

**TAZEWELL
ELEMENTARY
SCHOOL**

**TEACHER AND STAFF
HANDBOOK**

2011-2012

**TAZEWELL COUNTY PUBLIC SCHOOL
POLICIES ARE SUBJECT TO CHANGE AT
ANY TIME BY ACTION OF THE SCHOOL
BOARD.**

1.0 HISTORY

- 1.1 The first public school in Tazewell County was started in 1873, in a log building located at the site of the present high school. The first frame school was built where the public library now stands, and when it was torn down; a brick building was erected on the same site. This building housed both a elementary school and a high school from 1906-1954. From 1953-1964 the elementary school was located in the present county administration building. In September 1964, the elementary school was moved to the new building adjoining the grounds of Tazewell High School.*

Due to the increase in the number of programs, notably kindergarten and special education, nine portable buildings were added to the grounds of the school. However, during the school year of 1990 twelve new classrooms were added to the existing structure causing the portable buildings to be abandoned and later destroyed. A gymnasium was completed in September 1990, thus completing the renovation and new building process.

- 1.2 Tazewell Elementary School is located on the east side of the town of Tazewell approximately 3.0 miles from the county courthouse and is reached by turning off Routes 460 and 19. This school serves an area of sixty square miles, which stretches fifteen miles east toward the Bland County line, eight miles west toward Maxwell and Clifffield area. The section most distant from the school is Tannersville. Students from this area have about a thirty mile bus ride. Students from Burkes Garden area have a twenty-four mile bus ride including the distance traveled in the Garden itself. A large portion of the children come from the Town of Tazewell, which covers an area of five square miles and has a population of approximately 5,000.*

The Thompson Valley and Cove Elementary Schools were closed at the end of the 1990-91 school year. As a result of these closings, the enrollment at Tazewell Elementary increased. The inclusion of these schools practically doubled the size of the attendance area, extending the service zone to the Smyth county Line.

2.0 PHILOSOPHY AND OBJECTIVES

2.1 Philosophy

The faculty of Tazewell Elementary School believes the purpose of education is to help each individual develop his physical, intellectual, emotional, and social potential to capacity.

The function of our school is to help every child pursue and foster his desirable aptitudes, to cultivate the habit of critical thinking, to gain command of the integration of knowledge and skills, and to appreciate and desire worthwhile activities.

The staff endeavors to help each child recognize and realize his/her potential. To do this the school must have an understanding of each child, his individuality and his worth. The faculty not only uses its professional skills, but also calls upon resource personnel and parents, in trying to provide for the needs of each child.

2.2 Objectives

In order to attain our philosophy, we believe each child should:

2:2:1 *Develop competence in the basic learning skills.*

2:2:2 *Develop the intellectual skills of rational thought and creativity.*

2:2:3 *Acquire the knowledge of science, math, reading, and technology.*

2:2:4 *Progress on the basis of achievement.*

2:2:5 *Qualify for further education and/or employment.*

2:2:6 *Establish personal standards of ethical behavior and moral choice.*

2:2:7 *Participate as a responsible family member and citizen.*

2:2:8 *Develop a positive and realistic concept of self and others.*

2:2:9 *Practice sound habits of personal health and physical fitness.*

2:2:10 *Obtain an understanding and appreciation of democracy and the free enterprise system.*

3.0 ORGANIZATION AND ADMINISTRATION

3.1 Organization for Instruction

3:1:1 *Pre/K-2 classrooms are located in the primary wing. Two of our four Third Grade classrooms, Title I labs, ECSE., ID classrooms, and three of the five First Grade classrooms are located in the Upper Primary wing of the original structure. The Administrative offices, Guidance Counselor's office, speech office, Grades Four, two classrooms of the Third Grade, Grades Five, and the Library*

are located in the Intermediate wing. The Physical Education teacher is located in the gymnasium.

- 3:1:2** *Students in grades NK – 5 are heterogeneously grouped in self-contained classrooms. Certain allowances within heterogeneous groups have been made to facilitate reading and math instruction.*
- 3:1:3** *Reading and Math Skills Laboratories with three full-time teachers and two full-time Instructional Assistants are available. Resource classes are provided for qualifying students in Grades K-5.*
- 3:1:4** *Physical Education Instruction is taught to all students in the gymnasium and on the outside athletic complex by a certified physical education instructor, supplemented by classroom teachers.*
- 3:1:5** *A Music teacher provides music instruction for grades Pre-K-5.*
- 3:1:6** *All K-5 students receive library services.*
- 3:1:7** *A plan for Gifted Education for students in K-5 has been established by the Tazewell County Gifted Education Committee and is on file in the Administrative Office.*
- 3:1:8** *The services of a School Nurse, Speech Therapist, and Guidance Counselor are available to all students on a referral basis.*
- 3:1:9** *Students identified as having a learning disability will be provided supplemental instruction by the Learning Disabilities Teachers in accordance with each student's Individual Educational Plan.*
- 3:1:10** *The school year is based on ten calendar months in which there are a minimum of 180 teaching days and 20 additional work-staff development days.*

4.0 CURRICULUM

4.1 Language Arts

In an active elementary classroom in which boys and girls are continually exploring new ideas, finding effective ways to interact with one another, and searching for means of expressing their thoughts and feelings, a rich variety of language arts activities becomes an integral part of the school program. Skills in reading, writing, spelling, and language are developed

carefully and sequentially as they are needed and used. The goal is growth at the child's rate and in terms of his/her own individual needs.

4:1:1 Reading

Since all subjects are dependent upon the ability to read and interpret, reading ranks first in the priority over all phases of the curriculum. Reading serves as an indispensable function in society. It satisfies needs in a way the newer media cannot equal.

At Tazewell Elementary there is a planned developmental program in grades K-5. There are teacher's manuals, skill books, and independent activities to accompany and support the basal texts as well as check-up tests. Flexible grouping is used during the instructional period. There is a wide variety of media available as well as supplementary readers in several series on varying reading levels. A full-time certified librarian with adequate library facilities services the school from 8:15 a.m. to 3:00 p.m. Accelerated Reader is also encouraged in grades K-5 as a reading incentive. PALS testing is conducted in grades K-3 with tutoring available to students who do not reach the PALS Benchmark at the appropriate grade level. Phonics texts and instruction are also implemented in grades K-3.

We want each child to experience success in reading and develop an interest in reading as a source of information, education, and enjoyment.

4:1:2 Writing

Tazewell Elementary School teaches handwriting in a systematic way so there is an increasing mastery of the mechanics of writing with the ability to proofread and evaluate their work.

The child is taught handwriting in all grade levels of K-5, either by direct lessons or correlations with other subjects. Manuscript writing is taught in grades one and two. Cursive writing is introduced in the second semester of grade two. The pupils have access to a writing book and the proper writing materials at all levels. Each child is encouraged to use the correct writing form with neatness and legibility in all subject areas.

4:1:3 Spelling

One of the most important understandings of any language is the ability to understand the sounds used in that language. Our program provides opportunity for dictionary study, vocabulary building, correct grammatical usage, and the ability to use reasoning both deductive and inductive. Each child is encouraged to correlate his spelling with all

other subject areas where correct spelling, meaning, and usage is stressed.

4:1:4 Language

A good language program provides the ability to express oneself correctly through the mediums of oral and written expression. At Tazewell Elementary we want each child to be able to express his own ideas without fear of ridicule by teachers and peers. Each classroom teacher should provide an atmosphere conducive to free and honest expression. The Tazewell County Elementary Curriculum Guide for grades K-5 is to be used to plan the instructional program. Opportunities and directions are provided to plan the instructional program. Opportunities and direction are provided so that the child develops effective language usage, correct grammatical form, proper pronunciation and enunciation. There is also a basal text program for grades 4 and 5. A variety of media is also available for instructional use.

In written expression, instructional emphasis on writing as a process is utilized. Many opportunities are provided for students to gain proficiency in the use of a variety of writing forms, styles, and techniques. The mechanics of writing as well as the ability for proof reading and self-evaluation are addressed.

4:2 Mathematics

Our faculty believes that a desirable mathematics program should lead the child to understand the structure of mathematics, its laws and principles, its sequence and order, and the way in which the number system expands to meet new needs. Fundamental concepts are first presented on a concrete level with abstractness increasing at each succeeding level. Each child is encouraged to react, to reason, and to discover the ideas of mathematics. The teacher should accept the responsibility for making mathematics challenging and interesting enough so that it will enable him to cope with our changing world.

We believe it is desirable that the students gain an understanding of the number system and master the four basic mathematical operations. The student should understand that mathematics is a part of the cultural and natural environment and that it is closely related to many other fields of endeavor and that they should learn to apply their mathematical skills to their everyday life. Students should gain an understanding of how mathematics is associated with our economy.

The mathematics program at Tazewell Elementary School is based on the Tazewell County Curriculum Guide and the Commonwealth of Virginia Standards of Learning.

4:3 Science

We believe that a desirable science program should provide a framework of concepts and strategies through experience on which future learning can be built. The concepts in Science can be correlated with other subjects.

The teacher should accept the responsibility for developing an inquiring mind, which will lead the students to use logical thought in their everyday life. Emphasis is placed on basic science knowledge and vocabulary and should be flexible enough to progress with future developments. The Science program should give the students insight into living in a scientific world which is unpredictable and is constantly changing.

Science is taught at all grade levels in K-5. The teachers use the scientific method, stating hypothesis and attempting to prove or disprove them. Each child is provided with grade level textbooks in grades 3-5. Films, videos, DVDs, current science material, Asset Science kits, and other audio-visual materials are used to supplement the basic approach. The Science curriculum is correlated with the Commonwealth of Virginia Standards of Learning.

4:4 Social Studies

We believe that each child should be helped to understand themselves and others in our fast changing world. It has become vital for each person to study his own culture as well as cultures of other people in order to develop an understanding of heritage, traditions, and ideals. We want each child to realize his/her importance as an individual and acquire desirable moral and ethical standards. Each child should also learn to respect the rights of others and the value of cooperation through group participation.

At Tazewell Elementary there is a sequential program from K-5, offering understanding about the home, school, community, state, national, and global interaction and dependence. We have a variety of instructional media and resource personnel available in this area. We are able to take a limited number of field trips to points of interest in our area. The Social Studies curriculum is correlated with the Commonwealth of Virginia Standards of Learning.

4:5 Health

The ultimate success of a school health program may be determined by its contribution to the best possible development of each child physically, mentally, socially, and emotionally.

We believe that an effective school health program requires the close cooperation of physicians, dentists, nurses, school administrators, teachers, parents, and

others for appraising the health status of the child and for protecting, improving, and maintaining the health of pupils and school personnel. For children in grades 1-5 physical inspections will be made by the school nurse in September and May with the results being recorded and filed in the child's permanent record. All defects found during these inspections by the school nurse should be referred to the home for follow-up by the parent(s) or guardian of the child.

Each child in our school has access to our school nurse and first aid treatment. A well equipped and supervised sick room for students is located in our school.

A nutritious, well balanced breakfast and lunch is served in the cafeteria every day. These meals are planned to meet 1/3 or more of the daily nutritional needs of the children of our school. Free and reduced priced means are provided for those who qualify.

4:6 Physical Education

Our faculty believes that the children in our school should develop physically, socially emotionally, and mentally. They should develop skills which will enrich their leisure hours. New materials for instruction in games and exercises are provided in the physical education resource classes. Games, books, playground equipment, football field, hard-topped and grassy areas are available for use in physical development. In our physical education program the children should understand the importance of being both a leader and a follower. All should acquire and practice the ideals of good sportsmanship.

Classroom teachers are an integral part of the physical education program. These teachers will supplement the regular program with other planned and appropriate activities. Instruction in health, safety, organized games, and basic skills of first-aid are integrated into our physical education program. The Commonwealth of Virginia requires that each classroom will have recess each and every day.

4:7 Art

Art experiences lend themselves well to correlation with the school subjects and serves as reinforcement to learning in various subject areas. The classroom teacher at Tazewell Elementary provides Art instruction for students. A resource art teacher supplements the art instruction in grades one through five.

Creativity in art is encouraged by teachers letting students draw and paint historic scenes, create bulletin boards, use drawings in all subject areas, and creative self-expressions through many forms of art media.

4:8 Music

A comprehensive elementary program includes abundant experiences in music at all grade levels. Music can be successfully correlated with most school subjects and serves as a reinforcement tool for learning.

A creative mind, properly inspired, leads to a greater appreciation and understanding of one's environment. Music helps to relieve anxieties and provide a more worthwhile use of increased leisure time.

There are CD players available to teachers. The music teacher provides music instruction, rhythm instruments, and other methods of music appreciation to students.

4:9 Kindergartens

We believe that each child is a unique individual with their own rate of development. Various experiences are provided in our Kindergarten program that will help the child to grow physically, intellectually, socially, and emotionally.

An atmosphere of mutual cooperation, understanding, and acceptance is established in our Kindergarten classrooms. Each child is urged to develop a sense of values and learn to accept his own feelings and those of others.

Our kindergarten program provides activities for the child to express himself creatively through language, movement, music, art, and instruction. They have opportunities to learn about their environment by exploring, observing, listening, discussing, touching, tasting, and smelling.

Opportunities for the child to assume responsibility of self-discipline and decision-making are an integral part of our program. These experiences will help him/her to live a happy and productive life with peers and adults.

The kindergarten classroom is arranged in centers of interest with the furniture, equipment, and materials available to each child. Each child needs to use his/her natural curiosity, expand his knowledge, and refine his motor skills through this type of interaction.

The kindergarten child is in a transition period where he/she is using sensory experiences that may need to be greatly extended to learn and develop other faculties. He/she should be free to explore the new and unknown and practice that which is familiar.

The kindergarten program will also emphasize experiences in reading, phonics, and math in accordance with the PALS Phonological Program and the Commonwealth of Virginia Standards of Learning.

4:10 Special Programs

Students may be referred for special programs: Title I Reading, Title I Math, Gifted Education, Special Education, Speech, or Hearing Impaired by completing an Educational Assessment form and returning it to the Special Education Contact Person. A school based Child Study Committee will review the referral to determine if the child warrants testing and other evaluation by the school districts' special education department. The Child Study Committee shall be composed of the principal, or his designee, the referring teacher, the parent of the child, appropriate persons who teach the child in any special areas, the appropriate special education teacher, and the special education representative.

5.0 Personnel Policies

5.1 Responsibilities of the Teacher

5:1:1 Certification

Each teacher is responsible for keeping his/her certification records in line with policies in the Tazewell County Policy Manual and the Virginia Recertification Manual. The Principal will act as an advisor to each teacher and should be consulted concerning the ten options available under the Teacher's Recertification Plan.

5:1:2 Teacher Purchase Orders

Institutional materials may be obtained by the teacher submitting the office copy of the Teacher Purchase Order to the Principal's Office, depending upon available funds.

5:1:3 Substitutes

The office will secure substitutes from the approved list supplied by Tazewell County School Board Office. Substitutes need to be informed of duties, schedules, confidential and security issues, etc. through a written communication. Written lesson plans must be supplied for the substitute.

5:1:4 Student Support Service

The bus duty guidelines are listed below in 5:1:4a. Please review these guidelines and adhere to them as closely as possible. The student guidelines are written in 5:1:4b. Please review these guidelines with the students in your classroom.

5:1:4a Student Support Guidelines for Teachers

Premise: Children need consistency in knowing what is expected of them. If these guidelines are practiced by all, a regular pattern can develop and the children will know their expectations. All teachers should implement the following guidelines when they are on bus duty:

Morning Duty

- 1. Four teachers are to be on duty in the cafeteria, two in the parent drop-off area, and two in the gymnasium by 7:30 a.m. Students arriving prior to 8:00 a.m. in Grades PreK, K, 1, and 2 are to go to the cafeteria and students in grades 3, 4, and 5 are to go to the gymnasium. **Teachers are to walk around the cafeteria constantly monitoring the students. One person is to log the buses as they arrive and be outside to monitor students getting off of the buses. Both teachers on duty in the car drop off are to assist with the students. One stationed at the steps and one stationed at the end of the railing on the sidewalk. The teachers stationed in the gym are to monitor the bathroom area and the bleachers simultaneously. The students in the gym should be allowed to walk around the gym in a quiet and orderly manner, following ESD guidelines.***
- 2. Students should enter the cafeteria quietly and be seated with their feet under the table in areas designated for students to sit. If students are eating breakfast, they should get their breakfast and sit at the tables designated for breakfast in the cafeteria. When they finish eating, they are to be seated accordingly with the above directions or go to the gymnasium if they are in grades 3, 4, or 5. Students should be dismissed very quietly one table at a time beginning at 8:00 a.m. One of the teachers on duty should dismiss the tables, one should stand in front of the outside doors in the hallway of the third grade wing, and one should stand in the hallway in front of the cafeteria doors. If assigned person for breakfast duty is not present at 8:05, please inform the office. **Do not leave students unattended. Teachers are on duty to watch and assist students!!!***
- 3. Students should enter the gymnasium quietly and be seated very quietly. They may set their book bags in the middle of the gym in the designated area as they enter to save space and accidentally tripping on them as they step on the bleachers. Students should begin by filling the top bleacher in each assigned grade area. Students should be dismissed very quietly one row by a section at a time by one teacher. The students should line up on the blue line and walk out of the gym very quietly and slowly. They may pick up their book bags as they leave to go to their classroom at 8:00 a.m. One teacher should dismiss the students and the other teacher should stand in between the*

*two sets of doors to help monitor the students. **Teachers should be standing and monitoring the students sitting in the bleachers and the students as they arrive through the doors.***

- 4. Students being transported by parents will be unloaded in the one-way drive on the side of the school next to the Career Center. Two teachers will be standing outside each morning at 7:30 a.m. to supervise students getting out vehicles. Students are to walk to the cafeteria to eat breakfast. A resource person will arrive by 8:05 to take over the duty from the classroom teacher.*
- 5. The teachers on duty in the cafeteria will also supervise the students eating breakfast until 8:05 a.m. One teacher is to monitor the breakfast area, one is to monitor the center area of the cafeteria, one is to monitor the clock end of the cafeteria, and one is to log the buses time of arrival. **These teachers will also monitor the students unloading from the buses in the morning. One of the teachers on duty will log the buses arrival into the bus log. A resource person will arrive by 8:05 to take over the duty of the breakfast area from the classroom teacher.***
- 6. Beginning at 8:05 a.m., a designated teacher will assume the morning cafeteria duty to supervise the students finishing breakfast and the car drop off area until 8:15 a.m. Please be on time in order to free the classroom teachers to go to their classroom with students arriving.*
- 7. All teachers are to be in their classroom by 8:00 ready to begin morning work with the students. Teachers should be standing in the doorway each morning to greet students and help monitor hallways.*
- 8. Make-up days for bus duty missed because of inclement weather will be rescheduled.*
- 9. On days that Tazewell County Schools are on a two hour delay schedule, the bus duty team will need to have people designated to be responsible for students who arrive at the regular time instead of late schedule.*
- 10. Breakfast will be served beginning at 7:30 a.m. each morning.*

Evening Bus Duty

- 1. Dismissal procedures will begin at 3:00 p.m. The evening announcements will be given and then parent pickups will be called to the cafeteria. These students are to walk to the cafeteria and sit quietly until their name is called to walk to their car. At this time,*

persons assigned to morning/evening bus duty will quickly and promptly walk to their evening bus duty assignment. Their students will be placed in nearby classrooms to be monitored by other teachers.

- 2. Students who are transported by bus will be called at approximately 3:20 p.m. At this time, the students will be walked to the bus loading area by the classroom teacher.*
- 3. All personnel on bus duty are required to stay until all students have been loaded into buses and/or cars in the evening.*
- 4. Classroom teachers who are not on bus/car loading duty in the afternoon are to walk the children to the bus loading area. Teachers without a homeroom are to be in the hallways monitoring the students movement. Students are to walk carefully and quietly up the hallways.*
- 5. Teachers on afternoon bus duty should be outside of the building on the front sidewalk as the first buses load. Duty personnel should signal to the front bus to move out after the buses are loaded and no students are on the sidewalks. These persons are to remain on duty until after all buses have pulled out and car riders are completely loaded and pulled out. These persons are to have their radio with them on bus duty also.*

5:1:4b Bus Duty Guidelines for Students

- 1. Students are to walk in the hallways in a quiet manner.*
- 2. Students are not to swing book bags in any way. The book bags on wheels should be pulled behind the student and never be swung. When traveling up and down steps with book bags on wheels, the handles should be locked and the book bag should be carried up and down the steps.*
- 3. Students are encouraged to use the time in the cafeteria or gymnasium to study or to read for pleasure.*
- 4. Students are to leave the cafeteria and gymnasium in a quiet, orderly manner and continue in this manner all the way to their classroom.*
- 5. Students may quietly line up to purchase supplies from the book store upon dismissal from the cafeteria and gymnasium at 8:05 a.m.*
- 6. Students are to leave the classrooms in a quiet manner in the afternoon to board the buses or go to parent pick-up line. Teachers*

are to be in their doorways and/or hallways to monitor students movement in the hallways.

- 7. All students should WALK to and from the buses in the morning and in the afternoon.*

5:1:5 Work Day Schedule for Instructional Personnel

*All teachers should be in their rooms and ready for the student arrival at 8:00 a.m. Teachers should remain in the building until approximately 3:40 p.m. or 10 minutes after the buses and cars are loaded. When on an alternate schedule due to inclement weather, the workday will be adjusted accordingly. **If on bus duty, you are to be in your assigned location by 7:30 a.m.***

5:1:6 Bathroom Breaks

*Classrooms that do not have bathrooms inside the rooms should be given a minimum of 2-3 bathroom breaks every day. The teachers should escort the class to the bathroom and monitor the students in the hallways while waiting at the bathrooms and in the hallways. The breaks should use minimum time so instructional time is not wasted. Bathroom breaks should not last for more than 10 minutes and students should not be left without teacher monitoring. Teachers are not to use bathroom break time to make copies, phone calls, or other incidentals. While student bathroom monitors are encouraged, students should not be punished if a teacher does **not see** the incident in question.*

5:1:7 Recess

Teachers should take only one recess per day. A resource schedule has been established for each class. If you wish to take the students outside on days that weather permits, teachers should continue to constantly monitor students. Please constantly monitor students as they play or plan an organized game for them. Recess time should not exceed 20 minutes per day in order to protect instructional time.

5:1:8 Curriculum Expectations of Teachers

Teachers are expected to have the Curriculum and Pacing Guides along with their lesson plan book on their desks at all times. Teachers are expected to follow the Standards of Learning and complete instruction of all SOLs for your appropriate grade level during the year. Benchmark tests should be given at the end of each nine weeks and these tests assessed by the teacher and administration. A cumulative benchmark tests should be given at the end of the year and assessment made by the teacher and administration.

Lesson plans are to show the SOL being taught, essential skills and knowledge, pre-assessment activity, post-assessment technique, and the differentiation in your classroom in all subject areas every day. Lesson plans will be checked by the building principal regularly.

5:1:9 Attendance Records

Attendance will be taken and recorded on Power School by 8:45 a.m. every day. Please do not admit any child to your room after 8:15 a.m. without a late slip from the office. The classroom teacher should retain late slips in case a parent conference is needed in the future. The late slips, check-out slips, and excuses for absences should be kept in a file folder under each student's name marked "EXCUSES", which is also a part of the teacher's check-out at the end of the year. Also children may only be permitted to leave school with an early dismissal slip from the office. Please do not allow a child to leave with anyone without permission from the office due to safety and security reasons.

*It is important that the teacher fulfill the policies and procedures of the school associated with recording student attendance. Student attendance data is used for proper student accounting in the instructional program, for school administration, and for the distribution of major State school funds. **It is the responsibility of the instructional personnel to verify the accuracy of student attendance data.***

5:1:10 Visitors

*All visitors should report to the office, sign their name in the visitor's notebook, and receive a visitor's pass tag. Please help monitor the hallways and make sure that all visitors have a visitor's pass or ask them to return to the office and receive one. If you are uncomfortable asking the person because of safety reasons, please contact the office immediately. This is very important for security reasons and protection of our students. Please **do not** open doors anywhere for parents to pick up children or to enter the building. All doors must be shut due to safety for students and faculty. Every attempt will be made to protect instructional time by asking visitors to meet with teachers during their planning time.*

5.2 Child Study Committee

Students who are having difficulty in the regular classroom may be referred for special programs by filling out a referral form for the RtI process. After the child receives tutoring intervention on the three levels of RtI, the RtI committee may decide to refer the student to the Child Study Committee. This Committee will review the referral and determine if the child should be referred for special testing. These forms may be obtained from the Special Education Contact person in the building.

If the committee decides testing is warranted, the regular classroom teacher will complete an educational assessment. A classroom observation for the child will be completed by the appropriate personnel.

5.3 Conference with Parents

Teachers should schedule conferences with parents of children who are having any type of difficulty at school. These conferences should be scheduled during planning time, before school, or after school.

In case parents call the school requesting a conference, the school secretary will notify the teacher. The teacher will then be responsible for scheduling a time. The Principal or Assistant Principal is available to assist in any conference as her schedule permits.

Teachers should keep careful records, documentation, and place samples of student's work in his/her file so that when conferences are desired you will have examples of work. This helps you and the parents to evaluate the growth and progress of the student.

5:3:1 Parents Visiting During School Day

All parents are to come by the office to sign in and receive a visitor's pass also. Parents are to come by the office if they need to check out a student during the school day also. Teachers please plan conferences before school, after school, or during planning times. Please DO NOT schedule parent conferences during instructional time.

5.4 Teacher Evaluation

5:4:1 General Philosophy

5:4:1a *Improving the performance of employees of the school is a prime function of the administrative staff.*

5:4:1b *Effective personnel procedure indicates that each employee is entitled to a written appraisal of his/her effectiveness.*

5:4:1c *The employee is entitled to be informed as to his/her strengths and improvement needed areas before recommendation as to employment and contract is made to the Board of Education.*

- 5:4:1d** *Employees are entitled to have appraisals of their performances, which become a permanent part of their personnel record.*
- 5:4:1e** *Evaluation is to be conducted for the sole purpose of improving teacher performance.*
- 5:4:1f** *Each teacher is to compile a portfolio on a continuing basis as an integral part of their evaluation. This portfolio is the property of the teacher but will be reviewed by administration.*

5:4:2 Evaluation Procedures

- 5:4:2a** *Tazewell Elementary School is in compliance with all evaluation procedures outlined in the Tazewell County Evaluation Handbook.*
- 5:4:2b** *All evaluation instruments are kept on file in the Principal's Office and may be seen by the teacher upon request.*
- 5:4:2c** *Copies of all formal observations made by the Principal and/or Supervisory staff are kept on file in the Principal's office and may be seen by the teacher upon request.*
- 5:4:2d** *All teachers may file Grievance Procedures as outlined in the County Policy Manual, policy number 5.3.*

5.5 Personnel Policies

5:5:1 Sick Leave (All Full-Time Employees)

Each full-time employee is entitled to ten (10) days of sick leave each year in addition to three (3) days of personal leave. Any sick leave not used may be accumulated.

5:5:2 Personal Leave

Each full-time employee is entitled to three (3) days of personal leave each year in addition to sick leave. Personal leave is non-cumulative; however, unused personal leave days will be added to sick leave days at the end of each year. An employee planning to take personal leave shall notify the principals in writing as far in advance as possible. Each notice shall not be less than one day prior to taking personal leave except in an emergency

situation. Personal leave shall not be taken during, immediately prior to, or immediately following the opening of school, examination periods, holidays, or closing of school.

5:5:3 School Personnel Dress

The Tazewell County Division is responsible for educating children to prepare them for successful and viable roles in society. It is the responsibility of all employees to serve as role models for students and to present a positive, professional image in language, behavior, and dress. Appropriate dress is a logical means of promoting respect for authority, traditional values, and discipline.

Employees will contribute to the formation of a positive, professional public image by maintaining high standards of personal appearance through appropriate dress and grooming, regardless of job category.

Guidelines

- 1. Employee ID Tags are required to be worn and visible at all times.*
- 2. No display of body piercing (eyebrow, nose, tongue) that is disruptive to the teaching/learning process will be allowed.*
- 3. No jeans or overalls of any color or fabric are permitted, except on such days as designated by the principal.*
- 4. Hats are not allowed to be worn in the building.*
- 5. Male employees are required to wear pants, a button-up shirt, a necktie, and appropriate footwear (no sandals or flip-flops).*
- 6. Female employees are required to wear either pants, a skirt or a dress of an appropriate length, or Capri pants. Acceptable tops include shirts, blouses, or sweaters that are appropriately sized and do not expose under garments. Flip-flops are not considered to be appropriate.*

All substitute workers and volunteers must comply with the dress code established for regular employees.

Exceptions

The principal may establish guidelines for attire on days when school is not in session or on designated special days/events (Career Day, Read Across America, Homecoming, etc.).

Physical education personnel may wear loose fitting shorts of no more than 3" above the knee during physical education hours. It is suggested that when teachers or coaches leave the physical education area, "warm-ups" or skirts should be worn over or instead of the shorts, with a collared

style “golf short” or “warm-up” jacket. On days when physical education classes are in a classroom, teachers are required to follow regular dress code standards.

Agriculture and identified Career and Technical personnel may wear blue jeans. Attire for these employees should be appropriate for the instruction being conducted and in compliance with safety requirements.

Transportation, Maintenance, Custodial, Computer Technicians, Food Service, and School Health personnel should be dressed appropriately for job requirements and in compliance with safety requirements.

Approved by School Board: June 12, 2000

Amended by School Board: August 9, 2004

6.1 Student Attendance

School attendance is compulsory for all students in grades K-5. Enrollment in Kindergarten is dependent upon the child having a original state birth certificate, a physical examination (within the past year), and immunizations being up to date.

All students are expected to be in regular attendance. Students who are absent from school must present a written excuse signed by a parent or guardian the day following an absence. If the student does not bring a written excuse, the day will be marked as unexcused. After 5 unexcused absences, the parent and student may be asked to meet with the truancy officer.

6:1:1 Student Dress Code

School personnel have the responsibility to protect the health and safety of students and to maintain proper and appropriate conditions that promote learning. Based on the belief that school is a place of business where students are learning both academic and social skills, the Tazewell County School Board requires that all students dress appropriately. In accordance with the purpose of this dress code, no student shall present himself or herself to school in a manner which is plainly offensive to others or is likely to cause disruption. As provided herein, the administration shall prohibit any clothing, jewelry, similar attachments, or accessories, which have a substantial and material disruptive effect on the school atmosphere or represents a clear safety concern for students and/or staff. School clothing should be appropriate as to time, place, and weather conditions. Any form of dress or appearance that disrupts or distracts from the purpose or conduct of school that is considered

contrary to good hygiene, or that threatens the safety of one's self or others will not be permitted.

- *Students shall wear appropriate clothes and footwear and groom themselves for school in a manner that does not offend the common rules of decency or distract from any phase of the educational program. Appropriate dress is clothing that covers the body sufficiently so as not to attract excessive attention to one's self.*
- *Any article of clothing, footwear, jewelry, or other accessory that suggests, identifies, or otherwise promotes "gang" related and/or endorses or promotes subversive activities will not be permitted.*
- *Messages on clothing, jewelry, and personal belongings that relate to drugs, alcohol, tobacco, sex, vulgarity, violence, or that represent gang activity or membership, or that advertise obscenities, or that reflect adversely upon persons because of their race, sex, color, creed, national origin, or ancestry are not permitted.*
- *For health and safety purposes, appropriate footwear must be worn at all times. Going barefoot is not acceptable. **Although flip flops are not against TCPS dress code policy, they can be dangerous; therefore, we discourage students wearing them in an elementary school setting.** Sport shoes with cleats are not acceptable for inside wear.*
- *Hats, visors, bandannas, and sunglasses (unless required by a physician) may not be worn inside the building.*
- *Shorts/dresses/skirts must be of appropriate length. Traditionally, the hem of the garment must hang below the extended fingertips when standing. Athletic and cheerleading uniforms, which do not meet the criteria established above may not be worn during classes.*
- *No undergarments should be readily visible or be worn as outer garments.*
- *Strapless tops, tops with "spaghetti" straps, traditional tank tops with narrow straps and cut-away underarms, tube tops, bare back or bare midriff style, mesh or "fish net" style apparel are not permitted. If sleeveless garments are worn, underwear may not be readily visible.*
- *Accessories typically referred to as "animal jewelry" such as heavy chains, dog collars, or spiked collars are not permitted.*

- *Clothing usually worn outdoors such as heavy coats, raincoats, jackets, or gloves should not be worn during class instructional time under normal circumstances.*
- *Clothes with holes exposing underwear are not permitted.*
- *T-shirts, articles of clothing, and badges or buttons that have writing, symbols or slogans encouraging the use of alcohol, drugs, sex, profanity, vulgarity, violence, promotion of racial prejudice, or subversive activities may not be worn.*

Decisions regarding the appropriateness of clothing, footwear, hair, and accessories will be made by administration. Initially, items deemed inappropriate will be called to the attention of the parent or guardian for corrective action. Students may be required to call home for a change of clothing. Repeated violations of the dress code may result in suspension from school.

The School Board believes that the primary responsibility for appropriate dress, grooming, and overall appearance of students rests with the parents of students and with the student.

6:2:2 Student Checkouts/Tardies

Parents bringing their child in late or picking their child up early must go directly to the main office. Office personnel will assist the parent or guardian in completing the necessary information. To protect as much instructional time as possible, we will ask the parent to remain in the office area. After 3 unexcused late arrivals and/or checkouts, the parent will be asked in for a conference with the administration and/or truancy officer.

6:3 Promotion and Retention

Elementary students will be expected to show continuous growth and progress in the four core subject areas to include English, Math, Social Studies, and Science. If a student does not make a significant progress in these areas, the following indicators will be utilized in determining grade placement for the next school year.

- Attendance: Students are expected to be in compliance with the Tazewell County attendance policy.*
- Test Data (PALS, Standards of Learning, STAR).*
- Progress Reports/report cards.*
- Teacher recommendation/parental involvement.*
- Previous retention/intervention.*
- Placement, promotion, or retention shall be made in the best interest of the student after a careful evaluation of the alternatives.*

- g. *The school will consider the student's achievement, needs, the student's age, his social and emotional maturity, and the retention policy.*
- h. *In all instances of possible retentions, the pupil's parents or guardian must have been informed throughout the year of the pupil's lack of progress. This should be documented by report cards, letters, phone logs, etc. If accommodations are made in any subject, please document this information in the comment section of the report card also.*
- i. *Retention should be considered only for children who will be the most likely to profit and achieve greater education opportunities.*
- j. *Retention is NEVER to be used as a punishment.*
- k. *Retention is never to be used to supplant other educational services (eg. Special Ed.).*
- l. *Retention is limited to ONCE in the elementary grades and ONCE in the middle school grades.*
- m. *Retention decisions will be based on the findings of the Classroom Teacher, Principal or Assistant Principal, and the Retention Committee recommendations.*
- n. *Discussions about possible retentions should begin with Administration and parents as soon as the classroom teacher observes weaknesses, difficulties, and/or deficiencies.*

No student will be required to spend more than one additional year in the elementary grades and one additional year in the middle school grades. Decisions retarding retention are to be made by the elementary professional staff in conclusion with the student's parents or guardians.

The decision of whether a student assigned to a self-contained LD, ED, or EMH class is retained will be made by a committee comprised of the school's screening committee members, the principal, and one or two members of the division's special education supervisory staff. Students in the LD resource program are expected to meet the same criteria for promotion as all other students. Should a request by the resource student's parent or principal be made to promote the student, the same committee will determine grade placement for this student.

Report cards are sent home at the end of each six weeks grading period for grades 1-5. Kindergarten report cards are sent home every nine weeks. The letter grade and numerical grade should be marked on the report cards. A Standards Based report card is used in grades K- 2. The grading system, as approved by the Tazewell County School Board, follows:

A	93-100
B	85-92
C	77-84
D	70-76
F	BELOW 70

All subjects are graded according to this grading policy and are given as average scores. Promotion and retention decisions are based on grades, achievement, test scores, the maturity level of the student, the academic progress in skill areas, and attendance.

If accommodations are made in any subject, please document this information in the comment section of the report card.

6.4 Arrival and Dismissal of Students

6:4:1 Arrival

- *Students in grades PreK, K, 1, and 2 who arrive prior to 8:00 a.m. are to sit at the tables in the cafeteria.*
- *Students in grades 3, 4, and 5 who arrive prior to 8:00 are to sit in the assigned sections in the gymnasium.*

*No cars are to be driven into the front bus unloading/loading area between the hours of 7:30 a.m. and 8:30 a.m. Announcements will begin at 8:10 a.m. as part of the instructional day. Teachers may enter this area for parking purposes only and will still need to allow for bus unloading/loading before parking in this area. Any student arriving after 8:15 a.m. will need to go to the office with the adult transporting them to school and obtain a late slip. Teachers will then retain these in your yellow folders until the end of the school year. The Supervisory Personnel shall be on duty at 7:30 a.m. to accommodate early arrivals. Children arriving in the drop off parking lot should walk and enter through the back doors and go to the appropriate location listed above. **On late schedule, assigned Supervisory Personnel will need to be on duty at 7:30 due to student arrival.***

6:4:2 Departures from the Bus Loading Area

Vehicles are not to be driven in the bus loading/unloading area between the hours of 2:40 p.m. and 3:40 p.m. Teachers are to remain in the building until approximately 3:40p.m. each day, or ten minutes after the buses have left the school parking lot. As the students are called to load buses and go to the cafeteria for pick-up, teachers are to be in their doorways monitoring the students walking up the hallways unless you are supervising students in your room or on bus duty..

6.5 School Social Activities

Special social skills and habits are practiced at school. Students are given the opportunity to participate in various types of social activities during their years in school. Parents and teachers work together in a cooperative effort and prepare

the children to be well-mannered citizens with acceptable social habits that can lead individuals to live a productive and happy life.

6.6 Homework Information

Teachers should post information on your web pages or send on weekly information to parents. It is ultimately the responsibility of the students to keep up with their homework assignments. Teachers will send a note or weekly newsletter at the beginning of each week to keep parents informed.

6.7 Accelerated Reader

*We supplement our reading instruction by the use of the Accelerated Reader Program. In this program our students select their reading material and read the material at a comfortable pace. After each book is completed, the students work through a computerized multiple-choice test. The program provides an instant score and immediate reinforcement in a way that is both encouraging and fun. The scientifically designed “reading points system” establishes a clear system of goals and recognition that motivates students to read. The more students read, the more their reading fluency and reading comprehension increases. Each of our classrooms is networked and each classroom has at least one computer available for students to use with this program. Currently, our school database includes 7,169 Accelerated Reader tests. Each year the media specialist, teachers, and Title I personnel strive to include more tests and books of all reading levels and genres. **The AR Program is not intended to be used for grades.***

6.8 School Discipline

One of the most important lessons that students learn is discipline. Even though it is not addressed as a subject, it underlies the entire educational and social structure. Discipline training develops self-control, character, orderliness, self-esteem, and efficiency. Discipline is the key to good conduct, respect, and proper consideration for other people. We will be implementing ESD. Procedures for the common areas of the school and your individual classroom should be practiced over and over throughout the school year.

School discipline involves courtesy, manners, motivation, and attitudes on the part of the students. All Tazewell Elementary staff members have equal authority. Students are expected to do what is asked of them while under our supervision. We make and enforce rules and regulations for the safety of all of the children and staff of the school. Our school environment attempts to develop the child’s potential and skills to the highest degree possible for student success.

Discipline is expected to be maintained at all times including hallways, during bathroom breaks, playground and/or recess time. Teachers are to consistently monitor students' behavior and never leave your students unattended.

A discipline form has been given to each teacher in the ESD notebook. You may copy these forms. The teacher is to complete this form for discipline actions taken in the classroom. The teacher is to retain these forms on file until the discipline action requires the student be sent to the office. At this time, the forms are to be sent to the office with the student and stating the reason for referral. The office will then implement discipline procedures. A table has been reserved in the cafeteria for the administration only to assign lunch detention. If teachers want to give silent lunch, you are to use your own group of lunch tables for this.

6.9 Cafeteria Guidelines

The following guidelines are to be followed by every student and teacher:

- 1. Each class should enter the cafeteria in a quiet manner without loud talking, pushing, shoving, or disruption to the other students eating.*
- 2. Each teacher should remain with her class of students as they go through the serving line.***
- 3. As the students move to the tables to be seated, saving of seats is not allowed due to the amount of confusion and disorder this practice creates.*
- 4. Talking at the lunch table should be in quiet, conversational tones. The teacher will monitor his/her class behavior within acceptable limits.***
- 5. Each class will enter and leave the cafeteria at assigned times.*
- 6. Trays should be emptied in an orderly manner. Tables and floors are to be kept clean. All trash will be disposed of as the class empties their trays.*
- 7. Lines moving to the tables from the serving line and lines moving from the tables to the trash disposal area should be organized and directed to prevent overlapping and spilling accidents.*
- 8. Students lining up to exit the cafeteria should do so in a quiet and orderly manner.*
- 9. Teachers are required to honor the times assigned to their classroom for lunch.***
- 10. The Lunch Detention Table is reserved for students assigned to sit there by the Administration only.***
- 11. As a school-wide procedure, students will have quiet time for the first ten minutes of their lunch time to eat only. Then they may have the remainder of the time to continue eating and socializing.***
- 12. Teachers are to eat with their classrooms and control discipline and noise levels during lunch too.***

6.10 School Bookstore

The bookstore is located in the main entrance hallway. Students may purchase supplies between 7:45 – 8:10 am each day. Supplies include:

<i>Composition Books</i>	<i>\$1.00</i>
<i>Pencils</i>	<i>.25</i>
<i>Erasers</i>	<i>.25</i>
<i>Lead Pencils</i>	<i>1.00</i>
<i>Crayons</i>	<i>1.00</i>

Teachers do not send students during the day to purchase supplies from the bookstore. Allow them to come in the morning at the designated time.

6.11 Moment of Silence

The Tazewell County School Board recognizes that a moment of silence before each school day prepares student and staff for their respective work or school days. Therefore, each teacher shall observe a moment of silence at the beginning of the first class of each school day.

The teacher responsible for the class shall make sure that each student:

- 1. Remains seated and silent.*
- 2. Does not disrupt or distract other students during the moment of silence.*

The moment may be used for any lawful silent activity, including personal reflection, prayer and meditation. However, the teacher responsible for each class shall not influence, in any way, students to pray or meditate or not to pray or not to meditate during the moment of silence. Students and employees are prohibited from praying aloud during the moment of silence.

6.12 Medication at School

Parents must submit to the school office and/or school nurse a permission form for their child to take a valid prescription medication or non-controlled over-the-counter drug. The medication must be in the original bottle and properly marked. These forms may be obtained from the school nurse or on the Tazewell County website.

6.13 Number of Social Events for a School Term

*Kindergarten through fifth grade classrooms may have **TWO** parties a year. One party may be conducted at Christmas and the other during the last week of school. Parents may be invited to these two parties.*

Kindergarten classrooms may hold birthday celebrations. Parents are to pre-arrange parties with the regular classroom teacher so that this can be used for a social training activity for students.

For grades 1-5 the four major holidays are times when the history and background of these days are to be taught. Teacher and/or parents may organize individual room activities for each holiday (Halloween, Thanksgiving, Valentine's Day, and Easter). A creative activity is encouraged for the children and parents may send the snacks for these holidays. Celebrations for these holidays in each individual room should be held on the day corresponding to the holiday as scheduled on the school calendar.

COLLECTION OF MONEY FROM PARENTS FOR THESE EVENTS IS PROHIBITED.

6.14 Awards

Presidential Academic Awards, Presidential Physical Fitness, Accelerated Reader Awards, etc. are given at the end of the school year. Individual achievements and birthdays are announced over the intercom on a daily basis.

6.15 Sickness and Accident Policy

6:16:a Student Sickness and Accident Policy

First aid supplies and a sick room are available for students with a full time nurse. Medication is administered in accordance with the county policy. When a pupil becomes ill or injured at school, the parent or guardian should be called immediately. The Principal shall make every effort to notify the parent before a pupil leaves the school for any emergency reasons. An emergency form is provided for each student and kept in the office. Pupil forms with medication information are on file in the school administration office. Student accidents should be reported to the school administrator as soon as possible and an accident report completed by the faculty member who was in charge of the student at the time of the injury. The student injury report should be filled out completely. Particular attention should be given to the explanation of care provided to the student at the time of the accident or injury. This report should reflect direct first-aid, the fact that parents or guardians were contacted, and if the student was taken to the doctor or hospital. If anyone witnessed the injury, his/her name should be listed. The report should then be brought to the school office for the principal to review and sign.

Tazewell County does not provide coverage for student injuries through our insurance program. Individual student school insurance and parent coverage are used when students are injured at school.

6:16:b Job Related Injuries for Faculty and Staff

When an employee sustains any job-related injury in or around the building, regardless of whether the employee feels medical attention is necessary, it must be reported to the administration immediately. If reported to immediate supervisors (i.e. cafeteria managers, etc.) the employee must still go to the school office to officially report the injury and to complete a report. The principal or designee must sign the report.

6.16 Playground and Equipment Regulations

1. *Only one child shall be on one swing at one time.*
2. *A seated position is required – NO STANDING – on swing seat.*
3. *No one should be near the swings by walking in front of or behind them.*
4. *No assistance to those swinging (pushing, etc.).*
5. *Bring swing to a stop before leaving seat – do not jump from seat.*
6. *Do not swing too high.*
7. *Swings shall be kept in a straight movement.*
8. *Only one recess per day is allowed for a maximum of 20 minutes.*
9. *Teachers are to be monitoring and observing their children at all times when outside. If more than one teacher is outside together, they still need to be constantly monitoring their children for safety reasons.*

6.17 Fire Safety

Fire drills must be held once a week during the first month of school and once a month thereafter. Teachers should exercise every precaution in the use of decoration (no Christmas tree lights). Curtains, rugs, etc must be fire proof before they can be used in the classrooms. Exit lights must burn continuously during school hours. Teachers should accompany their class with an official class roll of their children outside during the fire drills. Children are to be monitored by requiring them to walk in a straight line and to sit or stand silently until they are given the ok to enter the building again.

6.18 Services

6:19:1 Hearing Impaired Teacher

A full time hearing impaired teacher is located at Tazewell Middle School and can be utilized as a resource when a teacher suspects

that a student might have hearing problems or when a child has already been diagnosed with hearing impairment problems.

6:19:2 Speech Therapy

A fully trained and qualified speech therapist provides instruction to properly identify students on a needs basis. Incoming Kindergarten and new students are screened for possible speech problems. Teachers in grades 1-5 may refer to the speech therapist if you feel there is a noticeable problem.

6:19:3 School Psychologists

The school psychologist administers a battery of tests to be given during a full evaluation of children referred for possible special services. He may also sit as the District Office representative in the Eligibility Committee and interpret the test results when necessary.

6:20:4 Public Health Department

Parents may take advantage of the many services provided by the Tazewell County Health Department. Children may receive dental care, immunizations, and pre-school physicals.

6:20:5 Eye Glasses

The Lion's Clubs provide eyeglasses for the indigent.

6:21 Telephone

*The school telephone is to be used for school business ONLY. When an emergency arises and a student needs to use the telephone, the teacher must allow the student to bring **the telephone pass** with him/her to the office. Permission to call home must be given by the office staff or administration when the student comes to the office.*

6:22 Homework Policy

Well-designed homework extends student's learning time beyond the classroom. It teaches students to be independent learners by giving them experience in following directions independently, developing responsibility, and self-discipline. Homework should not be just busy work or given in excessive amounts. Three types of homework are commonly assigned: practice, preparation, or extension.

6:22:1 Practice Assignments

Practice assignments reinforce newly acquired skills or knowledge. Students who have learned about a particular chemical reaction, for instance, may be asked to find examples of the reaction in their environment. These assignments are most effective when carefully evaluated by the teacher; when matched to the ability and background of the individual student; and when students are asked to apply recent learning directly and personally.

6:22:2 Preparation Assignments

Intended to provide background information, these assignments can include readings in the class text, library research, collecting materials for a class demonstration, and other activities requiring the gathering or organizing of information before a class discussion or demonstration.

Effective preparation includes guidelines on why and how the assignment should be completed. In addition, accurately estimating a task's level of difficulty and coordinating the assignment of difficult homework among various courses may help teachers avoid overburdening students.

6:22:3 Extension Assignments

These assignments encourage individualized and creative learning by emphasizing student initiative and research. Frequently long-term, continuing projects that parallel class work require students to apply previous learning.

The quality of homework is directly related to the success or failure that students experience in school. Guidelines for homework include:

- 1. Homework should be assigned after introduction and thorough explanation of the skills necessary to successfully complete the assignment.*
- 2. Homework should be assigned in such a manner that it will be clearly understood by all students.*
- 3. Homework should serve a valid purpose and/or closely relate to current classroom activities.*

4. *A student's access to resource material should be considered when making assignments.*
5. *Homework should be evaluated promptly and returned to the student.*
6. *Teachers should seek to determine the cause if a student regularly fails to do assigned work. Teachers should not avoid giving homework because they believe students will not do the work.*
7. *Excessive homework, like the absence of homework, should be avoided.*
8. *Homework should not be used for disciplinary purposes.*
9. *Teachers and administrators should take appropriate steps to communicate with parents regarding the division homework policy and to solicit their support.*

Determining the amount of homework to assign to different students in different grades and classes is a difficult task. Generally, the time necessary to devote to homework should increase a student's progress through the grades; however, assignments in the elementary grades should require less time than in the secondary grades. These habits, in combination with a consistent homework program and a supportive home, should significantly increase the student's opportunity to succeed.

Within any group of students, the time required to do a common assignment will vary greatly. Whereas elementary teachers can better regulate the amount of homework assigned to an individual student, control of the time required for homework becomes more difficult as one proceeds through the grades. Reasonableness is the best answer available to teachers when making homework assignments. Whether assignments are made in terms of a task to accomplish or an amount of time to devote to a particular activity, there is no substitute for the exercise of good judgment and sound reasoning when assigning homework.

Indicated below are flexible total weekly time guidelines for homework:

<i>Grades K-3</i>	<i>0-2 ½ hours</i>
<i>Grades 4-5</i>	<i>2-5 hours</i>
<i>Grades 6-8</i>	<i>10 hours</i>
<i>Grades 9-12</i>	<i>5-15 hours</i>

6.23 Management of the Student's Scholastic Record

An effort has been made to produce a list of items to be included in each student's Cumulative record. The content of the scholastic record shall be limited to data needed by the school to assist the student in his/her personal, social, educational, and vocational development and in his/her educational and vocational placement.

Federal and State law regulations require the maintenance of confidentiality and reference to certain items in scholastic record. In compliance, Virginia has elected to identify confidential information and file it as follows:

*A Category I (cumulative) file shall be developed for **EVERY** student. These students requiring differentiated programs and/or special services, such as the gifted and special needs students will have a Category II file developed also. The Category I and Category II files are filed together in the vault in the school administration office.*

*The document **Management of the Students Scholastic Record in the Public Schools of Virginia** should be consulted if questions exist about the management of the student's scholastic record.*

Each teacher is required to review each student's cumulative record who is in your classroom and sign a form to be returned to the office stating you have accomplished this. Also, a form for reviewing the records needs to be completed for each student.

6.24 Contents In Cumulative Record (Category I and II)

1. *Category I and II records are combined.*
2. *Student Information Record Access Log.*
3. *Elementary Scholastic Record ES-8 and High School Scholastic Record HS-8. Current photographs of students are to be placed on the back of the ES-8 in grades 1, 3, 5, 7, 9, and 12.*
4. *School Program of Studies (Reading Progress and SOL Mastery).*
5. *Standardized Test Data Record*
6. *Cumulative Health and Physical Fitness Record*
7. *Previous Report Cards and current year.*
8. *Category II information*

An evaluation of the contents of the cumulative record must be conducted at Grades 3, 5, 9, and 12, and may be done more frequently at the discretion of the administration. Data considered to be no longer educationally useful or pertinent should be removed.

6:25 Grades

Report cards are sent home at the end of each six weeks grading period for grades 1-5. Kindergarten students receive a progress report at the end of each nine week period. The grading system, as approved by the Tazewell County School Board, follows.

A	93-100
B	85-92
C	77-84
D	70-76
F	BELOW 70

*All subjects are graded according to this grading policy and are given as average scores. Promotion and retention decisions are based on grades, achievement, test scores, the maturity level of the student, the academic progress in skill areas, and attendance. **Grades should not be inflated in any way but reflect the actual work and growth of the student.***

7.0 Facilities

The present school plant consists of the original building, constructed in 1964, which houses 20 classrooms, a library, a cafeteria, a kitchen, a heating plant, and an office area. In 1990 twelve additional classrooms and an elementary gymnasium were constructed.

7:1:1 Primary Wing

The new wing has 12 classrooms in grades P K-2. Each room has a self-contained bathroom.

7:1:2 Upper Primary Wing

Two of the four third grade classrooms, three of the five first grade classrooms, the ID classrooms, Learning , Title One Math Lab, Title One Reading Lab, and the Pre-School Handicapped classroom are located on this wing. This wing also has a two large and one small computer labs.

7:1:3 Elementary Gymnasium

The elementary gymnasium is fully equipped with a lighted stage, bleachers that seat approximately 250 persons, bathroom facilities, moveable basketball goals, some special occupation therapy equipment, office area and bathroom, janitor's office, and a couple of storage areas. The gym is accessible to all areas of the school via enclosed corridors.

7:1:4 Intermediate Wing

The East Wing includes the administrative offices, guidance counselor's office, two third grade classrooms, four fourth grade classrooms, four fifth grade classrooms, and the library.

7:1:5 Outside Area

The surrounding grounds of Tazewell Elementary consist of a playground area, 90' x 60' hard top area, an open area approximately one acre, and a parking area for approximately 25 cars. In addition there are several high school facilities available including the football field and track which are adjacent to the school.

8.0 School Community Interaction

8.1 Philosophy

Tazewell Elementary will always strive to be a "community" school. The faculty feels that the help and cooperation of the community is necessary to provide a meaningful education for all students. We are constantly striving to better inform and involve the total community in planning and evaluating of the program.

8.2 Parent Teacher Association

The Tazewell Elementary PTA exists to promote the welfare of children and youth. They sponsor many educational opportunities for our students including informing parents of school activities, providing volunteer services to the school, contributing financial support, and developing school programs. The principal is a member of the PTA planning council and serves as a link between the school and PTA.

Parents, grandparents, and family members are encouraged to join and participate in the activities of our PTA. The membership fee is \$4.00 per year.

PTA OFFICERS FOR THE 2011-2012 YEAR

<i>President</i>	<i>Vicki Hagy</i>
<i>Vice President</i>	<i>Heather Powers</i>
<i>Secretary</i>	<i>Chelsea Whittaker</i>
<i>Treasurer</i>	<i>Christy Thompson</i>

The PTA will meet the third Monday of each month in the gymnasium at 7:00 p.m. The September PTA meeting will be on September 26, 2011.. A yearly schedule is also posted on the website. Each grade level will have a month for the students to present a program which enables the parents and family member to see what the students are learning.

8.3 Volunteers

The administration of Tazewell Elementary encourages the use of volunteers in the school. Volunteers are used as homeroom mothers, library helpers, instructional volunteers, tutors, etc. Volunteers are to comply with Tazewell County Policy for confidentiality and the Tazewell County Public School Dress Code .

9.0 School Pledge – developed through the ESD Committee:

P.A.W.S. PLEDGE

I will have positive manners.

I will always be respectful of myself and others.

I am willing to follow the rules.

I will always show pride in myself and in my school.

The school pledge will be repeated each morning in choral reading by the students immediately following the pledge to the flag.

10.0 Tobacco Policy (copied from TCPS Policy manual)

File: GBEC
(ALSO JFCH)

TOBACCO-FREE SCHOOL FOR STAFF AND STUDENTS

Smoking, chewing or any other use of any tobacco products by staff and students shall be prohibited on school property as defined in this policy.

For purposes of this policy, the following definitions shall apply:

1. "School property" shall mean all property owned, leased, rented or otherwise used by a school including but not limited to the following:
 - a. All interior portions of any building or other structure used for instruction, administration, support services, maintenance or

storage.

- b. Any indoor facility or portion of such facility owned or leased or contracted for and used for the provision of regular or routine health care, day care, or early childhood development (Head Start) services;
 - c. All vehicles used by the division for transporting students, staff, visitors or other persons.
2. "Tobacco" shall include cigarettes, cigars, pipe tobacco, snuff, chewing tobacco and all other kinds and forms of tobacco prepared in such manner as to be suitable for chewing, smoking or both. "Tobacco" shall include cloves or any other product packaged for smoking.
 3. "Smoking" means the carrying or holding of any lighted pipe, cigar, or cigarette of any kind, or any other lighted smoking equipment, or the lighting, inhaling, or exhaling of smoke from a pipe, cigar, or cigarette of any kind.

This policy shall be published in student handbooks, posted on bulletin boards and announced in meetings.

Staff and Students found to be in violation of this policy shall be subject to appropriate disciplinary action.

Exemptions:

The School Board may direct the superintendent to issue regulations designating smoking areas on school grounds outside buildings.

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File: GBEC

(ALSO JFCH)

Adopted: May 19, 2003

Legal Refs.: 20 U.S.C. sections 6083, 7183.

Code of Virginia, 1950, as amended, section 15.2-2800 et seq.

Cross Ref.: JFCH Tobacco-Free School for Staff and Students

KGC Tobacco Use on School Premises