

BES

School of Excellence
2006-2007



2016
2017



School of Excellence 2006-2007
School of Excellence 2014-2015

2016 Duke Dog Reading Challenge Winner

2014-15 National Title 1 School

Our Business Partners
Fox's Pizza Den, Brandywine
Pendleton Community Bank

School Website: <http://www.pendletoncountyschools.com/bes/index.htm>

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INTRODUCTION

Message from the Principal

Here we are beginning a new school year! It seems like yesterday when we were closing down the last school year. On behalf of the faculty and staff of Brandywine Elementary School, I would like to welcome you to the 2016-2017 school year. We have a fantastic staff here at BES and look forward to working with you this year.

This handbook is filled with important information, and I hope you find it useful. I encourage parents and students to read the handbook together, talk about the various information, and feel free to call us or ask a staff member if you need an explanation or clarification. When there is an understanding of the expectations, the year will go by more smoothly and our children will feel happy and safe.

Lastly, I invite you to become part of the Brandywine Elementary School family. By working together we demonstrate to our children that their learning is of highest importance. Whatever we do as teachers to guide, shape, and motivate children can only supplement the commitment, interest, and instruction you provide at home. We thank you for your hard work and ask that you never underestimate the important role you play in the success of your child. We look forward to another great year!

Travis Heavner, Principal

SCHOOL STRATEGIC PLAN

Following is the framework for county/school improvement:

VISION: ACHIEVEMENT FOR ALL

MISSION: Providing Pendleton
Children County
Success Schools

CORE BELIEFS:

1. We believe that all children will advance in essential curriculum, given appropriate time and conditions.
2. We believe that schools and school systems are responsible for creating the conditions necessary for all students to achieve growth.
3. We believe that commitment to high standards in all aspects of the organization is essential to produce success.
4. We believe that strong instructional leadership and highly qualified personnel are required to build the systems and to develop the culture to achieve progress.
5. We believe that parents, treated as valued and respected partners involved in the activities of the school, enhance student learning.
6. We believe that the primary measures of school and system success are the increase of students to attain academic and social gain.
7. We believe that transforming a school system to produce achievement requires a systemic continuous improvement process.

GOALS

- **Goal 1:** To assure that all students master an appropriately prioritized and sequenced K - 12 curriculum that develops enduring understanding, essential skills, and critical knowledge as defined through the policies of the West Virginia Board of Education and the West Virginia Content Standards and Objectives.
- **Goal 2:** To assure that each teacher utilizes research-based instructional design, management, delivery, and assessment systems that result in highly engaged students who achieve mastery and beyond of the essential curriculum.
- **Goal 3:** To assure that all schools exemplify the leadership, culture, and organizational practices consistent with effective schools research and possess the commitment, knowledge, and support to create structures and services that result in all students mastering the essential curriculum.
- **Goal 4:** To assure that all students receive the support they need to achieve mastery and beyond of the essential curriculum and that all parents are treated as valued partners in their student's educational process.

STAFF

<u>Principal</u>	Travis Heavner	<u>Speech</u>	Helan Turner
<u>Secretary</u>	Nancy Enyart	<u>Kitchen Staff</u>	Joyce Bland, Head Cook
<u>Pre-School</u>	Keely Smith Cindy Rexrode, Assistant	<u>Custodial Staff</u>	Sarah Hedrick
<u>Kindergarten</u>	Kim Keplinger Haley Harper, Assistant	<u>Bus Drivers</u>	Sam Harper Bus #7713 Bus #077 Jimmy Waybright Bus #7804 Jason Bowers Bus #7813
<u>Grade One</u>	Erin Eye		
<u>Grade Two</u>	Frances Propst	<u>Title V</u>	
<u>Grade Three</u>	Tricia Nesselrodt		
<u>Grade Four</u>	Patty Sickler		
<u>Grade Five</u>	Joey Eason		
<u>Grade Six</u>	Ryan Lambert		
<u>Special Education</u>	Richard Wolf Crystal Huffman-Warner, Assistant		
<u>Interventionist</u>	Christine Curtis		
<u>Music/Art</u>	Walter Hojka		
<u>Physical Education</u>	Shay Dove		
<u>Gifted Program</u>			
<u>Counselor</u>	Marsha Keller		
<u>School Nurse</u>	Holly See		

NON-DISCRIMINATION PROHIBITED

As required by federal laws and regulations, the Pendleton County Board of Education does not discriminate on the basis of sex, race, color, religion, handicapping conditions, marital status, or national origin in employment or in its educational programs and activities. Inquiries may be referred to Nicole Hevener, Title IX and Section 504 Coordinator, Pendleton County Board of Education Office, P.O. Drawer 888, Franklin, WV 26807, Phone (304) 358-7065; or to the Department of Education's Director of the Office for Civil Rights.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act afford parents and students over eighteen years of age certain rights with respect to the student's education records. Parents and students have the right to inspect and review student's education records within forty-five days of the day the District receives a request for access; the right to request the amendment of student's educational records that the parent or eligible student believes are inaccurate or misleading; the right to consent to disclosures of personally identifiable information contained in the student's education records; except to the extent that FERPA authorizes disclosure without consent, and, the right to file a complaint with the U. S. Department of Education.

Any citizen of this school district is welcome to contact their principal or the Director of Special Services for additional information regarding the person responsible for the maintenance of each type of record, the persons who have access to the records, types and locations of records collected, the purpose for which they have access, or any other question regarding student's records.

CIVIL RIGHTS DISCLAIMER

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) MAIL: U.S. Department of Agriculture

Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW

Washington, D.C. 20250-9410;

(2)

FAX: (202) 690-7442; or

(3) EMAIL: program.intake@usda.gov.

This institution is an equal opportunity provider.

**NOTICE TO PARENTS
PARENTAL CONSENT TO ACCESS PUBLIC BENEFITS OR INSURANCE (E.G,
MEDICAID)**

This notice informs parents of the Individuals with Disabilities Education Act of 2004 (IDEA) regulations at 34 CRF § 300.154 effective March 18, 2013, regarding written notification and parent consent to access public benefits or insurance, such as Medicaid. Before the school district accesses the parent's or child's Medicaid or other publicly funded benefits for the first time to seek reimbursement for services provided to an eligible student, and annually thereafter, this written notice is provided to inform parents of the following:

- A one-time prior written parental consent will be requested to release personal information from a child's education records or information about the services that may be provided for the purpose of billing Medicaid or another specific agency for Individualized Education Program (IEP) services. If at any time billable services are revised, consent will be requested again.
- The consent form will state the student's personal education records and information that will be disclosed, the purpose of the disclosure (e.g. Medicaid billing) and the agency to which the records will be released. By consenting,

parents state they understand and agree that their or their child's public benefits or insurance will be accessed to reimburse the cost of services.

- Parents cannot be required to sign up for or enroll in public benefits or insurance programs for their child to receive free appropriate public education, that is, IEP services.
- Parents are not required to pay out-of-pocket expense such as a deductible or co-pay amount resulting from filing a claim, but may pay the cost that otherwise would be paid by parents.
- Parents must be informed that their public benefits or insurance (e.g. Medicaid) will not be billed if it would:
 - result in a decrease in lifetime benefits;
 - result in the child's parents paying for services that would otherwise be covered and that are needed for the child outside of the time the child is in school;
 - result in an increase in premiums or discontinuation of public benefits or insurance; or
 - risk loss of eligibility for home and community-based waivers based on the total (aggregated) health-related expenditures for the child or the child's parents.
- Parents have the right to withdraw consent to disclose their child's personal information for billing purposes at any time.
- Parent's withdrawal of consent, or refusal to provide consent, to release their child's personal information for purposes of accessing their public benefits or insurance (e.g. for Medicaid billing) does not relieve the school district of its responsibility to ensure that all required IEP services are provided at no cost to parents.

SECTION 1

GENERAL INFORMATION

IMPORTANT TELEPHONE NUMBERS

Principal's Office	249-5381 (Fax: 249-5226)
Bus Garage	358-2588
Superintendent's Office	358-2207

SCHOOL ADDRESS

Brandywine Elementary School
11480 Blue Gray Trail
P.O. Box 247
Brandywine, West Virginia 26802

DAILY SCHEDULE

7:20 - 7:55	Arrival, Breakfast, Accelerated Reader
7:45	Staff Arrives
7:45 - 7:55	Students dismissed from gym
7:45 - 8:00	Opening activities
8:00	Instructional Day Begins
11:15 -12:00	PK-2 Grade Lunch
11:25 -11:55	3-6 Grade Recess
12:05 -12:40	3-6 Grade Lunch
12:00 -12:25	1 st -2 nd Grade Recess
12:40 - 3:15	Instructional Day Continues
3:15 - 3:20	Preparation for Dismissal
3:20 - 3:40	Dismissal

MORNING ARRIVAL

Students who walk or are brought by parents shall not arrive at school before 7:20 a.m. These students should enter the school building when the first bus unloads.

AFTER SCHOOL ARRANGEMENTS

If your child is to go someplace other than home or to a regular after school destination, a note must be sent to school that day. Students will not be permitted to travel anywhere except to their home without a note from the parent or guardian. The principal or his designee must approve all requests listed below to ensure that they are valid and can be accommodated.

1. Riding a different bus.
2. Getting off the bus at a different stop.
3. Going home with another student.
4. Being picked up by someone other than the parent or legal guardian
5. Permitting a student to walk home.

The approved note must be presented to the Bus Driver before a student may ride and get off at a different stop. Telephone calls to the school for a change of evening transportation for students will be taken on an EMERGENCY BASIS ONLY. Bus notes must include the following information:

1. Child's full name, teacher, destination, bus number, statement of permission, date, and parent or guardian signature.
2. No student is permitted to ride a different bus or get off at a different stop unless the

bus driver receives an approved bus note.

BREAKFAST AND LUNCH PROGRAMS*

Breakfast is served from 7:20 – 7:55 a.m. daily. Lunch is served as follows.

11:15 - 12:00 Grades PK, K, 1, 2

12:00 - 12:45 Grades 3, 4, 5, 6

The school food program billing is computerized. Students will be required to pay in advance for meals, both breakfast and lunch. It is recommended that meals be paid on a weekly or monthly basis (every 20 days) to avoid bringing money to school so often. Meal prices follow:

Full Price Meal

Breakfast: \$1.00

Lunch: \$2.00

Extra Milk: \$0.25

Reduced Price Meal

Breakfast: Free

Lunch: \$0.40

Adult Meal

Breakfast: \$4.00

Lunch: \$5.00

Applications for free or reduced meals are available at the Principal's office and should be completed and returned immediately to the school. Applications, which are partially completed, cannot be accepted. Parents and guardians will be informed as soon as possible whether their application was approved or not approved.

*Students who qualify for free meals must also pay for their milk if they pack a lunch. Milk must be paid for daily. Charges cannot be accepted.

*No refrigeration facilities are available to accommodate packed lunches.

VISITORS

All visitors are required to report to the office to sign in and secure a visitor's pass upon entering the school building. Parents/guardians are welcome and encouraged to visit the school.

CHANGE OF ADDRESS

Accuracy of contact information is vital for purposes of emergencies and other routine matters. Report student name, address and telephone number changes as soon as possible. Please report parent and guardian name changes, workplace and home telephone numbers and address changes. Alternative points-of-contact information should be updated as well.

ATTENDANCE POLICY

Regular school attendance is extremely important for student's continuous learning progress. The West Virginia Board of Education believes that regular attendance is a requirement for delivery of formal education to our students. The basic intent of this attendance policy is to promote school attendance and meet the individual needs of the students to help reach their potential.

The following are listings of Excused Absences as expressed in WV School Law 18-8-1.

1. Illness or injury of the student requiring a physician's verification.
2. Medical and or dental appointments which cannot be scheduled outside the school

- day when the absence is verified in writing by physician or dentist.
3. Illness of a student verified by Parent or Guardian not to exceed three (3) consecutive or five (5) total days a semester. Verification by a physician will be required if the absence exceeds three (3) consecutive days. (A written note is verification.)
 4. Illness or injury in the family when student absence is verified as essential by the physician.
 5. Calamity, such as fire in the home, flood, or family emergency upon approval of the school principal.
 6. Death in the family, limit three (3) days for each occurrence except in extraordinary circumstances. "Family" is defined as mother, father, brother, sister, sister-in-law, brother's children, sister's children, student, child, or any person living in the household.
 7. Leaves of educational value adhering to specific stipulations. (Details from Principal).
 8. School approved curricular or extra-curricular activities.
 9. Legal obligations with verification.
 10. Failure of bus to run or extremely hazardous conditions.
 11. Observance of religious holidays.

ABSENCES AND MAKE-UP WORK

Parents should phone the school office if their child is going to be absent for an extended period of time. Arrangements can be made for homework to be sent home, and in some cases homebound instruction. On returning to school, if a student's activities are to be restricted, a note from the family doctor stating the dates of restriction will be required. Grades for assignments missed during an absence may not be withheld unless the student, after given an opportunity to make up work, fails to do so. Following an absence, it is the student's responsibility to make the necessary arrangements with teachers for make up work. When a student is absent, it may be necessary to miss recess until all work is made up. A grade of zero is unacceptable. **The student will be allowed the number of days missed plus one in which he/she will be responsible to make up all work missed during the absence.**

EXCUSE NOTES

Written excuses will be requested for all absences. The excuse must include the date or dates of absence, the child's name, the reason for the absence and a parent's signature. Excuses should be sent by the parent the day the student returns to school. If a note is not received within three (3) days, the absence is unexcused regardless of the reason. Verification by a physician will be required if absences exceed three (3) consecutive days.

A parent may send a note for illness and excuse five (5) days each semester. All other absences for illness are unexcused unless a doctor's note is received.

Examples of unexcused absences include; car breaking down, oversleeping, working at home, baby-sitting, going with someone else to an appointment, 4-H activities not pre-approved by the principal, not turning in an excuse promptly, going shopping, getting a haircut, and suspension. A parent giving a student permission to leave school early is not automatically an excused absence. Leaving school early is an unexcused absence unless going to a doctor's appointment

or for a WV Department of Education valid reason.

After **five (5) unexcused** absences, a parent is required to have a conference with the attendance director.

LATENESS TO SCHOOL

Prompt arrival at school is expected of all students. Late arrival disrupts class and causes loss of instruction time. Any student who arrives at school after 8:00 a.m. (after homeroom bell) is considered tardy.

In addition, arriving after first period (9:00 a.m.) will be counted as a ½ day absence. Leaving before 2:00 p.m. will be counted as ½ day absence. Parents are required to sign students in and must indicate the reason on the attendance log located in the Principal's office.

EARLY DISMISSALS

It is understandable that there will be times when a student must leave school before the end of the regular school day for doctor's appointments or other urgent family business. Parents should make a sincere effort not to schedule appointments for their children during school. However, when this is not possible, parents must present a signed note explaining why their child should be excused early. The parent must personally pick the child up from school by reporting to the school office. The parent must sign the student in and out in the Attendance Log located in the school office. No child will be permitted to leave school with anyone other than the parent unless prior arrangements have been made between the parent and the school office.

BUS CONDUCT

As the school's bus transportation system is an extension of the school, a few guidelines are to be followed.

1. Riding a bus is a privilege, and students who are transported should not abuse this privilege.
2. The behavior of students riding a bus should be no different than the behavior of students in a classroom.

The following general guidelines will help ensure the safety of all students who ride buses:

1. Use only the bus and bus stop assigned.
2. Orderly behavior is required at the bus stop.
3. Remain seated, facing front, when the bus is in motion.
4. Talk quietly and make no unnecessary noise.
5. Do not talk to the driver unless it is necessary.
6. Keep head and arms inside the bus.
7. Do not litter the inside of the bus or throw anything out the window.
8. Be quiet when the bus is crossing railroad tracks.

The approved State Board of Education Regulations for pupils transported in buses will be posted in a prominent place in each school bus.

SCHOOL PARTIES

All parties will comply with the policies adopted by the Pendleton County Board of Education. New nutritional standards are in effect for our school meal programs. The WV School Nutrition plan prohibits serving foods with high sugar content (candy, sodas, etc.). This also includes parties. Students are encouraged to develop healthy eating habits. Therefore, parents and guardians should consider healthy alternatives for parties. Examples of healthy alternatives are fresh and dried fruits, juices instead of sodas or sugared drinks, low fat, low sugar treats such as muffins, crackers and whole grain cookies or cakes. Birthday parties and **birthday invitations** are not permitted at school.

FIELD TRIPS

School sponsored class field trips are arranged to enhance and enrich the curriculum. These trips are an out-of-class learning experience and must be educational in value. Since this is considered a school day, students must remain with their class for all activities, including travel. Chaperones are selected by the classroom teacher and are limited to parents and guardians. Chaperones must be approved by the Board of Education. Siblings (older and/or younger) may not participate in the class trip. Parental or guardian permission is required for all trips.

Participation in field trips is contingent on responsible behavior. **Students who have received two or more out-of-school suspensions may be required to have a parent or guardian chaperone them on all remaining school trips if they are permitted to attend.** This decision will be made by the Principal and homeroom teacher.

TELEPHONE USAGE

The office telephone is a business phone and is not to be used by students, except in an emergency. Forgotten homework, books, band instruments, permission slips, etc. are not considered an emergency. Students are not allowed to use the phone to make personal arrangements (such as requesting permission to go to another student's home after school). A student will not be called to the telephone under any circumstances. In case of an emergency, a message will be delivered.

TEXTBOOKS

Textbooks are issued to all students through the individual classes and become the responsibility of the student. The student is responsible for the loss and the damage to any assigned textbook. If a textbook is lost, stolen, or damaged, the student must pay for the book before another can be issued.

WITHDRAW/TRANSFER OF STUDENTS

Please notify the school at least one (1) week before the student's last day. All textbooks or library materials must be returned by the last day of the student's attendance. Please provide the address and telephone number for the new school.

SECTION II

STUDENT INFORMATION

STUDENT CODE OF CONDUCT PURPOSE

The West Virginia Board of Education recognizes the need for students, teachers, administrators, and other school personnel to have a safe, stimulating, educational environment that is conducive to learning. West Virginia public schools must respond immediately and consistently to incidents of harassment, intimidation, bullying, substance abuse, violence or other Student Code of Conduct violations. Public schools should undertake proactive, preventive approaches to ensure that these standards of conduct are applied in the classroom, on the playground, on buses, and at school sponsored activities. Any form of harassment, intimidation, bullying, substance abuse, violence or other policy violations is unacceptable.

EXPECTED STUDENT DISPOSITIONS

The following information is an excerpt from Policy 4373, Expected Behavior in Safe and Supportive Schools.

Our nation's founders envisioned the American education system as an institutional structure that would prepare each generation to be active, principled citizens. This vision has placed a great responsibility on schools to sustain a democratic culture. To accomplish this charge, schools must deliberately focus on conveying democratic principle through the explicit curriculum and through the implicit learning that is affected by the manner in which all individuals within a school interact with one another.

Schools must consistently and persistently work to improve student knowledge skills and dispositions that convey our nation's democratic principles. Dispositions are the values, commitments and ethics that influence one's behaviors toward others and affect learning, motivation and development. Dispositions are affected by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice. Ideally, the teaching and learning of these valued dispositions should be the shared responsibility of every school employee, student, parent and community member and these stakeholders should be engaged in supporting the development of these dispositions.

Social and emotional learning is the process through which individuals acquire the knowledge, attitudes and skills they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions and handle challenging situations constructively. Socially competent students are skilled in three core areas.

The standards and objectives progress through the grade levels in a spiraling nature. Once the objectives from one level are mastered, students are expected to maintain them at higher grade levels as they continually demonstrate that they have integrated the valued dispositions into their personal values and actions.

- **Standard 1: Self-awareness and Self-management** - The self-awareness and self-management standard promotes the development of self-esteem and identification of emotions leading to student self-efficacy to express themselves in constructive ways. These skills enable students to control impulses, manage stress and motivate themselves to establish, monitor and achieve academic and personal goals.

Grades PK – 1		Self-awareness and self- management	
Objectives		Students will:	
PK-1.1.01		Recognize and accurately label emotions and how they are linked to behavior	
PK-1.1.02		Demonstrate control of impulsive behavior	
PK-1.1.03		Identify likes and dislikes, needs and wants, strengths and challenges	
PK-1.1.04		Identify goals for academic success and classroom behavior	
Example Behaviors that Document Mastery of Self-awareness and Self-management			
Individual Behavior: <ul style="list-style-type: none"> • Maintain focus during learning activities • Speak in a tone of voice appropriate for situation • Maintain correct posture • Enter class without disruption • Follow class routines • Follow school rules • Follow internet safety rules • Respect property of the school and others (including technology tools) 		Initiative Interaction: <ul style="list-style-type: none"> • Ask the teacher for assistance or information • Express needs, wants and feelings appropriately • Speak confidently with eye contact 	
		Responsive Interaction: <ul style="list-style-type: none"> • Answer questions asked by the teacher with eye contact • Respond appropriately to redirection • Help peers when asked • Follow verbal directions 	

Grades 2 – 4		Self-awareness and self-management	
Objectives		Students will:	
2-4.1.01		Describe a range of emotions and the situations that cause them	
2 -4.1.02		Describe and demonstrate ways to express emotions in a socially acceptable manner	
2-4.1.03		Describe personal skills and interests that one wants to develop	
2-4.2.04		Describe the steps in setting and working toward goal achievement	
2-4.1.05		Describe and demonstrate ways that healthy habits contribute to goal achievement	
Example Behaviors that Document Mastery of Self-awareness and Self-management			
Individual Behavior: <ul style="list-style-type: none"> • Complete work on time • Internalize class routines • Maintain good grooming • Maintain healthy habits • Avoid inappropriate physical contact • Express enthusiasm for school • Express confidence and positive self-esteem • Ignore distractions • Practice basic internet safety 		Initiative Interaction: <ul style="list-style-type: none"> • Make relevant remarks during classroom discussion • Express emotions in non-violent ways • Choose activities that express one’s interests and strengths • Ask peers for help • Make invitations 	
		Responsive Interaction: <ul style="list-style-type: none"> • Listen when others speak • Participate in group activities • Help peers when asked • Accept ideas different from one’s own • Interact appropriately with adults • Express appropriately with adults • Express sympathy • Follow verbal and written directions 	

Grades 5-8		Self-awareness and self-management	
Objectives		Students will:	
5-8.1.01		Analyze factors that create stress or motivate successful performance	
5-8.1.02		Apply strategies to manage stress and to motivate successful performance	
5-8.1.03		Analyze how personal qualities influence choices and successes	
5-8.1.04		Set a short-term goal and make a plan for achieving it	
5-8.1.05		Analyze why one achieved or did not achieve a goal	
Example Behaviors that Document Mastery of Self-awareness and Self-management			
Individual Behavior: <ul style="list-style-type: none"> Participate politely in classroom discussions Initiate positive habits that contribute to school readiness Take responsibility for completing homework Appropriately cope with stressful situations Use technology when it is contextually appropriate without interruption or offense to others 		Initiative Interaction: <ul style="list-style-type: none"> Initiate and maintain appropriate conversations Politely excuse oneself from activities and conversations Introduce oneself and make introductions Start activity under one's own motivation 	
		Responsive Interaction: <ul style="list-style-type: none"> Respond appropriately in various situations Participate in group activities Help peers when asked Accept ideas different from one's own Interact appropriately with adults Express sympathy Follow verbal and written directions 	

- Standard 2: Social awareness and Interpersonal Skills** – Social-awareness involves recognition of the thoughts, feelings and perspectives of others, including those that are different from one's own. Interpersonal skills involve cooperating, communicating respectfully and constructively resolving conflicts with others. Both are essential for building and maintaining positive relationships that are essential to success in school and life.

Grades PK-1		Social-awareness and Interpersonal Skills	
Objectives		Students will:	
PK-1.2.01		Recognize and accept individual differences in others	
PK-1.2.02		Recognize that others may experience situations differently from oneself	
PK-1.2.03		Use listening skills to identify the feelings and perspectives of others	
PK-1.2.04		Describe positive qualities in others	
PK-1.2.05		Identify ways to work and play well with others	
PK-1.2.06		Demonstrate appropriate social classroom behavior	
PK-1.2.07		Identify problems and conflicts commonly experienced by peers	
PK-1.2.08		Identify approaches to resolving conflicts constructively	
Example Behaviors that Document Mastery of Social-awareness and Interpersonal Skills			
Individual Behavior: <ul style="list-style-type: none"> Speak in a tone of voice appropriate for the situation Engage in age-appropriate transition activities Demonstrate positive dispositions for interacting with peers and adults 		Initiative Interaction: <ul style="list-style-type: none"> Greet peers positively Ask other children to play Take turns in games and activities Borrow from peers Compliment others Appropriately garner attention 	
		Responsive Interaction: <ul style="list-style-type: none"> Accept consequences for inappropriate behavior Engage in turn-taking with peers Smile when encountering acquaintances Express empathy for others 	

Grades 2-4		Social-awareness and Interpersonal Skills	
Objectives	Students will:		
2-4.2.01	Identify verbal, physical and situational cues that indicate how others may feel and describe the expressed feelings and perspectives of others		
2-4.2.02	Identify differences among and contributions of various social and cultural groups		
2-4.2.03	Demonstrate how to work effectively with those who are different from oneself		
2-4.2.04	Describe approaches for making and keeping friends		
2-4.2.05	Analyze ways to work effectively in groups		
2-4.2.06	Describe causes and consequences of conflicts and apply constructive approaches to resolve conflicts		
Example Behaviors that Document Mastery of Social-awareness and Interpersonal Skills			
Individual Behavior:	Initiative Interaction:	Responsive Interaction:	
<ul style="list-style-type: none"> Participate politely in classroom discussions Express anger in non-aggressive ways Respect private property Refrain from cyber-bullying 	<ul style="list-style-type: none"> Make invitations Engage in conversations Treat others with respect and courtesy Utilize digital etiquette in personal and academic networking Apply verbal, written and electronic communication appropriately 	<ul style="list-style-type: none"> Listen when another child speaks Participate in group activities Help peers when asked Respect ideas different from one's own Interact appropriately with adults 	

Grades 5-8		Social-awareness and Interpersonal Skills	
Objectives	Students will:		
5-8.2.01	Predict others' feelings and perspectives in a variety of situations		
5-8.2.02	Analyze how one's behavior may affect others		
5-8.2.03	Explain how individual social and cultural differences may increase vulnerability to bullying, identify ways to address it and analyze the effects of taking action to oppose bullying based on individual and group differences		
5-8.2.04	Analyze ways to establish positive relationships with others		
5-8.2.05	Demonstrate cooperation and teamwork to promote group effectiveness		
5-8.2.06	Evaluate strategies for preventing and resolving interpersonal problems		
5-8.2.07	Define unhealthy peer pressure and evaluate strategies for resisting it		
Example Behaviors that Document Mastery of Social-awareness and Interpersonal Skills			
Individual Behavior:	Initiative Interaction:	Responsive Interaction:	
<ul style="list-style-type: none"> Participate appropriately in group activities in a variety of roles Dress appropriately for a variety of situations Exhibit sportsmanship and appropriate audience behavior Refrain from spreading rumors 	<ul style="list-style-type: none"> Engage in communications that balance speaking and listening Utilize cooperation and negotiation in group work Engage in polite conversation with others about individual social and cultural differences Give and ask for directions in public 	<ul style="list-style-type: none"> Respond politely to school and public authorities Resolve conflict peacefully Express empathy Deal with embarrassment in non-aggressive ways Accept praise with humility Make one's own responsible decisions in peer settings 	

- Standard 3: Decision-making Skills and Responsible Behaviors** – Decision-making requires an ability to accurately assess a variety of situations, define and evaluate choices, anticipate consequences of each, generate alternative choices and select a responsible choice. Responsible behaviors are those that promote safety, avoid risk, deal honestly and fairly with others and contribute in a positive way to one’s classroom, school, family and community.

Grades PK-1		Decision-making Skills and Responsible Behaviors	
Objectives		Students will:	
PK-1.3.01		Explain why acts that hurt others are wrong	
PK-1.3.02		Identify social norms and safety considerations that guide behavior	
PK-1.3.03		Identify a range of decisions that students make at school	
PK-1.3.04		Identify the positive and negative consequences that link to various decisions	
PK-1.3.05		Make positive choices when interacting with classmates	
PK-1.3.06		Identify and perform roles that contribute to one’s classroom	
Example Behaviors that Document Mastery of Decision-making Skills and Responsible Behaviors			
Individual Behavior: <ul style="list-style-type: none"> Maintain a work space appropriate to the classroom setting Speak in a tone of voice appropriate for situation Apply school rules (i.e. cafeteria, bus, restroom) Walk in an orderly manner throughout the school building Utilize good decision-making skills to maintain the safety of self and others 		Initiative Interaction: <ul style="list-style-type: none"> Tell the truth Assume classroom leadership roles Work collaboratively in structured and unstructured activities 	Responsive Interaction: <ul style="list-style-type: none"> Accept natural consequences for behavior Use appropriate conflict resolution skills Use refusal skills to resist peer pressure

Grades 2-4		Decision-making Skills and Responsible Behaviors	
Objectives		Students will:	
2-4.3.01		Demonstrate the ability to respect the rights of self and others	
2-4.3.02		Demonstrate knowledge of how social norms affect decision making and behavior	
2-4.3.03		Identify and apply the steps of systematic decision making	
2-4.3.04		Generate alternative solutions and evaluate their consequences for a range of academic and social situations	
2-4.3.05		Identify and perform roles that contribute to one’s school and local community	
Example Behaviors that Document Mastery of Decision-making Skills and Responsible Behaviors			
Individual Behavior: <ul style="list-style-type: none"> Assist in development of classroom rules/norms Make wise behavior choices Identify digital resources that inform decision making 		Initiative Interaction: <ul style="list-style-type: none"> Engage respectfully with persons of different individual social and cultural norms Evaluate behavior choices before taking action Set personal and academic goals 	Responsive Interaction: <ul style="list-style-type: none"> Accept responsibility for behaviors Participate in school-wide and community service projects Choose appropriate behavior when confronted with various options

Grades 5-8		Decision-making Skills and Responsible Behaviors
Objectives	Students will:	
5-8.3.01	Evaluate how honesty, respect, fairness and compassion enable one to take the needs of others into account when making decisions	
5-8.3.02	Analyze the reasons for school and societal rules	
5-8.3.03	Analyze how decision-making skills improve study habits and academic performance	
5-8.3.04	Evaluate strategies for resisting pressures to engage in unsafe or unethical activities	
5-8.3.05	Evaluate one's participation in efforts to address identified needs in one's school and local community	
Example Behaviors that Document Mastery of Decision-making Skills and Responsible Behaviors		
Individual Behavior:	Initiative Interaction:	Responsive Interaction:
<ul style="list-style-type: none"> • Make thoughtful decisions to balance academic and social success • Assume responsibility for personal and academic success • Seek resources as needed to support success • Refrain from gossiping and cyber-bullying 	<ul style="list-style-type: none"> • Engage in positive peer groups and activities • Engage in student leadership • Analyze the accuracy of various digital information sources and networks • Employ digital security techniques to protect oneself and others 	<ul style="list-style-type: none"> • Resist pressure to engage in inappropriate behavior • Consider the impact of various choices on one's friends and family • Adjust inappropriate behaviors based on prior decision-making experience

STUDENT CODE OF CONDUCT

All West Virginia public school students will:

- ◆ Help create an atmosphere free from bullying, intimidation and harassment.
- ◆ Demonstrate honesty and trustworthiness.
- ◆ Treat others with respect, deal peacefully with anger, use good manners and be considerate of the feelings of others.
- ◆ Demonstrate responsibility, use self-control and be self-disciplined.
- ◆ Demonstrate fairness, play by the rules and not take advantage of others.
- ◆ Demonstrate compassion and caring.
- ◆ Demonstrate good citizenship by obeying laws and rules, respecting authority and by cooperating with others.
- ◆ Attend school regularly, complete assignments on time and work to your full potential.

STUDENT CODE OF CONDUCT LEVELS

Level 1

A. Cheating
 B. Deceit
 C. Disruptive/
 Disrespectful Conduct
 D. Failure to Serve
 Detention
 E. Falsifying Identify
 F. Inappropriate
 Appearance
 G. Inappropriate Display
 of Affection
 H. Inappropriate
 Language
 I. Possession of
 Inappropriate Personal
 Property
 J. Skipping Class
 K. Tardiness
 L. Vehicle Parking
 Violation

Level 2

A. Gang Related
 Activity
 B. Habitual Violation of
 School Rules or Policies
 C. Insubordination
 D. Leaving School
 Without Permission
 E. Physical Fight
 Without Injury
 F. Possession of
 Imitation Weapon
 G. Possession of knife
 not meeting dangerous
 weapon definition
 H. Profane
 language/obscene
 gesture/indecent act
 toward an employee or
 student
 I. Technology Misuse

Level 3

A. Battery against a
 student
 B. Defacing school
 property/vandalism
 C. False fire alarm
 D. Fraud/forgery
 E. Gambling
 F. Hazing
 G. Improper or negligent
 operation of a motor
 vehicle
 H. Larceny
 I. Sexual Misconduct
 J. Threat of
 injury/assault against an
 employee /student
 altercation
 K. Trespassing

Level 4

A. Harassment/bullying/
 intimidation
 B. Imitation drugs,
 possession, use,
 distribution or sale
 C. Inhalant abuse
 D. Possession/use of
 substance containing
 tobacco and/or nicotine
 E. Battery against a
 school employee
 F. Felony
 G. Illegal substance
 related behaviors
 H. Possession and/or
 Use of Dangerous
 Weapon

STUDENT RIGHTS AND RESPONSIBILITIES

The following two paragraphs are excerpts from the State required document, “Expected Behavior in Safe and Supportive Schools, Policy 4373, which is available in the office.

Rights and responsibilities go hand in hand. Students in West Virginia have basic rights and responsibilities similar to those enjoyed by other citizens. These include the right to the equal protection of the laws and the right to the privileges and immunities of United States citizenship. Enjoyment of these rights is governed by due process of law.

School officials have control over student safety, welfare, and behavior from the time a student boards the school bus or arrives at school until the student returns home or to their designated bus stop. To meet this responsibility school officials have the right and responsibility to adopt rules and regulations for the purpose of maintaining order and discipline and creating a positive learning environment. It is a student’s responsibility to follow school rules and regulations and to cooperate with authorities who enforce these rules and regulations.

Students and teachers alike have the same civil rights and responsibilities while in school as they would have anywhere. Section 18A-5-1 of West Virginia law gives teachers (meaning all professional personnel) the authority of the parent during school. Every teacher, regardless of their teaching station, has the right and duty to correct a child for misconduct. Additional information on these topics may be obtained by contacting the school office. Policy 4373, “Expected Behavior in Safe and Supportive Schools”, which includes “Student Rights and Responsibilities”, is available in the office.

HONOR CODE

To provide a school environment of moral excellence, Brandywine Elementary School has established the following honor code pledge: On my honor, I will not cheat on any schoolwork assigned through Brandywine Elementary School. This pledge will be posted in every classroom. All teachers will discuss the honor code and pledge with the students.

Cheating is a serious compromise of a student’s integrity and will not be tolerated. If cheating is discovered, the student’s work will be confiscated. A failing grade will automatically be recorded for the work and the parents will be notified by the classroom teacher.

DEADLY WEAPONS ON SCHOOL PROPERTY

The Pendleton County Board of Education recognizes the fact that students learn best in an environment that is safe, stable, secure, and oppression free. Therefore, the Pendleton County Board of Education abhors acts of violence and other aggressive behavior by students upon students, and students upon school personnel. The Board further recognizes the right of every student to attend school without fear for their personal safety.

Code of Conduct. According to West Virginia Code 18A-5-1a(a), a student will not possess a firearm or deadly weapon as defined in West Virginia Code 61-7-2, on any school bus, on school property or at any school-sponsored function as defined in West Virginia Code 61-7-11a.

Definitions. As defined in West Virginia Code 61-7-2, a “dangerous weapon” means any device intended to cause injury or bodily harm, any device used in a threatening manner that could cause injury or bodily harm, or any device that is primarily used for self-protection. Dangerous weapons include, but are not limited to, blackjack, gravity knife, knife, switchblade knife, nunchuka, metallic or false knuckles, pistol, or revolver. A dangerous weapon may also include the use of a legitimate tool, instrument, or equipment as a weapon including, but not limited to, pens, pencils, compasses, or combs, with the intent to harm another. Also included are explosives, chemical, biological

and radiological materials. A pocketknife with a blade of three and one-half inches or less shall not be included in the definition of knife as defined in WVC 61-7-2 unless such knife is knowingly used or intended to be used to produce serious bodily injury or death.

Penalty. Any violation of this policy by a student shall result in an immediate mandatory suspension of said student by the school principal, after providing the said student with his or her due process rights. The violation shall then be referred to the Pendleton County Board of Education who may expel the student from school for a period not to exceed one year.

For a complete description of the Safe Schools act and its related policies, refer to the following:

Pendleton County Safe and Productive Schools Plan

Pendleton County Board of Education Policy S.8.3

West Virginia Code 18A-5-1a

TOBACCO POLICY

A student will not unlawfully possess, use or be under the influence of any substance containing tobacco and/or nicotine or any paraphernalia intended for the manufacture, sale and/or use of tobacco/nicotine products in any building/area under the control of a county school system, including all activities or events sponsored by the county school district.

No person (student, staff member or public guest) shall at any time use or distribute any tobacco or nicotine containing product on school property or during school sponsored events.

Individuals supervising students off school grounds are prohibited from distributing or using tobacco or nicotine containing products in the presence of students.

SCHOOL DISCIPLINE PROCEDURES

Dear Parents,

The administration is making every effort to insure that your child will be provided with an excellent educational environment during the upcoming year. One way to help provide that environment is to establish student behavior expectations.

Student misconduct gets in the way of learning, of safety, and of developing respect. Misbehavior takes up valuable learning time and decreases learning opportunities. Furthermore, when children are not held accountable for their misbehavior, they often end up learning that "rules are made to be broken."

Our school policy is to establish meaningful expectations, which focus on being prepared, being respectful, thinking responsibly, and being safe. These expectations will be enforced at all times.

Your child's teacher has designed specific classroom rules and consequences. Following is a list of general school expectations to be observed at all times. Examples of appropriate behavior are displayed in applicable locations throughout the school.



1. **C**ome Prepared
2. **A**lways Be Respectful
3. **T**hink Responsibly
4. **S**afety First

If a student is sent to the Principal's office for repeated rule violations or a severe offense, the following measures will be taken:

- | | |
|---------------------------------|--|
| 1. First Referral to Principal | Parent notified. Conference with student. |
| 2. Second Referral to Principal | Parent notified. Conference with parent and student/assigned to Silent Lunch |
| 3. Third Referral to Principal | Parent notified. In school suspension |
| 4. Fourth Referral to Principal | Parent notified. Out-of-School Suspension. Conference with parent and student prior to returning to class. |

-Violent behaviors will be directed immediately to the administrator.

-Teachers will maintain written documentation of all consequences.

-FIGHTING WILL NOT BE TOLERATED. SUSPENSION WILL BE DETERMINED BY

ADMINISTRATOR INVESTIGATING. A parent conference will be held before your child may return to school. Your child may not participate in any school-sponsored activities or be permitted on school grounds during the period of suspension.

Please contact the office if you wish to discuss these procedures.

Sincerely,
Principal

CLASSROOM DISCIPLINE PLAN

All teachers have designed and will implement their own classroom discipline process. Ask your child's teacher about the classroom rules, rewards and consequences. If a student refuses to follow the rules, he/she will be given a **Classroom Behavior Parent Contact** form to take home. This referral must be signed by the parent and returned to your child's teacher. The student may also be assigned Silent/Working Lunch.

**BRANDYWINE ELEMENTARY SCHOOL
CLASSROOM BEHAVIOR
PARENT CONTACT**

Date _____

Dear Parent/Guardian of _____,

In my classroom, I stress high academic and behavioral expectations. Students are expected to follow classroom rules and procedures. I maintain a structured and orderly classroom that is not only safe, but emphasizes learning. Your child had trouble following these classroom guidelines in class:

- _____ Talking with others during instructional time
- _____ Talking out or blurting out during instructional time
- _____ Out of seat during instructional time
- _____ Note writing/passing
- _____ Off task during independent work time (slow to start, talking, drawing, out of seat)
- _____ Off task during Sustained Silent Reading (slow to start, talking, drawing)
- _____ Coming late to class and disrupting the class
- _____ Not prepared for class (missing book, paper, pencil, or assignment (s) not completed)
- _____ Disruptive behavior with a guest teacher
- _____ Disrespect
- _____ Other _____

This kind of behavior interferes with the learning of other students in the class. Please discuss this behavior with your child, sign this form, and have your child return it to me. If you have any questions or suggestions, please call me at 249-5381.

TEACHER COMMENTS:

PARENT COMMENTS:

TEACHER SIGNATURE

PARENT SIGNATURE

OUT-OF-SCHOOL SUSPENSION

Violation of the student standards of conduct may result in the serious penalty of suspension from school for a specified length of time. During the time of suspension, a student is denied the privilege of representing Brandywine Elementary School in any activity; furthermore, he/she will not be allowed on the school grounds, or permitted to attend any school function during the time of suspension. Students are allowed to make up all work missed during a suspension. It is the responsibility of the student to contact his/her teacher concerning arrangements for make-up work.

Violence of any kind will not be tolerated. Any student participating in a fight, causing injury to others, or demonstrating threatening behavior, will be suspended from school as determined by investigating school official. The student will receive a referral and be isolated in an in-school suspension area for his/her safety and the safety of others until he/she is picked up or until the end of the school day. A parent/school conference must be held before the student may return to school. Records of suspension will be forwarded to the Superintendent.

AUTHORITY OF TEACHERS (State Code 18A-5-1)

The teacher shall stand in the place of the parent or guardian in exercising authority over the student, and shall have control of all pupils enrolled in the school from the time they reach the school until they have returned to their respective homes.

EMPLOYEE CODE OF CONDUCT PURPOSE

The West Virginia Board of Education recognizes that the capabilities and conduct of all school employees greatly affect the quality of education provided to students in the public schools. The West Virginia Board of Education further believes that all school employees should be intrinsically motivated by the importance of the job they do. The purpose of the Employee Code of Conduct is to establish appropriate standards of conduct for all West Virginia school personnel.

The Employee Code of Conduct regulations also require that West Virginia public school employees respond immediately and consistently to incidents of bullying, harassment, intimidation, substance abuse and/or violence or any other Code of Conduct violation that impacts negatively on students in a manner that effectively addresses incidents, deters future incidents and affirms respect for individuals.

EMPLOYEE CODE OF CONDUCT All West Virginia school employees will:

- ◆ Exhibit professional behavior by showing positive examples of preparedness, communication, fairness, punctuality, attendance, language and appearance.
- ◆ Contribute, cooperate and participate in creating an environment in which all employees/students are accepted and are provided the opportunity to achieve at the highest levels in all areas of development.
- ◆ Maintain a safe and healthy environment free from harassment, intimidation, bullying, substance abuse, violence, and free from bias and discrimination.
- ◆ Create a culture of caring through understanding and support.
- ◆ Immediately intervene in any Code of Conduct violation that has a negative impact on students, in a manner that preserves confidentiality, and the dignity of each person.
- ◆ Demonstrate responsible citizenship by maintaining a high standard of conduct, self-control and moral/ethical and behavior.
- ◆ Comply with all Federal and West Virginia laws, policies, regulations, and procedures.

DRESS/PERSONAL APPEARANCE CODE

In addition to educational responsibilities, school personnel at all grade levels recognize the opportunity and obligation to work with parents in the development of positive student attitudes toward personal hygiene, appearance, and dress/attire.

A spirit of support and cooperation between parents and school personnel is needed to insure that students come to

school appropriately dressed in attire which does not pose health or safety hazards and is not disruptive or distracting to the school environment.

School personnel strive to provide an educational environment for students that is pleasant, safe, individualistic, and conducive to instruction/learning. Students are permitted to express their individuality as long as their appearance does not compromise the safety or inherent rights of other students by displaying obscene and/or objectionable attire which disrupts or interferes with school purposes or an educational function. The following items serve as a guide to students for proper school dress.

1. Students may wear fingertip length shorts and skirts. Shorts should be loose fitting. Spandex and other types of shorts designed to be worn skin-tight will not be permitted unless other acceptable clothing is worn over them.
2. Students are required to wear shoes with soles at all times. Sneakers must be worn for Physical Education classes.
3. Students are required to wear shirts, sweaters, or blouses at a minimum waist length. In other words, shirts, sweaters, and blouses, which reveal a bare midriff, will not be permitted.
4. Students are not to wear:
 - A. Shirts or garments which only partially cover the upper body, such as tank tops, halter-tops, tube tops, or mesh tops, unless the items of apparel are worn over or under a blouse or shirt.
 - B. Hats, sunglasses, headbands, or bandannas.
 - C. Clothing, jewelry or accessories that refer to or promote the use of alcohol, beer, drugs, tobacco, or brands thereof.
 - D. Clothing that contains obscene/lewd writing or pictures, contains profanity, implies or portrays sex, or suggests violence.

If, in the professional opinion of the principal, a student's dress/attire, jewelry or personal appearance detracts from, disrupts, or interferes with school purposes or an educational function, the student will either be: a) directed to modify his/her attire or personal appearance while at school, b) sent home to make necessary changes, or c) suspended from school.

When a student is directed to modify or change his/her clothes, attire or personal appearance, the principal will make a reasonable attempt to contact the student's parent or guardian to discuss the situation.

PERSONAL PROPERTY

Students are not to bring their personal belongings to school without permission from the teacher. No radios, tape players, iPods, MP3 players, CD players, cell phones, video games, or toys will be permitted in the school. In addition, baseballs, softballs, and wood and metal bats are never allowed at school. If brought to school, these items will be confiscated. Parents may make arrangements with their child's teacher to pick up these items. Any other item brought to school that interferes with the learning process will also be confiscated. **The school will not be responsible for lost or broken items.**

PRESCRIPTION AND NON-PRESCRIPTION MEDICATION

To comply with State School Law governing the administration of medication at school, the Pendleton County School System requires that all students who need medication during school hours do the following:

- Send medication to school only if it is medically indicated during school hours.
- The parent or legal guardian must sign the written consent form for any medication to be given.
- The first dose of any medication must be given at home due to the possibility of allergic response.
- The parent must send the medication to school in the properly labeled original container or individual package – not a baggie or unlabeled bottle. Medication that is not properly identified **WILL NOT BE GIVEN**.
- Do not list more than one medication on the provided form. Use separate forms for additional medications.
- Due to a statewide policy change, over-the-counter medication cannot be given at school without written order from a physician or other medical provider with prescription privileges.
- A form allowing for the administration of medications may be picked up at the office or obtained from the Pendleton County School website.

HANDLING OF MEDICATIONS

Medications must be given to the homeroom teacher at the beginning of the school day. Students are not allowed to carry medications on their person, in purses, lockers, desks, etc.

HEAD LICE

When a case of head lice is discovered, the parent is contacted and the student is excused from school. The school nurse will provide the parent with information concerning head lice. The student must be checked and cleared by the school nurse or other designated staff member before returning to school. When head lice are discovered, all students in the classroom of the infected student and siblings will be checked. Please contact the school nurse if you have any questions.

POSITIVE BEHAVIOR SUPPORT

What is Positive Behavior Support (PBS)?

PBS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide and classroom behavior support systems. Rather than a prescribed program, PBS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. PBS includes school-wide procedures and processes intended for all students and all staff in all settings. PBS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn.

What is PBS at Brandywine Elementary School?

We have adopted a unified set of school expectations which are listed under School Discipline Procedures. You will see these rules posted throughout the school and your child will be learning them during his or her first days at school.

As part of our PBS process, teachers and other staff members use evidence-based practices to increase student learning and decrease classroom disruptions. To keep students on the rules in a positive manner, we do the following when teaching academics and behavior.

Constantly teach and refer to our school-wide expectations.

Provide students with more praise than correction.

Talk to students with respect using positive voice tone.

Actively engage everyone in the class during instruction.

Use pre-correcting, prompting, and redirecting as we teach.

Look for the positive first and provide positive, immediate, frequent, and explicit feedback.

INCENTIVES

A system of incentives to reward students who maintain satisfactory behavior has been established. These will be shared with parents and students. Desired behaviors will be rewarded throughout the school year.

CONSEQUENCES

Students will receive warnings for inappropriate behavior. Students will be sent to the Principal's office for repeated violations or a severe offense. Consequences for office referrals are listed under School Discipline Procedures. If deemed necessary, Parent(s) will be asked to come to school to accompany their child throughout the school day to help him/her focus and get work completed.

PBS for Grades 3-6

In the past, students have served detention at recess when they have failed to complete homework assignments or had issues with behavior. This year, in an effort to ensure that all students get recess, we are using the following strategies.

- **Mornings—Homework Table:** Students who have not finished their homework the previous night have the option to work at the homework table in the mornings. Students will be able to work here from the time they arrive until 7:45.
- **Silent/Working Lunch:** Students who do not turn in their homework or have issues with behavior will eat lunch at a table on the stage. The monitoring teacher will gather students that have working lunch and take

them through the lunch line first. Students will get a tray and go to the working lunch area. They will stay there until the end of the lunch period. Students will begin working on assignments after finishing their lunch. Any work that is not completed, will be due as homework the following day. For a behavior working lunch, students will be expected to bring a book to read.

In order to reduce issues with submitting completed assignments and classroom behavior, we have developed a progressive scale. The scale is as follows:

- **After school detention:** Available every Wednesday. Students will stay after school from 3:30 to 4:30. Students must be picked up by a parent or guardian by 4:30. After a student serves a fifth working lunch, the next infraction will result in after school detention.
- **In School Suspension:** Student will be removed from regular classroom setting and will work in an isolated setting. Students will complete assignments provided by the classroom teacher. On the 18th infraction, the student will serve an In School Suspension
- **Out of School Suspension:** Student will be suspended from school for one day. Student will be responsible for all assignments that they miss. Students will serve an Out of School Suspension on the 24th infraction.
- **Saturday School:** Students will be brought to school by a parent or guardian at 9 a.m. The student will work on assignments while being monitored by a teacher. The student will be picked up by a parent or guardian at 12 p.m. A student will serve Saturday School on the 30th infraction.

Reward Trips

In place of the End of the Month Rewards, Grades 3-6 will have a reward trip at the end of both the first and second semesters. Both trips will be free of charge to students and will be offered to all students who qualify.

***** Any student who serves two after school detentions will automatically be disqualified from the reward trip at the end of the semester.**

***** Any student who serves an In School or Out of School Suspension for any reason will automatically be disqualified from the reward trip at the end of the semester.**

SECTION III

PARENT INFORMATION

This section is written for parents and guardians. These pages provide answers to many of your questions. Please read the other sections of this handbook with your child. Questions not answered in these handbook sections can be answered by calling the school.

PARENTS RIGHT TO KNOW STATEMENT:

Parents Right to Know -

- (A) Qualifications - at the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner) information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
- (i) Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - (ii) Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
 - (iii) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
 - (iv) Whether the child is provided services by paraprofessionals and, if so, their qualifications.
- (B) Additional information - in addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent -
- (i) Information on the level of achievement of the parent's child in each of the State academic assessments as required under this part; and
 - (ii) Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.
- (C) Format - The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
- (i) Privacy - Information collected under this section shall be collected and disseminated in a manner that protects the privacy of individuals.
 - (ii) Technical Assistance - The Secretary shall provide a State educational agency, at the State educational agency's request, technical assistance in meeting the requirements of this section, including the provision of advice by experts in the development of high quality academic assessments, the setting of State standards, the development of measures of adequate yearly progress that are valid and reliable, and other relevant areas.

EMERGENCY SCHOOL CLOSINGS

Sometimes it is necessary to close school early, before the regular closing time due to heavy snow, flood, heat failure, etc. In situations such as these, public broadcasts will be made by radio and television to inform the parents.

If schools are closed during the night or early morning hours, the local radio and television stations are informed as early as possible and they will carry the announcements. These stations include: WSVA/550, WELD/690, WKCY/1300, WHBG/1360, and WHSV/TV 3. Parents will also receive notice of delays and closings via **School Messenger (a recorded phone message)**.

When school is delayed one or two hours because of bad weather, which means the following starting times:

ONE HOUR DELAY - 9:00 A.M.

TWO HOUR DELAY - 10:00 A.M.

EARLY DISMISSAL DUE TO INCLEMENT WEATHER

Parents are reminded that if they are not home during the school day, they should have an alternate location to which their children can go if school should be closed early due to inclement weather. Keep your child and your child's teacher informed.

ENTRANCE AGE

All children enrolled in Preschool must be at least four (4) years of age prior to September 1. Children enrolled in Kindergarten must be five (5) years of age prior to September 1. Birth certificates and immunization records are required during enrollment process.

Children desiring to enter the first grade are required to have successfully completed a public or privately supported state-approved kindergarten or to have successfully completed an entrance test of basic readiness skills approved by the Pendleton County Board of Education.

IMMUNIZATIONS

The law requires that all children entering school for the first time in West Virginia shall have been immunized against the following illnesses: diphtheria, polio, tetanus, whooping cough, rubella, and shall have had a recent tuberculin skin test.

HOMEBOUND INSTRUCTION

The homebound instruction program shall provide education services to any child who is homebound due to injury or who for any reason, as certified by a licensed physician, is homebound for a period that has lasted or will last more than three weeks. Additional information on this service can be obtained from the school or the county office.

PHYSICAL EDUCATION

Physical Education is considered a means of developing mind, spirit, and body. It is required as part of the school curriculum. When organized Physical Education activities are taking place, all students will be expected to participate. A written note from parents or the family doctor is needed in order to be excused from Physical Education class.

STUDENT RECORDS

All schools maintain a file of each student's academic achievement in addition to other information necessary to administer a student's progress through school. This information is available only to selected individuals who have a direct relationship with each child's education. The school principal must approve requests for access to student records.

HONOR ROLL

Students in grades 1 - 6 will receive honor roll recognition for high academic achievement. A special Principal's

Honor Roll will include those students who achieve a straight “A” (4.0) average. This means that the student has received all “A’s” with no exceptions. For the “B” Honor Roll, students must have a 3.0 average. Averages will be computed on a 4.0 system with the student’s percentage rate converted to a letter grade, for example, a grade of 88 equals a B which is a 3.0 point average. Students are to have no more than one “C” to be placed on the Honor Roll. Students will not be placed on the Honor Roll if they make a “D” or an “F” in any subject. Students will be recognized at each grading period.

RETENTION

The school board policy sets forth definite criteria that have been established to consider promotion:

- ◆ Kindergarten - A student should have demonstrated satisfactory progress as evidenced by his/her report card. Student maturity, social-emotional, and language development must be age appropriate and the student must have attained reading and number readiness.
- ◆ Grades 1-4 - Students should have completed at least half of the basic reading program and have attained comparable skills in oral and written expression, understanding and use of numbers, legibility in writing, and the ability to spell words associated with the grade.
- ◆ Grades 5-6 - A student who fails three or more core subjects or subject grouping (math, social studies, English, reading, science, health/developmental guidance, spelling, art/physical education/music) should be retained.

PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

In order to participate in extracurricular activities (sports), a student must maintain a 2.0 grade point average. A 2.0 average is defined as a grade-point average (GPA) of 2.0 or better on a scale where an “A” mark is worth 4 points, a “B” is worth 3 points, a “C” is worth 2 points, a “D” is given a value of 1 point, and an “F” receives 0 points. A student’s eligibility is to be determined for each semester from his/her GPA for the previous semester. A student who has not achieved a 2.0 GPA for the previous semester can have his/her eligibility reinstated at the next nine weeks grading period if the student has attained at least a 2.0 GPA for that grading period.

Those students who wish to participate in countywide sports competition need to present to the school a permission form signed by both the parent/guardian and a physician. On the form the parent will give permission for the child to participate in such events. The physician’s statement shows that the student has had a satisfactory physical examination during the current calendar year or school year. In addition, all student athletics must provide a copy of their insurance card/coverage prior to the start of the first practice. Insurance may be school insurance or family coverage. Forms will be available at the school.

Only students in grades 4 - 6 are eligible to participate in elementary athletics. If a school cannot put together a JV team with a minimum of 10 players, that school may open play to 3rd grade students upon the approval of the principal.

HOMEWORK

Homework is important. It is an extension of the learning that takes place in school. Homework can provide practice and drill that reinforces classroom learning and can provide opportunities for independent study, research, and creative thinking. Parents can help their children by arranging a quiet, comfortable place for the students to work and by seeing that assignments are completed.

The following guidelines shall be followed in assigning homework:

- ◆ Work shall not require the use of reference materials not readily available.
- ◆ All work should be such that the pupil can complete assignments with little or no help.
- ◆ Homework should never be used as a punishment.
- ◆ All work shall be collected and corrected according to teacher direction, the results recorded, and work and/or results given to the students.
- ◆ Teachers shall recognize that legitimate family responsibilities may prevent students from completing homework on time.
- ◆ It shall not be “busy” work. It should have definite purpose to further achieve the goals, aims, and objectives

- of the pupil's educational system.
- ◆ The information for any homework should be clear and specific so those students can complete the assignments.

Grades K - 4:

Homework shall not be a standard practice in primary grades. **Thirty minutes per night shall be considered a maximum amount of work that may be given.**

Grades 5 - 6:

A total of one to one and one-half hours of work shall be considered the maximum for a given night. Each school shall develop a homework policy organized by the teachers and the principal to prevent the above maximum.

Students will have the number of days missed plus one in which he/she is responsible to make up all work missed during the absence. Parents may pick up their child's work at the Principal's office by 3:30 P.M.

PROGRAMS OF SUPPORT

We are fortunate to have the opportunity to offer our students a variety of programs of support. Listed below is a brief description of each program. For additional information, contact your child's teacher or the principal.

SUPPORT FOR PERSONALIZED LEARNING (SPL)

The West Virginia Support for Personalized Learning (SPL) framework is a statewide initiative that suggests flexible use of resources to provide relevant academic social/emotional and/or behavioral support to enhance learning for all students. SPL is characterized by a seamless system of high quality instructional practices allowing all students to sustain significant progress whether they are considered at-risk, exceeding grade-level expectations or at any point along the continuum. Quality classroom instruction should include frequent assessment of learning progress and focused interventions to meet the needs of diverse populations.

Support for Personalized Learning (SPL) is framed around three levels of instructional intensity that can be provided to students to help them achieve. These three levels are Core Instruction, Targeted Instruction and Intensive Instruction formally called Tier 1, Tier 2 and Tier 3. SPL includes Response To Intervention (RTI) and Critical Skills within a common collaborative structure. SPL is a process, based on using scientific research-based instructional strategies that are matched to student needs. Teachers use assessment data to monitor students' progress and make important decisions about what and how to teach children who are not making sufficient progress. A major change in the law is the emphasis on early intervention services for children who are at risk for academic or behavioral problems. The idea is to intervene early enough to prevent learning problems. The SPL processes may be applied to all content areas, but the first focus is the area of reading, because it is the essential skill upon which school success lies.

One of the most important aspects of SPL is the use of regular progress monitoring. Information gathered through regular assessments of the student's academic skills helps teachers make important instructional decisions. Progress monitoring goes beyond the weekly spelling or math tests that are used to give grades. Regular progress monitoring helps teachers chart student progress over time and compares the student's actual learning rate with what is expected at that grade level.

In the Core Instruction level, the classroom teacher delivers scientific research-based reading instruction to all students. There are five essential reading areas that are emphasized in the core reading curriculum: phonemic awareness, phonics, fluency, vocabulary and comprehension. Each of these reading areas must be addressed sufficiently in the early grades to ensure successful reading in later grades, across all content areas, and eventually in the work place.

For some students, core reading instruction provided by the general classroom teacher is not enough. The Targeted

Instruction level focuses on students who do not achieve the minimum satisfactory reading performance based on screening results. At this level, students receive additional reading intervention that would be beyond the Core Instruction level that makes up the classroom instruction. The main purpose of the Targeted Instruction level is to teach important skills that may be missing and help students master grade level skills. Student progress is assessed and monitored to determine if additional intervention is needed, plan appropriate lessons and change techniques that are not working. Intervention periods are flexible depending on student progress toward benchmarks.

In some cases, the Intensive Instruction level will be used for those students who need more explicit help. Intensive Instruction is not restricted to special education students. In other words, any Intensive Instruction support that is available could include any student who needs help.

ACCELERATED READER

The purpose of the Accelerated Reader Program is to encourage students to read and enjoy reading. All students have an opportunity to check out leveled books from the library, to read them and to take a computerized comprehension test on the book. After passing the test, the student will be awarded points, which will ultimately result in prizes. See the Appendix for additional information about the Accelerated Reader Program.

GIFTED PROGRAM

Students may be recommended for the gifted program by a parent, a teacher, or the principal. Generally these students are performing exceptionally well academically. Parents must give consent for testing. Testing results as well as input from the classroom teacher and the parents are a part of the eligibility process. Identified students leave their classrooms twice each week to work in a small group with the gifted teacher. The gifted teacher extends the curriculum in math, reading, social studies, and science.

SPECIAL EDUCATION

Students are recommended for special education services through a referral and testing process. Parents are involved throughout this process and provide written permission for any testing. Parents and teachers work together to develop an Individualized Educational Plan (IEP) for the identified students. The special education teacher works closely with the classroom teacher. Students are taught as an individual, in small groups, or as part of the regular classroom.

SUSTAINED SILENT READING (SSR)

A 15-minute period is set aside in classrooms grades 3 - 6 especially for Sustained Silent Reading (SSR). Teachers serve as models for their students by their participation and support in silent reading. This program encourages students to develop reading skills and build a love of reading.

SCHOOL HEALTH CENTERS

Pendleton County Schools teams with Pendleton Community Care (PCC) to provide primary medical care and behavioral health care to students and teachers in the school facilities. These services support the healthy mental, emotional, and physical development required for success in school.

Services: Most services provided at Pendleton County Community (PCC) health centers can also be received at the school health centers. Services include:

- Periodic physical exams
- Immunizations
- Sports Physicals
- Sick visits
- Support for managing chronic health conditions like asthma and diabetes
- Education for fitness, healthy living, and positive social behavior

- Counseling for depression, anxiety, social problems, diet and weight control, smoking cessation, healthy life choices, sexuality, and drug and alcohol use.

Staff: Medical professionals from PCC provide the care on a posted schedule for each school. The professionals include: physicians/pediatrician, physician assistants and nurse practitioners, a nurse, a licensed professional counselor, and a health educator.

Registration: any student may register to receive services in the school health centers. To register, parents sign a consent form each school year, authorizing their child’s use of the services. Certain services require special consent.

Confidentiality: PCC respects the confidential nature of the patient-clinician relationship and accordingly follows policies and procedures to protect the patient’s health information. Information from the school health centers is not included in the student’s school file.

Charges: PCC’s normal charges are billed to the responsible party for services provided at the school health centers. In addition, PCC submits your claim to insurance when applicable and as directed by the responsible party. No student will be denied services because of the inability to pay. More info: Pendleton Community Care, PO Box 100, Franklin, WV 26807 (304) 358-2355.

TITLE I (Note: Brandywine Elementary will not be designated a Title I school for school year 2016-17)

When funding is available Brandywine Elementary may be designated a School-wide Title I school. School-wide programs are based on research that indicates students are most successful when the entire school supports the education of all students.

Title I and Special Education staff will be collaborating with the regular classroom teachers. Now instead of only one teacher in the classroom, there may be two instructional staff members working with students in the regular classroom.

The emphasis in grades K-3 will reinforce instruction in reading, math and English language arts.

A pullout program will provide intensive assistance to any students who experience difficulty mastering the West Virginia Content Standards at their grade level.

PARENT INVOLVEMENT PROGRAM

SCHOOL PARENTAL INVOLEMENT POLICY

PART I. GENERAL EXPECTATIONS

The Brandywine Elementary School agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will ensure that the required school level parental involvement policy meets the requirements of section 1118 of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with

disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.

- If the school-wide program plan for Title I, Part A, developed under section 1114 (b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- The school will involve the parents of children served in Title I, Part A schools in decisions about the school and will build its own and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide parental involvement activities under section 1118 of the ESEA in areas of improving student achievement, child development, child rearing and additional topics parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring
 - (A) that parents play an integral role in assisting their child’s learning;
 - (B) that parents are encouraged to be actively involved in their child’s education at school;
 - (C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy shall include a description of how the school will implement or accomplish each of the following components. (section 1118, ESEA)

1. The Brandywine Elementary School shall take the following actions to involve parents in the joint development and review of its school parental involvement policy under the section 1118 of the ESEA:
 - March - “Title I Program & Compact Review with Parents”
2. The Brandywine Elementary School shall take the following actions to involve parents in the process of planning, joint development of the program, review and improvement of programs under Title I Part A of the ESEA:
 - March - “Title I Program & Compact Review with Parents”
3. The Brandywine Elementary School shall hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will invite all parents of children participating in Title I, Part A programs to this meeting.
 - August - Open House

- March - “Title I Program & Compact Review with Parents”
4. The Brandywine Elementary shall provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet. Information includes:
 - Student Handbooks sent home at the beginning of school requiring a parent signature.
 - August: Open House
 - September: WV Summative Assessment scores sent home with accompanying interpretation sheets.
 5. The Brandywine Elementary School shall, at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:
 - Brandywine School Association Monthly Meetings
 - October/January - Parent Teacher Conferences as required and when requested by parent or teacher.
 - Parent invitations to LSIC meetings.
 6. The Brandywine Elementary School shall provide each parent an individual student report about the performance of their child on the State Assessment in at least math, language arts and reading by:
 - WV Summative Assessment results sent home in September.
 7. The Brandywine School shall take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002):
 - Letters mailed home in October to assigned students.
 8. The Brandywine Elementary School shall provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described below:
 - the state’s academic content standards,
 - the state’s student academic achievement standards,
 - the state and local academic assessments including alternate assessments,
 - the requirements of Title I Part A,
 - how to monitor their child’s progress, and
 - how to work with educators:
 - August - Open House
 - Parent Teacher Conferences in October or when requested
 - WV Summative Assessment scores are mailed home with accompanying interpretation sheets
 9. The Brandywine Elementary School shall provide materials and training to help parents work with their children in the areas of improving student achievement, (including literacy training and using technology) child development, child rearing and additional topics parents may request. Locations for helpful

materials are:

- The BES may provide the *Summer Bridge Activities Workbook*.
10. The Brandywine Elementary School shall, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Providing staff development training on how to communicate and work with parents.
11. The Brandywine Elementary School shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- Working with RESA VIII's Early Intervention Specialist.
 - Providing assistance to parents through the County Tadpole Committee
 - Brandywine Elementary Preschool coordinating parent programs within the school's framework.
12. The Brandywine Elementary School shall take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Monthly activity calendars,
 - Principal's Reminders,
 - The Home and School Connection flyers sent home with students.
 - The school's website monthly calendar of current activities.

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy may include additional information and describe other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- Arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents who are

unable to attend conferences at school in order to maximize parental involvement and participation in their children's education;

- Adopting and implementing model approaches to improving parental involvement;
- Establishing a school parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, parents of children participating in Title I, Part A programs, as evidenced by parent signatures.

PARENT INVOLVEMENT PROGRAM FOR BRANDYWINE ELEMENTARY

In order to ensure effective involvement of parents and to support a partnership among the school, parents and the community, Brandywine Elementary will:

- ◆ Provide information regarding goals, standards, and student performance through such things as State Report Card, Standardized test results, school interim reports, grade cards, and regularly scheduled parent teacher conferences;
- ◆ Provide opportunities for training in areas such as reading and other areas of interest;
- ◆ Build ties between the community, home, and school through the Local School Improvement Council made up of parents, educators, and community leaders;
- ◆ Involve parents of the Preschool program housed within the school in all appropriate school activities by including information about programs on monthly school calendars or newsletters;
- ◆ Continue the partnerships with Naval Base, Pendleton County Bank, Summit Bank, and Fox's Pizza;
- ◆ Relay information regarding school meetings, programs, and activities through newsletters, fliers, and notes in a timely fashion;
- ◆ Use the Instructional Support and Enhancement (ISE) calendar days for teacher parent meetings.

Research, experience, and just plain ol' common sense tell us that parent involvement invites success for your child. In addition, it helps create a friendly environment in our school and makes our children feel important. That is why we strongly urge all parents to become an active participant in their child's education. Listed below are some of the organized groups of parents and supporters dedicated to making sure our students find Brandywine Elementary inviting, exciting, and a great place to learn.

BRANDYWINE SCHOOL ASSOCIATION (P.T.O.)

The P.T.O. supports our school goals, promotes home-school connections and raises funds for school projects. Each year we plan fun events, fund raising activities, and school spirit projects.

LOCAL SCHOOL IMPROVEMENT COUNCIL (LSIC)

The state of West Virginia mandates by law that every school must establish and have functioning an LSIC. The LSIC is to encourage and facilitate the involvement of the school community in the operation of the local schools to improve educational quality. It is not the intent of the LSIC to restrict the ability of the county board of education in its efforts to effect countywide school improvements.

The LSIC meetings are held for an hour before the Brandywine School Association (BSA) meetings. All parents are invited to attend the LSIC meetings where the Brandywine Elementary Strategic School Plan, curriculum, instruction, discipline, and safety issues are discussed. The members of the LSIC are as follows:

1. Principal
2. Three (3) Teachers

3. Two (2) Service Personnel
4. Three (3) Parents
5. Two (2) At-Large Members
6. One (1) Bus Driver

FACULTY SENATE MEETINGS

Faculty Senate Meetings are scheduled five (5) times throughout the year. Please see the school calendar for specific dates. These meetings are open to the public. The Faculty Senate Chairperson develops an agenda several days in advance of the meeting.

PARENT VOLUNTEER PROGRAM

Volunteers serve as an example of how parents, grandparents, and other members of the community make a difference at Brandywine Elementary. Volunteers provide vital services to our teachers, students, and principal in a number of ways, all of which allow us to focus on what we do best—educate your child. Nancy Enyart is our Volunteer Coordinator for the school. Please contact her to offer your services.

READ ALOUD

Read aloud helps children develop a love for reading by reading to the classes. We coordinate any interested parent to share an interesting book with our students through our Read Aloud Program.

HOMEROOM MOTHERS/FATHERS

The Homeroom Mother/Fathers assist with organizing special classroom activities at school. Let your child’s teacher know if you are interested in becoming a homeroom parent.

SCHOOL/HOME/ COMMUNICATIONS

INTERIM REPORTS/REPORT CARDS

Interim Reports and Report Cards are issued four (4) times a year. Please refer to the school calendar for specific dates. Review these reports with your child. If there are problem areas, please call the teacher to learn about ways you can assist your child or schedule a conference.

GRADING SCALE

<u>Scale</u>	<u>1 – 6</u>	<u>Grades for Music, PE and Health (1 – 6)</u>
93 - 100	A	O - Outstanding
85 - 92	B	S – Satisfactory
75 - 84	C	U - Unsatisfactory
65 - 74	D	
0 - 64	F	

SAT TEAM (STUDENT ASSISTANCE TEAM)

Each school in West Virginia has been mandated to have a Student Assistance Team. The central purpose of the SAT is to help the student improve in an area in which he/she is having difficulty. The SAT will meet on specific students based on referrals for grades, discipline, attendance, or a specific special circumstance. After the SAT Team meets, all parents who have not attended the meeting will be contacted and a conference will be arranged.

SAT meetings can be held at any time. Tentative SAT dates will be listed in the school calendar.

SAT TEAM INFORMATION FORM

BRANDYWINE ELEMENTARY SCHOOL

Date: _____

To the Parent of _____

Our Student Assistance Team (SAT) meets each nine weeks to address attendance, academic, and behavioral needs of our students. Our SAT is made up of the Principal and a group of teachers. The Team discusses the needs of the students and develops strategies that address their needs.

We met on _____ and would like to review recommendations made by the team about _____. Please call your child's teacher at 249-5381.

Sincerely,

Principal

PARENT/TEACHER CONFERENCES

Parent/teacher conferences are scheduled throughout the year. Please refer to the school calendar for specific dates. Parents are encouraged to attend these conferences. Additional conferences may be scheduled by contacting your child's teacher throughout the school year.

APPENDIX

The Appendix provides additional information for parents/guardians. In addition, a compact is provided that allows for parent and student signatures.

- Asbestos Management Plan
- 100+ Book Club Program Information
- Accelerated Reader Program Information
- School-Family-Community Partnerships
 - Student/Parent Pledge
 - Administrator/Teacher Pledge
- Homework Tips
- Pendleton County School Calendar
- Reading and Discussing the Handbook

ASBESTOS MANAGEMENT PLAN

PENDLETON COUNTY SCHOOLS GENERAL NOTIFICATION FOR ASBESTOS MANAGEMENT PLAN

To: Parent of Students at Brandywine Elementary School

From: Travis Heavner, Principal

Subject: Asbestos Management Plan

On October 22, 1986, President Ronald Reagan signed into law the Asbestos Hazard Emergency Response Act (AHERA). It resulted in federal regulation requiring all private and public elementary and secondary schools to be inspected for asbestos and to take action in the event that any asbestos containing materials was determined to be a possible health hazard; develop a management plan for each school which would be publicly available and which would contain detailed results of the inspection and records of any actions taken by the school with respect to asbestos.

Pendleton County Schools, in keeping with our commitment to provide a safe school environment, is identifying all asbestos in our schools in compliance with the Asbestos Hazard Emergency Response Act. This information has been placed in the school's Asbestos Hazard Emergency Response Plan and may be reviewed in each school.

In recent years Pendleton County Schools has removed friable asbestos-containing material from several schools. Some asbestos containing material will be rendered non-friable by the use of encapsulating materials or simple repairs. The response action section of this plan addresses this type of correction work. Efforts will be continued as needed to provide a safe environment for all students, staff, and public.

The Pendleton County School's plan for asbestos control is on record with the United States Environmental Protection Agency and with the West Virginia Department of Education. To inspect this document, you should contact Mr. Doug Lambert (358-2207) or me. Copies will be made available at the school and at the Pendleton County Board of Education Office located in Franklin, West Virginia.

Sincerely,

Principal

**100+ Super Bookworm Club
Guidelines and Contests
Brandywine Elementary School**

Dear Parent (s),

The Super Bookworm Club is specifically for grades **preschool and kindergarten**. Developing the habit of enjoying books and reading is one of our top priorities at school. We want children to read widely, as the amount of time spent reading will contribute to greater learning and positive attitude.

This year our school will continue to reward children for outstanding efforts in reading. This program is called “100+ Super Bookworm Club”. Children fulfilling the following guidelines will receive an illustrated “Super Bookworm 100+ Book Club T-shirt. At the end of the year, there may be a field trip opportunity for those children who have completed all the guidelines throughout the school year.

Guidelines

- A. The title and author of the book, and signature of the parent need to be placed on a *Reading Record Form* provided by the teacher. This form has enough space for thirty titles. Each title counts as one book read.
- B. Parents can read to their children in Preschool and Kindergarten. Books read by parents, should be placed on a *Reading Record Form* which is returned to school. As children advance, the goal is to make each child a more independent reader.
- C. To earn a certificate at the end of each grading period (9 weeks) children must read and record at total of at least 30 books. To participate in a field trip opportunity at the end of the year, children must meet the goal of reading and recording 30 books for three out of four grading periods (three 9 week periods).

We believe that T-shirts plus Recognition of Reading equal Enthusiastic Readers. Let’s do our part in helping children achieve these incentives.

Sincerely,

Principal

INCENTIVES THROUGHOUT THE SCHOOL YEAR

At the end of each nine week grading period students reading 30 books will be placed on the “Reading Honor Roll” and receive a certificate. To keep parents and students up-to-date on the number of books read and recorded, each student will receive a notice in his/her report card at the end of each grading period. Note that the due dates to return **Reading Record Forms** will be the end of each nine-week grading period.

**Brandywine Elementary School
Accelerated Reader Program**

Any educator's goal is to produce students who read for the sheer love and enjoyment of reading. However, while some students develop this love spontaneously, many do not. Although teachers can teach basic literary skills, the joy of reading is something that each student must discover for himself. In an era of television, video games, and other passive forms of entertainment, the act of reading seems for many students to require too much effort, with very little immediate reward. This is why Brandywine Elementary is involved in the Accelerated Reader Program.

What is the Accelerated Reader Program?

The Accelerated Reader Program is a system where students are encouraged to read books. Each book listed in the program has a point value associated with it, based on its difficulty. Books that are harder to read or have a higher level of vocabulary would have a higher point value. When the student has completed a book, he or she will take a short computer monitored test to determine the student's comprehension of the recently finished book. After the student passes the test, the points received for the test score will be added to the student's Accelerated Reader total. The student's goal in the Accelerated Reader Program is to obtain, at a minimum, the total number of points established for his or her grade level each nine-week period.

What are the goals of the Accelerated Reader Program?

The Accelerated Reader Program is designed to encourage students to read more and better books. It provides a motivational framework that encourages students to practice and improve reading skills. Your involvement as a parent is instrumental in your child's learning. Encourage your child to participate in the program by reading along or asking questions about the books. Together we can show your child the joy of reading.

Sincerely,

Principal

**ACCELERATED READER POINTS REQUIRED FOR
THE SCHOOL YEAR**

Kindergarten	Teacher will introduce AR program to students in preparation for First Grade
1 ST Grade	30 points
2 nd Grade	40 points
3 rd Grade	52 points
4 th Grade	64 points
5 th Grade	76 points
6 th Grade	88 points

In order to earn the end of the year reward, students must reach the total points for their grade as indicated above. In addition, grades 3 - 6 need to meet their point goals during three (3) of the four (4) grading periods. We will again have point clubs with pictures of those students who have joined. When students join a point club, they not only have their picture displayed on the wall, but will also receive an individual incentive. Point clubs are broken down as follows.

Grades 1 - 6

10 20 30 40 50 75 100 125 150 175 200 250 300 400

Listed below are the recommended point totals that students should earn each grading period. Please note that AR participation will be used as part of the reading grade.

	End of 1 st Nine Weeks	End of 2 nd Nine Weeks	End of 3 rd Nine Weeks	Third Week in May
1st	7	7	8	8
2nd	10	10	10	10
3rd	13	13	13	13
4th	16	16	16	16
5th	19	19	19	19
6th	22	22	22	22

AR Points Included in the Reading Grade

Accelerated Reading points will be included in each student's reading grade for every nine weeks for the third through the sixth grades. AR points will be counted as one-third of a student's reading grade. The reading grade will be broken down as follows: one-third will be based on tests, one-third will be based on skills, and one-third on the number of AR points. Listed below is the break down of the grade earned for the number of AR points received.

Third Grade

A = 13 pts 100%
 12 pts 96%
 11 pts 93%

B = 10 pts 89%

C = 9 pts 83%
 8 pts 75%

D = 7 pts 70%
 6 pts 65%

F = 5 pt 60%
 4 pts 55%
 3 pts 50%
 2 pts 45%
 1 pt 40%

Fourth Grade

A = 16 pts 100%
 15 pts 96%
 14 pts 93%

B = 13 pts 89%
 12 pts 86%

C = 11 pts 83%
 10 pts 80%
 9 pts 75%

D = 8 pts 70%
 7 pts 65%

F = 6 pts 60%
 5 pts 55%
 4 pts 50%
 3 pts 45%
 2 pts 40%
 1 pts 35%

Fifth Grade

A = 19 pts	100%
18 pts	98%
17 pts	96%
16 pts	94%

B = 15 pts	92%
14 pts	89%
13 pts	86%

C = 12 pts	83%
11 pts	79%
10 pts	75%

D = 9 pts	70%
8 pts	65%

F = 7 pts	60%
6 pts	55%
5 pt	50%
4 pts	45%
3 pts	40%
2 pts	35%
1 pt	30%

Sixth Grade

A = 22 pts	100%
21 pts	98%
20 pts	96%
19 pts	94%
18 pts	92%

B = 17 pts	90%
16 pts	88%
15 pts	86%

C = 14 pts	83%
13 pts	80%
12 pts	75%

D = 11 pts	70%
10 pts	65%

F = 9 pts	60%
7 pts	55%
5 pts	50%
4 pts	45%
3 pts	40%
2 pts	35%
1 pt	30%

SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS**Brandywine Elementary School's School-Parent-Student Compact**

Brandywine Elementary School's School-Parent-Student Compact describes how parents, school staff, and students will share the responsibility for improved student academic achievement and all means by which the school and parents will develop a partnership to help children achieve the State's academic achievement standards.

School Responsibilities

- A. Brandywine Elementary School is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables students served under Title I to meet the State's academic achievement standards.

Brandywine Elementary's school-wide Title I program serves students in grades K-6 in Reading and in Math. All students participate in the curriculum, instructional and assessment program in their classroom. In addition, students who need more support or who are not making adequate progress in their regular classroom may receive additional instruction from our Title I teacher in Reading and/or Math. Our Title I teacher works collaboratively with the classroom teachers to assess and prioritize student needs and provide this additional instruction. Title I instructional area or within the regular classroom. Title I services may be discontinued when the student has met the established standards for his/her grade level.

- B. Brandywine Elementary School holds parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. This year's Open House is scheduled for Thursday, August 25, 2015 and the parent-teacher conferences will be held as follows:
- Wednesday, October 27, 2016 (3:30-6:30pm)
 - Thursday, January 19, 2017 (3:30-6:30pm)
- C. Brandywine Elementary School also provides parents with frequent reports on their children's progress. These written reports will be sent home on:
- Interim Reports – Sept. 20, 2016 Nine Weeks Reports – Oct. 28, 2016

- Interim Reports – Dec. 2, 2016 Nine Weeks Reports – Jan. 19, 2017
- Interim Reports – Feb. 16, 2017 Nine Weeks Reports – March 27, 2017

D. Brandywine Elementary School will provide parents reasonable access to staff:

- If parents have questions or concerns about their children's Title I programs, please contact the classroom teacher and/or the Title I teacher. The teachers will be happy to respond to questions or concerns and arrange conferences. Parents are encouraged to review student progress at Parent/Teacher Conferences, teacher's preparation time or during after school hours.

E. Parents are also encouraged to volunteer, observe and participate in their child's class.

- Parents should contact their child's teacher if they are interested in participating in classroom activities. All parents are also invited to participate in Brandywine Elementary School's Local School Improvement Council (LSIC) and the Brandywine School Association (PTO).

Parent Compact

- ❖ I will help my child to do well in school. I will encourage my child to work hard in school and cooperate with teachers and other students.
- ❖ I will send my child to school on time each day with a positive attitude about school and about being a student. If my child is absent due to illness, I will see that any missed work is made up.
- ❖ I will read notices from the school and communicate with teachers or others about questions that I have about school programs or my child’s progress. I will participate in parent-teacher-student conferences and other school events and volunteer in the classroom and for school-related activities.
- ❖ I will check to see that my child completes the homework that is assigned. I will encourage my child to discuss homework, class work, report card grades, and academic goals.
- ❖ I will read with my child every day for at least 30 minutes.
- ❖ I will monitor and limit my child’s television watching.
- ❖ I will encourage my child to contribute talents and time to home, school, and community.

Student Compact

- ❖ I will do my best in school. I will work hard and cooperate with my teachers and other students.
- ❖ I will attend school on time each day with a positive attitude about school and about being a student. If I am absent due to illness, I will make up class work or homework that I missed.
- ❖ I will take notices home from school promptly and deliver notices to my teacher from home. I will participate in parent-teacher-student conferences, and inform my family about school activities and events.
- ❖ I will complete my homework assignments. I will discuss homework with my family to share what I am learning in class. I will discuss my report card grades with my family.
- ❖ I will read on my own and with my family every day for 30 minutes.
- ❖ I will work with my parents and others who assist me with my school activities.

SIGNATURES FOR PARENT AND STUDENT COMPACTS

Parents and students, please sign and return this form after reviewing your compact. When parents, teachers, students, and others view one another as partners in education, a caring community forms to help students fulfill their academic goals. Together we can make a difference.

Parent Signature/Date

Student Signature/Date

(The law does not require school personnel and parents to sign the School-Parent-Student Compact. However, signatures are highly encouraged.)

SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

Administrator Compact

- I will encourage all students to do their best in school. I will encourage each student to work hard, develop his or her talents, meet high expectations, and cooperate with teachers, the school staff, and other students.
- I will come to school each day with a positive attitude about my faculty, students, and their families and communities. I will also help my faculty, families, and students understand, contribute to, and fulfill the school's attendance and other policies.
- I will communicate clearly and frequently so that all families understand the school's programs and their children's progress. I will encourage families to contact teachers and administrators with questions and ideas about their children and about school programs. I will also support and assist teachers to conduct at least one parent-teacher-student conference with each family each year.
- I will assist teachers, families, and student to understand and discuss homework policies, report card grades, academic goals, and support other activities that encourage family involvement in student learning.
- I will arrange ways for parents or other volunteers to use their time and talents to assist students and the school. I also will encourage families to attend events, assemblies, and celebrations at school.
- I will help develop a comprehensive program of school, family, and community partnerships at Brandywine Elementary School.

Teacher Compact

- I will help students to do their best in school. I will encourage each student to work hard, develop his or her talents, meet high expectations, and cooperate with others.
- I will come to school each day with a positive attitude about my students and their families, and with well-prepared classroom lessons to assist student's learning. I will help students and families understand and fulfill the school's attendance policies.
- I will communicate clearly and frequently so that all families understand school programs and their children's progress. I will enable families to contact me with questions about their children. I will conduct at least one parent-teacher-student conference with each family. I will participate in school events.
- I will use interactive homework that enables students to discuss and demonstrate skills at home that we are learning in class.

Principal's Signature

Teacher's Signature

(The law does not require school personnel and parents to sign the School-Parent-Student Compact. However, signatures are highly encouraged.)

HOMEWORK TIPS

ADVANTAGES OF HOMEWORK¹

- ✓ Homework teaches students how to organize their time.
- ✓ Homework allows teachers to cover more material during the year.
- ✓ Homework prepares students for rigorous high school and college requirements.
- ✓ Homework promotes creativity through extension and creative-oriented assignments.
- ✓ Homework teaches students “how to learn.”
- ✓ Homework helps teachers recognize those students who need assistance.
- ✓ Homework satisfies parents who believe homework is an integral component of school.
- ✓ Homework encourages positive school-home communication and involves parents and other family members.
- ✓ Homework reinforces and supplements the content presented in class.
- ✓ Homework promotes responsibility, independence, and decision-making skills.
- ✓ Homework improves grades.

¹ Shackelford, Michael, ED.E., *Shackelford Consulting*

15 GUIDELINES TO CREATE A HOMEWORK ALLIANCE WITH YOUR CHILD

- Stay involved with homework and monitor after school activities
- Provide options and choice in work space
- Establish a family routine of talking about the value of learning
- Plan a daily schedule
- Plan ahead
- Provide assistance
- Develop a system for returning homework to school
- Adapt assignments to maximize your child’s strengths
- Do not change lesson objectives
- Help your child use strengths to demonstrate knowledge
- Do not do homework for your child
- Avoid excessive correction
- Remain task oriented
- Help your child gain independence



Pendleton County Schools

2016-17 Basic School Calendar/Narrative

8-15: CE First Day for 200 Day Staff
 8-16: CE
 8-17: Planning Day/FS #1
 8-18: First day for students 1-12
 8-18/19: Home Visits K
 8-18/19/22/23: Home Visits PK
 8-22/23: Mini-Days K
 8-24: First Full Day All K
 8-24/25: Mini-Days PK
 8-29: First Full Day PK

AUGUST '16						
S	M	T	W	Th	F	S
	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY '17						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1-2: New Year's Day Holiday
 1-6: **12:30 Early Release** for FS #3
 1-12: End 2nd 9 Weeks/1st Semester
 1-13: CE No—No school for students
 1-16: MLK Holiday
 1-19: P/T Conferences – Elementary
 1-19: Report Card Distribution

End of 5th School Month: 1-12-17

9-5: No School—Labor Day
9-15: Formative Assessment Data Baseline
 9-16: **12:30 Early Release/In Lieu of P/T Conferences**
 9-20: Interim Progress Reports Due

SEPTEMBER '16						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

End of 1st School Month: 9-9-16

FEBRUARY '17						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

2-16: Interim Progress Reports Due
 2-17: **12:30 Early Release for Building Level Meetings**
2-2; Formative Assessment Data Benchmark

End of 6th School Month: 2-9-17

10-17: CE/FS #2—No School for Students
 10-21: End of 1st 9 Weeks
 10-27: P/T Conferences—Elementary
 10-27: P/T Conferences—Middle/High
 10-28: Report Card Distribution

OCTOBER '16						
S	M	T	W	Th	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

End of 2nd School Month: 10-7-16

MARCH '17						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

3-10: **12:30 Early Release** for FS #4
 3-20: End 3rd 9 Weeks
 3-23: P/T Conferences –Middle/High
 3-24: **12:30 Early Release for Building Level Meetings**
 3-27: Report Card Distribution
3-31; Formative Assessment Data Benchmark

End of 7th School Month: 3-9-17

11-8: No School - Election Day
 11-11: No School - Veteran's Day
11-18: Formative Assessment Data Benchmark
 11-21-----11-25: Thanksgiving Break

NOVEMBER '16						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

End of 3rd School Month: 11-4-16

APRIL '17						
S	M	T	W	Th	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

4-14 through 4-21: Spring Break
 4-28: Interim Progress Reports Due

End of 8th School Month: 4-6-17

12-2: Interim Progress Reports Due
 12-22: **12:30 Early Release/In Lieu of P/T Conferences**
 12-23-----1-2 Holiday Break
 12-26: Christmas Holiday

DECEMBER '16						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

End of 4th School Month: 12-8-16

MAY '17						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

5-19: **12:30 Early Release** for FS #5
5-25: Formative Assessment Data Benchmark
 5-27: PCHS Graduation
 5-29: No School—Memorial Day
 5-31: **12:30 Early Release—Last Day** for Students

End of 9th School Month: 5-8-17

End 9 Weeks	Report Cards	OS Days (Priority for Make-up)
1 Oct. 21	Oct. 28	1 4-18-17
2 Jan. 12	Jan. 19	2 4-19-17
3 Mar. 20	Mar. 27	3 4-20-17
4 May 31	May 31	4 4-21-17
		5 6-1-17
		6 6-2-17

Note: all **OUT-OF-CALENDAR** days are available as make-up days as approved by the Board of Education.

JUNE '17						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

6-1: OS Day
 6-2: OS Day
 6-5: Last day for 200 Day Staff
 6-6---6-30: Out-of-Calendar, may be used for make-up days
 6-20: WV Day, not available for make-up

End of 10th School Month: 6-5-17

READING AND DISCUSSING THE HANDBOOK

I have read and discussed the Student Handbook with my child and understand the information contained within. I further understand that my son/daughter is responsible to adhere to all information listed in this handbook.

Child's Name: _____

Parents
Signature: _____

Date: _____

Character-building strategies to try at home.

- **Catch 'em being good:** Write your child a meaningful compliment to recognize a positive quality, such as kindness, empathy, honesty, or effort. Put it front-and-center on the fridge for all to see.
- **Hold family meetings:** Talk about something that your family does regularly. Get your child's input and incorporate your child's ideas. It'll help your child feel heard.
- **Try, try again:** Education is about learning — and that means learning from errors, too. Go over missed homework problems and fix them together to teach your child positive study habits.