

TILLER SCHOOL COMMUNITY POLICY HANDBOOK

“Developing a Community of Lifelong Learners”



**Tiller School of Carteret County
1950 Highway 70 East
Beaufort, NC 28516**

**252-728-1995
252-728-3711 (fax)
www.tillerschool.org**

Revision 01/17/17

Table of Contents

TILLER SCHOOL OVERVIEW.....1

VISION AND MISSION.....1

ACADEMICALLY INTELLECTUALLY GIFTED STUDENTS.....2

ADMINISTRATION.....2

ADMISSIONS..... 3

AFTERSCHOOL PROGRAM.....5

ALCOHOL AND TOBACCO USE.....5

ATTENDANCE.....6

BOARD OF DIRECTORS.....6

BUILDING AND GROUNDS.....7

BULLYING AND NONDISCRIMINATION.....7

CALENDAR.....8

CLEANING.....8

COMMUNICATION.....8

CONFLICT OF INTEREST.....10

CURRICULUM.....10

DIAGNOSTIC TESTING.....11

DISCIPLINE.....12

EVALUATION AND ASSESSMENT.....13

EXCEPTIONAL CHILDREN’S PROGRAM.....14

FACILITIES USE.....14

GRIEVANCE.....16

HEALTH.....	17
HOMEWORK.....	22
LUNCH AND SNACK.....	23
SCHOOL NEWSLETTER.....	23
TECHNOLOGY.....	23
TRANSPORTATION.....	23
VISITORS.....	24
VOLUNTEER/SCHOOL SERVICE.....	24

APPENDICES

Attendance Information.....	26
Report to Parents of a Head Injury.....	27
Head Injury – Graduated Return to School Protocol.....	28
Educational Leave Information.....	29
Educational Opportunity Information and Request Form.....	30
Physician’s Authorization Medication at School Form.....	31
Facilities Use Application.....	32
Teacher/Staff Email Addresses.....	33

TILLER SCHOOL OVERVIEW

“Education is like the tiller of a boat; you don’t pull kids or push them; you guide their learning.” Julie Burke, founder of Tiller School

Tiller School is a non-profit educational corporation which was established by a group of parents and Teachers in 1993 to provide a quality, enriched education for the children of Carteret County. In the spring of 1998, Tiller School applied for and was granted charter status by the North Carolina Department of Instruction. Charter School status provides the school with per child public school funding for operating expenses. The purpose of the corporation is to maintain an association of persons interested in education; to provide resources and services that will foster learning in each child; to support and cooperate with the Teachers to maximize the intellectual, moral, aesthetic and social development of each student; and to prepare analytically thoughtful and responsible global citizens.

Teachers, staff, students, parents and the Executive Director work together closely to insure each child’s needs are met so that he/she may achieve success at the highest possible level. Students are placed in instructional groupings according to the nature of the instruction and corresponding aspects of skill and maturity. The Tiller School does not discriminate on the basis of race, religion, color, national or ethnic origin, age, disability or gender in the administration of its educational and admissions policies.

Tiller School is dedicated to establishing an educational setting where self-motivated, lifelong learners develop. We strive to do this in an environment that provides the security for students to learn without fear of failure and where dignity, self-discipline and responsibility are valued. Our program emphasizes a low student to Teacher ratio, a challenging academic program, enrichment through the arts, as well as a social curriculum emphasizing the values of caring, respect, trustworthiness, fairness and citizenship.

VISION AND MISSION

Vision: We envision Tiller School as a compassionate community that engages in rigorous academics, intellectual and aesthetic exploration and social responsibility.

Mission: Tiller School is dedicated to fostering curiosity, creativity, confidence, and competence through an innovative academic and social curriculum.

The Tiller Way:

- Our school is a community of learners that serve as a model of congeniality, open communication, and trust.
- Our classrooms foster an atmosphere that is safe, respectful, and open to intellectual risk-taking.
- How children learn is as important as what they learn: Process and content go hand in hand.

- The social curriculum is as important as the academic curriculum: The greatest cognitive growth occurs through social interaction.
- To be successful academically and socially, children need a set of social skills: Cooperation, Assertion, Responsibility, Empathy and Self-control.
- Knowing the children we teach-individually, culturally, and developmentally-is as important as knowing the content we teach.
- Knowing the families of the children we teach and working with them as partners is essential to children's education.

ACADEMICALLY INTELLECTUALLY GIFTED STUDENTS

Philosophy: Tiller School recognizes many areas of giftedness including the areas of academics, social, and of the arts. Tiller School supports the needs of gifted learners through subject areas acceleration, cross-grade grouping, and after school enrichment clubs.

Screening: Tiller School teachers will review classroom grades and North Carolina End of Grade testing performance to determine what level of differentiation is needed for students. The school will also accept testing from outside sources in order to design differentiation plans for students who qualify.

Eligibility: Tiller School will follow Carteret County Public Schools (CCPS) AIG requirements for possible placement during the fifth grade year. This will ensure proper transitioning of students to middle school within CCPS.

Process: Students, who perform at consistently high rates in the classroom and score in the 90th percentile on the NC End of Grade test in reading and/or math in fifth grade, will be given the option of completing the Stanford 10 Online Assessment. Students who score in the 95th percentile on this test will be recommended for further screening in sixth grade as deemed necessary by CCPS. These students may be cluster grouped at the beginning of their sixth grade year. Formal placement procedures will be determined by CCPS at the end of the first quarter. For further information about CCPS placement procedures, contact the Director of AIG Programs at CCPS Central Services, 728-4583.

ADMINISTRATION

Tiller School of Carteret County is a private, non-profit organization. The membership of the non-profit organization is made up of all parents who have children enrolled in the school, as well as each paid staff member and all Board of Directors members. The main governing body is the Board of Directors. The Board of Directors hires and supervises the Executive Director of the school.

The Executive Director provides leadership for the school community and articulates the Mission and Guiding Principles of the school. The Executive Director guides and develops school policies and promotes review and development of curriculum. He/she is responsible for hiring,

support, review, and dismissal of staff with Board of Directors approval as well as scheduling regular staff meetings. He/she supervises recruiting, admission, discipline, safety, and possible dismissal of students.

ADMISSIONS

Tiller School is a tuition free, public charter school. Any child who is qualified under the laws of North Carolina for admission to a public school is qualified for admission to a charter school. To qualify to attend a NC public school, a student must be a legal resident of North Carolina. County boundaries or school attendance areas do not affect charter school enrollment. Tiller School does not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry. Tiller School reserves the right to deny admission to any student currently under a long term suspension or expulsion until that term is complete.

Enrollment preference: Tiller School may give enrollment priority in certain instances as stated in G.S. 115C-238.29F(g). The following enrollment priorities are offered and implemented in the manner described below:

1. Sibling Preference
 - The law defines a sibling to include, “half-siblings, stepsiblings, and children residing in a family foster home.”
 - Siblings of currently enrolled Tiller School students will be given enrollment priority.
2. Legacy Preference
 - Siblings or children of students that completed the highest Grade offered by Tiller School and were enrolled at least four years will be given enrollment priority.
3. Staff and Board Member Preference
 - Student applicants who are children of current staff or Board of Director members, will be given enrollment preference.
 - The law limits this amount not to exceed 15% of the schools total enrollment.
4. Opportunity Preference
 - Tiller School will give enrollment priority to a former student was enrolled in Tiller School within the last two academic years if they left the school due to an academic study abroad program, competitive admission residential program, or vocational opportunities for the parent.

Application Period: During each period of enrollment, Tiller School will accept applications for new students. Tiller School reserves the right to deny admission to a student if the parent/guardian willingly and knowingly provides false information on the enrollment application. Once enrolled, students are not required to apply in subsequent enrollment periods. In order to properly plan, the school will routinely inquire of parents in early spring through letters of intent to ascertain if students will return to Tiller School the following school year. Applications for new students are available in the school office located at 1950 US Hwy 70 East,

Beaufort, NC 28516 and on the school website at www.tillerschool.org. If needed, the application may be mailed or emailed to the parent of a prospective student.

The enrollment period will begin each year on the first school day in January and end on the first Friday in February. During the enrollment period, Tiller School shall enroll an eligible student who submits an initial application within this period, unless the number of applications exceeds the capacity of a program, class, Grade level or building.

Lottery: If the number of applications exceeds the number of available spaces, a lottery will be held to fill vacant seats for the next school year. After seats are filled, the drawing will continue to determine the order of a waiting list. Current year waiting lists dissolve when the next enrollment period begins. Lottery procedures will comply with the North Carolina Open Meetings Laws provided in G.S. 143-218.10(a). Tiller School will publicize the date, time and location of the meeting and allow anyone to attend.

Tiller School will notify parents/guardians by mail on the status of their child's enrollment within one week of the lottery date. Parents will have seven (7) days to notify the school whether they accept or decline the student's admission and 15 days to return the enrollment paperwork. Should a parent/guardian decline the enrollment offer or not respond before the specified deadlines, Tiller School will offer admission to the next name on the Grade level waiting list.

Upon acceptance, parents/guardians will be asked to complete supplemental information to aid in student transition. If enrollment is declined and the parent/guardian later decides they want Tiller School admission for their child, a new application will be required followed by placement on the Grade level waiting list.

Post Lottery Admissions: After the lottery is conducted, open slots will be filled by the grade level waiting list followed by a first come, first served basis. Parents/guardians will be contacted by phone and email if their child is offered admission. If no email access is specified on the application, Tiller School will also send a letter of acceptance by mail. If a student is admitted after August 15th, parents will have two (2) days to notify the school whether they accept or decline the student's admission and five (5) days to return the enrollment paperwork.

If an enrolled student is absent the first two (2) days of school, Tiller School will make reasonable attempts to contact the parent/guardian. If there is no response from the parent by the third day of school, Tiller School reserves the right to drop the student from enrollment and offer admission to the next student on the grade level waiting list.

Waiting lists will be maintained throughout the entire school year, but are not used to fill slots for the following school year. In the event that slots in more than one grade level become open simultaneously, a special lottery will be held to decide the order the slots will be filled. Open slots in the highest grade of the school will not be filled during the last semester of the school year. Applicants on the waiting list one year must submit a new application during the open application time to be eligible for enrollment or entered in the lottery process.

Please note the following:

- No application will be included in the lottery unless all requested information has been received.
- North Carolina guidelines state that for kindergarten enrollment, a child must be five (5) years old on or before August 31st.
- Students must meet state law requirements for immunizations.
- Records from all previous schools will be obtained by Tiller School.

Inquiries or complaints should be directed to:

Tiller School Executive Director
1950 Hwy 70 East
Beaufort, NC 28516
Telephone (252) 728-1995; Fax (252) 728-3711
executivedirector@tillerschool.org
or
Board of Directors Executive Committee
tillerexecutivecommittee@gmail.com

AFTERSCHOOL PROGRAM

Tiller School offers an after school program to provide a supervised, nurturing atmosphere for students following regular school hours. The program is planned and structured to be consistent with the educational goals and philosophy of Tiller School. A snack and supervised homework time is provided as well as guidance in creative play and structured activities.

The after school program begins at 3:20 p.m. and ends at 6:00 p.m. The fee for this program is \$6.00 per day. After 6:00 p.m., \$6.00 for every 15-minute increment of overtime will be charged. If your child has not been picked up from the regular school day by 3:20 (or from other school sponsored activities within 15 minutes of its completion), he/she will automatically be placed in the after school program and a \$6.00 fee will be charged. Tiller School staff's children may remain in after school at no charge unless the program is full. Capacity of the after school program is 15 students per supervisor. There is limited space in the program; therefore you are encouraged to pre-register.

ALCOHOL AND TOBACCO USE

All members of the Tiller School community must be alcohol-free and tobacco-free while participating in school events on campus. Exceptions for after school events may be made at the discretion of the Board of Directors.

ATTENDANCE

Tiller School's calendar includes at least 185 instructional days or 1,025 hours with at least 6 hours of classroom instruction daily. School starts at 8:00 a.m. and ends at 3:00 p.m. Students may start arriving 20 minutes before our start time and are expected to be on time and avoid checking out early. A student arriving after our start time is tardy and must be signed in at the office by an adult to avoid being marked absent. Any student leaving campus early must be signed out by an adult. The Sign-In/Sign-Out Log is located in the office.

Regular school attendance is closely related to a successful, productive school experience. Tiller School is required to follow the **North Carolina Compulsory Attendance Law, G.S. 115C-378**. If a student is absent, a note with the student's name, date, reason for the absence and parent signature should be sent in within three (3) days of the student's return to school or emailed to jlewis@tillerschool.org.

Absences may lawfully be excused only for student illness or injury, quarantine, student medical or dental appointments, death in the immediate family, student subpoenaed court proceedings, religious observances, parent active duty deployment activities and pre-approved educational opportunities. Unlawful absences would include a student's willful absence from school with or without the knowledge of the parent and **any reason** other than those listed above. If a student is absent due to a sick parent, medical appointment for the parent or a hospitalized family member or parent, it is **not legally excusable**. For more detailed attendance information, see the appendix.

Parents may request pre-approval from the Executive Director for educational opportunities, such as educational travel, at least two weeks prior to the first planned day of absence. All make-up work must be completed within two (2) weeks of the student returning to school following an educational opportunity or the absences will be documented as unexcused. The Educational Leave Information and Request Form are located in the appendix and available in the school office.

BOARD OF DIRECTORS

As Tiller School is a non-profit corporation, the governing body is the Board of Directors composed of up to twelve Board members elected by the membership of Tiller School in accordance with the Tiller School Bylaws. The membership of Tiller School is made up of all parents who have children enrolled in the school, as well as each staff member and all members of the Board of Directors. Each member has one vote, with no more than two votes per family. Membership is valid from annual meeting to annual meeting as long as the child is enrolled at the school.

The Board members' terms are staggered so that only four seats are up for renewal each year. The election for Board members takes place at the Annual Meeting during the spring or at any other time the Board may designate. One half of the voting membership constitutes a quorum for

the transaction of business at a membership meeting. Tiller School Executive Director, Teachers and staff may not serve as Board Members.

The Tiller School Board of Directors has the responsibility to:

- Monitor student admissions procedures.
- Suspend a student for more than 10 days.
- Make fiscal decisions required for operation.
- Delegate specific administrative responsibilities and decisions to individuals.
- Approve the school calendar.
- Hear grievances through the Executive Committee.
- Supervise the Executive Director.
- Hire and dismiss the Executive Director.
- Conduct long term planning activities.
- Determine student/Teacher ratios.
- Approve new positions.
- Approve acquisitions and purchases above limit set by Board of Directors.

For more information please see the Bylaws of the Tiller School of Carteret County available in the Tiller School Office.

BUILDING AND GROUNDS

The Executive Director oversees the maintenance of buildings and grounds. A specific guideline for maintenance and housekeeping follows the school's stated goals and responsibilities:

- Maintain a safe environment.
- Develop student respect for community and communal property.
- Include students in the responsibility for school maintenance.

Tiller School has a program of regular maintenance including scheduled cleaning, yard work, and evaluation of mechanical systems (plumbing, electrical and climate control). The Executive Director maintains a checklist for preventative maintenance activities, a list of specific maintenance problems and plans for completion. (See also CLEANING Policy, Page 5) The regular maintenance is augmented by periodic family work days for large-scale cleaning and improvements.

BULLYING AND NONDISCRIMINATION

It is the priority of Tiller School to provide the entire Tiller community with a safe, orderly and caring learning environment that is free from any form of harassment, bullying or discrimination. **All acts of harassment, bullying or discrimination will be considered serious offenses and will follow the Tiller School Guidelines for discipline.**

All persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school must comply with all applicable federal and state law

and regulations regarding nondiscrimination. Visitors also are expected to comply with applicable laws, including the prohibition against harassment and bullying of students or harassment of employees.

This policy will apply:

- while in any school building on any school premises before, during or after school hours.
- while on bus, van, or other vehicle as part of any school activity.
- while waiting at any transport stop.
- during any school function, extracurricular activity or other activity or event.
- when subject to the authority of school personnel.
- anytime or place when the behavior has a direct and immediate effect on maintaining order and discipline in the school.

The Tiller School Board of Directors prohibits reprisal or retaliation against any Tiller community member who reports an act of discrimination, harassment or bullying.

CALENDAR

Tiller School adheres to North Carolina State law by operating a school year consisting of at least 185 days or 1,025 hours of classroom instruction over 9 calendar months. The calendar includes up to 15 Teacher workdays, and 23 holidays.

The Executive Director and Tiller School staff will develop the following year's school calendar for the Board of Directors' approval. Unless otherwise modified by the Board of Directors, the calendar will be submitted to the Board during the April Board meeting or before.

CLEANING

Maintaining a clean school is a task shared by all members of the school community. As money spent to pay for cleaning is money that cannot be spent on education, the Tiller School encourages parents, students and Teachers to participate in cleaning activities. Teachers are responsible for the day-to-day neatness of classrooms. Parents are requested to participate in at least one weekend workday for large maintenance and cleaning tasks. Students are required to take an active role in daily cleaning activities, including trash removal and floor sweeping.

COMMUNICATION

(Portions of the Communication Policy have been adapted with permission from the New Garden Friends School Handbook).

All Tiller School community members should communicate with one another in a direct, respectful fashion. Parents should communicate directly with Teachers, but should refrain from initiating lengthy discussions during pick-up, drop-off, or classroom hours. It is preferred that the

parent asks the Teacher to speak with them at a mutually convenient time. Each Grade has a communication binder or notebook. Please check this nightly and sign if requested. Teacher emails are located in the appendix and can be found online on the Tiller School webpage at www.tillerschool.org.

COMMUNICATION AGREEMENT by C. R. Shaffer and K. Anundsen

Take responsibility for your own feelings. Do not expect others to read your mind. Use "I" statements and refrain from blaming others.

Communicate directly with the person or persons involved in an issue. Do not work through go-betweens or serve as a go-between for others. If someone asks you for information about an issue in which you are not directly involved, direct him or her to the proper source.

Do not speak critically about others behind their backs unless you voice the same criticisms to their faces. To avoid unhelpful speculation, give specific names when you make a critical comment in a meeting.

State your position or concern before asking how others feel about it. Do not set someone up to give a "wrong" answer. Be courageous and put yourself on the spot first.

Practice active listening. Listen silently and with your whole self until the speaker has finished speaking. Then restate what the speaker has said and wait for confirmation.

Provide continual feedback. Do not allow resentments to build up, and do not forget to give positive comments.

Respect and validate others' feelings. If you do not agree or do not support another's statements, acknowledge what has been said, and then make your point.

Use humor softly, not sharply.

It is our goal for all members of Tiller School to communicate openly with one another, and we expect individuals to follow the school's Communication Agreement. There may be times when issues become too complex and/or too emotional. If you have a concern or issue that can't be resolved using the Communication Agreement, please follow the procedures for addressing concerns.

Communicating Concerns: Concerns may be addressed to the staff or community member directly involved by arranging a meeting, writing a letter or making a phone call. It is the responsibility of the individual bringing the concern to ensure that the concern has been resolved to the satisfaction of both parties. It is recommended that the concern and resolution should be stated in writing for the benefit of all parties. The concern and resolution may be addressed in a spirit of kindness and with the awareness that open, direct communication will provide the best opportunity for resolution of the concern.

If, after voicing your concern directly to the person(s) involved, you feel that your concern has not been responded to appropriately, you may share your concern with the Executive Director. The Executive Director will address the concern.

If you are unable to share your concern with the person in question directly, you can bring your concern(s) to the Executive Director. The Executive Director will address the concern, *with the understanding that your name and concern will be shared with the person in question.*

If your concern is with the Executive Director, and you are unable to express that concern, you may share your concern with the President of the Board of Directors who will then follow the Grievance Policy. The entire school community should be aware that Teachers and the Executive Director are responsible for the curriculum, class management, and discipline decisions. With this in mind, the procedures described above for handling concerns should be sufficient in the vast majority of cases. However, if a member feels that the concern has not been adequately addressed by the above procedures, he or she may contact the Grievance Committee with their concern (see GRIEVANCE Policy, Page 13).

CONFLICT OF INTEREST

In the process of fund allocation by its management, employees, members of the Board of Directors or other governing body, instances may arise which have the appearance of a conflict of interest or appearance of impropriety. To avoid conflicts of interest or the appearance of impropriety, when instances arise where a conflict may be perceived, any individual who may benefit, directly or indirectly, from the entity's disbursement of funds shall abstain from participating in any decisions or deliberation by the entity regarding the disbursement of funds.

Tiller School recognizes the possibility that it may be the recipient of funds that are allocated consistent with the purpose and goals of its programs. If such allocations are made, the school will strive to ensure that funds are expended in such a manner that no individual will benefit, directly or indirectly, from the expenditure of such funds in a manner inconsistent with its programs.

CURRICULUM

"It is essential to begin building foundations of knowledge in the early years when children are most receptive."

The North Carolina Standard Course of Study is used as the basis for Tiller School curriculum. The Standard Course of Study includes the Common Core State Standards in English language arts and math and the North Carolina Essential Standards in science, social studies and arts education. The Standard Course of Study can be reviewed in the school office or online at www.ncpublicschools.org.

In addition, Tiller School has adopted The *Core Knowledge Sequence* developed by E.D. Hirsch, who founded the Core Knowledge Foundation in Charlottesville, Virginia. Core Knowledge

provides a clear outline of content to be learned Grade by Grade so that knowledge, language, and skills build cumulatively from year to year. This sequential building of knowledge not only helps ensure that children enter each new Grade ready to learn, it also helps prevent the repetitions and gaps that so often characterize current education. This curriculum can be viewed online at www.CoreKnowledge.org.

Tiller School uses a clear social curriculum, known as *Responsive Classroom*, developed by the Northeast Foundation for Children, Inc. A clear social curriculum helps build a school and its classrooms into a learning community where high social, behavioral and academic goals are attained. It is built around six central components that integrate teaching, learning and caring in the daily program. These components are set in the context of commonly shared expectations such as honesty, fairness and respect, and are integrated into daily activities through the development and strengthening of social skills such as cooperation, assertion, responsibility, empathy and self-control. It is our intent that by implementing this program and tailoring it to our students and school, we will create an atmosphere consistently conducive to learning, security and fellowship. More information about *Responsive Classroom* can be found online at www.ResponsiveClassroom.org.

The six components of the responsive classroom are:

- **Morning Meeting:** A daily routine that builds community, creates a positive climate for learning, and reinforces academic and social skills.
- **Rules and Logical Consequences:** A clear and consistent approach to discipline that fosters responsibility and self-control.
- **Guided Discovery:** A format for introducing materials that encourages inquiry, heightens interest, and teaches care of the school equipment.
- **Academic Choice:** An approach to giving children choices in their learning that helps them become invested, self-motivated learners.
- **Classroom Organization:** Strategies for arranging materials, furniture, and displays to encourage independence, promote caring, and maximize learning.
- **Family Communication Strategies:** Ideas for involving families as true partners in their children's education.

"The values of caring, respect, responsibility, honesty, fairness and citizenship are nurtured, modeled and practiced."

DIAGNOSTIC TESTING

On occasion the staff of the school sees a need for a student to be assessed by professionals outside the school. This may occur when Teachers observe behaviors that raise questions about the presence of a developmental delay, learning difference or other special need. The purpose of such assessment is to provide Teachers and parents with the information needed to better meet that student's learning needs.

With parental permission, the Exceptional Children's Director will arrange diagnostic testing with a licensed contracted professional. Testing results will be discussed with the parents and

appropriate educational modifications will be made. Parents may arrange for private observation or testing with the school's permission.

DISCIPLINE

Tiller School is dedicated to establishing and maintaining an environment that is conducive to learning. Behavior that threatens the positive learning, physical safety or emotional security of students will not be tolerated. These behaviors include but are not confined to the following:

- Actions that could endanger the safety of another individual or self
- Actions that could damage school or personal property
- Actions, behaviors, and language that are socially unacceptable such as those which are sexually explicit or exploitative, or bigoted
- Actions which threaten to disrupt the learning environment such as excessive interrupting or refusal to cooperate within the school environment

Depending upon the severity and/or frequency of the offense, the school may implement, but is not limited to, the following steps:

- Teacher/student counseling
- Removal of student from the setting
- Teacher/parent/student conference
- Referral of student to professional counseling
- Teacher/parent/Board of Directors conference at which time the student may be suspended or dismissed

The following are viewed as unacceptable ways of maintaining behavioral objectives:

- Humiliation of a student verbally or physically
- Extended isolation
- Corporal punishment
- Assignment of academic work not directly related to the incident.

Suspension: Tiller School will maintain the right to suspend a student from the school setting because of a willful violation of school rules, willful conduct which materially and substantially disrupts the rights of others to an education, or willful conduct which endangers the student, other students, or the property of the school is affirmed, provided that such action is taken with due regard to the welfare of both the individual and the school. School attendance may be temporarily denied to individuals by the administrative act of suspension, but only the Board of Directors can approve a suspension for more than ten days through specific action.

The Executive Director shall have authority to suspend, for a period of ten school days or less, any student who willfully violates the policies of conduct established by the Board of Directors. The procedure shall be as follows: Upon witnessing or being made aware of any student conduct that may merit suspension from school not to exceed ten school days, the Executive Director shall conduct such inquiry as she/he deems appropriate in determining the factual basis of the matter.

Before suspending a student for ten school days or less, the Executive Director must hold a meeting. The Executive Director shall notify the parent of the child of the situation and may invite the parent to participate in the meeting. During this meeting, the Executive Director will advise the student of the charges against him/her, summarize any evidence the Executive Director has in support of the charge, and give the student an opportunity to respond.

Following the meeting, the Executive Director shall decide whether to suspend the student for a period of time not exceeding ten days and will so notify the student and parents. Written notice of suspension shall be given to the student's parents or sent by first class mail.

Any student suspended for a period of ten school days or less shall be provided an opportunity to take any grading period examinations missed during the suspension period.

Serious disciplinary issues may be addressed by one or more of the following at the discretion of the Executive Director:

- Probation, in-school consequence, and letter of disciplinary action sent home to be signed and returned by the parent.
- Suspension for the remainder of the day.
- Suspension for remainder of the day and one full day.
- Suspension for remainder of the day and three full days.
- Suspension for remainder of the day and five full days.
- Suspension for remainder of the day and 10 full days.
- Suspension for the remainder of the day, and 10 full days with consideration of long-term suspension. During that time the case will be brought to the Board of Directors of Tiller School to schedule a hearing for the consideration of long-term suspension.

EVALUATION AND ASSESSMENT

Student assessments and evaluation serve the primary function of tracking a student's progress and shaping instruction to ensure further progress. These are important tools to guide decision-making in order to provide meaningful and appropriate education. Parent/Teacher conferences will be held during the month of October and at other times throughout the year as needed. Daily communication between parent and school via the student's homework folder is also a component of assessment and evaluation and is highly encouraged.

Report Cards: All students are given academic Grades in English/Language arts, Mathematics, Science, and Social Studies. Tiller School follows a 7 point grading scale: A = 100-93, B = 92-85, C = 84-78, D = 77-70 and 69 and under = F.

Students are evaluated on their effort in enrichment classes including music, art, technology and physical education. These classes are scored on the following scale: O = outstanding, S = satisfactory, N = needs improvement, U = unsatisfactory.

The students are also rated on their effort in Personal and Social Responsibility. Student skills are rated on the following scale: 4 = demonstrates consistently and independently, 3 =

demonstrates with minimal assistance, 2 = demonstrates with much assistance, 1 = is not demonstrating.

Standardized Testing: Students in Grade 3 take the North Carolina pre-test in English Language Arts in the fall. Students in Grades 3 and 4 take the North Carolina End-of-Grade tests in English Language Arts and Mathematics during the spring. Students in Grade 5 take the North Carolina End-of-Grade tests in English Language Arts, Mathematics, and Science during the spring. Students in Grades 3, 4 and 5 will be considered for retention if their individual test scores are not at the state determined proficient level.

EXCEPTIONAL CHILDREN'S PROGRAM

Every student at Tiller School has individual needs and learning styles. These are addressed daily by regular classroom Teachers. A small percent of children, however, have needs that require additional expertise either through evaluation procedures, consultation or direct instruction. Tiller School is committed to meeting the needs of every student, regardless of ability, achievement level or disability.

Children with Special Needs: Tiller School follows federally-mandated guidelines in the assessment, placement, and serving of the needs of exceptional children. Educational services include, but are not limited to educational/psychological testing, resource classes and speech/language therapy. An Individualized Education Plan is written and followed for each child identified with a specific exceptionality.

FACILITIES USE

Tiller School recognizes the benefit of granting permission to recognized groups/organizations for the use of school facilities and/or grounds for educational or recreational use, and may grant such approval upon the submission of a written application. Tiller School also recognizes the benefit of granting permission for the use of building facilities and/or grounds for events or programs that advance the educational or social welfare of Tiller School students.

Such use of any Tiller School facility or grounds shall not interfere with the daily school routine or any school-sponsored student activity. Building and facility use will be governed by this policy and administered by Tiller School Board of Directors. The Board further recognizes that a fee may be appropriate in certain circumstances.

The following lists regulations relating to use of school facilities. Any exception to the regulations must be approved, in writing, before use of the facility or equipment. Please examine this information before completing an application.

Eligibility of Applicants: Facilities use may be requested by Tiller School employees or volunteers (Board of Directors, PTSO, parent groups) as well as non-profit groups with a mission similar to Tiller School.

Granting of Approval: The Tiller School Executive Director shall approve and schedule the use of school facilities in accordance with this Facilities Use Policy. Any denied request may be appealed to the Board of Directors.

Cancellation of Use: Tiller School reserves the right to cancel approval for any building use. School sponsored activities will take precedence over other activities in granting or canceling permission to use school facilities.

Facilities Available: Tiller School reserves the right to specify the type of room and/or site to be used for a given group or activity, and to limit use to certain areas of the buildings. Facilities are not available on school holidays.

Use of Equipment: Groups using school facilities shall be responsible for prompt removal of non-school equipment, decorations or properties and shall be responsible for setting up and taking down tables and chairs and returning the used space to its original condition.

Damages: Any group using school facilities shall be responsible for all damages to the school facilities; normal wear and tear is accepted. Failure to make prompt settlement with the school shall result in the forfeiture of future privileges to use the facilities.

Supervision:

1. All activities must be supervised by a responsible adult or adults. Failure to control the behavior of users may result in the forfeiture of future privileges to use the facilities.
2. In all cases where minors are present, a sufficient number of chaperones must be present, a minimum of one for each thirty minors.
3. Names of supervisors or chaperones must be filed with the application.
4. An authorized school employee or representative shall be on duty when school facilities are in use. She/he shall be responsible for heat, custodian service, and opening and closing of the building. In the event that the school is unable to employ an authorized school employee or representative to be on duty, the school reserves the right to withdraw approval of the use.

Guidelines and Regulations:

1. No program may be held that will interfere with the daily school routine or any school-sponsored student activities.
2. School facilities cannot be used by any individual, group, or organization for any activity that is intended to overthrow the government by force, violence, or other unlawful means.
3. No enterprise, function or activity that promotes any commercial product or results in any commercial gain for any business enterprise may be conducted on school property.
4. No person shall, on the basis of sex, race, color, religion, national origin, or handicap, be excluded from participation in any of its programs or activities.
5. Nothing shall be sold, displayed or given away without the permission of the Tiller School Executive Director.
6. No furniture shall be moved, unless prior authorization has been granted.
7. No property shall be stored in the school by outside groups unless prior authorization has been granted.

8. School-owned specialized equipment must be operated by a school operator.
9. Smoking is prohibited at all times in all school facilities and on school property. The use, possession or being under the influence of alcohol, drugs or other controlled substances is prohibited.
10. All outside groups using school facilities must provide evidence of general liability insurance of at least \$1,000,000 per occurrence that names Tiller School as an “Additional Insured”. The certificate of insurance must be received by the Executive Director at least 24 hours prior to the use of the facilities.
11. When Tiller School is canceled because of weather conditions or other emergencies, all scheduled events are canceled also. Every effort will be made to reschedule events.

Application:

1. Facilities use by a non-profit group, not affiliated with Tiller School, shall complete a written application.
2. Application shall be made at least ten (10) school days in advance of the proposed use.
3. Only facilities requested in the application may be used.
4. Any approved application issued for use of school property by an outside group (not affiliated with Tiller School) shall be subject to cancellation if deemed necessary by the Executive Director.
5. Approved applications are not transferable.
6. If applicable, rental fees shall be paid in advance of the use of the facility unless otherwise approved by the Executive Director.
7. Inaccurate or untruthful statements made in applications or violation of regulations may be cause for denial of future building use.
8. Approval for use of school facilities will be granted for a period not to exceed the school calendar year. A written application must be renewed annually.
9. Users of school facilities are required to bring a copy of their facility-use agreement of the building usage to serve as verification of reservation and as receipt of payment (if applicable).
10. Notification of facilities use by a Tiller School employee or volunteer for a non-school program or event shall be sent to the Executive Director in advance of the program or event (Board of Directors meeting, PTSO meeting, etc.).

GRIEVANCE

Any member of the Tiller School community who has been unable to resolve a concern through the appropriate communication channels (see COMMUNICATIONS Policy, Page 8) may start a grievance procedure. In those instances, members may request a meeting of the Grievance Committee by phone or letter. The Executive Committee of the Board of Directors will serve as the Grievance Committee and can be contacted via email at tillerexecutivecommittee@gmail.com. The Executive Committee will determine if any conflict of interest exists which would preclude an individual’s participation on the Grievance Committee. The Grievance Committee will work with all parties concerned to resolve the concern or conflict.

The Grievance Committee may ask the initiator and other parties of the concern to suggest neutral individuals to serve on the Committee for the resolution of a particular concern. If the Grievance Committee feels it necessary, they may seek to determine if others share the concern.

The Grievance Committee will review previous resolutions and decisions and may alter these resolutions. The Grievance Committee may also help bring a previous resolution to a higher degree of understanding. The Executive Committee will report to the full Board. Any decisions made by the Executive Board are final.

HEALTH

Procedures for first aid management and emergency action plans are followed by staff and reviewed annually. All families complete an emergency contact form and health information sheet annually. Certification classes for CPR and first aid are available to all staff-supervising students.

Injuries: All injuries occurring at school that require first aid administration will be documented on an accident/injury form signed by both Executive Director and Teacher and kept on file at school. A copy of this form will also be sent home. The staff will make every effort to contact the parent by telephone if the injury is serious. Procedures for dealing with serious injuries will follow the direction of the 911-response team or the physician indicated on the student's emergency information sheet.

Pursuant to Return-to-Learn Policy After Concussion requirements from the NCSBoE, the Tiller School has established policies citing actions to be taken during and following various injuries, including Concussion as presented in the sections below:

Instructions for Dealing with Injuries and Return to Learn Policy

Management of Head, Neck, or Back Injuries

Head, neck, and/or back injuries can be the most fatal and critical injuries that athletes sustain! If you suspect that a person has a head, neck, or back injury, tell him or her to respond verbally to any questions you ask and to avoid nodding or shaking their head. The goal in caring for a person with a head, neck, or back injury is to minimize movement.

Signs and symptoms of a possible head, neck, and/or back injuries are listed below. If you observe a student experiencing even one of these symptoms, the student **MUST immediately be removed from all participation in activities**. If the First Aider/First Responder is available, contact him/her immediately so an evaluation can be performed. If the First Aider/First Responder is not accessible, please provide the following care as listed in Caring for Head, Neck, and Back Injuries section below. **Please note that if the student is unconscious, or has an altered level of consciousness, 911 should be called immediately!**

Signals of Head, Neck, and Back Injuries

- Change in consciousness
- Severe pain or pressure in the head, neck, or back
- Tingling or loss of sensation in the hands, fingers, feet, or toes
- Partial or complete loss of movement of any body part
- Unusual bumps or depressions on the head or over the spine
- Blood or other fluids in the ears or nose
- Heavy external bleeding of the head, neck, or back
- Seizures
- Impaired breathing or vision as a result of injury
- Nausea or vomiting
- Persistent headache
- Loss of balance
- Bruising of the head, especially around the eyes, or back of the ears

Caring for Head, Neck, and Back Injuries

- 1. Contact the EMS, Executive Director, parents or guardians immediately!**
2. Minimize movement of the head, neck, and/or back
3. Check for consciousness and breathing.
4. Maintain an open airway.
5. Control any external bleeding.
6. Keep the victim calm. Comfort and reassure them. Encourage them to stay still until help (First Aider or EMS) arrive.

Management of Suspected Head Injuries

Head Injuries can cause Concussion. Signs and symptoms of a possible concussion are listed below. If you observe a student experiencing even one of these symptoms, the student **MUST be removed immediately from all participation in activities**. If the First Aider/First Responder is available, contact him/her immediately so an evaluation can be performed. If the First Aider/First Responder is not accessible, contact parent, or guardian, and recommend a prompt physician evaluation.

If the First Aider/First Responder is not accessible, please provide the following care as listed in Caring for Head, Neck, and Back Injuries section below.

What is a concussion?

A concussion is a brain injury that:

- Is caused by a bump, blow, or jolt to the head
- Can change the way your brain normally works
- Can range from mild to severe
- Can occur during play or games of any activity level
- Can happen even if you haven't been knocked out
- Can be serious even if you've just been "dinged" or had your "bell rung"

What are the symptoms of a concussion?

- Nausea (feeling that you might vomit)
- Balance problems or dizziness
- Double or fuzzy vision Sensitivity to light or noise Headache
- Feeling sluggish Feeling foggy or groggy
- Concentration or memory problems (forgetting rules of games or important people, or friends in their lives)
- Confusion

Caring for Head, Neck, and Back Injuries

1. **Contact the EMS, Executive Director, parents or guardians immediately!**
2. Minimize movement of the head, neck, and/or back
3. Check for consciousness and breathing.
4. Maintain an open airway.
5. Control any external bleeding.
6. Keep the victim calm. Comfort and reassure them. Encourage them to stay still until help (First Aider or EMS) arrive.

***Any student with a suspected concussion may be required to have a medical clearance before Returning-to-Learn.**

Management of Suspected Heat Related Illness

Signs and symptoms of a possible heat illness are listed below. If you observe a student experiencing even one of these symptoms, the student **MUST immediately be removed from all participation in all activities.** If the First Aider/First Responder is available, contact him/her immediately so an evaluation can be performed. If the First Aider/First Responder is not accessible provide the following care as listed in the Care for heat Illness section below. **Please note that if the student is unconscious, or has an altered level of consciousness, 911 should be called immediately!**

Signs and Symptoms of Heat Illness:

Early Stages (sometimes called heat exhaustion)

- Cool, moist, pale, ashen, or flushed skin
- Headache, nausea, dizziness
- Weakness, exhaustion

Late Stages (sometimes called heat stroke)

- Heavy sweating
- Red, hot, dry skin
- Changes in level of consciousness
- Vomiting

Care for Heat Illness:

1. Place the student in shade, or in cooler area.
2. Provide cold fluid to drink, preferably water (unless unconscious).
3. Remove excess clothing and equipment, if necessary.

4. Monitor signs and symptoms. If in 10 minutes the athlete does not improve, or if condition worsens at any point, call 911.
5. Regardless whether EMS was called, contact the Executive Director, parents or guardians.

Management of Cardiac Emergencies

The following are signs and symptoms of a cardiac emergency. If any of these signs are observed in a student that you suspect of having a cardiac issue, **call 911 immediately**. If the First Aider/First Responder is available, contact him/her immediately so emergency care can be performed. If you are certified in CPR/FA, provide appropriate care until EMS, First Responder, or trained professional rescuer arrives.

Signs and Symptoms of a Cardiac Emergency:

- Chest Discomfort
- Jaw, neck, shoulder or arm pain
- Shortness of Breath
- Nausea
- Lightheadedness
- Profuse Sweating

***** After calling First Aider/EMS, make sure to contact both the Executive Director and Parents, if they are not present on the scene.*****

USE OF AUTOMATED EXTERNAL DEFIBRILLATOR (AED)

The AED is located in the main office behind the front desk. In the event that it is needed, contact the ATC/First Responder or if they are not present, send someone to obtain the AED from the main office and use the device. ONLY certified staff may use the AED.

****If you retrieve the AED, please turn it ON while bringing it to the site of the emergency.**

Childhood Illnesses: Fever of 101 degrees or higher, or a fever of 100 degrees accompanied by headache, nausea, diarrhea, vomiting, abdominal pain, or symptoms of an upper respiratory infection warrant that your child should be kept at home. If a child has a fever and/or is vomiting he/she cannot return to school until 24 hours after the last sign of fever or vomiting. Children with a rash, irritated eyes with discharge, or sore throat should not be sent to school if they have a contagious illness. With other symptoms, i.e. congestion, allergy-irritated red eyes, etc., use your best judgment in deciding whether to send your child to school. Children with head lice are required to leave school for treatment then readmitted when determined to be nit free.

Medication: Medications (over the counter as well as prescription) given at school require a *Physician/Parent's Authorization for Medications Given during School Hours* form signed by the prescribing medical provider and the parent/guardian. Specific instructions on dosage and timing and period of time for administration of the medication are required for each medication. All medication must be in its original container (bottle or box) marked properly for that medication.

Health Assessment and Immunizations: North Carolina law requires a completed kindergarten health assessment form for 5 and 6 year olds by the first day of school. The date of each vaccine dose is required; a physician's written statement or a parent's verbal statement that immunizations are up to date is not acceptable. Immunizations should be repeated if the students' records are lost or unavailable. The law has exceptions for medical and religious reasons and if a child meets an exception, the parent or guardian may write a letter to the school.

Flu, Meningitis and HPV: North Carolina law also requires charter schools to provide parents and guardians with information about meningococcal meningitis, influenza, human papillomavirus (HPV) and the vaccinations available to prevent these diseases.

Meningococcal Disease

- Meningococcal disease is serious and potentially life threatening bacterial illness. It is a leading cause of bacterial meningitis (infection around the brain and spinal cord) in children. Meningococcal disease may also cause bacteremia - an infection of the blood stream or pneumonia - an infection of the lungs.
- Symptoms can progress rapidly and may resemble the flu. They can include fever, headache, stiff neck, nausea, vomiting, confusion, sleepiness and sensitivity to light. Some people also develop a rash mainly on their arms and legs.
- Meningococcal disease is contagious and spread through air droplets and direct contact with infected persons. It can be spread through coughing, sneezing, kissing, or shared items like a drinking glass, utensils or cigarettes.
- The meningococcal vaccine has been demonstrated to be safe and offers protection against four of the five most common types of meningococcal infection. Health officials recommend routine vaccination of children 11-12 years old, with a booster dose at age 16 years.

Influenza "the flu"

- Influenza (commonly called "the flu") is a highly contagious viral infection of the nose, throat, and lungs. It can cause mild to severe illness, and at times can lead to death. In the United States, between 5 to 20 percent of people get the flu each year; more than 200,000 people are hospitalized from flu complications; and 36,000 Americans die each year from flu.
- The flu is different from a cold and usually comes on suddenly. Symptoms include fever/chills, headache, extreme tiredness, dry cough, sore throat, runny or stuffy nose, and muscle aches. Other symptoms, such as nausea, vomiting, and diarrhea, are more common among children than adults.
- The flu can be spread by coughing, sneezing, or nasal secretions. A person may also get flu by touching a surface or object that has flu virus on it and then touching their own mouth or nose.
- The most effective way to prevent the flu is to get vaccinated. Health officials recommend that everyone 6 months and older get their yearly flu vaccine. Flu vaccination is encouraged

because the flu can lead to other problems including pneumonia, inflammation of the heart, and inflammation of the lungs.

HPV

- HPV (human papillomavirus) is a common virus that can infect males and females. Some types of HPV can cause cancer and/or genital warts. HPV is most common in young women and men who are in their late teens and early 20s.
- The virus lives in the body and causes very few symptoms. Some people will develop visible growths or bumps. Many people who have HPV do not know they are infected.
- HPV can infect any person who is sexually active and is spread from one person to another by skin-to-skin contact. While a person is infected with HPV, they can spread the virus to other people.
- HPV vaccines can protect both males and females from the most common types of HPV that cause cervical cancer and genital warts. Health officials recommend routine vaccination of children 11-12 years old. It is also recommended for males and females 13-26 years of age who did not receive it when they were younger. Side effect of the HPV vaccine may include pain or redness or swelling in the arm where the shot was given; mild to moderate fever; headache or fainting.

More information about meningococcal meningitis, influenza or HPV and vaccines to prevent these diseases can be found online at www.cdc.gov/vaccines/vpd-vac or www.immunizenc.gov, by calling the Carteret County Health Department at (252) 728-2550 or the Centers for Disease Control at **1-800-232-4636 (1-800-CDC-INFO)** or contact your family physician.

HOMEWORK

Homework will:

- Reinforce principles, skills, concepts and information taught in the classroom;
- Be meaningful and appropriate to the ability and instructional level of the students;
- Support creative, logical, critical and analytical thinking;
- Foster self-discipline, self-motivation and the wise and orderly use of time; and
- Be adequately explained by Teachers and clearly understood by parents.

Parents shall:

- Provide a suitable environment for homework;
- Remind students that homework is their responsibility;
- Guide or assist in homework when unusual difficulties arise but never do the homework for their child;
- Encourage students to ask their Teacher clarifying questions concerning their homework;
- Communicate with the Teacher;
- Monitor activities so that sufficient time is provided for homework; and
- Prohibit cheating, plagiarism and any other dishonest practices in the completion of homework.

LUNCH AND SNACK

Each Tiller School student should bring a healthy snack and lunch along with juice or water from home daily. Both candy and soda drinks are highly discouraged. Milk may be purchased at by the carton and should be paid in advance on a schedule determined by the Executive Director. If offered, parents may choose to purchase lunch through the PTSO Hot Lunch Program for occasional lunches provided by a local restaurant.

SCHOOL NEWSLETTER

Tiller School's newsletter serves the purpose of communicating school and community news between the membership, school staff, and the Board of Directors. The newsletter will be published on a bi-weekly basis. Teachers, staff, and members with articles to be included in the newsletter or flyers to go home must submit them at least 2 days before publication.

TECHNOLOGY

Today's students must be able to use technology in their learning. Tiller School's K-5 Technology courses and lab are designed to facilitate the academic, personal and social growth of each student. It serves to nurture the development of the whole child and implements best practices that will teach students to use technology for analyzing, learning and exploring. Our ultimate goal is to prepare our students for citizenship in an ever-changing global society. Therefore, technology is becoming an integral part of classroom instruction and student-centered learning.

Information and technology skills will be taught at a developmentally appropriate pace for each Grade level. Technology classes are designed to aid in the introduction, development and mastery of skills. However, these skills will not be taught in isolation. Technology activities, labs and projects will be presented with the collaboration of Grade level Teachers to ensure that student learning supports strong core subject connections.

TRANSPORTATION

Tiller School relies heavily on each child's parents to bring their children to and from school. The PTSO and school may assist in the coordination of carpools and getting families together to help those who have conflicts with work schedules or other transportation needs. In situations when carpooling or individual transportation cannot be arranged, we do have limited Tiller bus pick up points as needed. We want to ensure that all students who are enrolled at Tiller School are able to get to and from school safely. Transportation should not be an inhibiting factor and everything will be done to the best of our ability to have your child attend Tiller School. Bus transportations applications are available in the Tiller School office.

VISITORS

All parents may visit the school at any time; classrooms are always open. However, visitors must not use visiting time as a time to have a conference with Teachers about their children or other school concerns. A friend or visiting relative may visit the school after obtaining permission from the Teacher whose classroom will be visited. All visitors must check in with the front office prior to entering the campus.

VOLUNTEER/SCHOOL SERVICE

Tiller School is an active community with active parent involvement. All of our parents are indispensable to the success of our school. Tiller School's ability to function positively and cohesively depends to a high degree on our parent involvement. We encourage each parent to offer support that allows him or her to exercise their strengths in their areas of interest.

The parent coordinator will match parents with specific needs of our school. The coordinator will survey parents at the beginning of the year as to which areas they would like to serve. Parent involvement includes, but is not limited to the following:

- Service on school committees
- Office assistance
- Physical education, music, special projects or extra-curricular activities
- Service on the Board of Directors
- Classroom parent
- Lunch or hot-lunch program assistance
- PTSO (Parent Teacher Student Organization) involvement
- School workdays: Commitment to one workday is expected each year.

Appendices

Important Information Regarding School Attendance

1. It is the law in North Carolina that students between the ages of 7 and 16 attend school (G.S. 115C-378)
2. Once enrolled in public school, children ages 5 and 6 are bound by the compulsory attendance law.
3. It is very important to be on time to school and avoid checking out early.
4. You must send in a written note explaining any absences of your child.
5. If you do not send in a note, the absence will be documented as unexcused.
6. The school sends a letter to parents after 3, 6 and 10 unexcused absences asking for the reason your child was out of school. Please respond to those letters promptly.
7. The following are considered lawful reasons for an excused absence by the State of North Carolina: Illness, injury, quarantine, death in the immediate family, medical or dental appointment, court or administrative proceeding, religious observance and educational opportunity (must be pre-approved by the director).
8. If your child has excessive absences, you may be required to meet with the school director. You may be required to sign an attendance contract and provide a doctor's note for any further absence for your child.
9. After meeting with the school director, if your child continues experiencing unexcused absences, you may be prosecuted in court for breaking the compulsory attendance law.



REPORT TO PARENTS OF A HEAD INJURY

Date: _____

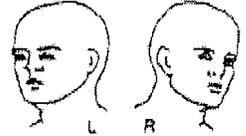
Dear Parents/Guardian of: _____ Grade: _____

While at school today, your child received an injury to the head. At approximately _____ the following events occurred: _____

Area of head affected: _____

The following was observed by the nurse or other staff providing care:

- Alert
- Oriented to person, place, and time and responds to questions appropriately
- Pupils equal, round, reactive to light and accommodation
- Swelling/lump/bruise/cut at injured area: _____



Other: _____

The following was provided by the nurse or other staff providing care:

- Ice Pack
- Rest/Observation
- Cleansed/Band-aid/Dressing
- Other: _____

Please watch your child carefully for **at least the next 24 hours**. All children should be checked at bedtime and awakened at midnight to be sure he/she can be awakened. Occasionally, following even the mildest head injuries, blood may slowly accumulate and put pressure on the brain. Signs or symptoms of this serious condition may appear hours or even days after the initial injury. Listed below are some symptoms, which may occur and would require **IMMEDIATE MEDICAL ATTENTION**:

- Severe headache
 - Nausea and/or vomiting
 - Double vision, blurred vision, or pupils of different sizes (the pupil is the dark center part of the eye)
 - Loss of muscle coordination, such as falling down, walking strangely or staggering
 - Unusual behavior such as being confused, breathing irregularly, dizziness or slurred speech
 - Convulsion or seizure
 - Bleeding or discharge from an ear
- This is a follow-up to the telephone call made to you/voice message left for you.
- We were unable to reach you by telephone. **Please provide the school with updated telephone numbers to reach you during the day.**

Please consult your child's primary healthcare provider today if you have any questions.

Virginia Jones, Executive Director
252-728-1995



HEAD INJURY

Graduated Return to School Protocol

RECOVERY STAGE 1	RECOVERY STAGE 2	RECOVERY STAGE 3	RECOVERY STAGE 4
Complete Physical and Cognitive Rest until Medical Clearance	Return to School with Academic Accommodations	Continue academic accommodations	Full Recovery to Academics
No school attendance	Continue Limits on Technology Usage	Attend School Full Time if Possible	Attend school full time
Strict Limits on Technology Usage	Avoid heavy backpacks	Increase Work Load Gradually (testing, homework, etc)	Self-Advocate at School (meet due dates, etc)
REST	NO Tests or PE	Monitor symptoms	Resume normal activities
*Symptom FREE for 24 Hours?	Minor symptoms	Incorporate light aerobic activity	Resume Sports following Graduated Return to Play
YES: Begin Stage 2	REST at home	REST at home	*Symptom FREE for 24 Hours?
NO: Continue Resting	*Symptom FREE for 24 Hours?	*Symptom FREE for 24 Hours?	YES: Return to school
Date Attained:	YES: Begin Stage 3	YES: Begin Stage 4	NO: Return to Stage 4 until Symptom FREE
	NO: Rest Further until Symptom Free	NO: Return to Stage 2 until Symptom Free	Date Attained:
	Date Attained:	Date Attained:	

** Symptom-Free means NO lingering Headaches, Sensitivity to Light/Noise, Fogginess, Drowsiness, etc



Educational Leave Information

Revised 10/20/16

Tiller School of Carteret County defines educational opportunities for a child as:

1. Travel opportunities not ordinarily available to students
2. Activities which are considered educational in nature, and
3. Activities which are extensions of the classroom

In order for your child to be approved for an educational leave opportunity, the following must be submitted to the Teacher & Director **2 weeks prior to the activity**:

- Completed Educational Opportunity Request
- Itinerary of sites to be seen and activities to be experienced

This information will be reviewed and the parent will be notified should additional information be needed or should the request be denied.

While on the trip the student must:

- Keep a daily journal of activities
- Collect pictures, pamphlets, ticket stubs, etc. from places visited

Within 2 weeks of return from the leave the student must:

- Turn in all missed assignments
- Share collected information with the class
- Turn in their travel journal

Should any of the above criteria *not* be met, the student's absences will be coded as *unexcused*.



Educational Opportunity Request

Revised 10/20/16

Date: ___ / ___ / ___

My Child has the opportunity to experience an educational trip that will require his/her absence from school. In order for the absence to be excused, I understand that the following conditions must be met:

1. The parents must complete and turn in this request form *along* with an itinerary of sites to be seen and activities to be experienced **2 weeks prior to the absences.**
2. The student must make up all missed work **within 2 weeks of returning to school.**
3. The parent must meet with the Teacher prior to the absence to explain the nature and date(s) for the trip. This will allow time for the Teacher to gather materials and assignments for the students.
4. **Within 2 weeks of returning to school,** the student must present a report to the class. This report may be oral or written, and may include photographs, souvenirs, a journal of events, etc., highlighting the places of interest that were visited.

Student: _____ Teacher/Grade: _____

Trip Date(s): ___ / ___ / ___ to ___ / ___ / ___

Destination:

Parent Signature

Once Back from Trip

Complete within 2 weeks of students return to school!

____ Yes _____ No Student has made up all missed work.

____ Yes _____ No Student has made a presentation to the class.

____ Date completed

TeachersNotes: _____

Teacher Signature

Director Approval

"This institution is an equal opportunity provider, and employer. Federal law prohibits discrimination. Complaints of discrimination can be filed with the Secretary of Agriculture, Washington, DC 20250."
No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State of its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions."



TILLER SCHOOL FACILITY USE APPLICATION

Group Name: _____

Estimated Number of Participants: _____ Adults/Chaperones _____

Children (under 18) _____

Contact Person Name: _____

Phone: _____ Email: _____

Facilities being requested (Circle all that apply):

Assembly Building

Enclosed Grounds

Classroom

Parking Lot

Requested Date(s) _____ Time(s) of Use: _____

Application

1. Facilities use by a Non-profit group, not affiliated with the Tiller School, shall complete a written application.
2. Application shall be made at least ten (10) school days in advance of the proposed use.
3. Only facilities requested in the application may be used.
4. Any approved application issued for use of school property by an outside group (not affiliated with Tiller School) shall be subject to cancellation if deemed necessary by the Executive Director.
5. Approved applications are not transferable.
6. If applicable, rental fees shall be paid in advance of the use of the facility unless otherwise approved by the Executive Director.
7. Inaccurate or untruthful statements made in applications or violation of regulations may be cause for denial of future building use.
8. Approval for use of school facilities will be granted for a period not to exceed the school calendar year. A written application must be renewed annually.
9. Users of school facilities are required to bring a copy of their facility-use agreement of the building usage to serve as verification of reservation and as receipt of payment (if applicable).
10. Notification of facilities-use by a Tiller employee or volunteer for a non-school program or event shall be sent to the Executive Director in advance of the program or event (Board of Directors meeting, PTSO meeting, etc.).



Teacher and Staff Email Addresses

Amanda Wood	1 st Grade Teacher	awood@tillerschool.org
Annie Burbridge	3 rd Grade Teacher	aburbridge@tillerschool.org
April Chadwick	1 st Grade Assistant	achadwick@tillerschool.org
Caitlin Harrison	5 th Grade Teacher	charrison@tillerschool.org
Cherly Poppett	Kindergarten Teacher	cpoppett@tillerschool.org
Courtney Cowley	2 nd Grade Teacher	ccowley@tillerschool.org
Cristina Landis	4 th Grade Teacher	clandis@tillerschool.org
Dan Stevens	Bus Driver	
Dawn Chadwick	1 st Grade Assistant	dchadwick@tillerschool.org
Deanna Willis	After School Assistant	dwillis@tillerschool.org
Debbie Henderson	Art Teacher	dhenderson@tillerschool.org
Hannah Davis	2 nd Grade Assistant	hdavis@tillerschool.org
Heather Ivester	Kindergarten Assistant	hifulcher@tillerschool.org
Jackie Burdick	Music Teacher	jburdick@tillerschool.org
Jan Owens	After School Assistant	jowens@tillerschool.org
Jane Moore	Kindergarten Assistant	jmoore@tillerschool.org
Janet Sweeney	Kindergarten Teacher	jsweeney@tillerschool.org
Jennifer Lewis	Executive Assistant	jlewis@tillerschool.org
Joy Merritt	5 th Grade Teacher	jmerritt@tillerschool.org
Katherine Sutton	1 st Grade Teacher	ksutton@tillerschool.org
Kelly Riley	4 th Grade Teacher	kriley@tillerschool.org
Lynn Fulcher	Finance Officer	lfulchertiller@gmail.com
Maria Johnson	After School Assistant	mjohnson@tillerschool.org
Michael Pruden	Custodian/Maintenance	mpruden@tillerschool.org
Mike Easton	EC Assistant	measton@tillerschool.org
Nadine Schwartz	2 nd Grade Teacher	nschwartz@tillerschool.org
Pat Lankpoop	EC Teacher	plankpoop@tillerschool.org
Reba Lewis	3 rd Grade Teacher	rlewis@tillerschool.org
Robert Stevens	Bus Monitor	
Stacy Gillikin	3 rd , 4 th & 5 th Grade Assistant	sgillikin@tillerschool.org
Virginia Jones	Executive Director	executivedirector@tillerschool.org