

PINE RUN ELEMENTARY SCHOOL

"A GREAT PLACE TO GROW!"



PARENT HANDBOOK

2015-2016

HANDBOOK CONTENTS

PINE RUN AT A GLANCE

MISSION STATEMENT

PINE RUN HISTORY
STAFF LIST
EDUCATIONAL SPECIALISTS AND JOB DESCRIPTIONS
AGES AND STAGES OF LEARNER DEVELOPMENT
INSTRUCTIONAL SUPPORT PROCESS

STUDENT INDEPENDENCE- A SHARED MODEL OF RESPONSIBILITY

COMMUNICATION HIERARCHY
HOMEWORK EXPECTATIONS
FREQUENTLY ASKED HOMEWORK QUESTIONS
CLASSROOM PLACEMENT
PARENT VOLUNTEER OVERVIEW

RESPONSIBLE BEHAVIOR DEVELOPMENT (RBD)

LOVE AND LOGIC OVERVIEW
CODE OF BEHAVIOR
RESPONSIBILITY REFLECTION REPORT- FORM 1
DISCIPLINARY REPORT- FORM 2

CENTRAL BUCKS CALENDAR

HOME AND SCHOOL CALENDAR
SPIRIT DAY CALENDAR

DEAR PARENTS AND GUARDIANS:

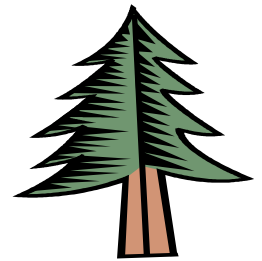
I am happy to welcome you to Pine Run Elementary School in the Central Bucks School District! The teachers and staff are eager to provide your child with an exceptional year of learning.

This handbook has been created by Pine Run Teachers and Staff to help define our school's general procedures, rules, protocols, and policies. Please take some time to familiarize yourself with its contents and to review the appropriate sections with your child.

Our open space school is built upon the concept of collaboration and open communication. We encourage you to be an active participant in your child's education by maintaining a strong line of communication with his/her classroom teacher. We also invite you to visit our school and participate as a Home & School Association member.

Should you have any questions or concerns, please feel free to call us at 267-893-4450. It is our hope that this school year will be enjoyable and academically rewarding for all our students!

*Sincerely,
Dr. Amanda M. Mumford
Principal*



PINE RUN AT-A-GLANCE

SCHOOL OVERVIEW

Pine Run Proud

In 1970 Central Bucks School District broke ground for Pine Run Elementary School. When the doors opened in September of 1971, students, parents and staff members were introduced to a unique facility whose physical structure is intimately intertwined with its curriculum. Administrators and staff have continually adapted curriculum guidelines to effectively coordinate with Pine Run's goals with those of the school district.

Pine Run is the only elementary school in the Central Bucks School District built with open space architecture. Grades one through six are housed in four large learning areas that surround our library, located at the center of the building. These areas are known as "Houses." They are: Primary, Middle, Upper, and Outer Houses. A house physically groups classes of one or two grade levels together.

DAILY SCHEDULE

- Doors Open for All Students.....8:15
- Students' Day..... 8:35 to 3:15
 - Kindergarten AM Session.....8:35 to 11:10
 - Kindergarten PM Session.....12:40 to 3:15

Opening Exercises/Daily Announcements.....8:35
(Students arriving after 8:35 are marked tardy.)

- Special Subjects for each class.....Grade K
- PE (20 minutes per week) and Library (30 minutes per week)
- Special Subjects for each class.....Grades 1 to 6
- Music, Gym, Quest, Library and Art (40 minutes per week)

ATTENDANCE AND TARDINESS

A major factor in students' school is regular attendance during normal school hours as required by state law. When a child is absent from school, a written excuse signed by the parent or guardian must be sent to the teacher within three days of the child's return. A handwritten note is sufficient, or you may use e-mail or the excuse forms on the CB and Pine Run websites. All absences are documented as unlawful until a note is received. Communicable diseases such as measles or chicken pox must be reported to the school nurse as soon as they are diagnosed. Absences due to family travel must be approved in advance by the principal. The limit for family vacation days is five (5) school days. A form is available on the CB and Pine Run websites for these occasions.

Student tardiness is strongly discouraged since it impacts directly on the continuity of instruction for the individual child as well as the class as a whole. A student who arrives after 8:35 a.m. is considered tardy. A child who arrives between 8:35 and 8:40 a.m. should proceed directly to the classroom where the lateness will be recorded by the teacher. Students who arrive after 8:40 a.m. should report to the office before proceeding to class. Students who are tardy due to medical or dental appointments, for example, should bring a note from the parent or doctor in order to be excused. Frequent absence or tardiness by individual students will be addressed through an administrative intervention.

SYNREVOICE SCHOOL CONNECTS

Pine Run Elementary, in conjunction with the CBSD Central Office, use the Synrevoice System to report-out student absences. If a student is absent from school, an automated call will be sent to the home of that student around 10:00. This same process will be repeated again in the afternoon for PM kindergarten students. **A call-in by a parent is not required.** If the student has been or will be absent two or more days, you may request homework directly from the classroom teacher. To do so, please call the teacher's voicemail extension as provided by the teacher or email the teacher. Please be aware that you must still send in a written note explaining your child's absence when he or she returns to school.

DEPARTURE DURING SCHOOL HOURS

No child is permitted to leave the school premises without authorization from the principal. Whenever possible, parents are requested to schedule medical and dental appointments for their children after school hours. If a child must be picked up before the close of school, please send a written note to the teacher the morning of the early departure. All children should be met at the school office and signed out. If you need to pick up your child unexpectedly, go to the office for assistance; do not go directly to the classroom area.

If a student needs to be sent home due to illness or other legitimate reasons, authorization may be given by the school nurse or office personnel. Students are not permitted to call parents to pick them up while school is in session. If you receive such a call, please telephone the school office immediately for verification.

EMERGENCY DRILLS AND EVACUATIONS

The school laws of Pennsylvania require that each school conduct at least one fire drill per month. Students are taught to leave the building quickly and quietly upon hearing the fire alarm and to move to an area of safety under the direction of school staff members. They are not to stop for extra clothing regardless of the weather unless so directed. Parents can help safeguard their children by impressing upon them the importance of fire drills. In addition, the school holds occasional emergency evacuation drills wherein students leave school grounds and walk, by class, to various "safe" locations. These procedures are reviewed regularly with students to ensure safety under all conditions.

TRANSPORTATION

All children are required to travel to and from school each day by the same route, using the same means of transportation, unless the school is notified otherwise in writing by the parent. The note should be sent directly to your child's teacher. If a change becomes necessary after school is in session, please call the school office early in the day. Any permanent change in transportation must be reported in writing to the school office.

SCHOOL BUSES:

Bus riders are expected to follow the bus driver's directions, to obey all safety rules, and to treat others with courtesy while riding the school bus. Students who misbehave and violate safety regulations may lose the privilege of riding the school bus. Safety rules and regulations are explained in the School District's calendar. Problems which occur at the bus stop should be reported to the school principal.

Dismissal procedures are as follows: Walkers and auto pick-up students are dismissed directly from their Houses according to calls on the P.A. system. Bus students remain in their Houses until they are called to line up. They will be dismissed from the bus line led by safeties as their buses are called. Buses are identified by a color rather than a number, for the benefit of the younger children. A safety patrol member escorts all students to their buses.

Students may not ride any bus other than the one to which they have been assigned. Requests for changes will not be granted for temporary periods **except in emergency situations.** All such requests must be made through the office of the principal.

SCHOOL VANS:

Pine Run is served by vans which transfer children to and from several local and private schools. These schools provide before- and after-school care for elementary age children, and their vans load and unload at Pine Run in the same manner as the district buses.

WALKERS:

Children who live within comfortable walking distance of Pine Run are not scheduled for bus transportation. **Walkers are not to arrive at school before the doors officially open at 8:15 a.m.** At dismissal time all walkers are to depart the school grounds immediately.

PRIVATE TRANSPORTATION:

Students who arrive by private auto should use the door closest to the drop-off circle. **These students may not enter the building until 8:15 a.m.** The bus loading area is to remain clear for buses at all times; the cafeteria entrance and parking area are to remain clear for the delivery of handicapped children. All drivers must maintain slow and cautious speed (5 mph limit) through the school area. Children leaving by private auto will be dismissed through the walkers' door which opens onto the drop-off circular drive.

BICYCLES:

Only children in third grade or older are allowed to ride bicycles to and from school. Bikers are dismissed with walkers. A contract must be signed by the parent and filed in the school office. A lock is required for bicycles at all times; the school assumes no responsibility for the care of bicycles. Parents will assume responsibility for any injuries incurred by the child. **ALL BICYCLE RULES MUST BE FOLLOWED AT ALL TIMES. PLEASE BE SURE YOUR CHILD UNDERSTANDS THESE RULES WHICH ARE LISTED ON THE BICYCLE CONTRACT.**

FIELD TRIPS:

Children are taken on field trips to provide educational experiences available only outside the school. All field trips are taken under the supervision of the classroom teacher with assistance from parent chaperones. Before such trips may be taken, a permission slip must be signed by the parent and returned to the teacher. Should a student not return with a permission slip, arrangements will be made for that student to remain with another class in the school. Transportation for field trips may be arranged either with school district buses or by special arrangement with private companies.

FOOD SERVICES

MEALS:

All students eat in the cafeteria whether they buy or bring their lunch. A well-balanced hot lunch is available each day. For students with packed lunches, cartons of milk are sold separately. Ice cream is also available. Prices and daily choices appear on the MENU which is sent home monthly and on the district website.

Free and reduced price breakfasts and lunches are available to families who demonstrate financial need. Interested parents are encouraged to complete the online application found on the CBSD website.

In the event that a child forgets his lunch or money, a lunch will be provided. Prompt reimbursement is expected the following day.

LUNCH HOURS:

Lunch times may vary from year to year with houses rotating the time at which their students eat. The basic times are as follows:

1st lunch period:	10:45 a.m. - 11:15 a.m.
2nd lunch period:	11:15 am. - 11:45 a.m.
3rd lunch period:	11:45 a.m. - 12:15 p.m.
4th lunch period:	12:15 p.m. - 12:45 p.m.
5th lunch period:	12:45 p.m. - 1:15 p.m.
6th lunch period:	1:15 p.m. - 1:45 p.m.

HEALTH MATTERS

School nurses provide health services daily. Any accidents occurring on school property during school hours must be reported to the nurse or office personnel immediately.

All student medical conditions, including severe allergic reactions such as bee stings, must be registered with the health office at the beginning of the school year or as soon as the condition becomes known. All medications, including Tylenol or aspirin, must be registered at the health office whenever they are brought to school.

GUIDELINES FOR DISPENSING MEDICATION:

Medication will be administered to students during school ONLY when such medication is needed by the student to remain in school and when administration is required during school hours.

No medication shall be administered to any student without proper completion of the MEDICATION DISPENSING FORM. Failure of the parent/guardian to provide this documentation will require the parent/guardian to make himself available in the school to personally dispense the medication.

Any medication to be administered by school personnel must be delivered directly to the school nurse, the school principal, or his/her designee. The medication must be brought to school in the original and properly labeled container. Prescription medication will be kept in a locked cabinet in the nurse's office. In the absence of the school nurse, the school principal or his/her designee will administer the medication.

In cases where the Medication Dispensing Form is not available and the administration of the medication is necessary, the school nurse may obtain faxed or verbal orders from the attending physician by phone. Such verbal orders must be documented by the school nurse on the Medication Dispensing Form. In order for the medication to be administered the following day, a signed Medication Dispensing form must be made available by the parent. Forms may be obtained from the school office.

SCHOOL DISCIPLINE CODE

Students are expected to be responsible citizens in all areas of the school environment. Pine Run has its own set of school specific guidelines governing behavior in general school areas, Cafeteria, Recess, Assembly, Bus/Arrival/Departure. These are reviewed annually with students in classrooms, posted in homerooms, and distributed to parents for family review. Parents are encouraged to discuss and reinforce these guidelines at home. (These are not intended to replace the Central Bucks School Board's adopted Code of Discipline, but simply to serve as an elementary building-specific supplementary document.)

EMERGENCY SCHOOL CLOSINGS

If it should become necessary to disrupt the district's normal school schedule (i.e. close school for the day, open one or two hours late, or dismiss early), the information can be received in several ways: www.cbsd.org; CBTV: Comcast Channel 28 and Verizon Channel 40; Channels 3, 6, 10, and 29; @CBSInfo on Twitter; Via text message for those parents who registered at www.cbsd.org; or Via email to parent addresses registered in the Parent Portal. CB's school closing number is 755. The closing number for the CB Community School is 779. **PLEASE DO NOT CALL THE SCHOOL.** If a situation arises at Pine Run that requires an early dismissal, **students will be dismissed according to the district determination and by procedures outlined by parents on the School Emergency Closing Form.** Phone chain relays to attempt to notify parents will be made by our Homeroom Parents. Phone notification by the school **will occur only in individual emergency situations. It is, therefore, imperative that home, work, and emergency numbers be continually updated by parents on both emergency forms and homeroom directories.**

PLEASE MAKE SURE YOUR CHILD KNOWS WHERE TO GO IF SCHOOL CLOSES EARLY.

HOMEWORK

Homework is defined as teacher-assigned learning activities that are completed by the student outside the regular classroom. Homework is an integral part of a student's total educational development.

The amount of CONCENTRATED work time suggested for homework on a school day varies with grade level:

Grade 1 - 10 minutes

Grade 2 - 20 minutes

Grade 3 - 30 minutes

Grade 4 - 40 minutes

Grade 5 - 50 minutes

Grade 6 - 60 minutes

The responsibility for doing homework rests with the child. Parents or others in the family are requested not to do the homework for their child but to act as a resource person or helper. If a child has difficulty completing homework, parents are requested to send a note to the classroom teacher stating such the next school day.

Parents requiring special homework assignments during the school year due to family vacations or extended illnesses should make their request in writing to the teacher, giving the teacher **ample time** to gather the special work requested. It is generally agreed that there will be no homework over the weekend or during holiday periods.

HOME AND SCHOOL ASSOCIATION

The **Pine Run Home and School Association** provides communication among parents, teachers, and administrators and sponsors educational, social, and recreational programs for Pine Run students and their families. All parents are members of the Home and School Association by virtue of their child's enrollment in Pine Run. There are no dues or other requirements. Home and School Association officers, who are elected by the general membership, head a board of committee chairpersons and representatives comprised of parents interested in becoming actively involved within the school. The Home and School Association meets several times throughout the year to conduct business and plan activities. All parents are invited to attend.

Proceeds from activities go toward purchasing library, classroom and playground materials, as well as to fund assemblies, special programs, technology tools and classroom activities. Parent participation and support are important to the vitality of Pine Run's Home and School Association. Please attend Home and School Association-sponsored activities with your family and, if possible, offer your time and talents to the Home and School Association board to help plan and conduct our events.

CENTRAL BUCKS CALENDAR/HANDBOOK

The following topics are covered in the Central Bucks School District Calendar Handbook:

Attendance Areas/Attendance Requirements	Opportunity School
Back to School Nights	Parent Conferences
Building Directory	Parent Groups/Parental Involvement
Central Bucks Philosophy of Education	Philosophy of Education
Child Study Teams	Psychological/Social Work Services
Code of Rights, Responsibilities, and Discipline	Progress Reports
Community School	School Board Members/Meetings
District Administration	School Closing Information
Dress Regulations	School District Policies
Drug and Alcohol Policy	Search of Student Lockers
Enrollment Policy	Guidance and Counseling Services
Health Services	Smoking Policies
Homebound Instruction	Special Education
Medication Policy	Sports Schedules
	Standardized Tests

Mission Statement

Pine Run Elementary School

Pine Run Elementary School challenges each child to reach his or her intellectual, creative and physical potential through teamwork, collaboration and personal responsibility. In our open-space setting, students become life-long learners with the support of home and community. Our safe and caring learning environment makes Pine Run

“A GREAT PLACE TO GROW!”



THE HISTORY OF *PINE RUN ELEMENTARY SCHOOL*



Pine Run Elementary opened its doors for the first time in the fall of 1971. The architects called the facility “open space.” The educators called their programming “open education.” For many of the first years, the Pine Run faculty worked collaboratively with a group of British educators. Together they explored a philosophy based on children having the ability and the right to make responsible decisions concerning their own learning, including the selection of materials and activities. Subject areas were integrated and thematic units were a key element of instruction. The use of projects and manipulatives also became an integral part of the learning process. Believing that student self-confidence was essential to student success, this early program emphasized the student’s role in making choices that affect his/her learning and life.

Today Pine Run continues to flourish based on many of the same ideals. In 2005 a committee of teachers, administrators and district facilities personnel met with architects to plan building renovations. When given the option of creating self-contained classrooms, the staff responded with an emphatic “No!” Instead they chose to retain open space, while integrating the wiring that would allow Pine Run to fully embrace new technologies and new opportunities for student learning. The renovations provided additional teacher storage areas and designated large group instructional areas, which allow for flexible teaching opportunities.

With an updated building, Pine Run operates under a modernized open-education philosophy. The school is defined by collaboration, creativity and cooperation. These three principles guide the thinking of the students and the staff. Behavioral expectations are based on the concepts of respect, responsibility and kindness. The behavior supports provided reflect and reinforce these merits. Educationally there remains a commitment to helping students become active participants in their own learning. Teachers incorporate self-selection opportunities, hands-on experiences, sharing and reflection sessions to enhance the rigor and relevance of every lesson. Additionally, the open classrooms and flexible learning spaces encourage team-teaching, cross grade-level instruction and classroom combining opportunities.

Currently Pine Run Elementary houses forty-five teachers, twenty-six staff members and four hundred seventy-five students, who occupy grades kindergarten through sixth. Pine Run also houses one of the district’s two ESL classrooms. Pine Run’s Home and School Association plays a major role in enhancing the school. Their contributions of both funds and services positively impact the learning and experiences of every student within the building. For the members of this school, open-space means open minds, open thinking and endless possibilities. As a community of learners, the Pine Run parents and staff approach every challenge together, and together they celebrate their many successes.



**CENTRAL BUCKS SCHOOL DISTRICT
2015-2016 PINE RUN ELEMENTARY**

8/31/15

OFFICE

Amanda Mumford _____
 Audrey Michener _____
 Dana Geiger (Psych.) _____
 Theresa Mooradd (Speech) _____
 Michelle Loh Fronheiser (SSC) _____

NURSE'S OFFICE

Linda Miller _____
 Elizabeth Iatarola _____
 Kathleen Budniewski _____

KINDERGARTEN

Helen Strong (KAS/KPS) _____
 Jillian von Vital (KAV) _____

FIRST GRADE

Christine Clayton (1C) _____
 Dorina Passio (1P) _____
 Angela Woodrow (1W) _____

SECOND GRADE

Ruth Bednarzyk (2RB) _____
 Sarah Berman (2SB) _____
 Linda Gavronski (2G) _____

THIRD GRADE

Laurie Coleman (3C) _____
 Amy McEachern (3M) _____
 Michael Zweig (3Z) _____

FOURTH GRADE

Diane Plack (4P) _____
 Megan Romano / _____
 Whitney Fisher (4R/F) _____
 Colleen Wicen (4W) _____

FIFTH GRADE

Elizabeth Decker (5D) _____
 Danielle McManus (5M) _____
 Adrienne Strader (5S) _____
 Susan Martin (5SM) _____

SIXTH GRADE

Christine Klingbeil (6K) _____
 Monica Neal (6N) _____
 Jill Treude (6T) _____

SPECIALISTS

Stephani Thomas (Art) _____
 Angela Hendershot (PE-Th) _____
 Jessica Schuck (PE-T,W) _____
 Christina Quinn (Music) _____
 Lisa Hinkel (OT) _____

SPECIAL EDUCATION

Kimberly Rombola (AS) _____
 Marierose Godwin (AS) _____
 Dana Hutchison _____
 Eve Packel _____
 Deborah Pluta _____
 Luther Reed _____
 Pamela Pensabene (PEN) _____
 Ed Fell (Quest) _____

LIB./RDG./COMPUTER

Susan Thomas _____
 Janice Pollina (Rdg.) _____
 Adrienne Reilly (Rdg.) _____
 Diane White (Rdg.) _____
 Robert Glemser (Computer) _____

STRINGS TEACHER

Christina Quinn _____

BAND TEACHER

Michael Robinson _____

EDUCATION ASSTS.

Sandra Bilkins (Office) _____
 Kerry Doh (Autistic Support) _____
 Louanne Fox (Autistic Support) _____
 Kelly Haegele _____
 Maryann Kaczmar (RR) _____
 Linda Frese (RR) _____
 Stacy McBride (RR) _____
 Maria LoFaso (Office) _____
 Carolyn Molloy (A.S. PCA) _____
 Patricia Moran (Library) _____
 MaryLou Williams _____
 Janice Wolff (RR) _____
 Linda Curcio (A.S. K-PCA) _____

CAFETERIA

Roseann Riedmiller _____

CUSTODIAL

Scott Dengler _____
 John Niziolek _____
 Dennis Reichling _____
 Al Rodriguez _____

TITLE I ASSTS.

Linda Coym _____
 Johanna Hager _____
 Lisa Godshall _____
 Linda McMahon _____
 Heather Young _____

Total Staff:

Prof. Staff 45
 Supp. Staff 20
 PCA's 2
 IA's 4

Total: 71

Pine Run Elementary School

2015-2016 Educational Specialists Including Job Descriptions

SCHOOL PSYCHOLOGIST Dana Geiger

As school psychologist for Pine Run, I will be here three days per week (every other Monday, Thursday and Friday). I will also be working at Tohickon Middle School two days per week. My role is varied and involves many things but the foundation of what I do concerns the well being of children. School psychologists are advocates for children, ensuring that they are receiving an appropriate educational program. This involves children in the regular curriculum setting as well as those requiring special education services.

School psychologists use many different approaches, but most provide a set of core services. Much of my time is spent working with the Instructional Support Team (IST) in reviewing students who are experiencing some challenges within the educational setting. Parents and/or guardians are key members of the teams and participate in reviewing information, providing background data and essential information, as well as participate in decision-making efforts. I may offer suggestions for what may be helpful for struggling students along with the other team members (parents, teachers, principal, counselor, reading specialist, etc.). Outcomes from IST meetings are documented in Action Plans, which are implemented and reviewed by the IST team at an agreed upon time to monitor progress. In the event that the child's rate of progress is not sufficient and the team believes that the child may have an educational disability, the team may refer the child for a multidisciplinary evaluation.

As the school psychologist, I often coordinate the multidisciplinary evaluation process, with the evaluation process guided by the referral question and concerns. Parents are notified of the evaluation recommendation and must always give consent in writing for the evaluation to be completed. Giving consent to an evaluation does not mean that you give consent for special education services but it does allow an in-depth educational evaluation to be completed. The primary task of the multidisciplinary team is two fold. First, the team considers all data collected to determine if the child has an educational disability. Secondly, the team will prepare recommendations regarding your child's educational program and whether your child is in need of and eligible for special education and related services. The findings of the multidisciplinary team are documented in an Evaluation Report (ER).

Other tasks that I am involved with include the following: observing students in class, consulting with teachers regarding students having difficulties, completing ADHD screenings, participating in the completion of Functional Behavior Assessments and Positive Behavior Support Plans for students having behavioral difficulties, participating in meetings to develop an Individual Educational Plan (IEP) for those students needing special education services, counseling students and/or parents regarding learning or behavioral problems, etc. Beginning this year, I will also be a member of the core team responsible for implementing Response to Intervention (RTI) at Pine Run in kindergarten through second grade.

As a school psychologist, I am devoted to promoting positive mental health in our school communities, advocating for a safe and effective learning environment for all children and avidly support youth, families and educators to help children realize their fullest potential.

STUDENT SUPPORT
Michelle Fronheiser – Student Support Counselor

Philosophy: My role in the building is to provide support for the social, emotional, and academic progress of students. Services provided include academic screening, short term counseling, instructional support, and case management.

My goal is to help students to gain a clearer understanding of themselves by providing a safe and facilitative environment. I encourage students to grow and develop by enhancing their self esteem and monitoring their academic performance. I strive to be flexible enough to meet the needs of all students and to cooperate fully with parents and teachers. I am always available for consultation with parents and teachers.

Instructional Support: This is a team of educators and parents who work together to provide assistance and intervention to those students experiencing difficulty or demonstrating a need for additional programming. The team is also a support system to enhance parental involvement in a student's life at home and at school. The Student Support Counselor coordinates student information and assessments, schedules the IST meetings, and records and monitors the plan of action developed by the team.

Guidance: The Student Support Counselor is available to provide small group and individual counseling to students. Individual counseling is typically short-term and limited to crisis intervention. Small group counseling focuses on problem solving and coping skills. As time permits, classroom guidance lessons address self-concept, identification/communication of feelings, social interaction skills, decision-making skills, and conflict resolution.

SPEECH/LANGUAGE SERVICES

Theresa Mooradd

*“If my possessions were taken from me with one exception,
I would choose to keep the power of communication
For through it I could regain all the rest.”
- Daniel Webster*

My goal is to work with families and school professionals to assist students in developing communication skills to the best of their ability. My role as the Speech/Language Therapist at Pine Run Elementary School is three-fold:

First, I conduct speech/language screenings for those students who are referred to me by parents, school professionals or private agencies. When the result of the initial screening indicates the need for further evaluation, parents are notified and permission is requested. Once the communication assessment has been completed, the results are presented to the Multidisciplinary Team (MDT) [including parents] in the form of an Evaluation report (ER). At this time recommendations are made regarding the need for and/or degree of speech/language intervention. Recommendations may include collaboration with teachers to discuss classroom/curriculum modifications, suggestions to parents for “at-home” considerations, and/or direct intervention at school via a specially designed speech/language program in the form of an Individualized Educational Program Plan (IEP).

Role number two is to collaborate as a member of the Instructional Support Team (IST), as well as with individual teachers, parents, and professionals, on an as-needed basis. It is through this role that I can provide suggestions to parents and teachers for communication skill enrichment.

My third and most involved role is to provide direct intervention through an individually designed speech/language program. Students qualify for this intervention as determined by the MDT in accord with criteria and regulations established by the Central Bucks School District and the Pennsylvania State Board of Education.

I am assigned to Pine Run Elementary 3.5 days per week. If you have questions regarding your child’s communication abilities in the areas of articulation, fluency, voice or language (processing or expression) please don’t hesitate to contact me.

READING SPECIALIST
Janice Pollina and Adrienne Reilly

The goal of a reading specialist is to meet the reading needs of students as a teacher, coordinator and resource person; to assess the reading progress of students; to introduce new strategies and materials to classroom teachers; to assist teachers in the selection of supplementary materials; and to help teachers in the planning of reading lessons.

The Basic Skills program provides support for students experiencing difficulty. It is the responsibility of the reading specialists to coordinate this program by scheduling and monitoring the work of trained Basic Skills assistants. Reading specialists monitor and evaluate the progress of children who participate in the Basic Skills program.

In the primary grades, students develop readiness skills such as letter recognition, making letter-sound connections, and putting sounds and letter patterns together to write words. As their sight vocabulary grows and phonemic awareness improves, primary grade students become independent readers. Teachers support emerging readers through the STARS and COMETS programs. These programs provide intense instruction in phonics, and word recognition and comprehension strategies as a supplement to the students' whole-group reading instruction. The Basic Skills program provides additional opportunities to practice strategies taught by the classroom teacher. In addition to the Basic Skills program, the Central Bucks School District offers Early Literacy Instruction (ELI) to eligible first grade students. Student eligibility is determined by individual testing and criteria established by the ELI program.

Independent readers continue to develop oral reading fluency and comprehension skills throughout the primary and intermediate grades. They learn to recognize main ideas and cause-effect relationships. They draw conclusions, make inferences, summarize, and evaluate their reading. Students sequence story events, compare and contrast story elements, and develop research and study skills.

At all grade levels, students are encouraged to develop a love of reading and an appreciation for various types of literature. Story selections include historical and realistic fiction, non-fiction, fantasy and science fiction, biographies, plays and poetry.

LIBRARY MEDIA CENTER
Susan Thomas

The mission of the Central Bucks library program is to ensure that students and staff are effective users of ideas and information enabling them to become literate, life-long learners. This is accomplished by

- providing instruction to foster competence in acquiring and using information and ideas, and in evaluating information resources
- stimulating interest in reading and appreciation of literature through group instruction and individual guidance
- providing intellectual and physical access to materials in multiple formats
- working with other educators to design and carry out learning experiences to meet the needs of all students

The library program at Pine Run will introduce students to the wealth of material available and then provide them with opportunities to explore independently. Through regularly scheduled classes, small group research, and one-to-one support, students will explore many genres of literature and a variety of research materials.

The goal of the library program is to create effective researchers, critical thinkers, information managers, skilled users of emerging technology, and enthusiastic readers. Students will investigate the world around them through print, non-print, and electronic resources. They will strive to become critical users of knowledge in an information rich society.

The key to success is the integration of library competencies throughout the curriculum. Students will develop information competencies and will apply them in a variety of real-life situations, allowing them to make connections with what they are learning in the classroom.

Computer technology is growing at Pine Run. In the library's computer mini-lab, students and teachers have access to several multi-media reference sources including: World Book On-line, selected search engines, as well as many monitored on-line services and databases. Students will learn to utilize the online Library Catalog to search for titles or research materials.

The Pine Run library staff consists of Miss Susan Thomas (Librarian), and Mrs. Patricia Moran (Library Assistant). We are looking forward to an exciting year as our library facility and collection continues to grow!

MUSIC
Christina Quinn

“If you walk, you can dance. If you talk, you can sing.”

- Zimbabwe Proverb

Music is an important part of education at Pine Run. It can be found in every corner of the building, not just confined to the music room. In this way, students learn music through core subjects and reinforce core subject knowledge through music.

Kindergarten students enjoy music with their classroom teacher, striving to match tones, keep steady beats, and understand musical contrasts.

Students in grades one through six receive one forty-minute class of music each week. Grade One is especially exciting because music reading and writing begin through simple rhythmic and melodic patterns. Second graders add more complex rhythms and melodies and begin reading from textbooks. The highlight of Third Grade is the introduction of the treble clef and its note names.

Fourth grade students begin applying their music knowledge by learning to play the recorder. The curriculum also includes a thorough introduction to the instruments of the orchestra. In the Fourth Grade interested students may begin violin, viola, and cello. Grade Five increases familiarity with the seven-step scale, deepens our understanding of our heritage of American folk music, and studies classical forms and the great composers. Brass, woodwind, and percussion lessons are begun in fifth grade as well. In Sixth Grade there is a great deal of study of various music genres, including opera, musicals, and contemporary music. The year culminates in our promotion performance.

PHYSICAL EDUCATION

Jessica Schuck

Angela Hendershot

Elementary Physical Education is a progressive program of activities based upon student needs, interest, readiness and physiological development. The program is designed to develop the complete child in four realms of development – the physical, emotional, intellectual, and social.

The foci in the primary grades are: Practice and refinement of locomotor and fundamental manipulative skills; development of gross motor skills; building of healthy, positive relationships; development of leadership qualities; promotion of enjoyment of physical activity.

The foci in the intermediate grades are: Application of a variety of locomotor and manipulative skills into lead-up games, individual and team sports; practice and refinement of skill-related fitness components (agility, balance, coordination, speed, power and reaction time); emphasis on personal goal setting, self competition, teamwork, sportsmanship, ethics and rules of organized sports; promotion of an appreciation and value for physical activity and a healthy lifestyle.

All grades participate in the CB Fit Testing. This program includes five required tests and three optional tests. The required tests are the 15 meter pacer test, shuttle run, curl-up test, sit and reach flexibility test, and the flexed arm hang test. The optional tests are the one mile run/walk, pull-up test, and a push-up test. The tests were selected to encompass several components of physical fitness such as flexibility, agility, and cardiovascular endurance. The goal of CB Fit is to focus on self-improvement and personal fitness.

All students in grades K-6 have Physical Education once per week. Kindergarten is a 20 minute period; Grades 1-6 is a 40 minute period.

Pine Run Elementary School

Recognizing the Developmental Maturation of Students

AGES and STAGES

Age Appropriate Behaviors: Excerpts from Yardsticks by Chip Wood

The Five Year Old in the Classroom: Kindergarten – First Grade

Cognitive Growth

- Learn best through active exploration of concrete materials
- Seldom able to see things from another's point of view

Social Behavior

- Can work at quiet, sitting activities for 15-20 minutes at a time
- Often need teacher's release to next task, though able to pace themselves within a given task
- Consistent guidelines, carefully planned periods help children feel safe



The Six Year Old in the Classroom First Grade or beginning Second

Cognitive Growth

- Expect high volume of products but low quality of completion
- Pay attention to children's delight in the doing
- Social Studies content must be connected to here and now

Social Behavior

- Extreme behavior needs to be understood but not excessively tolerated
- Extremely sensitive
- Take the competitive edge off games when used for learning

The Seven Year Old in the Classroom

Cognitive Growth

- Pay special attention to routine and need for closure
- Likes to work by themselves or in two's
- Want their work to be perfect

Social Behavior

- Frequent friendship shifts
- Schedule changes upsetting
- Anxiety about tests, assignments, recess can produce physical complaints



The Eight Year Old in the Classroom

Cognitive Growth

- Love to work cooperatively, most productive in groups
- Growing interest in rules, logic
- Tire easily, may give up temporarily on hard assignments, but bounce back quickly

Social Behavior

- Gender issues become more important
- Fairness issues, growing sense of moral responsibility beyond self; arguing

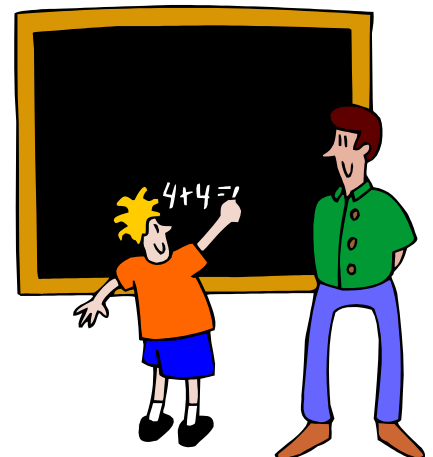
The Nine Year Old in the Classroom

Cognitive Growth

- Looking hard (often anxious) for explanation of facts
- Reading to learn, instead of learning to read
- Takes pride in finished work, attention to detail

Social Behavior

- Likes to work with partner of choice – usually same gender; cliques may begin
- Fairness issues increase
- Likes to negotiate – age of “Let’s make a deal”



The Ten Year Old in the Classroom

Cognitive Growth

- Actively receptive learners; memorization a key teaching strategy
- Classification, seriation, exactness are strengths

Social Behavior

- Basically cooperative nature encourages group activity
- Friendship and fairness issues constantly being played out
- Enjoy being noticed, rewarded for efforts

The Eleven Year Old in the Classroom

Cognitive Growth

- Interest in rules (and challenging rules)
- Reasonably hard work usually challenges rather than defeats; need help with time-management skills, homework
- Likes work that feels grown-up

Social Behavior

- Desire to test limits, rules
- Inclusion/exclusion issues require changing structures to adjust social mix
- “Saving face” important

The Twelve Year Old in the Classroom

Cognitive Growth

- Can help peers significantly with subject matter
- Both playful and serious

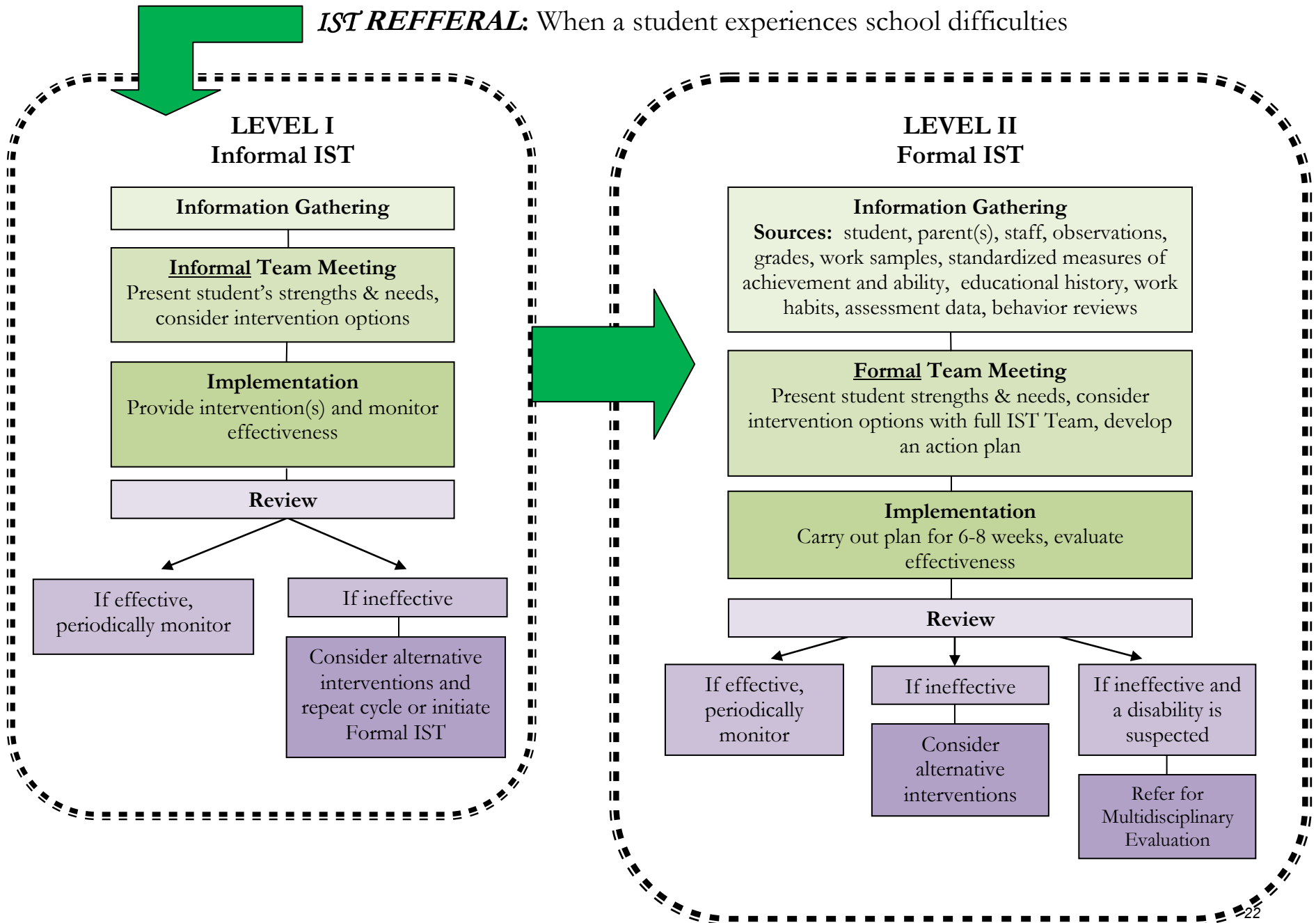
Social Behavior

- Leadership qualities abound
- Making money (from jobs at home, in neighborhood) becomes important
- Make time to listen

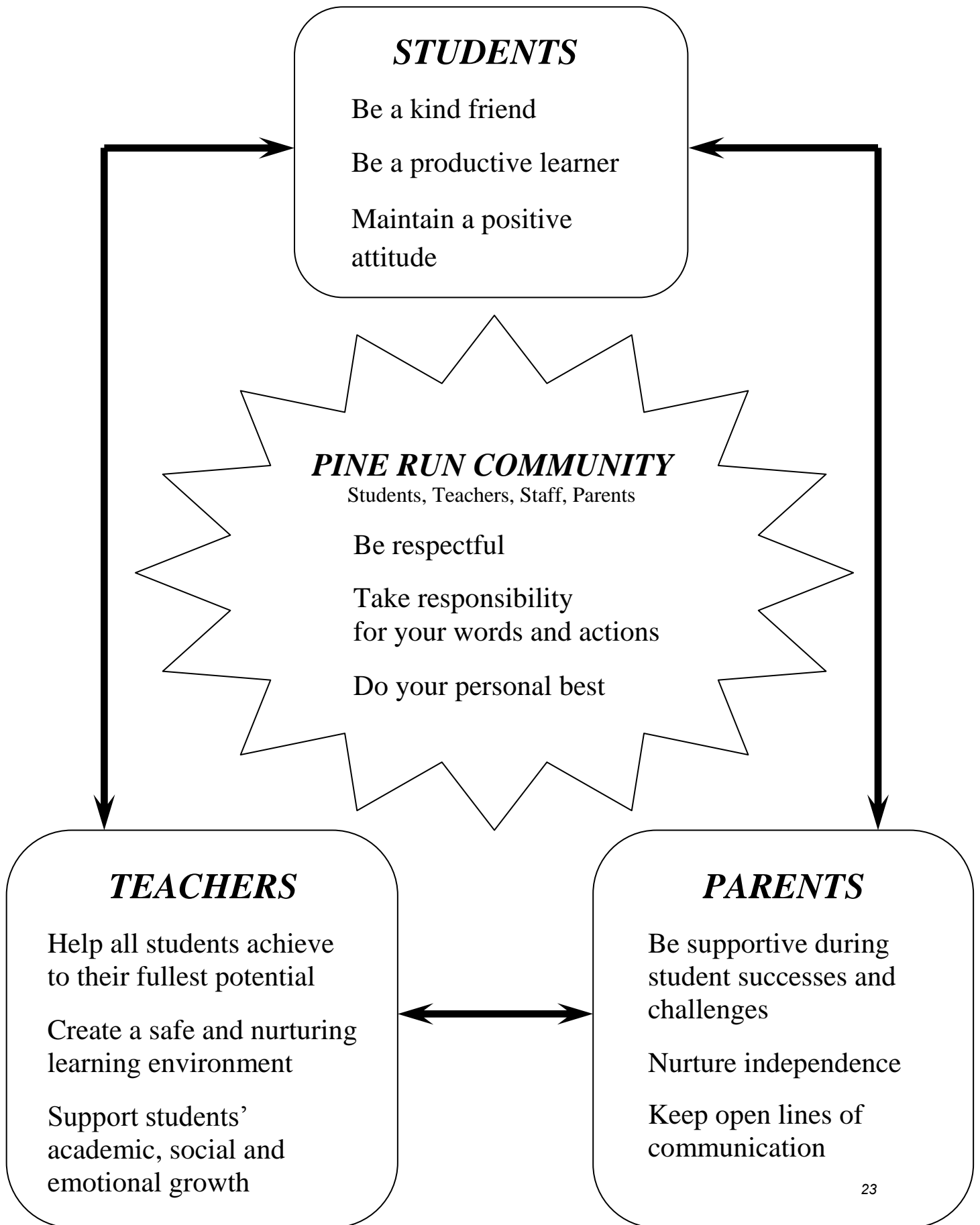


INSTRUCTIONAL SUPPORT TEAM INTERVENTION PROCESS

IST REFERRAL: When a student experiences school difficulties



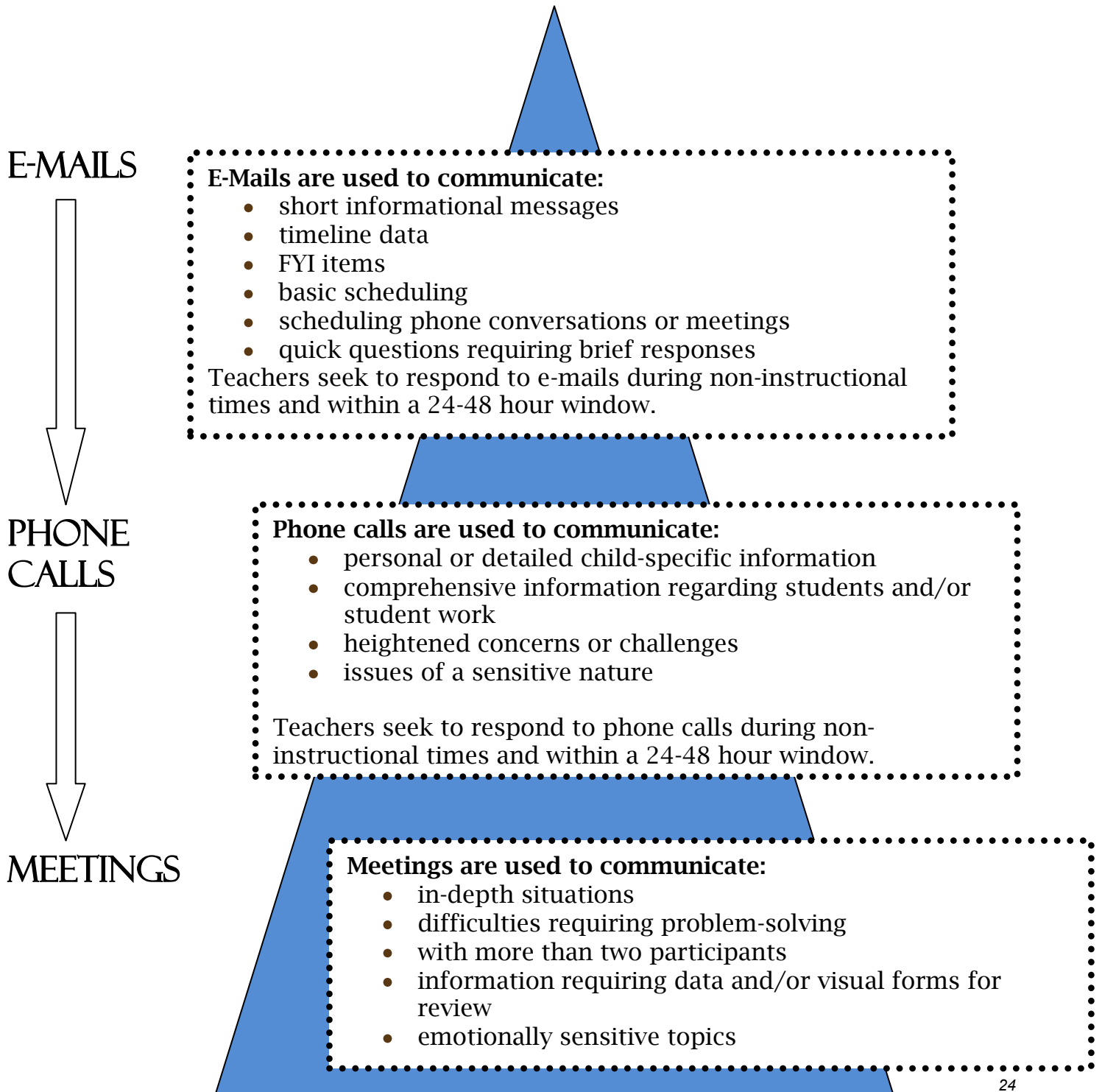
Cultivating Student Independence Through A **SHARED MODEL OF RESPONSIBILITY**



Effective Parent and Teacher Communication

Parents and teachers need to communicate. They are a team in the education of children. Therefore their means of communication needs to be ongoing and productive. An established Communication Hierarchy offers parents viable options for reaching out to teachers when questions arise. A Communication Hierarchy also helps to structure teacher-schedules so that the majority of an educators' time is spent planning and delivering high quality instruction. In this way both parents and teachers can optimize learning experiences for the children they support.

Communication Hierarchy



Homework Expectations

Purpose of Homework:

- To provide children with many opportunities to practice and reinforce taught skills
- To foster personal responsibility
- To encourage good learning habits and self-discipline
- To support time management skills and perseverance

Homework Time Allocation:

- Approximately 10 minutes per grade level per night (this is an average and may vary some from night to night)

Homework Responsibilities:

Students will:

- Accurately record homework daily
- Bring home appropriate tools and materials
- Return completed assignments to school each day
- Demonstrate self-advocacy by asking clarifying questions when needed to parents and/or teachers
- Do high quality work that demonstrates his/her best effort

Parents will:

- Provide a consistent, quiet work environment for homework
- Help to establish homework routines, including: defined work times, material reserves, procedure for returning homework to school
- Offer encouragement and an appropriate level of support, but not doing the work for the child
- Explain directions as needed
- Encourage child to restate and apply strategies learned at school in order to complete work
- Encourage child to inform the teacher if material is too challenging

Teachers will:

- Provide instruction prior to assigning supporting homework
- Explain task expectations
- Give students an opportunity to document his/her assignments and gather needed materials
- Answer clarifying questions regarding assigned work
- Respond through additional instruction when students struggle with homework

Frequently Asked Homework Questions:

Should I check and/or correct my child's homework?

Please check for completeness and quality. Parents are not expected to correct homework.

What do I do if child is confused or is taking too much time?

Some degree of confusion at times should be expected. Helping children persevere through challenging work and find success is a valuable lesson in empowerment. First, encourage your child to think and explain the class work which mirrors the homework. Second, ask your child what he/she does understand and give guidance from there. If your child is actively engaged in his/her homework for a reasonable amount of time and still cannot accurately complete it, have him or her write a note on the homework indicating that he/she needs teacher help.

What happens if my child does not bring home the necessary materials?

Encourage the use of resources such as calling a friend or creating his/her own homework practice based on classroom learning. Helping your child problem-solve and generate solutions to such situations are important learning opportunities beyond the homework itself. Parents are not advised to return to school in order to retrieve forgotten homework or materials.

What if my child does not turn in homework by the due date?

Refer to grade level expectations for logical consequences for not fulfilling this student responsibility. Supporting your child as he/she deals with natural consequences reinforces a greater degree of future success.

How can I encourage my child to manage his/her time for long term assignments?

Keep a calendar (or have your child keep a calendar) of all assignments, due dates, and also extra-curricular activities, family activities, and other obligations. Doing so will help children and families plan ahead to be sure that all assignments are completed on time.

Pine Run Elementary School CLASSROOM PLACEMENT

Placing students into new classrooms is a complex undertaking requiring many sources of information and several cycles of revisions. We work to ensure that each classroom has an appropriate balance of students in order to promote a high degree of classroom functionality, productivity, and academic achievement.

Each child's placement is based on data collected from the present classroom teacher(s) along with input from the Student Support Counselor, Reading Specialists, Speech Teacher, Psychologist, and Principal.

The following list indicates the more established considerations that are factored into this process:

- ✓ Girl/boy ratio
- ✓ Personality types
- ✓ Academic ability and achievement in reading
- ✓ Academic ability and achievement in math
- ✓ Academic ability and achievement in writing
- ✓ Learning styles
- ✓ Interpersonal skills
- ✓ Behavioral characteristics
- ✓ Multiple Intelligences ratio
- ✓ Special programming needs
- ✓ Clustering for support services



In addition to this list we also consider teacher strengths, negative student pairings, health-related considerations, parent input and any personal challenges that a child may be experiencing at home. When requesting parental input, we look to gain further insight about any unique learning needs that have not been identified at school.

In light of the very complicated nature of creating balanced classrooms, we cannot honor the following:

- **Requests for specific teachers**
- **Requests for placement based on friendship pairings**

As with all challenging endeavors, Pine Run educators work diligently to create learning communities that will best accommodate our student body. In this way we seek to make each year the best that it can be for all!

Responsibility Development

Building-Wide Supports:

Common Behavioral Expectations
The FISH Philosophy
Monthly Boomerang Awards
Love and Logic Practices
Buck-Filling Lessons
Relevant and Engaging Instruction
Instructional Support Team Review



Classroom Specific Supports:

Socially appropriate behaviors are taught, practiced, deconstructed, discussed, reviewed and revisited throughout the entire school year. The following initiatives are employed to support student growth along this social learning continuum:



Classroom Meetings
FISH Lessons
Buddy Class Experiences
Charitable Giving Opportunities
Positive Behavioral Incentives
Curricular Connections
Natural and Logical Consequences
Student-Teacher Conferences
Parent-Teacher Conferences
Parent-Teacher-Student Conferences

RD Communication Tools:

Level 1: Responsibility Reflection Report

✓ *used to report minor infractions*

Level 2: Disciplinatory Report

✓ *used for serious infractions and submitted to the school office*

Behavior Support Request Form

✓ *used to document applied behavioral interventions and submitted for administrative review*





Love and Logic Overview

Love and Logic is a program utilized at Pine Run. It is designed to help teach both teachers and parents the skills that enable their students and children to learn about responsibility and making good choices from natural consequences. Parents and teachers think, react, and deal with children in a loving and logical manner. When a child makes his own choices and fails, the consequences for his decision are given with love and empathy from adults. The child is required to think about and deal with the consequences of his behavior. Each such experience better prepares the child for future decision-making and strengthens his understanding of personal power.

Love and Logic "uses humor, hope, and empathy to build up the adult/child relationship, emphasizes respect and dignity for both children and adults, provides real limits in a loving way, and teaches consequences and healthy decision-making".

The Four Rudimentary Beliefs of Love and Logic are:

- ✓ Discipline is effective when it is a central part of learning.
- ✓ Misbehavior finds its roots in discouragement and control issues.
- ✓ Modeling of self-disciplined behavior is our best teaching tool.
- ✓ The most critical component of discipline is the relationship that is built between the teacher and the student (*Fay and Cline, M.D., 1997*).

The Four Principals of Love and Logic are:

- ✓ The student's self-concept is always a prime consideration.
- ✓ The child is always left with a feeling that he/she has some control.
- ✓ An equal balance of consequences and empathy replaces punishment whenever possible.
- ✓ The student is required to do more thinking than the adult.

In addition, Love and Logic identifies four basic needs that must be fulfilled for students to thrive at home and at school. When students feel their needs of inclusion, control, affection, and competency are met, they have a sense of family or community. This bonds students to parents, to the school, and to a lifelong love of learning. When we don't address these needs we increase the odds for them turning to drugs, alcohol, gangs, and cults and turning on us" (Barber and Geddes, 1997). In essence, students who have their needs met are able to complete tasks in class. Students who do not have their needs met will either act out if they have an aggressive personality or withdraw if they have a passive personality.

- INCLUSION means to be one of the group. It means fitting in with your peers and feeling accepted. The teacher's role is to "provide activities so that all kids in the class interact with each other on a regular basis ... [and] behavior and the activities [provided] need to send the message that every kid in [the] classroom is 'in'" (Barber and Geddes, 1997).
- CONTROL means for the student to feel he/she can make some decisions and have some control in his/her life, but not all the control. The teacher's role is to "give kids enough control to satisfy their need, while at the same time maintaining the control [needed] to effectively teach the class" (Barber and Geddes, 1997).
- AFFECTION means to love and be loved, or to like and be liked. The teacher's role is to "provide activities and model behavior that sends the message that we all like each other" (Barber and Geddes, 1997).
- COMPETENCY means to feel the ability to do the work. The teacher's role is to assign work that the students will feel they can successfully complete 70-80% of the time if they try.

Having these basic needs met keeps the child's self-concept, self-esteem, and self-worth intact.



Jim Fay and Foster W. Cline, M.D. are the founders of Love and Logic. Mr. Fay was a principal and Mr. Cline is a psychiatrist. Charles Fay, Ph.D., a psychologist, has also joined the Love and Logic Institute to support parents and teachers.

Dear Pine Run Parents:

*Listed below is the **Pine Run Student Discipline Code**. Your child has been introduced to (or reacquainted with) these guidelines during the first two weeks of school.*

As with all school policies, we ask for your support in reviewing these guidelines at home. With home and school working together to provide a safe and orderly environment, we know that we can maximize the opportunities for your children to succeed.

Thank you for your support in this most important undertaking.

Sincerely,

*Amanda M. Mumford Ed.D.
Principal*

PINE RUN STUDENT DISCIPLINE CODE

GENERAL

1. Be respectful of people and property.
2. Be responsible for your own actions.
3. Perform actions safely and quietly.
4. Follow directions promptly.
5. Use proper language.
6. Be kind and fair.
7. Be prepared for learning.
8. Keep hands and feet to oneself.
9. **Have no dangerous objects in school. Use no threatening words.**
10. Be an understanding friend to all.

CAFETERIA

1. Use proper table manners.
2. Move through lunch line in quiet, courteous manner.
3. Respond immediately to signal for silence.
4. Stay seated until excused.
5. Use polite voices.
6. Keep the cafeteria clean.

RECESS

1. Line up quickly and quietly when signal is given.
2. Hold playground equipment still when in line.
3. Respect game, blacktop, and field boundaries.
4. Use equipment as intended.
5. Use appropriate language.
6. Reenter building only with permission.
7. Keep hands and feet to oneself.
8. Share playground equipment.
9. Follow specific House rules for playground use.
10. Play safely.

ASSEMBLY

1. Enter and leave quietly.
2. Take seats in assigned areas quickly and quietly.
3. Follow all audience directions.
4. Sit with legs folded.
5. Keep hands and feet to oneself.
6. Observe and follow signals.
7. Show respect and appropriate appreciation for school and pledge songs, presentations.

ARRIVAL/DISMISSAL/BUS

1. Observe all bus rules as stated in Student Handbook.
2. Do not enter building until 8:15 A.M.
3. Be on time. Arrive in class by 8:35 A.M.
4. Walk quietly and directly to class.
5. At 3:05 P.M. safeties are dismissed to posts. At 3:10 P.M. walkers are escorted directly from building and are to leave school grounds immediately.
6. Bus students are to move directly to assigned places at teacher's direction only.
7. Wait for bus in orderly manner.
8. Playground equipment is not to be used at dismissal time.
9. Follow bus safeties' directions for boarding and riding buses.
10. Behave in a safe and orderly manner.



Pine Run Elementary School RESPONSIBILITY REFLECTION REPORT

"A Journey Toward Personal Responsibility"

At Pine Run Elementary School all student behaviors are viewed as teaching and learning opportunities. Using empathy and encouragement, Pine Run educators capitalize on both positive and negative student choices. By drawing from real-life experiences and logical consequences, we authentically teach and reinforce key social skills students need for personal and academic success.

This report is both a teaching tool and a communication tool between home and school. Its contents are intended to inform parents about a behavior of concern and to promote family conversations which enhance students' understanding of positive behavioral choices. Parents are asked to sign below acknowledging receipt and return this form to their child's homeroom teacher the following school day.

To be completed by supervising staff.

Student Name _____ Date/Grade _____
Supervising Staff _____ HR Teacher _____

Observed Behavior:

To be completed by student with staff support.

Student Reflection

1. What I chose to do.

2. If faced with a similar situation again I will try this.

Student "Fix-It" Plan:

Who my actions affected: Fix-It Response:

1 _____ ⇒ _____

2 _____ ⇒ _____

3 _____ ⇒ _____

Parental Signature of Receipt _____

Parental Comments Section:



PINE RUN ELEMENTARY SCHOOL

DISCIPLINARY REPORT

“A Journey Toward Personal Responsibility”

At Pine Run Elementary School all student behaviors are viewed as teaching and learning opportunities. Using empathy and encouragement, Pine Run educators capitalize on both positive and negative student choices. By drawing from real-life experiences and logical consequences, we authentically teach and reinforce key social skills students need for personal and academic success.

This report is a communication tool between home and school. Its contents are intended to convey a serious student behavior and the incurred consequences. We encourage you to continue conversations at home which will enhance your child’s understanding of behavioral expectations and alternative behaviors that he/she may utilize in the future. Parents are asked to sign below acknowledging receipt and return this form to their child’s classroom teacher the following school day.

To be completed by supervising staff.

Supervising Adult _____ Date _____

Student’s Name _____ Homeroom Teacher _____

Behavioral Infraction(s)

To be completed by principal or administrative representative.

To the parents of _____,

Your child’s behavior has been referred for administrative intervention due to the above serious infraction(s). We ask that you support your child’s efforts toward making appropriate choices in the future by

- (1) engaging in a productive conversation with him/her regarding the above events
- (2) helping him/her identify and practice alternative behaviors
- (3) encouraging and supporting him/her as he/she learns from the assigned consequences

Assigned Consequences:

- Student Completes Fix-It Response Sheet (see attached)
- In-School Suspension
- Out-Of-School Suspension
- Student Referral to Instructional Support Team
- Other: _____

Dr. Amanda M. Mumford

Principal

Parental Signature of Receipt _____

Parental Comments Section:



2015-2016 CENTRAL BUCKS SCHOOL DISTRICT CALENDAR

August / September

S	M	T	W	Th	F	S
23	24	25	26	27	28	29
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- 8/27-28 Professional Development
- 8/31 First Day of School for ALL Students
- 7 Labor Day - No School
- 14 Rosh Hashanah - No School
- 23 Yom Kippur - No School

Student days (20) - Teacher days (22)

October

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12-16 Celebrate Education Week

Student days (22) - Teacher days (22)

November

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19 ^K	20 ^K	21
22	23 ^K	24 ^K	25	26	27	28
29	30					

- 5 End of 1st Marking Period (46 days)
- 9 No School - Professional Development- M.S. Conferences
- 11 Veterans Day
- 19-24 No Kindergarten - K Parent Conferences
- 23 Early Dismissal, 1-6 ; Full Day 7-12; Parent Conferences
- 24 Early Dismissal 1-12; Parent Conferences
- 25 No School - Professional Development
- 26-27 Thanksgiving Recess - No School

Student days (17) - Teacher days (19)

December

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 2-16 Keystone Testing, Algebra I, Biology, Literature
- 6-14 Hanukkah
- 24-1/3 Winter Recess - No School
- 25 Christmas Day

Student days (17) - Teacher days (17)

January

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 1 New Year's Day - No School
- 4 School Resumes
- 6-20 Keystone Testing, Algebra 1, Biology, Literature
- 18 Martin Luther King Jr. Day - No School
- 26 Early Dismissal - End of 2nd Marking Pd. (46 days)

Student days (19) - Teacher days (19)

February

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

- 4-5 No School - Professional Development
- 15 Presidents' Day - No School

Student days (18) - Teacher days (20)

March

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23 ^K	24 ^K	25	26
27	28 ^K	29 ^K	30	31		

- 11 Early Dismissal K-6; Full Day 7-12
- 23-29 No Kindergarten - K Parent Conferences
- 24, 28 Professional Development/ Parent Conferences
- 25 No School - Spring Recess for Students
- 27 Easter Sunday

Student days (20) - Teacher days (22)

April

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 7 End of 3rd Marking Period (46 days)
- 11-21 PSSA Testing Grades 3-8, Math & English
- 22 No School
- 23-30 Passover
- 25-29 PSSA Testing Grades 4 & 8, Science

Student days (20) - Teacher days (20)

May

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 16-27 Keystone Testing: Algebra 1, Biology, Literature
- 30 Memorial Day - No School

Student days (21) - Teacher days (21)

June

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- 14 Last Day: Early Dismissal End 4th Marking Pd. (46 days)
- 15 Professional Development

Student days (10) - Teacher days (11)

Key

- Holiday - No School for Students & Staff
- No School - Professional Development
- Early Dismissal, Grades K-12
- Early Dismissal, Grades K-6
- End of Marking Period
- No Kindergarten - K Parent Conferences

NO Kindergarten on November 19-24 for Parent Conferences.
 NO Kindergarten on March 23-29 for Parent Conferences/ Spring Recess.
 NO PM Kindergarten on January 26 and June 14
 NO AM Kindergarten on March 11 - PM Kindergarten attends in the morning.

NOTE: Snow make-up days will be scheduled beginning on June 15th

184 Student Days - 193 Scheduled Teacher Days

**Pine Run Elementary
Home and School Calendar 2015-2016**

2015

Month	Day	Date	Time	Event
August				
	Thursday	27	1:00/2:00 PM	Kindergarten Orientation
	Monday	31		First Day of School
September				
	Tuesday	8	5:45 PM	BTSN AM/PM Kindergarten
	Tuesday	8	6:00 PM	BTSN PEN
	Tuesday	8	7:00 PM	BTSN Grades 1, 2
	Tuesday	15	5:45 PM	BTSN Grades 3, 4
	Tuesday	15	7:00 PM	BTSN Grades 5, 6
	Friday	18	6:00-8:00 PM	Welcome Back Event
	Friday	25		Picture Day
	Tuesday-Wednesday	29-30		Sixth Grade Ropes Course
October				
	Thursday	8		Fourth Grade 50's Night
	Tuesday	6	9:30-10:15 AM	Brite Star "Professor Parnips Lab of Healthy Choices" Assembly Gr. K-6
	Wednesday	7	7:00 PM	HSA Meeting
	Monday-Friday	12-16		Celebrate Education Week/We Care Week
	Friday	23	6:00-8:00 PM	Ice Cream Social/Book Fair Kick-Off
	Monday-Friday	26-30		Fall Book Fair
	Friday	30	2:00 PM	Halloween Parade
November				
	Thursday	5		Picture Retake Day
	Monday-Wednesday	16-12/2		Fall Clothing Drive
	Friday	13		Inline 309 Skate Night
December				
	Friday	4	5:00-8:00 PM	Holiday Shop
	Tuesday	22	9:00 AM	Holiday Sing
	Wednesday	23		Fourth Grade Holiday Brunch/Talent Show

2016

January				
	Monday-Thursday	4-7		Art Goes To School
	Thursday	7	7:00 PM	HSA Meeting
	Friday	15		Bingo?
	Friday	15	9:00-10:00 AM	Gr. K-2 Funance For Kids Assembly
	Friday	15	10:00-11:00 AM	Gr. 3-6 Funance For Kids Assembly
February				
	Monday-Thursday	22-3/17		March Into Spring
	Friday	26		Me & My Gal Event
March				
	Monday-Thursday	2/22-3/17		March Into Spring
April				
	Friday	1		Me & My Guy Event
	Thursday	7	7:00 PM	HSA Meeting
	Saturday	30	11:00 AM-2:30 PM	Spring Fair
May				
	Wednesday-Monday	18-23		Artmobile
	Wednesday-Thursday	25-26		Pine Run Art Show
	Tuesday-Friday	31-6/3		Scholastic Book Fair
June				
	Wednesday-Friday	1-3	7:45-8:15 AM	Bananas & Books
	Tuesday	7	7:00 PM	HSA Meeting
	Thursday-Friday	9-10		Fourth Grade Wax Museum

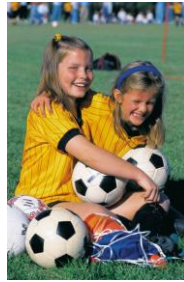
Pine Run Spirit Days 2015-2016!

MARK YOUR CALENDARS:

September

9/4.....Pine Run Gear

9/18.....Sports Team Jersey Day!



October

10/9.....Pine Run Gear

10/23.....PJ Day!



November

11/6.....Pine Run Gear

11/20.....Inside out / Backwards day!
(Wear your clothes inside out and backwards)



January

12/4.....Pine Run Gear

1/8.....Pine Run Gear



1/22.....Grade Level Color Day!
(K & 1-red, 2&3-green, 4&5-orange, 6 & Special Area Teachers-yellow)

February

2/12.....Pine Run Gear

2/26.....No Blue Day!



March

3/4.....Pine Run Gear

3/18.....Western Day!



April

4/8.....Crazy Hair Day!



5/6.....Pine Run Gear

5/20.....Crazy hat day!



June

6/14.....Last day of school- Beachwear Day!
(Wear your favorite sunglasses and school-appropriate beach attire! 😊)

