

Chestnutwold Elementary School

School Handbook

630 Loraine Street
Ardmore, PA 19003
(610) 853-5900, 8000

Chestnutwold recognizes each student as an individual with unique needs, expectations, and internal motivations. We understand that each child responds differently to the instruction, programs and support we provide. Our school faculty and staff work persistently to meet these needs in the classroom and across our school community by delivering diverse activity and learning opportunities to support the developing child and family in our service.

Opening day of school and school hours

- The first day of school for students in **Grades 1 - 5 is Tuesday, September 8, 2015.**
- **Kindergarten students** will participate in an **Orientation on Tuesday, September 2,** and will begin a regular schedule on Wednesday, September 3rd.
- **School day is 8:35 AM to 3:30 PM** for students in grades 1 - 5.
 - + **Kindergarten:** AM Session - 8:45AM - 11:25AM PM Session - 12:50PM - 3:30PM
 - + **Grades 1 - 5:** The morning bell rings at **8:45 AM**, and students are expected to be in their homeroom at this time. If a child arrives after 8:45 AM, she or he should report to the Office before reporting to homeroom; a tardy will be recorded for that student on that day. A written note indicating a reason for the child's lateness must be given to his or her homeroom teacher or the office in order to excuse the tardy on school records. Dismissal is at **3:30 PM**. No adult supervision can be provided before 8:30 AM.

Absences and tardy

- Please see the district attendance policy regarding absences and lateness. The district is required to report unexcused lateness and/or absences to appropriate authorities. PA requires the district to report "habitually truant" students after "seven (7) unexcused absences," and "does not permit more than ten (10) excused absences annually." Please send a written note when your child is absent from school. If you are aware of upcoming absences, you can submit a "Pre-approved" absence request from the office. Complete this form and return it to office at least two-weeks in advance of the pre-approved absences. Up to five days can be excused given there are educational goals and activity listed on the request form.

Arrival and dismissal

- While we appreciate the children's desire to arrive earlier than 8:30 AM, please remember that there is **no supervision by the School District available for students before 8:30AM. Children should not be left unattended on school grounds before 8:30 A.M.** All students and parents are asked to remain outside or in the front vestibule until the 8:35AM bell, unless they have a pre-arranged appointment.
- Please be sure your child knows their dismissal plans for the **end of the day**. Many children like to stay and play, or may make their own arrangements to visit friends. This can lead to confusion if the plans have not been communicated with their parents, guardians or school. Supervision is not available by the School District after 3:30 PM.
- Daily dismissal plans should be communicated to your child's homeroom teacher. Homeroom teachers oversee the dismissal of each student in their respective homeroom. They should be made aware of any and all plans, including changes to dismissal plans.
- We will not honor a **change in dismissal plans** unless a parent or guardian communicates the change in writing – including bus plans. This note should be given to the homeroom teacher or the office on or before the morning of this change. Emergencies happen, we understand, and we will help however possible in the school environment. Please contact the office in the event of an emergency change in dismissal plans. The office will contact the student(s) and respective teacher(s).
- **School grounds** are reserved for Chestnutwold students during school hours and until 4:00. Signs are posted. Thank you.
- **Beginning Monday, September 19th**, students should enter the building and walk to their respective classroom independently. If a student needs an escort, a faculty member will gladly support the student.
- There may be occasions when parents wish to walk their children to their classrooms at the start of the day. We encourage you to have a faculty member escort your student to class. If assistance is required, please politely inform the office staff.
- The beginning of the day is not the appropriate time to engage teachers in discussions. Teachers must focus on all of their students as they enter the building and begin preparing for morning activity. If you need to speak to a teacher or you would like to arrange to visit your child's class, please write a note, leave a voice mail message, or send an email so that you and the teacher may find a mutually agreeable time to talk.
- **Change in dismissal plans** must be received by the homeroom teacher or front office in writing. We will not accept an email or a phone call. In an emergency, please fax a written note with signature to our school: (610) 853 - 5979 (fax).
- **A "non-parent/guardian" cannot take a student from school without a written note from the parent or guardian.**
- Late arrival to school requires a written note from a parent or guardian or the tardy will be unexcused until one is received. Please see our district policy found on the district website.

• **Kindergarten procedures (AM and PM) - ARRIVAL & DISMISSAL**

8:35 to 8:45AM - Arrival

- AM kindergarten students who walk or ride the bus will gather and enter the building with the other students.
- When the bell rings, all doors to our school may be used as entrances. At least one adult is stationed at each entrance to the building.
- **Beginning September 21st**, students should enter the building and walk to their respective classroom independently. If a student needs an escort, a faculty member will assist.
 - Students arriving after the 8:45AM bell must report to the Office where they will “sign-in” their child/student.

11:25AM - Dismissal for AM Students

- A teacher or instructional assistant will escort the “walkers” out of the building to the kindergarten playground area. Parents should be waiting there to meet their child.
- A teacher or an instructional assistant will escort bus students to their bus.
- The bus will take students home, to Family Support Services, or other arrangements made with the school and /or district.
- If an AM kindergarten student must be picked up by car, parents must follow the procedures explained in this document.
- **Change in dismissal plans** must be received by the homeroom teacher or front office in writing. We will not accept an email or a phone call. In an emergency, please fax a written note with signature to our school: (610) 853 - 5979 (fax).

Kindergarten procedures (AM and PM) - ARRIVAL & DISMISSAL

12:40 to 12:50PM - Arrival for PM Students

- PM kindergarten students who walk will gather in the rear, by the “Kindergarten” entrance to our school. They will be met by a teacher or instructional assistant and will walk to their classrooms.
- **Cars may not park in the bus lane at any time.**
- Students who ride the bus will be met by a teacher or instructional assistant and escorted to their respective classrooms.
- **Beginning September 19th**, students should enter the building and walk to their respective classroom independently. If a student needs an escort, a faculty member will gladly support the student.
- Students arriving after 12:50PM will need to be signed-in by a family member or guardian in the Office. Any other written note will not suffice as an excused tardy.
- PM kindergarten students who are driven to school must enter the back parking loop from Loraine Street and follow the procedures outlined in our transportation section of this document.

Please drive very carefully! Students will be at recess at this time!

3:30PM - Dismissal for PM Students

- A teacher or classroom assistant will escort the “walkers” out of the building to the kindergarten playground area by the Art Room doors. Parents should wait there to meet their child.
- A teacher or Instructional Assistant will escort students to the gymnasium where they will wait for the bus under adult supervision and walked to their respective bus.
- The bus will take students home, to Family Support Services, or other arrangements made with the school and /or district.
- Children remaining for After Care from Family Support Services will be escorted to the prearranged Family Support Services meeting area; typically the Cafeteria.
- If a PM kindergarten student must be picked up by car, parents must follow the transportation procedures outlined in this handbook.
- **Change in dismissal plans** must be received by the homeroom teacher or front office in writing. We will not accept an email or a phone call. In an emergency, please fax a written note with signature to our school: (610) 853 - 5979 (fax).

**2016 - 2017 School Year
Half-day student dismissal information including
Kindergarten reporting schedule**

Date	Day	Grades 1 - 5	K	Reporting K
October 31	Monday	11:50	11:30	AM K reports
November 21 *	Monday	11:50	11:50	PM K reports
November 22 *	Tuesday	11:50	11:30	AM K reports
November 23 *	Wednesday	11:50	11:50	PM K reports
January 13	Friday	11:50	11:30	AM K reports
February 17	Friday	11:50	11:50	PM K reports
March 3	Friday	11:50	11:30	AM K reports
March 15*	Wednesday	11:50	11:50	PM K reports
March 16 *	Thursday	11:50	11:30	AM K reports
March 17 *	Friday	11:50	11:50	PM K reports
May 19	Friday	11:50	11:30	AM K reports
June 15, 2016 K students' last day	Thursday	Regular schedule	Regular schedule	Regular schedule
June 16, 2016, Grades 1 - 5 student last day	Tuesday	11:50	-	Kindergarten does not report

* Parent conference dates

Trimester, Report Card and PSSA and AIMSWeb dates

	I	II	III
Trimester ends	11/23/16	2/24/17	6/14/17
Report card issue * Electronically	12/09/16	3/10/17	6/19/17
Conferences	11/21/16 thru 11/23/16	3/15/17 thru 3/17/17	

PSSA (State mandated testing)

2016 PSSA testing window: [April 3, 2017, to May 5, 2017](#). Please schedule vacations around the PSSA dates. Confirmed school testing dates (days) will be sent in March of 2017 in preparation for the PSSA.

Language Arts	April 3 – 7
Math	April 24 – 28
Science	May 1 – 5
Make up testing	May 8 - 12

Transportation

- 1) Drive **SLOWLY** through the parking lot and around schools at all times!
- 2) Follow the direction of the teachers/faculty monitoring safety for our students.
- 3) Drivers should not exit their car while in the car line. If you must exit your car, please park in designated spaces only. You may park in the basketball lot (**NOT BETWEEN 10:40 and 1:30**) or on the street.
- 4) Stay in the car line to keep traffic moving.
- 5) Students should exit/enter vehicles in the car line once the vehicle has reached the basketball court, but not after the middle of the building (approaching the parking lot exit).
- 6) **STUDENTS SHOULD EXIT/ENTER CARS ONCE THE VEHICLE IS PARKED, AND NOT IN THE MIDDLE OF THE STREET.**
- 7) Be patient. Safety is the priority.

Visitor Parking

- 1) You may park in the bus lane for no longer than fifteen minutes between the hours of 9:00 AM and 11:00 AM, and 1:10 PM and 3:00 PM.
- 2) For extended visits, longer than fifteen minutes, you may park in the basketball court between 9:00 AM and 10:40 AM, and 1:30 PM and 3:30 PM.
- 3) On the street parking is encouraged. Please abide by the posted parking signs.
- 3) **PLEASE: DO NOT PARK IN FRONT OF OR BLOCK OUR NEIGHBORS' DRIVEWAYS.** Be considerate of our neighbor's property as they are of our school and students. Further, you will be ticketed. Thank you.

Drive/Drop-off in Car Line

- You **must use the Loraine Street entrance** to the parking lot.
 - o There is **no parking along the Loraine Street sidewalk next to the school building.**
- **DRIVE SLOW! BE PATIENT.**
- Students should exit vehicles in the car line once the vehicle has reached the basketball court, but not after the middle of the building (approaching the parking lot exit).
- Drivers should remain in their vehicle.
- After drop-off, please exit the parking lot slowly. Enter the left lane to turn left only after your child has exited the vehicle.

- If you must enter the building, please park your car on the street, the basketball court, or in the rear lot.
- Do not drop-off children along the building on Loraine Street.
- You must drop-off in the parking lot area.
- There is no parking, stopping, or standing along Belmont Avenue – **the bus lane is for buses only!**

All students must wait outside the building and/or in the vestibule area until the 8:35 AM bell rings. Students may enter the building at that time, unless arrangements have been in advance and in writing. There is no adult supervision before 8:30AM. Please be mindful of your child's safety.

Dismissal/Pick-up in Car Line

- You **must use the Loraine Street entrance** to the parking lot.
- Students are dismissed at 3:30 PM. Please arrive in the parking lot **AFTER 3:20 PM**.
- **Cars must not remain driverless.** Stay in your car while waiting.
- **Do not park in the car line.** Do not hold up traffic by waiting for your child in the car line. You may need to park in an assigned area or circle around the block.
- There is **no parking along the sidewalk** of the school, on Loraine Street.
- Do not park and wait for your child along the side of the building in our parking lot.
- STUDENTS are to enter a vehicle once it has reached the basketball court, but not at the stop sign. Students should not run through the parking lot to enter a car. Park the car in the basketball court if needed.
- After picking-up, please **exit the parking lot area**. All cars must exit promptly.
- There is **no parking, stopping along Loraine Street at any time.**
You must pick-up children and/or park in the parking lot area.
- If you must enter the building, please park your car on the street or in the rear lot.

All students must wait outside the building and/or in the vestibule area until the 8:35 AM bell rings. Students may enter the building at that time, unless arrangements have been in advance and in writing. There is no adult supervision before 8:30AM. Please be mindful of your child's safety.

School Policy Information

- **Meeting with school personnel:** If you have questions or concerns about a classroom matter, please contact the teacher first. A meeting can be arranged, if needed, with that teacher or team of teachers. Teachers and families are encouraged to resolve classroom matters discretely in that setting.
- Please contact the principal directly when you have questions about school programs, policy or procedures. You may call the office or contact me directly to arrange a meeting where your concerns and/or questions can be discussed.
- **The “Chestnutwold eMailer”** regarding upcoming school events and celebrations is sent home electronically each week. The “eMailer” communicates information about Chestnutwold school activity to the families and faculty. The “eMailer” will be sent to the email address you recorded when registering your student in Chestnutwold. Please contact the school if your email address has changed or if another should be added.
- Please **register for district/school e-alerts**. These are different from the weekly school eMailer. This is a valuable communication resource used by our district. Directions can be found on the district website.
- Our **lost and found** is located in our cafeteria. You can come to the office, sign-in, and visit the lost and found from 8:30 to 11:00, and from 2:00 to 3:15P.M. Please label your child’s personal belongings.
- Please monitor **hygiene** and communicate with our school anything that requires the attention of our school nurse or school community. This can be done discretely by calling the school nurse or counselor.
- All **absences must be reported by 9:45** each day of your child’s absence. A written note must be sent to the office within 10 days of the absence or it will be considered “unexcused.” District policy requires each school to issue attendance-warning letters (a copy this letter can be found on our website) to a family when a child accumulates more than 10-absences.
 - You can submit a “Pre-approved” absence request from the office. Complete this form and return it to office at least two-weeks in advance of the absences. Up to five days can be excused using this format given there are educational goals and activity listed on the request form.

- Students are not permitted to use a **cell phone** during the school day. Cell phone and all electronic devices should be kept in the student's school bag. School bags are stored in public areas, so exercise caution when sending these items to school. The school is not responsible for lost or stolen items. Students are permitted to use the school phone if they need to contact their family in an emergency.
- **Toys, cards and other play items brought into school:** Please do not send your child to school with **toys** that make noise, require movement on the part of the child or toy, project light, or resemble a weapon. **These types toys are not permitted in the building** and will be held in the office until a parent retrieves it. Often, these are the source of conflict due to misunderstandings and misinterpretations. Thank you.
- Please be mindful of our **appropriate dress:**
 - Flip-flops are not safe for our students who run during recess
 - Please, no midriff or spaghetti straps
 - T-shirts should have appropriate words and symbols only
 - No tank tops for boys
 - Please monitor the length of shorts for your child
 - No toys
 - Our students go outside for recess daily
 - Temperature below 28 degrees – inside
 - Driving rain – inside
 - Snow – inside
 - Temperature above 95 degrees and very humid - inside
- **Please be mindful of our snack policy**
 - No gum
 - All snacks brought into the building must appear on our safe foods list
 - Safe foods list can be found on our school website, in your child's classroom, or in the office.

School/District Volunteer

We welcome school volunteers in our community school! If you wish to volunteer for any district-sanctioned activity, you must have up to date clearances approved by the district in advance, as per state law. Volunteer information can be found on our district home pages under the Parent heading. Here is a link to the district page: [Haverford Volunteer Information](#). Arrangements for school volunteers should be made with the respective classroom teacher.

Food Allergies and Outside Food Brought into the Building

As of August 21, 2012

The district is providing you with the following information to help you understand the food allergy issue in the classrooms and school, and to set policy for birthdays and school celebrations. This information and the Safe Foods List are also available on the school and district websites.

Birthday celebrations will not include the consumption of food or drink. Alternative suggestions for birthday celebrations are included below. We encourage you to participate in one of the listed activities.

School/Grade level initiated celebrations should use the Safe Foods List as a guide, but can deviate from the list under the consult of the principal and nurse. Any deviation must be communicated to each family included in the celebration.

The Safe Foods List can be found on the school and district websites.

Facility's organization to accommodate allergies

A. ALLERGEN FREE CLASSROOMS (example: Nut Free Classroom)

1. INDIVIDUAL CLASSROOM SNACK RESTRICTED TO ALLERGEN FREE SNACK
(example: if classroom is a nut free classroom, ALL students must refrain from bringing in snacks with nuts and nut oils).

* IT IS STRONGLY SUGGESTED THE SCHOOL APPROVED SNACK LIST BE FOLLOWED

*HANDS OF ALL STUDENTS IN CLASSROOM MUST BE WASHED PRIOR TO AND AFTER FOOD CONSUMPTION.

*DESKTOPS OF ALL STUDENTS IN CLASSROOM MUST BE WIPED WITH DISPOSABLE WIPES AFTER FOOD IS EATEN

- | | |
|----------------------------------|-----------------------|
| 2. LUNCH | NO RESTRICTIONS |
| 3. BIRTHDAY CELEBRATIONS | NON-FOOD CELEBRATIONS |
| 4. SCHOOL INITIATED CELEBRATIONS | APPROVED SNACK LIST |

** Found on the website*

B. Classrooms NOT been designated as an Allergen Free:

- | | |
|--------------------------|-----------------------------|
| 1. CLASSROOM SNACK | NO RESTRICTIONS |
| 2. LUNCH | NO RESTRICTIONS |
| 3. BIRTHDAY CELEBRATIONS | NON-FOOD CELEBRATION |
| 4. SCHOOL CELEBRATIONS | APPROVED LIST |

** Found on the website*

The Safe Foods List can be found on the school and district websites.

ANY DEVIATIONS MUST BE COORDINATED BETWEEN PRINCIPAL, TEACHER, PARENT, AND HOMEROOM PARENTS INVOLVED

Deviation from the * Safe Foods list for celebrations requires permission from the teacher, principal and school nurse.

1. HR parent and teacher will generate a list of ingredients and food items
2. Present the list to principal and nurse for approval in advance of communication to families
3. Send the food and ingredient list to each family included in the Celebration
4. Teacher will obtain written approval of food planned to be presented at celebration from parent/guardian of child with food allergy
5. Each family must consent in writing that their child may participate + Non-consenting families should send an appropriate snack for their child using the Safe Foods List as a guide
6. Food entering the building will be monitored by school personnel

BIRTHDAY CELEBRATIONS

To honor a student birthday, we ask that non-food celebrations be arranged with the teacher at least one week prior to their special day. To minimize disruption to the instructional day, we also ask that these celebrations be limited to no more than 10 - 15 minutes.

Instead of consumable items consider the following:

- Reading a favorite book to your child's class
- Donating a book to the classroom or school library with a birthday inscription
 - A selection of books to purchase in the name of your child or family can be found on our Mrs. Jayne Dambman's webpages, our school librarian.
- Asking your child's teacher to extend community meeting time for the class by 10 minutes in honor of your child's birthday
- Teaching the class a simple craft, art activity or game
- Providing a small token to classmates in honor of your child's birthday
- Engage the class in an activity that centers on reading, drawing and/or other interests your child may have
- Engage the class in a cultural activity that will expose our students to something unique about a particular background

SDHT Department of Pupil Services and Special Education 8/8/2012

Chestnutwold Elementary School

A few of the things we do...

Chestnutwold Faculty Advisory (ChAT)

The goal is to communicate celebratory information, scheduling information and concerns for the group. Our faculty and staff use this time to learn what is happening across the building. Each grade level and group of our internal school community is represented at ChAT.

Grade Level Teams

The **purpose** is to monitor student progress; discuss instructional practices; plan activity; and assign resources to best serve our students. These meetings occur two to three times each month.

Child Study Team (CST)

The **goal** is to support classroom instruction and student achievement. The CST monitors the progress of each student in the building, provides support for students and/or teachers and discusses a student's need for testing.

- Team members: principal, counselor, reading specialist, OT, speech specialist, psychologist, seminar teacher, student support teachers, emotional support teacher and other district/school specialists
- Meetings are scheduled every Thursday

Curriculum meetings

Curriculum and Special Education meetings are held each month.

Chestnutwold Calendar

Please be sure to check our calendar for updated events, meetings and activity including times, places and people. You access our school calendar via the school web site.

Communication

Chestnutwold communicates with families using a weekly eMailer and/or our phone messaging system. To minimize the use of paper, most of the general news and information is sent electronically. We rely upon the phone system for **important** information that must be communicated immediately, quickly and is necessary because the news will likely change our schedule or planned activity.

A weekly email is sent each week celebrating past events and previewing upcoming school related activity.

Celebrating Our School Community

In 2016, Chestnutwold was honored by the National organization, Character.org, for our work with students in “developing good character in young people.” For this work, Chestnutwold received Character.org’s “Best Practices” award. Our “Best Practices” include, but are not limited, to those listed below.

We are excited to build on this honor and continuing our growth in this area by extending learning opportunities to each student and community member in all areas of academics and character. This year, 2016 - 2017, we will apply for to be recognized as a National School of Character for our work with students.

Chestnutwold Character Kids (ChCK)

Formally adopted by the Chestnutwold School community in 2014, our Chestnutwold Character Kid (ChCK, pronounced “check”) program celebrates our students when they demonstrate good character in school. Aligned to the 11 Principles of Effective Character Education issued by the Character Education Partnership ®, and the Character Counts ® program, the Chestnutwold Character Kid model is founded on six character traits: Responsibility, Respect, Empathy, Trustworthiness, Fun and fairness, and Integrity.

Attention to the ChCK traits will be the focus across Chestnutwold during classroom meetings. Classrooms will read stories, role play, discuss scenarios, and engage in activity from which students will identify ways they can make informed decisions for themselves and others. The goal is to help our students understand that attention to these six traits will: foster a stronger and safer learning environment, help students achieve in our school and in their respective area of interest, and help them succeed in any life-long activity they wish to pursue.

Responsibility (blue)
Respect (yellow)
Empathy (green)
Trustworthiness (red)
Fun and fairness (orange)
Integrity (black)

I AM Wall

The “I Am...” wall is designed to shatter stereotypes, build self-efficacy, and promote our ChCK Traits. Chestnutwold will use this idea to cultivate our adopted ChCK traits, and will connect activity to these cultural expectations where and whenever possible. Each “I Am” statement should refer to a personal trait or characteristic, and should promote or “shatter” something about which the author (I Am person) feels strongly.

We want to engage students in reflective thinking about self-efficacy, personal responsibility, and responsibility to others, and bring each community member “closer” to our school and expectations. Each school community member is invited to record his or her “I Am” statement on the provided card during homeroom community meeting time. Students will share their statement with their class and explain its meaning under the guidance of our teachers, and will fasten their card to the “I AM Wall”. The “I AM” poster will be on display in the front entrance hallway for the school year.

Chestnutwold will engage in this activity twice this school: September and May. Teachers will facilitate discussion on (and highlight) the growth the student has experienced through the year by comparing and contrasting the fall and spring entries.

Bucket filling to build and strengthen community

Chestnutwold Elementary School is asking you to support how our school community recognize and celebrate our student and faculty’s efforts and work. Started in 2012, as a way to affirm the efforts, energy and persistence of our students and staff, we adopted Dr. Donald Clifton’s enduring “*bucketfilling*” story, Tom Roth and Carol McCloud recently authored children’s books, “How Full is Your Bucket,” and “Have you Filled a Bucket Today.”

For those unfamiliar with the story, “the *bucket* represents a person’s mental and emotional health.” The story tells how “each of us is born with an invisible bucket” and how we can *fill another person’s* bucket when we recognize him or her; give him or her positive attention; and/or share positive thoughts about that person with that person. At Chestnutwold, our students and staff have done this by recording these thoughts on a slip of paper and depositing the note into the respective person’s bucket.

Each classroom has a “bucket” where students share positive thoughts about their peers and/or teachers. Students write a note the provided slip of paper and drop it into the classroom bucket. These messages are read and discussed during community meeting time.

For the faculty, each month three members will be randomly as our “*bucketeers*.” The school community is invited to fill each person’s bucket with affirmations and/or notes to positively recognition the contributions that person has made to the Chestnutwold school community.

Reading Buddies

Chestnutwold kindergarten and third grade; first and fourth grade, and second and fifth grade students engage in academically and developmentally appropriate activities six to eight times during the school year. Meetings are scheduled during community meeting time (as scheduled in the Responsive Classroom model) and center on reading, writing and/or

community building. These “Reading Buddy” partners remain in tact for the duration of a student’s time at Chestnutwold. Students interact, collaboratively solve problems, and talk during meeting time.

Activities are guided and facilitated by faculty. A monthly lesson is provided for the teachers and differentiated for the different grade levels. These monthly activities connect to the Chestnutwold Character Kid program adopted by Chestnutwold in 2014.

Student *[Reading] Buddies* are assigned by grade level and *fit*. Cross grade level teams work together: kindergarten and third grade, first and fourth grade, and second and fifth grade students. Grade level teams work with their cross grade colleagues to *fit* students with their *Buddy* based on four categories: (1) academic performance and work ethic, (2) ability to handle variance, (3) self-awareness and efficacy, and (4) interpersonal skills.

The American School Counselor Association (ASCA) believes that “peer-helping programs are one means of helping students reach a higher level of maturity and accepting responsibility.” Grade level *Reading Buddy* activities are centered on an academic task that includes reading, writing and discussion. The roles for each activity include a facilitator and buddy. The facilitator directs the activity and discussion about the product; the buddy is a good listener, he/she provides comments and suggestions and will critique the product. Students alternate roles with each meeting and, depending on activity requirements, may do so at a meeting.

Mentor Program

Cross Grade Peer Mentors are paired with a peer in a younger or older grade level and participate in bi-weekly team building and leadership types of activity. Each pairing is carefully arranged so that the students mutually benefit from the experience. The activities promote and strengthen interest in school, awareness, tolerance, self-efficacy, attendance, and academic achievement.

The designation of “mentor” and “mentee” are not assigned to participants since we expect each student to benefit equally. The group will eat lunch together on occasion, visit different community centers, participate in school-based activity, and engage in diverse types of activity that will support their maturity and our extended school community.

School Delegation

Two students from each homeroom will meet monthly, and sometimes more, to share classroom, grade level and/or school-wide concerns. The teacher will determine the student selection process. Groups are divided into primary grades (K – 2) and upper grades (3 – 5). The principal will facilitate all meetings.

These homeroom delegates will speak on behalf of their respective homerooms and/or grades. Students will collect information from their peers in homeroom and present it to the delegation and principal for discussion and consideration. The delegates will report back to

their respective homerooms. They will share a summary of the meeting and all related information during teacher designated meeting time.

In the past, our school delegation raised funds for Make-A-Wish Foundation, made changes to the recess/lunch schedule, and encouraged safer play at recess, to name just a few things. The delegates also assume additional leadership responsibilities during assemblies and school wide rituals and/or celebrations.

Recess -Play Safe - activity

Up to eight students on any day may remain inside during recess to complete schoolwork, study or do homework. We understand not all students enjoy playing outside at this time and may prefer enjoying a quieter environment where they can play indoors.

In the event of rain, excessive heat or cold, our students remain inside. We do our best to provide opportunity for our students to move around in these instances by making the gym or LGI room available for play. When these locations are not available, students choose between two different locations amongst three classrooms: quiet room, games.

In 2013 - 2014 Chestnutwold adopted Kurt Hinson's recess Play Fit® program and modified it to fit our school needs. Chestnutwold hosted Dr. Hinson on multiple occasions over the past three years. Dr. Hinson demonstrated his games with our students and staff at assemblies; he facilitated workshops with our teachers and support staff; and has been a valuable resource in how we provide a safe recess environment for our students.

Additionally, Mr. Kershaw practices these games with our students in PE class. He visits each grade level at recess once each week to observe, monitor and evaluate our students' engagement in the games they play. He works with students and staff at recess and workshops so all can enjoy a safe and appropriate recess environment.

Students are free to choose from among the various activity at all times, and do not need to participate in one type of game, but these are available for all students each day.

Technology Club

Fifth grade students must apply and be selected by their teachers to participate in Chestnutwold's Technology Club. The "Tech Club" works in conjunction with the TV studio to produce the TV postings shown "looping" on our TV monitors located in the main office and cafeteria. The postings include information about school activity, school news, meetings, Diversity Awareness, Word of the Week, and a plethora of school related information. The students design the entire Power Point presentation from start to finish under the guidance of Mrs. Jayne Dambman and Mrs. Carol Bellamy. Interested students should speak to their homeroom teacher or Mrs. Bellamy for more information.

Community Service Projects

Winter Celebration Service Project

Chestnutwold Elementary School's annual holiday celebration is scheduled for Thursday, December 22, 2016. For the three weeks leading into winter break, our school will participate in various activities that promote two important themes: generosity and the spirit of giving. Chestnutwold Elementary School wants to recognize and extend our generosity to those who may not have or have had the same opportunities.

Each Monday during the month of December on the morning announcements, teachers and students will introduce a story and theme related to the Chestnutwold Character Kids program and the spirit of giving. The theme will be at the center of our community meetings and diverse activities across the school for that week. The stories and themes will link together all activity from across the school and grades.

Students will also write stories, record songs, design packages, and package items for distribution to a local charity. Each grade has a role in the program.

Our service-learning project closes with our students preparing individual packages for children and families in need. Each package will contain student made gifts, including a CD recording of our choral music students, written cards and notes, and a collection of items donated by our extended school community. (Donations are being accepted as per the list included with this letter).

Families are invited to join Chestnutwold as our students make and then package their crafts. This activity is scheduled for Thursday, December 22, 2016, and will take place in the Cafeteria/LGI starting at about 1:45 PM. Chestnutwold will conclude our holiday celebration with our sing-a-long ritual on Friday, December 23, 2015, starting near 1:45 PM. All students are invited to attend.

Valentine's Day Food Drive

In keeping with the Chestnutwold Community's bucket filling campaign we are requesting students to donate items off a list provided to us from the Ardmore Food Pantry to fill the "bucket," literally, of those in need in our community. The receiving charity, the Ardmore Pantry, is located in our school's neighborhood.

Social Emotional Learning and School Compact

Our School Compact is our primary and most immediate source of student support in our school. The focus is to nurture an environment where all school community members feel safe to share ideas, concerns, accomplishments, and/or to behave with genuine character. Further, we want to extinguish behaviors before they become destructive, disruptive, and/or harmful to others or the student him or herself. Our focus is to use the experiences as learning experiences. We want each community member to learn, understand, and apply strategies that will help him or her to contribute to our school community and its environment in positive ways. Moreover, the student will learn and engage in practices where he or she will be able to restore him or herself in the environment and interpersonal relations when necessary.

Non-negotiable protocols for our School Compact are:

Students and adults will (1) be attuned to their self and interactions, (2) act with emotional self-regulation and equanimity, and (3) behave with tolerance and empathy for others. Students, teachers, and faculty will work in collaboration to learn and become life-long productive members of a community.

The PA Human Relations Commission promotes equal opportunity for all and enforces Pennsylvania's civil rights laws that protect people from unlawful discrimination. As Pennsylvania's civil rights leader, it is our vision that all people in Pennsylvania will live, work, and learn free from unlawful discrimination. To learn more click on the link below:

<http://www.phrc.pa.gov/About-Us/Pages/About-PHRC.aspx#.V5iu9vkrKig>

Our school community is a safe learning environment for each student. The school community environment is built on trusting relationships, high and consistent expectations, persistence and accountability. We devote large amounts of time developing our environment through community practices, interactions, curricula, celebrations, expectations and meaningful classroom tasks. Each school community member is expected to reinforce these practices and principles in their daily activities at school.

The Chestnutwold Behavior Plan (CBP) is not a transformational change from past practice. The underlying tenets have been in place for over three years. The principles of our model are: community involvement in expectations and roles, community rules, celebrating each other's success (Buckets) and community meeting.

The Chestnutwold Behavior Plan (CBP) takes its most fundamental practices from several proven ideas: 1) Choice Theory, 2) Collaborative Problem Solving, 3) Responsive Classroom and 4) 1-2-3 Magic. The CBP is all of these in equal parts. There are no borders to where one of the theories, practices and/or principles ends and another begins. The CBM has been created, and will continue to evolve, to suit the needs of our school community.

A point system is used to track student performance. A student who earns **15 points in one trimester jeopardizes his or her participation in extra-curricular activity** (examples not limited to: grade level celebrations, school assemblies and/or classroom activity). The student, family and school are in communication about a student's behavior and points.

Restorative Practices/Responsive Classroom

- Community Meetings are scheduled and held daily to discuss/preview/review classroom and/or school related activity and/or concerns
- Collaborative planning with student: consult, behavior plan, accountability, discussion
- Use of circles and questions

** Please contact Mr. Joel DiBartolomeo if you are interested in learning more about any of the information included in the Chestnutwold Elementary School handbook.*