



Hope Valley Elementary Parent & Family Handbook 2023-2024



Principal Welcome

Welcome ALL Hope Valley families to our 2023-2024 school year. Truly, Hope Valley is everything an elementary school should be and it is an honor to serve our community. What sets Hope Valley apart from other elementary Schools?

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

I would encourage all families to partner with us so we can work together on making sure your child has an amazing school year. Let us know your questions and concerns throughout the year, and join in celebrating our accomplishments as a school community.

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

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

Here's what you can expect from HVE in 2023-2024.

- Committed, dedicated, and supportive teachers
- Frequent communication from your child's teacher
- Your child having access to small group reading instruction starting the week of September 5th
- Your child having access to small group math instruction starting the week of September 12th
- Collaborative teaching teams that work together to plan lessons, homework, and grade-level strategies
- Differentiated instruction (your child's individual needs are met through personalized work to meet their learning needs and area of interest)
- Learning Targets posted in "I can" statements so your child can inform you about what they learn each day
- Teachers frequent use of *HITS* or high impact teaching strategies - evidenced based practices to support optimal learning
- A 15 minute morning meeting to build classroom climate every morning
- Quarterly Eagle Bucks store where you child can cash in pretend money earned from making good behaviors and academics choices in our school
- Weekly *ConnectEd* call messages with wide school updates

To reach the principal directly please call 919-5603980 ext 27232 or email: jed_miller@dpsnc.net **Please do NOT use messaging apps such as Talking points, etc. to communicate with the principal especially with time sensitive inquiries.**

Durham Public Schools Student/Family Handbook 2023 - 2024 Student/Family Handbook -

2023-24 Student Family Handbook.pdf

Durham Public School Traditional Calendar

The 2023-24 DPS calendars have been updated and are available here:

2023-2024 Traditional Calendar (English & Spanish).pdf

Please be mindful of Teacher Workdays (no school for students) & Early Release Days (students dismiss at 12:00pm):

Teacher Workdays- September 25, 2023, November 1, 2023, November 7, 2023, January 2, 2024, January 16, 2024, February 19, 2024, April 1, 2024, April 10, 2024,

Early Release Days- October 11, 2023, February 16, 2024, March 8, 2024, April 26, 2024, May 10, 2024, June 7, 2024

Hope Valley Master Schedule

Report Card & Progress Report Distribution Calendar 2022-2023

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

TRADITIONAL CALENDAR for 2023-2024				
	1 st Quarter (45 days) 8/28 - 10/31	2 nd Quarter (37 days) 11/2 - 1/12	3 rd Quarter (47 days) 1/17 - 3/22	4 th Quarter (47 days) 4/2 - 6/7
Progress Report	Friday, September 29, 2023 (23 days)	Tuesday, December 5, 2023 (19 days)	Monday, February 20, 2024 (24 days)	Monday, May 6, 2024 (24 days)
End of Grading Period	Tuesday, October 31, 2023	Friday, January 12, 2024	Friday, March 22, 2024	Friday, June 7, 2024
Report Cards Distributed	Thursday, November 9, 2023	Tuesday, January 23, 2024	Monday, April 8, 2024	Friday, June 7, 2024 <i>Final secondary report cards will be mailed. High school report card delivery is dependent on NCDPI score reporting.</i>

Homework

The purpose of homework at Hope Valley is to reinforce content that has already been taught in the classroom and encourage a strong foundation in core content areas. K-5 students will be graded as a behavior in the comments section of the report card.

Volunteers/Class visits

Hope Valley encourages parent involvement with our commitment to an open and transparent school community. All Hope Valley volunteers must complete a DPS Background Check <https://www.dpsnc.net/domain/133>, and be district approved prior to volunteering. Visitors and volunteers that will be interacting directly with students and/or staff must also attest to our visitor/volunteer [vaccination attestation](#). While we encourage volunteers, parents or guardians are not allowed to volunteer in the same classroom or grade-level where their own child attends, on a recurring basis. We would encourage families to reach out to our school's PTA to consider supporting areas of specific need in our school. Parents or guardians are all allowed or encouraged to participate in individual class events such as bringing items in for an end of the month birthday class celebration, field trips, or grade-level sponsored events. Due to COVID-19, Hope

Valley will retain the right to limit or restrict volunteers as needed to support the health and safety of students and staff, or to adjust to changes in DPS Board policy, CDC, or state guidelines. Updates related to our school's volunteer policy will be communicated on an ongoing and as needed basis throughout our 22-23 school year. Parents or guardians may also request parent conferences at any time, but teacher meetings are limited or restricted to times when students are not present in the building, or when we have adequate supervision to allow for daytime conferences. The school's administration will reserve the right to limit or restrict volunteering, school visits, or other meetings as needed to ensure the emotional and physical safety of students and staff.

Visitor and Spectator Guidelines-per DPS

- All visitors must sign in at the front office and be prepared to show a photo ID.
- It is strongly recommended that visitors experiencing any contagious illness or having signs of sickness please stay at home.
- Parents or guardians of students are permitted to walk students to class.

School Improvement Team

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

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

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

This tool can be accessed using the guest login information:

Log in	Password
GuestS15343	GuestS15343

Attendance

A student is considered absent from school when the student is not present for at least half of the school day, whether the absence is excused or unexcused. A student who is absent from school shall within three days of returning to school furnish a written excuse from the student's parent/guardian, custodian or doctor stating the dates and reason for the absence. After five consecutive or 10 accumulated absences in a semester, the school's administration may require a written doctor's excuse for any additional absences attributed to illness.

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

Lawful absences:

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

Transportation Changes

Changes to your child's daily transportation must be called into the school by 12:30 p.m. by calling 919-560-3980.

Standards Based Grading

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

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

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

	Quarter 1	Quarter 2	Quarter 3	Quarter 4 / End of Year
Report Cards Distributed	Wednesday, November 2, 2022	Tuesday, January 24, 2023	Thursday, April 6, 2023	Friday, June 9, 2023 <i>Final secondary report cards</i>

				will be mailed. High school report card delivery is dependent on NCDPI score reporting.
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Teacher change request

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

Technology

As we prepare to launch the 2021-2022 school year, DPS IT is excited to roll-out our new [One-to-One \(1:1\) Student Device Handbook](#) and updated [Parent/Student One-to-One \(1:1\) Technology Agreement](#). Please ensure all students who receive a DPS-issued device(s) receive the Handbook and return their Technology Agreement.

One-to-One

[One-to-One \(1:1\) Student Device Handbook \(English\)](#)

Hope Valley elementary distributes devices (in most cases a Chromebook) to each student. Students are assigned passwords which they must use to access the device and the passwords should not be shared with, or given to peers or siblings. Students will bring their devices back and forth between home and school each day. Families must assist us with caring for these devices by teaching your child proper care and reasonable use. Our school has a limited number of replacement devices available to exchange for broken devices designed to fill gaps when devices are sent out for warranty repair. While DPS utilizes software to block or restrict offensive content, it is still possible for students to access non educational content, and for this reason, adults should actively monitor your child's Chromebook use at home.

Chromebook use should be limited to students, and members of the household should NOT use these devices for personal use such as banking, shopping, social media, etc. Students are expected to abide by the district's technology policy and user agreements. Student Chromebook use, even while at home, is subject to the DPS Student Conduct policies when using devices, and improper use may result in disciplinary consequences including forfeiture of the device for a specified or permanent duration, suspension, etc., and for this reason, we encourage families to communicate your expectations about device content with your child.

PowerSchool & Parent Portal

We know your student's academic success is important to you, and in times like these, you probably have questions about their current grades. Hard copy report cards will no longer be distributed. However, there is an alternate way you can view your child's grades and stay up to date on their information via our online student information system called PowerSchool.

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

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

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

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

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

DPS Dress Code-

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

Early Dismissal & Late Arrival

After the first two weeks of school and starting Sept. 6th, 2022, any student who arrives after 7:40 a.m., must be escorted by a parent to sign the student into the main office for an attendance slip. For early dismissal, a parent must come to the main office to **sign the student out BEFORE 1:30 p.m.** Parents/guardians or adults designated in writing, on the student information card/forms, and with a valid NC Driver's license or state ID cards, are the only permitted people allowed to sign a student out of school. Early sign out time lasts until 1:30 p.m., and students **will not be called to the office for dismissal after 1:30 p.m.** Families are limited to 3 early dismissals per quarter at which point students will not be called out of class for dismissal. Families that need specific accommodations for signing students out early due to ongoing medical issues or other similar situations beyond 3 times each quarter, should reach out to the school's administration in writing for support.

Students will NOT BE dismissed from 1:30-2:15 regardless of reason. Families will need a valid state issued ID or driver's license in order to sign students out. If you do not have the required ID please plan to allow for an extra 15-20 minutes (arrive early) to sign out your child as our sign-out process will require additional time and steps for those without proper photo identification.. Families needing accommodations for dismissal should

request a conference with the school's principal or submit requests in writing. *Families requiring additional early pick-ups during any given quarter should submit a request in writing (no emails) no less than 3 weeks in advance to the principal.*

Parent Teacher Conferences

We recommend teachers schedule parent teacher conferences once a quarter, and all families will be invited in during our first quarter. Please do not have conversations with teachers from 7:15-7:45 as teachers are planning for instruction, welcoming students, and supervising students as they complete morning work or eat breakfast. Parents/guardians are welcome to schedule conferences with teachers. We simply ask our parents for adequate notice so we have time to plan a scheduled parent teacher conference.

Medication

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

Hope Valley will be able to accept medications starting 8/2/22, 7:15am-3pm Monday - Thursday. ***WE ENCOURAGE FAMILIES TO BRING MEDICATION IN THE WEEK BEFORE SCHOOL STARTS.*** The sooner your medication is brought in the sooner the School Nurse will be able to ensure the staff is trained on the medication and condition. Please ensure your child is "first day ready" by getting your medication and order in asap."

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

School Bus

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

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

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

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

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

Carpool Procedures (am/pm)

- Carpool lane will be blocked off until 15 minutes before morning and afternoon carpool begins. No vehicle traffic permitted in the front of the building until morning carpool begins. This is to ensure the safety of students, staff and other pedestrians. When lining up for carpool you may pull to the cones and wait for carpool to begin. Families must follow carpool procedures and directions to ensure the safety of students. Staff will direct traffic into the carpool lane.
- Students are not to be dropped off or picked up in the parking lot at any time. In the afternoon, students will be waiting in the front area of the school to be called to report to their car and vehicles should pull forward and remain in the line groups. No student will be allowed to leave the front area to enter the parking lot without their parent or designated carpool ride.
- Do not pull around vehicles unless instructed to do so by a staff member. Stay in the lane you are in unless directed to go around.
- The campus wide speed limit is not to exceed 10 mph. Please go slow and be alert while on campus.
- Under no circumstances, and even in the case of an emergency, should any parent or guardian walk to the front of the school and request a student be dismissed while our carpool lane is active. Adult foot traffic is not permitted in this area as this creates a safety issue by limiting the ability of students to socially distance, and compromises the safety of our students. Requests for exceptions undermine the school's carline procedures, are disruptive to students, and prevent staff from focusing on carpool logistics and safety.
- Under no circumstances should Hope Valley car pool vehicles be parked in nearby commercial properties or on University Ave, nor should these areas be utilized for loading or unloading students.
- Families requiring more time to unload are welcome to navigate the carpool lane and utilize the parking spaces in the front of the school in order to accommodate students and staff benefiting from extra assistance.

Walkers

Students who walk to school should be accompanied by a parent/guardian and enter the building through the front or back entrance of the school during our morning arrival. For dismissal, a parent/guardian must pick up their student at the end of B-Hall before 2:30 p.m. Families should notify teachers in writing at least 24 hours in advance to designate students as walkers. Parents can authorize 4th and 5th grade students to walk home without an escort by submitting a written note at least 48 hours in advance to the principal, authorizing the

students to walk home independently. Families should not bring dogs onto the school's campus as they are not permitted. Please be patient with us over the first three weeks of school (expect possible delays) as we acclimate to our new dismissal routines.

Before and After-School Care

Before and After-School Care DPS Community Education offers licensed before and after-school programs, specifically at Hope Valley Elementary School. For more information and/or questions, please call (919) 560-3816.

Morning Arrival Policy

Adults accompanying students are welcome to enter our building from 7:15-7:35 a.m., but will not be permitted to enter after 7:35 a.m. Adults joining students should avoid conversations with teachers beyond a warm morning greeting. Adults are not permitted to enter the classroom at any time. All adults should exit the building by 7:40. The privilege of walking students to class may be revoked for adults that are not abiding by policy. . For adults entering the building in the morning, vehicles may only be parked in designated spaces.

Birthday Parties

At Hope Valley Elementary, we enjoy honoring students on their birthday. We announce the birthday child's name on the morning announcements, classes sing the "Happy Birthday" song, and families have always had the option of bringing in items aligned with DPS wellness policy to share with classmates on the last Friday of each month. Please know that you do not have to send treats or gifts with your child on his or her birthday. Teachers take great pride in making your child feel special on their birthday. If you do feel the need to send something for your child to enjoy with her or his classmates, please reach out to your child's teacher.

Field Trips

Field trips can be an important part of the instructional program at Hope Valley. Since the curriculum is planned in advance, teachers plan field trips in advance. As with any learning activity, field trips should have a clear purpose, relate directly to learning objectives, and be followed with reflective follow up learning experiences. Only approved chaperones and students may attend field trips. Parent chaperones must complete the DPS volunteer form and be approved (process takes several weeks) prior to participating in a field trip. Students from other classes or schools should not be attending class field trips and chaperones should be focused exclusively on chaperoning and supervising the children from your class. Any exception to this (i.e. volunteer with lunches having a younger child with them) must be approved in advance by the Principal. Students should not be denied participation in a field trip if any costs associated with the trip create a hardship for a family, and we would encourage families to contact our school's social worker if needed. Parents cannot ride the bus for field trips. If you are opting for school lunch for a field trip (students who receive free lunch) cost will be covered. If you do not qualify for free lunch you will have to pay for school lunch for the field trip.

Parent Liaison

HVE parent liaison will serve as the liaison between school and parents, relaying the needs of one to the other; educating teachers and staff on how to communicate and work effectively with parents as equal partners; Our parent liaison is Mrs. Irma Hann, please contact the main office for more information.

Talking Points

Talking Points is an educational app with a mission to drive student success by using accessible technology to unlock the potential of family engagement in children's education. Our multilingual technology platform connects and empowers families and teachers by using human and AI-powered, two-way translated

communication and personalized content. This unique approach eliminates barriers including language, time, mindsets, and capacity to foster strong family engagement in development of students' academic success. Teachers will initiate information for families to sign-up during open house. School wide messages and reminders will be sent through Talog Points. Do NOT use messaging apps to contact the principal.

Multi-Tiered System of Support (MTSS)

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

Core Behavior Practice (formerly PBIS)

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

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

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

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

Responsive Classroom

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

The Responsive Classroom approach is guided by these six principles:

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

Trauma Informed School

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

The school's trauma team will support students and staff by providing information on strategies that help maintain a positive, productive, and nurturing school climate. One component of our trauma-informed practices for our 21-22 school year will include an option for teachers to utilize a classroom "Think Space," in order to provide students with a safe and quiet place to de-escalate and process through feelings during class time.

Restorative Practices

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

Family & Community Engagement Policy

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

At the same time, we recognize that parents have many home and work obligations that might prevent traditional involvement in the school setting. For this reason, we plan to offer different opportunities for parents to participate in our students' education. In order to ensure strong partnerships between parents and teachers,

Hope Valley faculty and staff are committed to pursuing the following goals in ways that embrace the diversity of our school population and that support the individual needs of our families.

Goals for Parent Involvement

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

Sick

When students are actively exhibiting any COVID 19 symptom they should be kept home. The school will retain the right to send any student home at any time when exhibiting any symptom, even in instances when the student was symptom free when leaving home. We must side with caution to keep our students and staff safe, and all members of our school community must be proactive and supportive. Once students with symptoms or self reporting symptoms leave the classroom, they are taken to our care room, requiring our school to provide additional supervision until a family member picks their child up from school. Please do NOT send students to school following the use of over the counter fever reducing medications.

Symptoms due to other medical conditions

In some cases students may have seasonal allergies or other medical conditions that may mirror COVID19 symptoms. The school will side with caution and treat these symptoms as if they have the potential to be COVID19 symptoms. Students with any symptom due to any condition, and siblings, may be asked to remain home or quarantine in accordance with health department. Hope Valley recognizes the impact of student absences from school on student learning, and working families, and we therefore **invite families to provide the school with a medical doctor's note if you anticipate your child having any conditions that may appear to be like COVID19 symptoms.** Notes must be provided in advance, and will not guarantee that students will not be sent home when symptomatic as the school will retain the right to evaluate any student's symptoms on a case-by-case basis. However, if symptoms are consistent and attributable to a medical condition, and a student has a negative test within a 30 day window, in cases where a doctor's note has been provided in advance, and in accordance with recommendations of the lead school nurse, case-by-case decisions may be warranted.

Quarantine

In some cases a student or adult may have COVID19, or a variant of COVID19 and will be present with or without symptoms on the school's campus. In order to keep our students safe, diligence is required on the part of our entire school community, and families should know that the possibility of quarantine exists for individual students, classrooms, buses, siblings etc. based on the results of close contact tracing. Hope Valley will follow the department of health and the DPS guidelines.

Addendum

#DAY 1 PROCLAMATION RESOURCES

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

A Safe Space

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

Useful Handouts

[Day 1 proclamation](#)

[Medication distribution form](#)

[Technology agreement](#)

[School calendar](#)



Welcome to **#Day1** Early Elementary

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

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

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

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#Day1 Declaration

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

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

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

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

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

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

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

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

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

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

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

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



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#Day1 Upstander Pledge for Kindness and Inclusion



INTRODUCTION

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

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



THE PLEDGE

(Everybody say ...)

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

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





Intervention Tools To Stop Bullying, Hurtful Teasing, and Prejudice

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

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

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

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

Teach and practice Kidpower social safety skills including impulse control so young people are prepared to take charge of safety. Be realistic and pay attention. Kids and adults alike need reminders about what is and is not okay. Day1 is about upholding an ongoing commitment to respect, not just a one-day tool. Resources can be [found here](#). <http://bit.ly/2j1bSDv> and [here](http://bit.ly/2ix2hke) <http://bit.ly/2ix2hke>

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

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

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

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

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

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

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

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

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

- 1** On the first day of class, work, practice, etc., **read the Declaration** (attached). It takes about 2 minutes. Consider practicing it a few times. Feel free to post it in your room too!
- 2** **Copy & disseminate the Upstander Pledge** (attached). Ask folks to really think about it, sign it and send them all back to us at 104 West 29th St 4th Floor, NY NY 10001 or scan and send to day1@tylerclementi.org
- 3** Within seven days of reading the declaration and distributing the pledge, **share with us** and the #Day1 community how it worked, and how you felt participating! Day1@TylerClementi.org or [#Day1](https://twitter.com/Day1TylerClementi) or [@TylerClementi](https://twitter.com/TylerClementi)

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#Day1 Declaration

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

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

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

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

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

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

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



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www.tylerclementi.org/day1



#Day1 Upstander Pledge



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



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

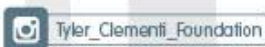
I will tell someone who is in a position of authority what I saw and heard and make sure there is follow-up.



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

NAME | EMAIL | ZIPCODE

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

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#Day1

Stop
Bullying
Today



