

2022 - 2023

Chesapeake Elementary

Parent Handbook

Mission Statement

Chesapeake will provide a high quality education so that each student may achieve his/her personal best.

Core Beliefs

We believe:

All students can achieve at their personal best.

Good teachers have high expectations and use a variety of approaches to learning.

Education requires a cooperative effort among students, families, the school and community.

Good attendance is essential for success.

A school must provide a safe, nurturing and enriching environment.

Vision

We envision that Chesapeake Elementary will be a safe, supportive, and engaging environment for our students and community. Using an enriching curriculum and direct instruction students will attend school daily on time and engage in active learning. By 2025 students will learn how to interact and achieve to the best of their ability to become good, productive citizens.

“At this school we treat others with kindness and respect and we always do our personal best.”

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For more information on KCS policies such as out of area transfers, homework, student code of conduct, etc. please refer to the KCS handbook.

NOTICE OF NONDISCRIMINATION Applicants for admission and employment, students, parents, employees, and sources of referral of applicants for admission and employment are hereby notified that the Kanawha County School District does not discriminate on the basis of race, color, religion, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the Kanawha County School District's compliance with the regulations implementing Title IX or Section 504 is directed to contact: Title IX: Title IX Coordinator, Kanawha County Board of Education, 200 Elizabeth Street, Charleston, WV 25311-2119, phone 348-1379; Section 504: Section 504 Coordinator, Kanawha County Board of Education, 200 Elizabeth Street, Charleston, WV 25311-2119, phone 348-1366. These persons have been designated by the Kanawha County School District to coordinate efforts to comply with the regulations implementing Title IX and Section 504.

Rules for a Successful Elementary School Experience (for parents)

1. Please never say “my child would never lie” during a parent/teacher conference. You lose all credibility! There are outright lies, fibs, lying by omission, little white lies, exaggerations, etc. All children are prone to bending the truth if they think it will keep them out of trouble.
2. If you have a question or a concern, talk to the teacher first in a nice, calm manner. Listen with an open mind and heart and give the teacher the benefit of the doubt. They have your child’s best interests in mind. If there is still an issue, **then** contact the principal.
3. If your child gets in trouble, please don’t ask what happened to the others. We can’t tell you! We do strive to be consistent and fair. Our goal is to teach appropriate behavior and punish as a last resort.
4. Make it clear that disobedience is not an option! The best students are almost always the best behaved. Good behavior begins in the home, not at school, and not even the best teacher can discipline a child who comes from a home not already respectful of adult authority.
5. Don’t believe “everyone else does it” or “no one else gets in trouble.” Did that work for you as a child?
6. Please monitor your child’s access to video games, TV shows, cell phones, internet and movies and limit their time spent on these. We are seeing and hearing a great deal of inappropriate language, gestures and topics of conversation. The research is clear that screen time of any sort decreases attention span.

Online Forms

Emergency cards need to be completely filled out and returned to school as soon as possible. Please call the school or send a note if there is a change of address, phone number, etc. during the year. No student will be permitted to leave school during or after school hours with anyone not listed on the Student Emergency Card unless permission is given **in writing** by the parent. Identification will be required. If your phone number or address changes, please notify the school immediately.

The following forms may be completed on line:

Tardy Policy	Student/Parent Technology Agreement	Student Residency Questionnaire
Student Emergency Health Information	Student Emergency Contact Information	Military-Connected student Information Form
Medications in School	Acceptable Use – Internet Form	Early Dismissal Form
Confidentiality Form	Dental Health Form	Attendance The Law & You

SchoolMessenger Communicate

KCS has implemented the SchoolMessenger Communicate system that can quickly notify parents at home or work by phone, cell phone, and email of announcements such as early outs, school events, or delays due to weather. Chesapeake Elementary uses this system also to notify parents of important events and activities. Please list all important numbers on the emergency card and notify us if these numbers change.

Visitors

All parents and other visitors must enter the front door, sign in, state the reason for the visit and receive a pass from office personnel. Only during the first week of school will parents will be allowed to escort their child(ren) to class. Exceptions to this must be arranged with the principal.

Conferences

A date for Parent/Teacher Conferences for the fall has not been set. Once a date is set, information will come home. Other conferences may be scheduled at any time. Please contact the school or the teacher. Conferences immediately before or after school must be scheduled in advance with the teacher as she may not be available. When you sign in at the office, the secretary will need to check to see if the teacher is expecting you at that time. Parents are always welcome to come and observe in the classroom. Please call the school at least a day in advance.

Parties

KCS allows two parties for students: Halloween and Valentine's Day. Halloween consists of a parade and then a party hosted by homeroom parents. Parents and grandparents are invited to attend. For Valentine's Day, the students will exchange valentines sometime during the day and receive a snack provided by PTO or the school. Although well-supervised younger siblings may attend with their parents, **other school age children and middle school or high school students may not attend any party, assembly, field day or school dance.** Any high school community service activity must be cleared with the principal in advance. Birthday parties during school are not permitted. Once a month we will have a birthday lunch and parents are invited to attend. Please check the weekly newsletter for dates. Birthday invitations may be given out in the classroom (by the teacher) only if **every** child in the room is invited. For a class list you may contact the teacher or the homeroom parent. Flowers and balloons for students **will not** be accepted at the school. Please do not bring them to parties – the homeroom parents work very hard to assure that parties are equitable throughout the school. Please arrange for these to be delivered to the child's home.

Attendance

Good attendance is crucial to a child's success in school. When it is necessary for your child to be absent, **please call the school as early as possible** to avoid having the principal or social worker call. You will still receive a call from the county's automated system.

WV Code 18-8-1 permits students to be excused for:

Physical or mental incapacity of the student may be verified by the parent not to exceed five days per year. Verification by a physician is required when the absences exceed three consecutive or five total days.

Hazardous conditions.

Serious illness or death in the immediate family of the student.

Observances of religious holidays.

Leaves of educational values with prior approval of the school principal not to exceed ten days. Example 1: A father is being sent by his company to Japan on business and he wants to take his family with him. The principal, teacher, parent and student plan a class presentation and activity that the student will present upon returning to the classroom.

The principal approves the plan and the student is given educational leave. Example 2: The family is going on a vacation in October to Disney World. This is the only time the family can go because of the parent's work schedule.

Unless an educational plan can be developed by the school with the parents, this would normally be an **unexcused** absence.

When a student has been absent for any reason, a **note** from home is requested on the day the student returns to school. This note should include: the child's name, grade, dates of absence, date of the note, reasons for the absence and the signature of the parent. These notes need to be sent to school within 3 days of the child's return to school.

Any absence not meeting the stated requirements above is considered an **unexcused** absence.

Absences such as hunting, fishing, babysitting, oversleeping, suspensions or missing the school bus are unexcused.

Absences from school are reported to parents by telephone calls, report cards, 5 day letter or home visits. After **5 unexcused absences**, parents will be sent a letter detailing their child’s attendance history for that year and legal notice may be served.

State Attendance Codes

A1 - Alternative setting – full day	I1 - Illness in family – full	M3 - Military – full
A2 - half day	I2 - Illness in family - half	M4 - half
B1 - Failure of bus to run - full	I3 - Illness w/ dr. note –full	P1 - Parent note (over 5)-full
B2 - half	I4 -half	P2 - half
C1 - Calamity (fire, flood) – full	I5 - Illness w/parent note – full	R1 - Religious holiday – full
C2 - half	I6 -half	R2 - half
C3 - Health exclusion (lice) - full	L1 - Educational leave – full	S1 - suspension – full
C4 - half	L2 - half	S2 - half
D1 - Death in family – full	L3 - Legal w/documentation-full	S3 - Weapons suspension. – full
D2 - half	L4 - half	S4 - Weapons suspension – half
H1 - Homebound – full	M1 - Medical appt. – full	U1 - Unexcused – full
H2 - half	M2 - half	U2 - half

Tardies/Early Exits

Students should arrive at school before the tardy bell rings at 7:45 am and no later than 7:30 am if they plan to eat breakfast at school. When students are tardy they start the day off trying to catch up. Any tardy or early exit that exceeds 90 minutes shall be counted as a half day absence. Dismissal is at 2:12. Early exits, as with tardies, disrupt the day’s instruction and should only occur in an emergency. Out of area students may have their status revoked if attendance becomes an issue. **Students who arrive late or leave early must be accompanied by a parent or guardian and signed in/out on the office computer.**

Breakfast Procedures

Students who wish to eat breakfast at school must arrive by 7:30 am. After 7:30 am, students will have to take breakfast to their room.

PBS (Positive Behavior Support)

All of our teachers use a “clip” system of colors to help students monitor their own behavior. Students have to move their clip for disciplinary reasons, usually after several warnings. In grades 1 – 5, a grading scale is used and students lose points not only for behavior but also for being tardy, not having their homework, not following the dress code, etc. A weekly behavior grade is sent home. Those with an “A” average will be recognized at each awards assembly.

Non-Custodial Parent

When custody is given to only one parent, please inform the school. A copy of the settlement or court order (as it pertains to the child) must be on file in the office. Non-custodial parents who wish to receive a copy of report cards should send four stamped, self-addressed envelopes to the office.

Student Assistance Team (SAT)

Our SAT team meets regularly to discuss interventions for any student who may be having academic, social-emotional or attendance problems. Parents and/or students may also request a

meeting by contacting their child's teacher, the principal, or the SAT coordinator.

Home/School Communication

The school will provide a student planner for each child. Please check this planner each night for homework and notes from teachers **and then sign it**. The school newsletter is sent home every Friday on gold paper and includes information on upcoming events, student activities, permission slips, etc. You may access our web page at **HYPERLINK "http://chesapeake.kana.k12.wv.us" <http://chesapeake.kana.k12.wv.us>**. Our web page is constantly updated and includes school information, photos and teacher e-mail addresses. For questions or information you may reach the school in any of the following ways: address - 13620 MacCorkle Ave., Chesapeake, WV 25315; phone - 949-1121; fax 949-2351; cell 415-9728.

Field Trips

Field trips are part of the educational experience and all students are expected to participate. Field trip privileges however, may be revoked based on inappropriate behavior. Permission slips need to be filled out and returned on time. If cost is a factor please contact Mrs. Posey. No child will be denied a field trip based on the parent's inability to pay. If we do not receive a permission form, it will be up to the discretion of the teacher and principal whether to attempt to contact the parent and allow that child to attend. If your child cannot go because they have a doctor's appointment, etc. please indicate that on the form and return it to school.

Dress Code

According to KCS policy, all students are expected to adhere to common practices of modesty, cleanliness and neatness; to dress within the acceptable standards of the community and in such a manner as to contribute to the academic atmosphere, not detract from it.

Girls: Flip flops and other backless shoes and sandals are not permitted. Tennis shoes, flat dress shoes and sandals with backs are the best choices. (Heels are strongly discouraged!) Shirts or blouses must cover the entire torso, even in movement. Tank tops, crop tops, tube tops, halters and transparent or see-through material are not acceptable. Straps should be "lasagna" width (about 3 fingers) – no spaghetti straps. Low cut shirts are also prohibited. Skirts and shorts should reach to at least mid-thigh and any tears or rips must be below the knee. Pants with writing across the backside and shirts with inappropriate writing or graphics should not be worn. Hair should be kept neat and clean.

Boys: Flip flops and backless shoes or sandals are also not permitted. Shirts should cover the entire crown of the shoulder. "Muscle shirts" or sleeveless jerseys must be worn with a shirt underneath. Pants should not be torn above the knee and must fit at the waist. Chain or spike jewelry is not allowed.

Parking/Morning Procedures

As it is with most schools, parking is always a problem. Please do not park in the bus loading zones on 137th Street at any time during the day. Parents stopping by the school between 8:00 am and 2:00 pm may park in front of the school but not during morning drop off time – from 7:00

am – 8:00 am. When dropping off students in the morning, please pull up as far as possible to allow more cars into the pull off area in the front of the school. **Cars traveling east on MacCorkle Ave. in the morning should turn left on 136th Street, go behind the school and up 137th Street and then pull into the drop off zone in front of the school. Note: there is a no left turn sign when coming out of the pull off area.** This prevents “grid lock” from occurring as cars try to enter and exit this area causing the traffic to back up. Do not turn left onto 137th St. and then backup on MacCorkle! During school events, please do not block neighbors’ driveways or park in no-parking areas. **Pre-school parents should not double park on 136th Street as it ties up traffic.**

Dismissal Procedures

Chesapeake and Winifrede students load onto the buses around 2:12 pm, followed by car riders. Parents waiting to pick up their children should be courteous and not block the streets and/or driveways. Please pull off on the right side of Nancy Street so that the buses can make the turn. Students who walk home will meet at the front door to be escorted out. No cars may pull in front of the school to pick up students at dismissal time. Students will not be dismissed to walk to a parked car during bus loading time! Parents need to park and walk to the front door or get in the pick up line. For your child’s safety we do not want students crossing 137th Street in front of buses.

Any changes in a student’s normal dismissal routine must be made in writing, given to the teacher and approved by the office. Phone calls to the office should only be used in an emergency situation.

We often have children who make arrangements to go home with another child. We must have a note from both parents or this will not be permitted! Phone calls will not be permitted except in an emergency.

Daily Schedule (Subject to Change)

School opens	7:12 am
Breakfast	7:15 – 7:45 am
Tardy bell, Instruction Begins	7:45 am
Kindergarten and 1 st Grade Lunch	11:00 – 11:30 am
2 nd and 4 th Grade Lunch	11:15 – 11:45 am
3 rd and 5 th Grade Lunch	12:00 – 12:30 pm
Instruction ends, first bell (Chesapeake, Winifrede, car riders and walkers)	2:12 pm

Curriculum

KCS adopted curriculum is used to teach Reading, Math, Social Studies and Science. Our curriculum also includes instruction in physical education, art, music, library, guidance and counseling, multicultural and character education, WV History and technology.

Assessment

The students are assessed in a variety of ways – tests, quizzes, projects, oral reports, etc. Their reading and math progress is also monitored using such computer programs as Reading tests, Success Maker, Math, Social Studies, and Science, iReady Math, Horizons Reading, Pioneer

Valley assessments, and DIBELS 8. Our K- 3 teachers and Title I Reading interventionist will continue to use a reading assessment program called DIBELS 8 (Dynamic Indicators of Basic Early Literacy Skills). This program will identify which students are not performing at grade level and will identify which skills are missing or are weak. All students in grades K – 5 will receive Reading intervention from the Title I interventionist. In the fall, 3rd – 5th students will take the CBA (Comprehensive Benchmark Assessment) and the results will be compared for growth to the WVGSA (WV General Assessment) given in the spring. During the year tests known as Instructional Benchmark Assessments (IBAs) will be given to 3rd – 5th grade students as preparation for the WVGSA in May.

Parent Volunteers

Chesapeake offers many opportunities for parent involvement: If you have a special talent or extra time, please consider volunteering!

PT0/Parent Volunteers – This group meets monthly on projects such as the school’s Strategic Plan, fund raisers, school dances, school beautification projects and field days.

LSIC – The Local School Improvement Council is the governing body of the school and consists of the principal, three teachers and two service personnel, parents and community members. They meet four times a year and discuss issues relating to school change or improvement. If you are interested in becoming a member of the LSIC please call Mrs. Posey.

Fifth Grade Parents – This group consists of all 5th grade parents who share the responsibility of raising money for 5th grade activities and the end of year banquet. The lead 5th grade parent will be calling on you to donate items and help chaperone school dances and help with other fund raisers. This group usually meets several times throughout the school year.

Fourth Grade Parents – This group helps with the 5th grade talent show (it is their first fundraiser for the next year) and helps with the fifth grade banquet. We will need a volunteer to head this group.

Read Aloud – Volunteers are needed to read aloud to classes on a weekly or monthly basis. We have plenty of books and can arrange for training.

School Beautification - Do you like to paint, decorate or garden? We’d love to have some volunteers to help decorate the front windows, maintain the planters, plant flowers, etc.

Box Tops Coordinator – collects and mails in Box Tops several times during the year.

Meal Prices

Meal prices for elementary schools are as follows:

Adult Breakfast - \$3.25	Adult Lunch - \$4.25	Extra
Milk - \$.45		

There is no charge for student meals. Students may purchase extra milk. Parents are invited to eat lunch with their child during our birthday lunches and our Thanksgiving luncheon in November. To eat at other times, please call the school at least a day in advance. In accordance with Federal law and US Department of Agriculture policy, this school is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call 800 795-3272.

Students Who Become Ill at School

Parents will be called immediately for a student who has a serious accident, is vomiting or has

diarrhea or indication of a high fever. For most other complaints of illness we will let them rest for awhile, apply a band-aid or do other minor first aid. Students must be fever free for 24 hours before returning to school. Please see the **“Medications in School”** policy and the School Health Infectious Diseases Procedures at the back of this handbook for more information.

School Supplies

Any type of school materials that is considered “integral and fundamental” to public education such as textbooks, paper, pencils, etc. must be provided by the school. We cannot require parents to purchase these types of supplies. Items such as backpacks, tissues, baggies, hand sanitizer, etc. need not be provided by the schools and donations of these items is greatly appreciated. It is acceptable for teachers to provide parents with lists of items that they may wish to purchase for their own children. Lists of this nature will inform parents as to the developmentally correct supplies to buy (wide ruled vs. college ruled paper, for example). The law does not prohibit teachers from developing lists of items that parents may wish to purchase and/or donate for use by the classroom as a whole such as tissues, hand sanitizer, art supplies, etc.

Parent/Educator Resource Center

The Parent/Educator Resource Center (PERC) provides families, educators and the community with information, training, and support to work in partnership for each child’s educational success. Their office is located in room 101 of South Charleston Middle School. You may contact them at 348-7715 or email them at [HYPERLINK "mailto:perc@kcs.kana.k12.wv.us" perc@kcs.kana.k12.wv.us](mailto:perc@kcs.kana.k12.wv.us). They sponsor an ADHD support group, provide assistance and information regarding special education and have a lending library of books and videos.

Parents’ Right to Know

Parents have the right to request teacher and aide qualifications. Below is a list of all teachers and their degrees. All aides have a minimum of a high school diploma.

Teacher Certification

Name	Assignment	Certification
Kim Posey	Principal	Elementary Education 1 - 6; Master’s Degree in Special Education K – Adult Certification in LD, BD, MI ; Educational Leadership Certification K - Adult
Lindsay White	K	Elementary Education K - 6
Leah Ann Guthrie	1 st	Elementary Education Multi-subjects K-8
Regan Hanlon	2 nd	Early Education Pre-K – K; Master’s Degree in Elementary Education K - 6
Allison Paas	3 rd	Elementary Education K-8; Masters Degree in Reading
Grace Underhill	4 th	Elementary Education K- 8; Masters Degree in Leadership Studies
Alison Pack	5 th	Elementary Education K-8
Kellie Burroway	Resource	Elementary Education, Special Education in LD, BD, MI

Jeanna Goldman	ID	Multi-Categorical LD/BD/MI
Tiffany Peters	EBD	Multi-Categorical LD/BD/MI
BJ Fontalbert	Library	Elementary Education
Stephen Erskine	Counselor	Masters Degree in Counseling Pre-K – Adult
Amy Hively	Reading	Multi-subjects K-8; Masters Degree in Reading K-12
Crystal Adamson	Speech	Master’s Degree – Communication Disorders Birth to Adult
David Williams	Music	Ph.D. in Music
Trey Bartlett	PE	Elementary Education K-6; PE K-8
Brenda Estep	Math	Elementary Education
Tara Novick	Pre-K	Master’s Degree in Early Intervention/Early Childhood Special Education

Archery/Robotics

Our archery program involves all 4th and 5th grade students. Mr. Erskine will teach archery one Monday each month as part of our PE program, so they should always wear tennis shoes on Monday. From all of the 4th and 5th grade students, a team is chosen and must consist of a certain number of boys and girls, according to National Archery in the Schools guidelines. Once a team has been chosen, practices will occur after school. These students will then compete around the state. We have also competed in state and national contests. It is quite an honor, but also requires a commitment on the part of the student and his/her parents.

During the 2021 – 2022 school year we did not have a robotics team. It is our hope to have one again this school year. The robotics team also consists of 4th and 5th grade students. Mrs. BJ has been in charge of this team in the past. She teaches robotics one Monday each month. A team will be chosen and she will have practices after school. This team competes during the school day several times during the year. **Participation on these teams is completely voluntary and based on student interest.**

Little Free Library

Our Little Free Library in front of the school was built to encourage students and community members to “take a book” and “leave a book.” This library is free to everyone and is open 24/7.

Student Schedules

Students have PE every other Monday, and every Wednesday and Friday and must wear lace-up or Velcro tennis shoes. They also have counseling classes every other Monday and every Wednesday and Friday. Students go to the library and have music every Tuesday and Thursday. Art for students in Pre-K– 5th grade is on Monday.

Medications in School

Kanawha County Schools **Administration of Medications** policy allows students to take medications at school only if it is absolutely necessary in order for the students to attend school and learn. Please follow the regulations below when your child **must** take medications at school. Send the written order from the physician. The order should include dosage instructions and the

time the medication must be given. Written permission from the parent is also required. For medications that need to be given for longer than 21 days, an **Administration of Medication** form must be completed and signed by the physician and the parent or guardian. This form may be obtained from the school.

All medication must be delivered to school in the original container. Prescription medication must be labeled clearly and accurately by the pharmacist or physician.

Over the counter (nonprescription) medication must be delivered to school in the manufacturer's container and must be clearly labeled with the student's name.

All medications must be accompanied by an order from the physician except for the over the counter medications listed below. These medications must be accompanied by a note from the parent or guardian that gives permission to administer these medications and they must be delivered to school in the original container. These medications will be administered according to the manufacturer's directions for up to three school days. After three days an order from the physician will be required.

Ibuprofen medications such as Advil and Motrin

Acetaminophen medications such as Tylenol

Calamine lotion

Simple cough drops that contain only menthol or pectin

School Health Infectious Disease Procedures

Fifth's Disease – Student not excluded from school unless he/she has a fever of 100 degrees or greater

Fever – Must be without fever (100 degrees or above) for 24 hours before returning to school

Chicken Pox – Exclude for 5 days or until all blisters are dried and have scabbed over. Must also be fever free for 24 hours

Hand, Foot and Mouth Disease – Exclude for 5 days or until all blisters are dried and scabbed over. Must also be fever free for 24 hours

Scabies – Must have note from a licensed health care provider that includes diagnosis. May return to school as soon as treatment is completed

Strep Throat – Must be treated with prescribed antibiotics for 24 hours. Must also be fever free for 24 hours

Mononucleosis - Must have note from a licensed health care provider that includes diagnosis and date for return to school.

Influenza (flu) – Must be without fever for 24 hours.

Pink Eye – Must have 24 hours of prescribed antibiotics before returning to school

Ringworm (scalp) - Must have note from a licensed health care provider with diagnosis and treatment plan
(**body**) – May return to school after topical antifungal treatment is started

Gastroenteritis – No vomiting or diarrhea for 24 hours before returning to school

Impetigo - Must have note from a licensed health care provider with diagnosis and treatment. Must be on medication for 24 hours before returning to school

Herpes Simplex (fever blister) – Cover blisters if possible. If the student has more than two active lesions and they are spreading from the lip area, a note from the licensed health care provider will be needed for return to school

The above guidelines are at the discretion of the professional school nurse.

Services Within the Community

Marshall University Graduate College Community Clinical Services Center -1213 Ohio Avenue, Dunbar, WV 25064 (304) 766 – 2674. This program offers low cost psychological services, individual and small group counseling, along with educational enhancement services to the public

Daymark, Inc. - Charleston, WV (304) 340 – 3675 - This organization encompasses the Patchwork and New Connections programs appropriate for this age group. Patchwork is a temporary youth shelter. New Connections is a youth program in which various recreational and therapeutic activities occur.

Kanawha Pastoral Counseling Center, Inc - 16 Leon Sullivan Way, Charleston, WV (304) 346 – 9689. Low cost counseling services.

United Community Services - Cabin Creek, Cedar Grove, and Montgomery Area (304) 442 – 5177. This program offers emergency assistance including rent, utilities, food, and medicine for individuals and families in the Cabin Creek, Cedar Grove, and Montgomery areas.

YWCA Resolve Family Abuse Program 1114 Quarrier Street, Charleston, WV (304) 340 – 3550. This program offers emergency shelter for victims of domestic violence and their children, along with separate support group counseling for both women and children who are or have been victims of domestic violence.

United Way of Central WV – for information and referral call 304-414-4405 or 1-800-540-8659.

Title I

As a Title I school we are allocated funds that must be spent on instruction, parent involvement and staff development. Those funds have been allocated in the following way: 1 reading teacher, 1 math teacher; supplies for students and staff; professional subs for monitoring meetings; family events and materials.

2022 – 2023 Title I Staff Utilization

Data from the core reading and math tests and supplemental assessments will be used to design and implement whole group instruction. Data from DIBELS, the core programs, and interim assessments and teacher observation will be used to design and implement small group needs-based differentiated instruction. The Support for Personalized Learning (SPL) model will be used to establish effective classroom procedures such as differentiated instruction and ongoing assessments to meet the needs of struggling readers in the all grades. Collaborative planning with Title I and special education personnel will allow classroom teachers to increase the amount of directed instruction students will receive during need-based instruction. This process will be coordinated by grade level teams and will be updated and reviewed on a monthly basis. These groupings may change on an as-needed basis, given the individual needs of students.

The Title I reading teacher will collaborate with the K-5 teachers to provide reinforcement of basic comprehension skills, letter and sound recognition, fluency, writing and vocabulary acquisition in either an in-class or pull out setting. She will also provide SPL (Support for Personalized Learning) in reading to students identified through DIBELS, and classroom assessments, the Quick Phonics Screener, Basic Reading Inventory, Jan Richardson’s Guided Reading Assessments etc. The Title I math teacher will work with K-5 students who have been

identified as needing extra support in math through WV General Summative Assessment results or classroom performance. She may also co-teach with the regular classroom teacher. The math interventionist will also work with K-5 on improving the math skills of identified students. Tier II groups and instructional content will be decided by the grade level team during monitoring meetings. Students identified as Intensive will receive instruction based on at-risk needs in the current area of weakness based on assessment results. This instruction will continue until the benchmark is met. Students not meeting benchmark will be evaluated after two nine week sessions to be moved to Tier III and may be referred to the SAT team. Students identified as Strategic will also receive instruction based on at-risk needs in the current area of weakness. This instruction will continue for a four week duration or until the benchmark is met. Students not meeting benchmark will be evaluated after two 12 week sessions and a determination will be made to treat as Intensive. Students at all levels of benchmark will be continually monitored to ensure growth and will be given small group instruction for classroom reinforcement and enrichment as well as computer-based skill development. Tier III intensive intervention will consist of added core reading/math instruction each day.

The counselor will develop and deliver a comprehensive program on character education, social skills, tolerance, career exploration and community involvement. He will work with students in whole group, small group and individual sessions. Information for parents on guidance and counseling topics such as helping with homework, coping with ADHD, parenting skills, child development, etc. will be provided for parents through materials or in conjunction with our Family Nights and ISE days. The counselor will be an active participant on the SAT and 504 teams and the Curriculum/PLC Team.

The resource room teacher will use a variety of instructional strategies such as co-teaching, small group or one-on-one instruction and materials such as SRA Reading to meet the needs of students with IEPs and/or deficiencies in reading or math. They will also provide Tier II and Tier III reading instruction to targeted students and will collaborate with the Title I and classroom teachers.

All instructional aides will work under the direct supervision of a teacher.

Parent Involvement Policy

PART I. GENERAL EXPECTATIONS

Chesapeake Elementary School agrees to implement the following requirements:

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Every Student Succeeds Act (ESSA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

Consistent with section 1118, the school will assure that its parent involvement policies meet the requirements of section 1118 (b) of the ESSA, and each include, as a component, a school-parent compact consistent with section 111(d) of the ESSA.

The school will incorporate the school parental involvement policy into its school plan developed under 1112 of the ESEA.

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 ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a

language parents understand.

If the plan for Title I, Part A, developed under section 1112 of the ESSA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school district submits the plan to the state Department of Education.

The school will involve the parents of children served by Title I Part A in decisions about how the funds reserved for parental involvement are spent.

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....

that parents play an integral role in assisting their child's learning;

that parents are encouraged to be actively involved in their child's education at school;

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;

the carrying out of other activities, such as those described in section 1118 of the ESSA.

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

The following components (Section 1118(a)(2), ESSA) include actions/activities which satisfy statutory requirements.

Chesapeake Elementary School will take the following actions to involve parents in the joint development of its parent involvement plan under section 1112 of the ESSA:

The development/revision of the Parent Involvement Policy will be an on-going PTO and LSIC project. Parents from these organizations will meet regularly with staff members to review and revise the plan as needed. These meetings will be open to all interested parents. Dates and times of these meetings will be listed in the weekly newsletters.

Chesapeake Elementary School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESSA:

At the August Open House, Chesapeake staff will share Title I parent policies, an overview of the Title I program and the Five Year Strategic Plan. Parents will be made aware of their right to know teacher certification, school performance, school choice and other aspects of school improvement. Parents will be made aware of their right to ask for information regarding teacher certification, college major and advanced degrees. They also may request information about aides or paraprofessional personnel who provide services to their child. This same information will be included in the parent handbook. Parents will be encouraged to participate in PTO and LSIC meetings when these topics are addressed.

Chesapeake Elementary will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Parent involvement activities will be planned based on student assessment data and parent interest surveys. Input from the LSIC, PTO committees and other parent groups will be included when planning these activities. Meeting facilities, materials and equipment will be provided by the school as needed.

Chesapeake Elementary School will take the following actions to conduct, with the involvement of parents, and annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of the school. The evaluation will include identifying barriers to

greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. A parent survey will be sent home asking for input regarding activities and parent involvement policies. This survey will be sent home to all parents in the spring. The results will be compiled by the Title I staff and shared with the PLCs, PTO, LSIC and staff. Revisions will then be made as needed.

Chesapeake Elementary School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

Chesapeake Elementary School will provide assistance to parents, as appropriate, in understanding topics such as the following, by understanding:

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

At the August Open House, Chesapeake staff will introduce the Strategic Plan and the requirements of Title I. Parents will also be given a description and explanation of the curriculum used at Chesapeake; the forms of assessment, including DIBELS, alternate assessment, WV General Summative Assessment and the proficiency levels of each. This same information will be included in the school handbook. Each teacher will explain to the parents how to monitor their child's progress via midterms and report cards online and test results. They will also explain to parents how to use the assignment books as a communication tool, what the school and classroom expectations for behavior and achievement are, and the best way to contact the teacher when questions arise. The Student Assistance Team chair will explain the SAT referral process and the Support for Personalized Learning program to parents. The counselor will explain his role in helping the parents and teachers work together to maximize the social and emotional growth of their children.

Parent/Teacher Conferences will be held in the fall and upon request. Workshops to inform parents of ways to help their children in reading, math, writing, child growth and development and test preparation will be held throughout the year.

B. Chesapeake Elementary School will, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate to foster parental involvement by:

August Open House – Title I and Strategic Plan orientation; introduction to parent involvement opportunities

Family Nights - Games, activities and/or a field trip to the Clay Center for parents and children
"Come See How We Learn" classroom visitation– open house for parents to observe how children learn in the classroom. Other classroom observations are scheduled as requested by parents.

Child Growth & Development – the counselor will prepare materials, videos and other types of information for parents at each of the Family Nights. He will also introduce ways parents can

help their children prepare for assessments.

C. Chesapeake Elementary School will educate its teachers, pupil services personnel, 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:

During staff development days, effective strategies will be discussed with all staff members for communicating and working effectively with parents. Part of our PLC time will be spent discussing our Positive Behavior Support program. Staff will be familiarized with the Title I parent involvement policy and parent compacts. Parent workshops will be planned and scheduled for the upcoming school year. The counselor and SAT (Student Assistance Team) chair will review ways to include parents in the referral and intervention process. Our Family Events will foster communication and understanding between parents and teachers.

D. Chesapeake Elementary School will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First and Parents as Teachers Program, and public preschool and other programs, and conduct activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

Head Start parents will receive the same weekly newsletter as students in grades K-5. They will also be encouraged to attend meetings such as Open House, PTO, LSIC and Family Nights. Information about these events is sent home to all students in the weekly newsletter. Head Start families will be provided free books twice a year, "Reading Roundup" materials and a brochure entitled "Kindergarten – Helping Your Child Make the Move" at spring roundup. During the second semester, kindergarten teachers will be released to attend IEP meetings to meet the parents and to observe any incoming kindergarten students with special needs. Parents and pre-school students will be invited to visit the new classroom. A transition meeting for the parents of Pre-K students entering kindergarten will be held before spring round up. This meeting will include the Pre-K and kindergarten teachers, counselor, principal and Head Start Family Service worker.

The counselor will work with the 5th grade students throughout the year to prepare them for the transition to middle school. Other transition activities include: a spring meeting at the middle school to enable staff to meet with 5th grade students and their parents and information regarding services and materials available through the Parent-Teacher Resource Center will be sent home in the weekly newsletter and brochures will be made available to parents.

E. Chesapeake Elementary School will take the following actions to ensure that information related to the school and parent programs, meetings and other activities, is sent to the 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: Information on school programs and activities, SAT or special education meetings will be sent to parents in an appropriate and timely manner and in an alternative format based on need or request.

PART IV. ADOPTION

This Parent Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

This policy was adopted by the LSIC on February 15, 2022, and by the staff on April 18, 2022. All parents will be invited to preview and comment on the Strategic Plan and parent policy in the August 2022 newsletters. A copy of the Parent Policy will be sent home with each child. The parent compact was also reviewed and approved by the PTO and staff on the above dates and will be sent home to all parents in August 2022. It will be in effect for the 2022 - 2023 school year.

Chesapeake Elementary School-Parent Compact

A copy of this compact will be sent home early in August for parents to sign.

Chesapeake Elementary School, and the parents of students participating in activities, services, and programs funded by Title I, Part A of the Every Child Succeeds Act agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the 2022 – 2023 school year.

School Responsibilities

Chesapeake Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Instruction will be based on WV College and Career Ready Standards

A school wide character education program and a Positive Behavior Support program will contribute to a safe, healthy environment.

Students will be recognized monthly for effort, improvement and good character.

Continuation of Kanawha County's adopted curriculum and research based programs such as Guided Reading, 6+1 Writing, and standards based math instruction.

Continue to monitor, encourage and recognize student attendance.

Closely monitor student achievement through the SAT process, DIBELS assessments, Benchmark tests, state assessment results, monthly monitoring meetings, etc.

Differentiate instruction as needed

Provide Title I support to all targeted students

Provide parents opportunities to volunteer and participate in school activities.

Hold Parent/Teacher Conferences at least annually and upon request

An Open House with classroom visitation will be held in August to provide parents with Title I data.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

Monitoring my child's attendance

Making sure that homework is completed

Promoting positive use of my child's free time

Volunteering in my child's classroom or school

Participating, in decisions relating to my child's education

Staying informed about my child's education and communicating with the school by promptly

Reading notices from the school or the school district either received by my child or by e-mail and responding, as appropriate.

Serving, to the extent possible, as a volunteer on school or county advisory groups

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do my homework as assigned and ask for help when I need to.
- Give to my parents or guardian all notices and information received by me from my school.
- Maintain appropriate care of my iPad and display good digital citizenship
- Respect adults and my peers
- Participate and work hard in class every day

Chesapeake Elementary will also:

- Involve the parents in the planning and review of the school’s parent involvement policy and in the schoolwide plan.
- Provide information to parents in an understandable format and in a language that parents can understand.
- Provide each parent timely notice when their child has been assigned to a non-fully certified teacher for 4 or more consecutive weeks.
- Work with the Title I office to ensure that any problems are resolved.

_____	_____	_____
Teacher	Parent	Student

This compact is not legally binding.

To make comments or suggestions regarding our Title I program, parent involvement policy or school – parent compact please return this portion below to the school. Thank you.

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