geometric figures;
- Classifies quadrilaterals (including parallelograms, squares, rectangles, trapezoids, and rhombi) by their properties;
- Uses the coordinate system by applying and graphing ordered pairs in quadrants;
- Constructs and interprets line graphs, line plot graphs, pictographs, Venn diagrams, and bar graphs;
- Identifies missing information and duplications in data;
- Determines the range, mode, and median of a set of data;
- Knows and understands the following terms and symbols:
mixed fraction, proper fraction, improper fraction, point, ray, line, line segment, parallel, perpendicular, diagonal line, plane, weight, ounce, pound, ton, gram, kilogram, protractor, degree, rotation, parallelogram, trapezoid, rhombus, rectangular prism, pyramid, coordinate system, ordered pair, line graph, right triangle, acute triangle, obtuse triangle, net, median, mode, range, straight angle.

Science

- Records data and information from investigations and experiments;
- Understands that clear and active communication is an essential part of science;
- Understands that scientists use technology to increase their power to observe things and to measure and compare things accurately;
- Understands science involves many different kinds of work and engages men and women of all ages and backgrounds;
- Recognizes the physical attributes of stars in the night sky such as number, size, color and patterns;
- Explains the day/night cycle of the earth;
- Explains the sequence of the phases of the moon;
- Understands the relative size and order from the sun of the planets in the solar system;
- Understands how water changes states from solid (ice) to liquid (water) to gas (water vapor/steam) and changes from gas to liquid to solid;
- Identifies the temperatures at which water becomes a solid and at which water becomes a gas;
- Explains the water cycle (evaporation, condensation, and precipitation);
- Identifies weather instruments and explains how each is used in gathering weather data and making forecasts (thermometer, rain gauge, barometer, wind vane, anemometer);
- Differentiates between weather and climate;
- Identifies simple machines and explains their uses (lever, pulley, wedge, inclined plane, screw, wheel and axle);
- Describes the roles of organisms and the flow of energy within an ecosystem;
- Identifies the roles of producers, consumers, and decomposers in a community;
- Identifies factors that affect the survival or extinction of organisms--adaptation, variation of behaviors (hibernation), and external features (camouflage and protection);
- Identifies factors that may have led to the extinction of some organisms.

Social Studies

- Locates (on a map/globe) where Native Americans settled with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee), and Southeast (Seminole);
- Describes how Native Americans used their environment to obtain food, clothing, and shelter;
- Describes the reasons for, obstacles to, and accomplishments of the Spanish, French, and English explorations of John Cabot, Vasco Nunez de Balboa, Juan Ponce de León, Christopher Columbus, Henry Hudson, and Jacques Cartier;
- Describes colonial life in America
- Explains who wrote and why the Declaration of Independence was written;
- Recognizes major events of the American Revolution and the factors leading to American victory and British defeat;
- Recognizes key individuals in the American Revolution and their roles--King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams;
- Identifies the three branches of the U. S. government as outlined by the Constitution, describes what they do, how they relate to each other (checks and balances and separation of power), and how they relate to the states;
- Recognizes the Bill of Rights and its role in America government;
- Describes territorial expansion including the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns);
- Understands the impact of the steamboat, the steam locomotive, and the telegraph on life in America;
- Describes the impact of westward expansion on Native Americans;
- Recognizes Harriet Tubman, Elizabeth Cady Stanton, and Sojourner Truth and their roles in abolition and suffrage movements;
- Locates major physical features of the United States on a map including the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Great Basin, Death Valley, the Gulf of Mexico, the St. Lawrence River, and the Great Lakes;
- Locates major man-made features on a map including New York City, NY; Boston, MA; Philadelphia, PA; and the Erie Canal;
- Describes the meaning of natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness);
- Describes the federal system of government in the U.S.;
- Explain the importance of freedom of expression as guaranteed by the First Amendment to the U. S. Constitution;
- Describes the functions of government;
- Explains the necessity of respecting the rights of others and promoting the common good;
- Explains the necessity of obeying reasonable laws/rules voluntarily, and explains why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, communicating with public officials).

Basic Skills

- Listens and responds appropriately to oral communication;
- Appropriately participates in student-to-teacher, student-to-student, and group verbal interactions;
- Asks and answers questions appropriately;
- Displays appropriate turn-taking behaviors;
- Responds appropriately to comments and questions;
- Follows multi-step directions;
- Walks in a straight line with others;
- Follows classroom and school rules.

Social Skills

- Begins to exhibit an increasing level of independence;
- Becomes more dependable and trustworthy;
- Is (slowly) learning to accept responsibility for own failures and mistakes;
- Is very aware of the concept of “fairness”.

"I continue to believe that if children are given the necessary tools to succeed, they will succeed beyond their wildest dreams!"—David Vitter, U.S. Senator

"In an effective classroom, students should not only know what they are doing, they should also know why and how." ---Harry K. Wong