

Gravely Elementary

2019-2020

Parent/Student Expectations Handbook



Spotlight on Seadog Success

Success = Education + Motivation + Perseverance

*I am responsible for
my learning and behavior.*

*I am response-able for
the success of the group.*

Please Sign and Return Parent Form
(See Last Page)



"Success in life is the result of several factors. My formula is simply education plus motivation plus perseverance. Education is paramount. Motivation: one must decide what he wants to do in life, how best to get there and to proceed relentlessly towards that goal. Perseverance: the ability to steadfastly proceed to your goal despite all obstacles. It is the ability to overcome."
-VADM Samuel L. Gravely

Samuel Lee Gravely, Jr., first enlisted in the Naval Reserves on September 15, 1942 and was trained as a Fireman Apprentice. In 1943, he was selected for the V-12 program, to train as a Naval officer. On December 14, 1944 Gravely successfully completed midshipman training, becoming the first African American commissioned from the Navy Reserve Officer Training Course. His first assignment was to Camp Robert Smalls, as the Assistant Battalion Commander for new recruits. Afterwards, he began his seagoing career as a sailor aboard the USS PC-1264, a submarine chaser that was one of only two World War II ships with a largely African-American crew. In April 1946, he was released from active duty, remaining in the Naval Reserve. He returned to his hometown of Richmond to complete his bachelor's degree in History. Gravely was recalled to active duty in 1949 as part of the Navy's response to President Harry S. Truman's Executive Order to desegregate the Armed Services, his initial assignment was as a Navy Recruiter, recruiting African-Americans in the Washington, D.C. area.

Gravely went from recruiting to building a Navy career that lasted 38 years and included many distinguished accomplishments. He became the first African American to command a U.S. Navy warship (Theodore E. Chandler), the first African American to command an American warship under combat conditions (Taussig), the first African American to command a major naval warship (Jouett), the first African American admiral, the first African American to rise to the rank of Vice Admiral, and the first African American to command a U.S. Fleet (Commander, U.S. 3rd Fleet).

Admiral Gravely was assigned tours of duty aboard the following: PC-1264, Iowa, Toledo and Seminole. He served as Executive Officer and Commanding Officer of the Theodore E. Chandler. Additionally, he was the Commanding Officer of the Falgout, Taussig, and Jouett. His last tour of duty before his retirement in August 1980, was as Director of the Defense Communications Agency in Washington, overseeing the communications network linking Washington with American and allied bases worldwide. Admiral Gravely was also highly decorated, with decorations including the Legion of Merit, Bronze Star, Meritorious Service Medal and Navy Commendation Medal.

Gravely Elementary School was built in 2008 and named in honor of Vice Adm. Samuel L. Gravely, who is remembered for being a trailblazer for all minorities, rapidly rising through the ranks of the officer corps. His accomplishments include being the first African-American to assume command of a ship, a fleet, and first ever to attain the rank of vice admiral.

His widow, Alma Gravely, is the ship's sponsor and lives near the school. She remains very active in school activities and has a reading room named in her honor.

Welcome to Gravely Elementary School!

Introduction:

At Gravely ES, we believe in ALL students and it is expected that students will learn to be responsible for their actions and learning by showing respect and being Quality MATES. Quality MATES are active learners who take responsibility for their education as well as behavior by demonstrating the quality Expectations. This handbook is provided to inform parents and guardians about the Gravely MATES Expectations. Students will receive instruction regarding these expectations. ***It is important that all students and parents understand these Expectations. Please discuss the contents with your child and keep a copy for reference.***

Purpose:

To create school-wide expectations for learning and behavior.

Mission Statement:

The Quality Expectations for students will:

- Be a communication tool to parents
- Provide a school-wide respect program
- Help students be responsible for themselves and each other
- Aid students in becoming responsible learners
- Encourage students to think before they act
- Assist students in resolving conflict in a positive way
- Support our school expectations and Prince William County Code of Behavior

Foundation:

The principles of quality expectations were created from the following successful, data-driven programs:

PBIS: A framework to support a positive school climate by reinforcing appropriate behaviors and promoting positive behaviors. This program also utilizes data monitoring and intervention to support at risk students.

1. See MATES Behavioral Expectations Below
2. See House System Document

Baldrige: A framework for continuous improvement which will lead to increased student learning and fewer behavior issues. Two principles comprise the foundation of a Baldrige-based quality student:

1. I am responsible for my learning.
2. I am RESPONSE-ABLE to the success of the group.

Olweus Bullying Prevention Program: A preventive, school-wide program to eliminate verbal, physical, and social bullying through individual classrooms, school-wide and community interventions.

Gravely has adopted these rules against bullying:

1. We will not bully others.
2. We will try to help other students who are being bullied.
3. We will include students who are left out.
4. When we know a student is being bullied, we will tell an adult at school and an adult at home.

Academic Expectations

Quality MATES :

1. Come to school every day ready to learn and complete all assigned work on time
2. Are good listeners and Follow directions the first time
3. Stay on task
4. Keep hands, feet, and objects to themselves
5. Are Motivated, Appropriate, Trustworthy, Empathetic, and Safe

Attendance Expectations:

Gravely ES Attendance Policy:

It is expected for ALL students to attend school daily when they are healthy. When students are frequently late, absent, or picked up early, they miss critical pieces of the instructional process. This can severely hinder their academic growth. Therefore, Quality Mates are expected to come to school on time and remain in school each and every day.

Absence and Tardy Procedures: (Please review Regulation 724-1)

Attendance Regulation: [PWCS Attendance Regulation](#)

EVERY ABSENCE

Please report any and all absences prior to the first bell (9:05am) Absences can be reported by calling 571-248-4930 or by completing the attendance form on the Samuel L Gravely Webpage [Attendance Reporting Form](#) When your child returns to school following an absence, a note must be provided to the school explaining the absence.

5 UNEXCUSED ABSENCES

The Attendance Secretary will run a current attendance list of students who have reached 5 or more UNEXCUSED absences.

1. Attendance Secretary will send home a letter on Gravely letterhead to parents stating that further action will be taken. The administration will schedule a conference with the parent. A copy of this letter will be placed in the teacher's mailbox to be filed in the student's folder.
2. An attendance referral will be sent to the attendance officer.

10 TOTAL ABSENCES

1. When a child accrues 10 absences, an administrative conference is held with the principal, counselor, parent and the teacher.
2. The conference is documented and turned in to the office. The Attendance Secretary will make a copy of the document and return it to the teacher. A copy will be placed in the student's file.
3. At this time, the principal can decide to require doctor's notes for all future absences.
4. An individualized plan for increasing attendance is developed.

VACATIONS

Pre-approved absences (vacation) are discouraged and will only be granted in extraordinary circumstances. Family trips should be scheduled during school holidays and over summer break. Absences for family trips will not be excused unless accompanied by extraordinary circumstances.

*If you need to request an extended excused absence, please send a letter or email to Mr. Kelchlin kelchlm@pwcs.edu including the dates and extraordinary circumstance for the request.

Tardy Procedures

Students who ride the bus will NOT be considered tardy when the bus is late.

10 TARDIES

1. Attendance Secretary sends home a letter to parents indicating the number of tardies. A copy of the letter is kept in the student's file.
2. Counselor calls parents, letting them know about the importance of good attendance at Gravely and about Gravely's attendance policy. The family will be encouraged to use the bus to ensure the student arrives to school on time.
3. Counselor informs the family that if the tardies continue, the attendance officer will be notified, and will contact the family.
4. An individualized plan for increasing attendance is developed.
5. A copy of the plan is placed in the students' file.

NOTE: More than 10 Tardies, the attendance officer will be notified.

Birthdays

Student birthdays should not take away from instructional time. In keeping with the county and state wellness initiative, parents may bring in cupcakes for birthday celebrations. ALL ITEMS MUST BE STORE BOUGHT AND NUT FREE. It is highly recommended that you consider other items such as books, pencils, stickers, or arts and crafts type materials as many students have dietary restrictions and may be left out. Invitations to student birthdays are not to be distributed in class/school. Food items will be distributed to classmates during the lunch period.

B.Y.O.D. (Bring Your Own Device)

Cell Phones- Cell phones must be in a backpack and turned off and not on vibrate. If a student violates this policy, the teacher will keep the phone until dismissal or contact the parents. If this policy continues to be violated, the cell phone will be held in the office and parents will be contacted to pick it up. PWCS takes no responsibility to search for lost or stolen cell phones nor is there any financial responsibility for damaged, lost, or stolen phones.

Electronic Devices (netbooks, laptops, ipads, tablets, e-readers...) will be determined on a class by class basis through collaboration with school administration and the classroom teacher. These devices will only be allowed to be used during class instruction for a specific lesson and teachers will provide written communication to parents: note home, email to parents, posting on class website. An explanation of the lesson and how the computing device will be used will be included in the communication. Devices will be used in the classroom and library for instructional purposes only. Please contact your classroom teacher with any questions about their expectations.

Visitors and Volunteers

We support and welcome visitors and volunteers. All visitors and volunteers must report to the office upon entering the building. Visitors must sign-in, leave a photo ID, and display a visitor's badge. **It is important that once signed in, visitors or volunteers go straight to the designated location in which they signed in for.** Instruction and learning are important for our seadogs. **Volunteers and visitors are not permitted to visit classrooms unless the visitor or volunteer has arranged a classroom visit with the teacher.** Please contact the main office or your child's teacher directly to schedule a conference or time in the classrooms. Visitors who do not display a visitor's badge must be escorted to the office.

Behavior Expectations

All Students will be Quality Mates

Motivated
Appropriate
Trustworthy
Empathetic
Safe

These 5 guiding principles, lead our behavior expectations at SGES. Below is a matrix of expectations of Quality MATES in a variety of school locations.

Gravely Mates

		Setting							
		Hallway	Playground	Cafeteria	Bus	Entering	Dismissal	Bathroom	Assembly
M Motivated	*Remember all belongings	*Line up quietly and quickly	*Eat your lunch first	*Be prepared for your stop	*Be on time and ready to learn	*Be on time and bring your materials	*Straight there, straight back	*Be willing to learn	
A Appropriate	*Walk quietly on the right side of the hallway	*Use equipment appropriately	*Use manners	*Keep hands and feet to yourself	*Stand and walk quietly in your line	*Walk quietly on the right side of the hallway	*Flush and clean up after yourself	*Focus on the speaker	
T Trustworthy	*Straight there, straight back	*Clean up and return materials	*Wait patiently and politely	*Face forward and sit quietly	*Use walking feet	*Know how you are going home	*Only ask to use the bathroom when necessary	*Respond and cheer respectfully	
E Empathetic	*Respect the work of other classes	*Include others	*Clean up after yourself and your table	*Be positive when someone sits by you	*Smile and say "Good morning!"	*Be patient	*Respect the privacy of others	*Sit silently on your bottom	
S Safe	*Use walking feet	*Play where you can be seen	*Eat your own food at your own table	*Tell adults about any concerns	*Listen to announcements and adults	*Use walking feet	*Wash your hands with soap and water	*Walk in and out quietly	

Discipline Procedures

We expect QUALTY MATES to always make good choices. Good choices help to keep everyone safe and focused on learning. Student discipline records will be recorded in nine-week increments and will be configured as part of the quarterly work habits and conduct grades. Classroom teachers will use their

professional judgment and classroom strategies to deal with Level I and Level II infractions.

NOTE: When students do not make good choices, we have 3 levels of discipline:

Level 1: Teacher Intervention

Level 2: Self-Reflection Form (signed by parent/guardian) and/or Communicator

Level 3: Administrative Discipline Referral (see administrator)

LEVEL I	LEVEL II	LEVEL III
<p>Level I Behaviors are developmental yet minor behaviors a student may display when not displaying quality characteristics that will result in an immediate verbal correction.</p>	<p>Level II behaviors are disrespectful and more serious in nature. Level II behaviors will result in an immediate verbal correction, a logical consequence, and a written Self-Reflection form that is signed by the student’s parent and returned to the teacher for the classroom file.</p>	<p>Level III behaviors are with intent to harm and/or done in anger such as: serious fighting, harassment, and verbal abuse violate the dignity, well-being, and safety of another person. These behaviors will not be tolerated and will result in an office discipline referral and may result in suspension but may also be corrected using a variety of logical consequences.</p>
<p>Examples of Level I behaviors:</p> <ul style="list-style-type: none"> • Running in the building • Horseplay • Classroom disruption • Uncooperative behavior • Refusal to follow directions • Non-directed profanity • Out of assigned area • Put-downs/Name-calling • Inappropriate displays of affection • Rumors/Gossip • Careless use of school property • Possession of unauthorized materials • Talk-Back 	<p>Examples of Level II behaviors:</p> <ul style="list-style-type: none"> • Repetitive Level 1 behaviors that have not resulted in Quality Student Behavior (repeat offender) • Cheating • Forgery • Stealing • Defiance • Bullying behaviors • Cyberbullying • Hitting/Pushing/Shoving • Inciting Others 	<p>Examples of Level III behaviors displayed with intent to harm:</p> <ul style="list-style-type: none"> • Repetitive Level 11 behaviors that have not ceased (repeat offender) • Vandalism • Possession of weapons • Intimidation/Verbal, Written/Electronic threats • Harassment • Verbal Abuse/Directed profanity • Fighting • Possession or under the influence of illegal substance

<p>Students who engage in Level I behaviors will be asked to identify inappropriate behavior and describe an appropriate quality replacement behavior. Consequences for Level I behaviors may include, but, are not limited to:</p> <ul style="list-style-type: none"> • Verbal correction • Loss of privileges • Teacher/Student conference • Structured Recess • Apology (written/verbal) • Communicator 	<p>Students who engage in Level II behaviors will be asked to identify the inappropriate behavior and describe an appropriate replacement behavior. The incident will be documented using a Self-Reflection form that will be signed by the teacher and parent. Consequences for Level II behaviors may include but are not limited to:</p> <ul style="list-style-type: none"> • Verbal correction • Loss of privileges • Teacher/Student conference • Structured Recess • Apology (written/verbal) • Behavior Contract/Plan • Teacher/Parent conference • Guidance Support • Communicator and call home (teacher or student call) • Organized recess activity (loss of independent choice) • Lunch Detention • After school Detention 	<p>Students who engage in Level III behaviors will be referred to the administration for immediate corrective action. After consulting with the parents and appropriate school personnel, the administrator will issue appropriate consequences and facilitate corrective action designed to help the student improve his/her behavior.</p> <ul style="list-style-type: none"> • Verbal correction • Loss of privileges • Detention (lunch or after school) • Teacher/Student/Parent conference • Apology (written/verbal) • Behavior Contract/Plan • Restitution • Parent escort at school or special events • Suspension • Administrative/Parent Conference.
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NOTE:

- ★ Communicators are used as a data tool to track patterns of behavior.
- ★ All Discipline Referrals are kept in the student's permanent file.
- ★ Level of discipline will be determined by teacher discretion, situation, and number of prior offenses.

Possible Consequences for Level 1 & Level 2 Behaviors:

- ★ Warning
- ★ Note Home (Communicator)
- ★ Phone call home
- ★ Teacher/Student Conference
- ★ Counselor Contact
- ★ Teacher/Parent Conference
- ★ Behavior Specialist Conference
- ★ See Administrator
- ★ Review of positive choices the student could have made
- ★ Time out
- ★ Loss of privileges
- ★ Apology (verbal or written)
- ★ Referral to Guidance
- ★ Behavior Contract/Plan
- ★ Peer Mediation
- ★ Organized recess activity (loss of independent choice)

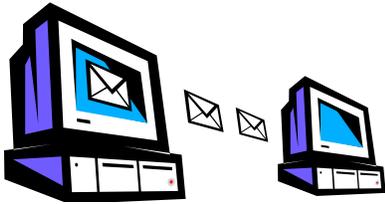
Possible Consequences for Level 3 Behaviors:

- ★ Behavior Contract/Plan
- ★ Time Out
- ★ Apology (verbal or written)
- ★ Detention (before or after school)
- ★ Restitution
- ★ Parent escort at school or special events
- ★ Parent Conference
- ★ Administration Conference
- ★ Loss of bus privileges
- ★ Loss of privilege to eat in the cafeteria with friends
- ★ In-School Suspension
- ★ Out of School Suspension
- ★ Threat Assessment (when student is a danger to self or others)
- ★ Referral to Police or PWCS Security Department.

Communication with Parents:

Any questions about the classroom management program, the school-wide “Gravely Quality Expectations,” or House System, please call your child’s teacher at (571) 248-4930

Please review the PWCS Code of Behavior on the PWCS website for more information.



Communication is a powerful tool in a child’s education!

