Arthur W. Edwards

Elementary



Student/Parent Handbook

200 Education Lane
Havelock, NC 28532
(252)444-5140

AWE Homepage Address:
https://www.cravenk12.org/AWE

The Leader in Me

great happens here

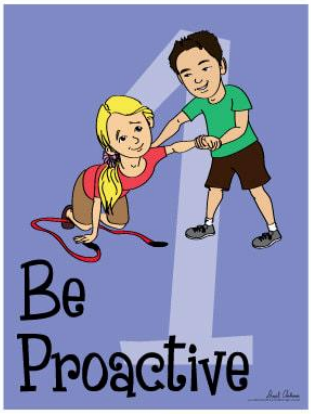
At AWE we Live, Work and Play by the 7 Habits!!



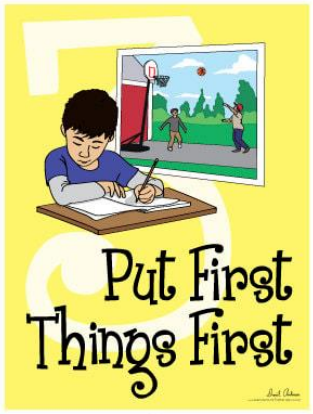
Table of Contents

Academic Recognitions	Page 18
Administration	Page 6
Arrival & Dismissal	Page 12
Attendance Policies & Procedures	Page 7
Bike Riders	Page 13
Bus Riders	Page 14
Box Tops for Education	Page 23
Breakfast	Page 20
Car Riders	Page 13
Character Words	Page 28
Conferences with Teachers	Page 20
Counselors	Page 19
COVID-19 Regulation & Restriction Appendix	Page 49
Curriculum Information	Page 8
Discipline	Page 19
District Boundaries	Page 6
District Vision &Mission Statements	Page 6
Dress Code	Page 17
Drug Education	Page 9
Early Pickups	Page 15
Early Withdrawal of Military Students	Page 12
Health Screening Notification	Page 11
Homework	Page 9
Immunizations	Page 10
Leader In Me Parent Guide	Page 30
Library Books/Media Center/Lost & Found	Page 18
Lunch Program	Page 20
Medications	Page 11
Military Student/Family Support	Page 19
Mission/Vision	Page 6
Parent Volunteers	Page 22
Personal Items	Page 16
Pets	Page 18
PTA Membership	Page 23
Registration & Enrollment	Page 10
Rock Wall	Page 23
School Fees/School Pictures	Page 20
Sign In/Out Procedures	Page 15
Special Diets/Food Allergies	Page 21
Special Projects	Page 22
Student Accident Insurance Coverage	Page 22
Student Celebrations	Page 16
Student Illness	Page 10

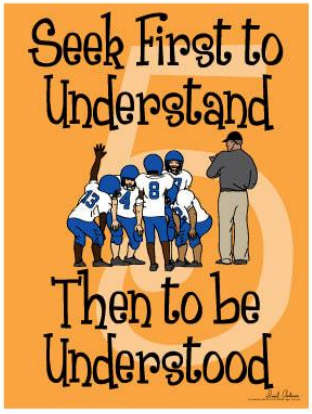
Student Records	Page 11
Tardies	Page 8
Testing Program	Page 19
Title I Parent Involvement Policy	Page 24
Visitors	Page 16
Walkers	Page 13
Weather Emergencies	Page 15
Webpage Address	Page 19

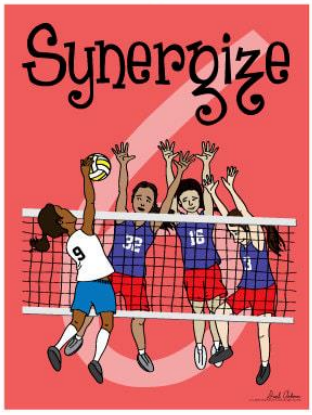


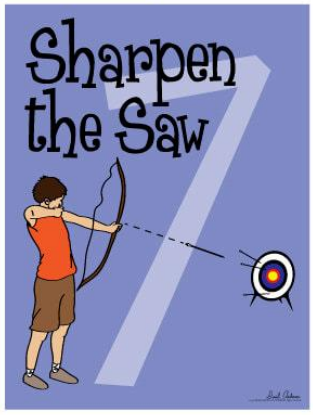












Dear Parents and Students,

Welcome to the 2022-2023 school year!! On behalf of the entire faculty at Arthur W. Edwards Elementary School, I extend to each of you our best wishes for a successful school year. We are happy to have you as part of the AWE Family. We have been busy planning an exciting school year and look forward to working with you this year.

The NCSCOS, North Carolina Standard Course of Study, is our road map for all instruction. A copy of the NCSCOS can be found at www.ncpublicschools.org. We encourage you to visit this site as an additional resource for grade level expectations.

This handbook contains information that will help us deliver the best educational setting for our children. You will find information on school/county policies and procedures that will make it possible for all of us to live, learn, work and play together. It is recommended that parents read the student handbook with their children. If you have any questions, please contact your child's teacher or the front office.

In striving to reach our goals, there must be a cooperative effort on the part of the students, parents, teachers, administrators, and community. We earnestly encourage your cooperation in this venture and assure you the results will be well worth the effort. We welcome and encourage you to participate in your child's education.

I look forward to working with you in shaping the future of our children together.

Sincerely,

Melisa G. Thompson

Principal

ADMINISTRATION

Melisa Thompson	Wayne Muller
Principal	Assistant Principal

ARTHUR W. EDWARDS SCHOOL DISTRICT

WESTBROOKE / MACDONALD DOWNS / TUCKER CREEK / CAROLINA PINES/ BASE HOUSING WITH THE EXCEPTION OF SLOCUM VILLAGE / WOODFIELD COVE

In order for a child to attend Arthur W. Edwards Elementary his/her parent or legal guardian must have a residence in one of the above neighborhoods within Craven County.

Our Vision

Empowered leaders collaboratively reaching their greatest potential every day…..every way.

Our Mission

We Pledge to:

-Provide Opportunities for All
-Know, Own, Live 7 Habits
-Set and Celebrate Goals

CRAVEN COUNTY SCHOOLS

Vision

We envision a public education system that challenges all students as learners and prepares them to imagine and create a successful life; values educators and empowers them to inspire and spark innovation in every student; leads in education and community engagement; and invites all students, their families, and all members of the community to work together to support public education to the benefit of our students, our community, our nation and our world.

Mission

Together with OUR families and community, Craven County Schools will educate all learners to personal, professional, and civic success through challenging and personalized instruction.

NOTICE TO EMPLOYEES AND STUDENTS

Students have an equal opportunity to an education and can participate in activities without regard to race, color, national origin, gender, disability, parental or marital status, age or religion.

ATTENDANCE

Regular and consistent attendance for all students in K-5 is essential for receiving the maximum benefits of the instructional school day. Excessive absences, excused or unexcused, attribute to a loss of vital instruction an may contribute to possible retention.

For a student to have perfect attendance he/she must be present all instructional days, have **no tardies, and no early check outs.**

ATTENDANCE CODES FOR ALL STUDENTS K-8

Excused Absences K-8

1. Illness or Injury – An absence is excused when the absence results from illness or injury which prevents the student from being able to attend school.
2. Quarantine – An absence is excused when isolation of the student is ordered by the local health officer or by the State Board of Health.
3. Death in the Immediate Family – An absence is excused when it results from the death of a member of the immediate family of the student. For purposes of this regulation the immediate family of the student includes, but is not necessarily limited to, grandparents, parents, brothers, and sisters.
4. Medical or Dental Appointment – An absence is excused when it results from a medical or dental appointment.
5. Court or Administrative Proceedings – An absence is excused when it results from the attendance of a student at the proceedings of a court or administrative tribunal if the student is party to the action or under subpoena as a witness.
6. Religious Observance – An absence is excused if the tenets of a religion to which the student or his/her parent adhere to require or suggest the observances of a religious event not to exceed five days. Approval must be granted prior to the absence by the principal.
7. Education Opportunity – An absence is excused when it is demonstrated that the purpose of the absence is to take advantage of a valid educational opportunity. **A travel agreement form must be filled out by the parent. Approval for such an absence must be granted 5 days prior to the absence by the school principal.**
8. Students of military parents being deployed or returning from deployment should receive an excused absence for the day of deployment, and/or the day of return from deployment.

Unexcused Absences K-8

All absences not on the excused absence list.

Other Conditions K-8

*A written statement from the parents or guardians stating the reason for absence must be provided to the teacher either before the absence, on the day of the absence, or within 3 days after the student returns to school. If a note is not provided, the absence will be marked as unexcused.
*Students missing classes for school functions approved by the principal will be counted present.

*To be marked present for a school day, a student must be in attendance for at least half the school day. For a morning half day, a student must be in school until at least 11:30am. For an afternoon half day, a student must be checked into school by 11:30am.

***NOTE: Students attending AWE who are considered Out of District will be sent back to their home school for excessive absences and/or tardies.**

TARDIES

Tardies are disruptive to the instructional day. Students are counted tardy after 8:00 and tardies are noted on your child's record. Excessive tardiness will be noted and parents will be asked to attend a conference to discuss this further. **NOTE: Students may be asked to make up time lost for the tardy.**

CURRICULUM INFORMATION

The instructional competencies that are to be covered for each marking period are published on our school website. We believe that children learn best when subjects are integrated rather than segmented into separate blocks of time; we believe that children learn best when they are actively involved; and we believe that children learn best when all modes of learning are incorporated, such as auditory, visual, and kinesthetic experience. We believe we have to teach the "whole child."

Reading includes age appropriate literature. Instruction takes place during Reading Workshop. Guided Reading activities provide direct skill instructions. Responding to literature is an important part of the reading program in all grade levels. Writing is implemented in all classrooms.

Math addresses strands such as computation, geometry, and measurement and emphasizes hands-on activities. The use of calculators is a part of the math program, but only in determining the answer in multi-step processes – not to take the place of basic computation.

Social studies includes learning about people and the community. Geography and economics are two basic components of the social studies program. Working together, respecting one another's culture, and taking responsibility are valuable experiences within social studies and in all school experiences.

Science instruction includes experimenting, exploring, and predicting. Even the school grounds provide hands-on-science experiences. This year we will be continuing a STEM (Science, Technology, Engineering, Math) lab for students in grades K-5.

In Physical Education students are given hands-on instruction and guidance through a variety of games. Students will learn physical skills as well as gross motor skills they will need to be active throughout their lives. Please have your child ready to participate by wearing proper attire and sneakers on PE days.

The visual arts integrate the study of art history, art criticism, aesthetics, and art production. The art curriculum is based on the belief that looking at, talking about, and making art are processes essential to the well-educated student. The students work on different artistic challenges weekly sharpening their higher-level thinking skills, art vocabulary, and the connection to math, science, language arts, and social studies.

Music classes grow with the students each year with instruction including: applying the elements of music and musical techniques, interpret the sound and symbol systems of music, creating a variety of music, understanding the interacting elements to respond to music and music performances, and how music relates to global awareness, subjects in and out of school, and 21st century connections.

Information technology & digital learning skills are taught as they apply to subject areas as well as in the media center. Computer skills and other technology are incorporated within the classroom and special projects.

Social and emotional learning is taught daily through morning meeting using the 7 Habits of a Highly Effective Person from the Leader In Me Program. We provide direct instruction in positive character traits while affording students the opportunity to express themselves and nurture their social intelligence.

Guidance is a part of the daily life of all students. Socio-emotional, cognitive and career development are implemented through classroom guidance sessions. Small group and individual guidance is available by teacher, parent, or student referral. The counselor also holds support groups for students of parents that are deployed.

For more curriculum information refer to the NC Department of Public Instruction website at www.dpi.state.nc.us.

HOMEWORK

Parents are encouraged to make sure their child has his/her homework. Homework will be assigned according to the Homework Policy adopted by the Craven County Board of Education. If a student excessively does not turn in homework, a parent conference may be called.

DRUG EDUCATION: DRUGS AND ALCOHOL

The Craven County Board of Education recognizes that it has a responsibility to help students prevent and control the use of drugs, alcohol and other controlled substances.

All classroom teachers in grades K-12 shall inform students about the dangers of drugs, alcohol and controlled substances through the study of a comprehensive curriculum based on the goals and objectives of the North Carolina Standard Course of Study.

The Craven County Board of Education believes that its employees and students should lead healthy, wholesome, and productive lives; lives that are free from illegal drugs and other substances. The Craven County Board of Education further believes that the use of illegal drugs and other substances has a detrimental effect on one's physical, emotional, social and intellectual well-being. Therefore, the Craven County Board of Education prohibits, on all its properties, the unlawful possession, use, distribution, or manufacture of a controlled substance by any person employed by or enrolled in this school system.

Violations of any Craven County Board of Education's Drug policies by its employees or students will result in punitive action.

ENROLLMENT REQUIREMENTS

Parent /Guardian must present:

Child's:

- Certified Birth Certificate
- Immunization Assessments
- Custody Documentation (if applicable)

Parent/Guardian's:

- Current lease agreement or contract
- Current utility bill
- Picture Identification to substantiate Proof of Residence

IMMUNIZATIONS

All students must be in compliance with NC Immunization Law (GS130A-152) within 30 days after enrollment in school. Any student not in compliance after 30 days will not be allowed to attend school until proof of compliance is received in the school. This is the parent's responsibility. The State of North Carolina required that students have the following immunizations:

Before a child enters school for the first time:

- 5 doses DTaP (diphtheria, tetanus and pertussis)
- 4 doses Polio
- 2 doses MMR (measles, mumps, and rubella)
- 3-4 doses Hib (haemophilus influenza type B)
- 3 doses Hep B (hepatitis B)
- 2 doses Varicella (chickenpox)

Before a child enters the 7th grade or by age 12:

- 1 dose Tdap booster (Tetanus, diphtheria, and pertussis)
- 1 dose MCV (meningococcal conjugate)

STUDENT ILLNESS

Children should be kept home when the following symptoms are present: fever of 100 degree Fahrenheit or higher, diarrhea, nausea and/or vomiting, red & watery eyes with drainage, difficulty breathing (for people with asthma, a change from the baseline breathing), cough, new loss of taste or smell, severe headache, sore throat, or undiagnosed rash. Children should remain at home until there has been no fever, diarrhea, or vomiting for 24 hours. Also, if antibiotics have been prescribed they should be taken for a least 24 hours before returning to school.

HEALTH SCREENING NOTIFICATION

The health of your child is important to you and the Craven County Schools. Throughout the school year, screening programs are organized to identify health needs. The screening is performed by nurses, speech/language pathologists, dental hygienist, volunteers, and other trained school personnel. It is a valuable health service to our students.

Vision screening will be routinely completed in grades 1, 3, and 5 in the fall. New students and other grades will be screened as time allows. Parents or teachers of students who are not included in the routine screening may refer a child for screening at any time.

Hearing screening will be routinely completed in grades 1 and 3. Students who fail two consecutive screenings will be referred for further evaluation.

Dental screening is routinely completed in kindergarten and grade 5 by the public health dental hygienist.

Parents are notified in writing when any health problem appears to need further evaluation by medical doctors, dentists, eye doctors or other health care providers. The referral form needs to be returned to the school nurse after medical treatment is received. Financial assistance for eye exams and glasses may be available if needed; please check with your school nurse. Please contact the school nurse if you do not want your child to participate in any of the screenings.

MEDICATIONS

If your child is required to take **any** form of medication (prescription and/or over-the-counter to include cough drops and medicated ointment and lip balm) during school hours, it is necessary to have a written doctor's order. "Request for Medication" forms may be picked up at the school. This form needs to be signed by both the physician and the parent. Request for medication form can be downloaded from the CCS main webpage under department then health services. NO MEDICATION WILL BE DISPENSED WITHOUT THE SIGNED FORM. Medications must be brought to the school by the parent or guardian in a pharmacy-labeled container. All medication is kept in a locked medicine cart and is dispensed by the school nurse or designated staff.

Please notify the school nurse if there is any change in your child's health status or medication orders during the school year.

STUDENT RECORDS

The school maintains a cumulative education record on each of its students. This record contains important information such as personal data, a health record, attendance reports, standardized test results and subject area grades. It is useful for many reasons: in case of an emergency, to comply with the compulsory attendance law, and for grade placement. Under the Federal Family Educational Rights and Privacy Act ("The Buckley Amendment"), the following is considered "directory information" and can be made public unless a parent/guardian requests that any or all of the information not be released without prior consent: your child's name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, dates of school attendance, degrees and awards received, the most recent school attended and Honor Roll/Principal's List recognition. Your child's education record is

confidential and only available to you and the school officials or other agencies with legitimate educational interests. "The Buckley Amendment" explains your rights regarding your child's school record.

*The school is not allowed to disseminate data personally identifying your child without your consent.
*When officials of another school or school system in which your child intends to enroll request a record transfer, the school must make a reasonable attempt to notify you of the transfer. Upon request, the school must send you a copy of the forwarded information.
*The school must honor your request to review your child's record within a reasonable time period (within 45 days of request).

If you believe the information in your child's record is inaccurate or misleading, you may request it to be amended. The school's refusal to amend the record entitles you to a hearing; the school must amend the record accordingly and notify you in writing. However, if the school continues to disagree with you after the hearing you may place a statement of disagreement in the education record.

Access privileges accorded to you are transferred to the student when the student reaches 18 years of age or is attending an institution of post-secondary education.

EARLY WITHDRAWAL OF MILITARY-RELATED STUDENTS

Procedure the school will follow when military personnel with children in our school system are transferred prior to the end of the school year:

1. Withdraw (W1) student on the day following the last day of attendance.
2. Forward all records to the receiving school upon written request from the receiving school.
3. If withdrawal is before the last month of school, the receiving principal will make the decision on placement of the student based on information forwarded.
4. If withdrawal is during the last month of school, the principal will make a recommendation to the receiving principal concerning promotion or retention. However, it is understood that the final determination of grade placement resides with the receiving principal.

ARRIVAL/DISMISSAL

Students should not be dropped off prior to 7:30 a.m. At 7:30 a.m. all students will be allowed to enter the building. They should proceed to their classrooms. School starts at 8:00 a.m. Any children arriving after 8:00 a.m. will be marked tardy. **Parents are allowed to escort their children to class the first week of school, pending COVID guidelines. Starting the second week of school, all students are expected to walk to class independently for the remainder of the school year.** All students will be dismissed at 3:00 p.m.

Every parent will be required to have a password to change the way a student goes home. Without the password, the student will have to go home the already established dismissal procedure.

CAR RIDERS

Car riders are to be dropped off and picked up in the load/unload lane in the front of the school. **Parking will not be permitted during the morning car arrival time (7:30 to 8:00 a.m.) and departure time (3:00 to 3:15 p.m.).** Car arrivals will begin unloading at 7:30 a.m. for breakfast and class. Students are not to be dropped off prior to this time. We ask that all cars pull to the last station to allow maximum unloading and to keep the carpool lane moving smoothly. Students do not have to wait for a station person to open their door if the parent feels they are safe to exit the vehicle. All car riders will enter the building through the main entrance only.

Car rider signs are provided to hang from your rearview mirror for identification and safety protocols during dismissal. Once in the carpool lane your child(ren), will be assigned a pole for you to meet them at for loading. Please follow directions of carpool personnel to ensure the safety of everyone. Education Lane is a two-way street and is marked no passing. Tickets will be issued for passing on the left. The approximate cost of a ticket is over $200.00. Please be patient and wait your turn rather than passing and possibly causing an accident. Please be considerate and do not block resident's driveways on Education Lane while waiting in line. **Speed limit on campus is 5 miles per hour.**

WALKERS
(MCAS Cherry Point/Westbrooke)

The gates at Arthur Edwards open at 7:30 a.m. Cherry Point Military has control of the walker's gate going in and out of Nugent Cove. An AWE employee will control the Westbrooke gate. The gates are normally open from 7:30 – 8:00 a.m. and 3:00 – until dismissal ends, typically at 3:15 p.m. Please do not drop any students off prior to 7:30 a.m.

Walkers should enter the school through their designated entrance and proceed to class. Parents will need to wait for their student(s) outside the gate. AWE will escort/monitor students until they pass through the gate. Westbrooke parents that choose to drive to the gate and park are asked to back into the parking area to ensure a clear view before pulling back onto the road. This is for the safety of our walking students and their families. Students in grades K-2 need to be met at the gate by a parent or designee. Students in grades 1 and 2 waive that requirement by completing a waiver form with the front office.

BIKE RIDERS

Because we have so many bike riders, we need to have certain rules for safety. Bikes are to be **walked up and down the ramp** into the bike parking area. Students who come from Westbrooke are to walk their bikes to the back bike rack. Bicycles should be parked in the rack and **locked** in order to deter theft and cases of mistaken identity. Please label each bike with identifying markings and register it with PMO if you are a base resident. Students are **required to wear helmets** by North Carolina State Law while on their bikes or scooters. If your bike is missing, write a detailed description and bring it to the office. We will announce it on our morning announcements. Please follow all helmet safety laws. Please label helmets, also. Once the bike and helmet are secure, bike riders will enter the school through their designated entrance and proceed to class.

BUS RIDERS

Riding a School Bus

Riding the school bus is a **PRIVILEGE** extended to students in neighborhoods served by county school bus transportation. That privilege can be taken away at any time for disruptive or unsatisfactory behavior that could put the other bus riders, the bus driver, or motorists at risk (N.C.G.S. 115C-245). All children being transported on our buses are under the authority of the bus driver from the time they get on the bus until they get off and must obey his or her requests to insure the safety of all riders on the bus. Students are only allowed to ride the bus to which they are assigned based on their home address.

Conduct on the Bus

The safe and orderly transportation of students is the daily responsibility of our bus drivers. Demonstrating appropriate behavior and respect for school bus regulations is the responsibility of each student riding our buses each day. All Craven Yellow School Buses have been equipped with cameras to help ensure the safety of all our students. We reserve the right to use camera footage when behavior concerns arise.

Bus Rules and Regulation

- **Prior to being picked up**
    - Students are required to be at the bus stop **at least 10 minutes** before the scheduled pickup time.
    - Students are required to stand at least 10 feet from the road prior to pick up.
    - Students must wait for the bus to come to a complete stop and for the bus stop sign to be displayed before entering the bus.
    - The bus stop is an extension of the school and students are expected to behave appropriately.
    - Parents are not allowed on the bus at any point without the consent of the bus driver.
- **Riding the School Bus**
    - Students are to sit in assigned seats on the bus throughout the trip to and from school unless directed to move by the bus driver.
    - There is to be no talking at major intersections, railroad crossings and during times when the driver is backing up the school bus. Other talking on the bus is allowed at the discretion of the bus driver.
    - Students must keep the aisles free of hands, feet, and items such as book bags.
    - Do not put hands, head, feet, or any other object out of the window.
    - Eating and drinking on the bus are not permitted
    - Students are not allowed to bring balloons or large items on the bus which could obstruct the driver's vision.
    - Fighting, roughhousing, throwing objects, and profanity will not be tolerated and students will be referred to the school administration upon arrival at school.
    - All personal items including pens and pencils must be kept in the student's book bag.
- **Exiting the School Bus**

- Students must stay in their seat until the bus comes to a complete stop.
- Follow the directions of the school bus driver.
- Do not push, shove, or cut in line.

- **Consequences for Bus Infractions**
  - For minor infractions a warning will be given and parents will be notified by a school representative.
  - For serious infractions or continuous inappropriate behaviors, a discipline referral will be made to school administration and could result in a suspension from the school bus and/or school.

- **Bus Stop Requirements for students in Kindergarten – 2nd Grade**
  - Students in grades Kindergarten -2nd grade must be met at the bus stop by a parent or designee.
  - Students in grades 1st and 2nd may waive that requirement by completing a waiver form with the bus supervisor in the front office.

EARLY PICK-UPS

Just as tardies disrupt the morning instructional day, early dismissals interrupt the afternoon instructional day. If your child has an appointment and needs to leave early, this is understandable. The teacher uses those last minutes of the day to summarize what has gone on during each day. Your child may miss an assignment or some important bit of information that will help him/her understand a concept. **We will no longer allow students to be checked out between 2:45-3:00 pm.**

SIGN IN/OUT PROCEDURES

Students are tardy after 8:00 a.m. Students must sign in on the computer, located in the front office, to receive a tardy slip. Not signing in tardy could result in an absence. If you need to pick up your child during school hours, you must stop by the office and sign your child out (**ID will be required** to be shown to office staff). The office will call the student to the office. Students are expected to stay in school a full day.

If students are to leave any way other than the "norm", please write a note to inform the teacher. If your child requires a change in transportation during the school day, please call the main office at 252-444-5140. The front office will require a personalized passcode prior to accepting the change. **Messages sent to teachers during the day via Remind and email will not be accepted.**

INCLEMENT WEATHER (SNOW, ICE, HURRICANE, LIGHTNING)

If schools must be closed in the Havelock area due to an emergency situation, the announcement will be made by the media (local radio and TV). You may also call the Board of Education at 252-514-6300, between the hours of 6pm and 7am. An instant alert message will be sent out. You will be given an Early Dismissal form to note what your child should do (will be picked up in a car, walk, ride a bike, etc.) in case of school closing. Please keep that sheet handy and review with your child if inclement weather is forecasted. **If your child will be a car rider and you are planning to be away from the area, please authorize another adult to pick up your child/children from the school.**

If there should be dangerous lightning at the regular dismissal time, **students will be detained at the school until conditions become safe.** Parents will be allowed to enter the school and check out their own child. Once the weather is no longer dangerous, students will be dismissed.

VISITORS

The building is secure all day to ensure the safety of our school. You must push the button to gain entry into the building and present ID. During school-sponsored events, the door will be monitored to ensure your safety.

Visitors must report to the main office to sign in and receive a visitor pass. (Identification will be required.) The pass should be worn in a visible location at all times while the visitor is on campus. When leaving the school, all visitors must return to the front office to sign out and turn in their visitors pass.

If a conference is needed with the teacher, we ask that this be done before or after school. If you contact the teacher, he/she will be glad to schedule a time. During dismissal the teachers are responsible for students, so refrain from conferencing about a child at that time.

During the school day, visitors will only be allowed to go to classrooms if they have an appointment.

STUDENT CELEBRATIONS

If you would like to have your child celebrate their birthday at our school, please confer with the teacher to get an appropriate snack and time. Students may receive deliveries during the school day except on Valentine's Day. **Balloons and/or flowers are not allowed to be transported on school buses.**

PERSONAL ITEMS

Please label your child's coats, caps, gloves, sweaters, purses, sports equipment, etc. This will help us identify the owner if items are in the lost and found.

Skateboards, Roller Blades/Roller Skates, roller shoes, electronic games, and toys (to include collectable items such as Pokemon Cards) are not allowed at school. Items brought for show and tell should be kept in a box or bag. The school is not responsible for lost items.

Smart watches are a new thing. Students may wear a smart watch as long as they are only using it for time. Students in grades 3-5 cannot have any watch or device during state testing.

Refer to Craven County's Rules and Regulations regarding weapons for additional information.

DRESS CODE

Students are responsible for using sound judgment in dress, grooming and personal hygiene so that health and safety problems are not created and the educational process is not materially or substantially disrupted.

The principal has the authority to regulate student dress especially if the dress is disruptive, obscene, offensive, unsafe, or otherwise inappropriate. Example: appropriate footwear is required at all times for safety reasons. All school staff shall abide by and strictly enforce all student dress code requirements.

Refer to Craven County Schools Student Policy Manual (Dress and Appearance).

Notes Particular to AWE:

- Leggings should not be worn as pants without a dress or long shirt to cover.
- Shorts must be longer than your child's finger tips.
- Tank Top and Spaghetti Straps are not allowed on shirts or dresses. Straps should be palm width.
- Sneakers and closed toe shoes are preferred on all days.
- High Heels should be only be worn on picture day, if at all.
- Head gear should be limited to basic pieces that do not distract from the classroom environment. (ex. - no cat ears, crowns, sweatbands, costumes or parts of costumes, etc.)
- Hats should be worn facing forwards or backwards, not to the side.
- Hats and gloves should not be worn in the building.

*Spirit Day attire may be a cause for exception from these guidelines.

*SHOES WITH THE WHEELS INSTALLED ARE PROHIBITED.

Improperly dressed students will not be allowed to attend class until they have changed into appropriate dress. If students cannot obtain proper clothing, they will go an alternative learning environment. Any classes missed will count as unexcused absences. The third offense of improper clothing will be considered insubordination and an additional consequence will be imposed including, but not limited to, detention or out-of-school suspension.

FIELD TRIPS

All students are expected to demonstrate appropriate behavior each day. Any student that receives a discipline referral to the office 10 days prior to a field trip, MAY be subject to his/her field trip privileges being revoked or a parent may be asked to accompany their child per administrative review. Please be advised that pre-purchased ticket sales/charters are non-refundable.

Field trip privileges will be revoked in the event of a major incident as determined by administration. Students with suspended field trip privileges will stay with a grade level teacher or designated teacher unless ISS is assigned. If student **does not** attend school, the absence will be marked unexcused.

Parents will be unable to chaperone or pay for their adult ticket for any trip if they do not have volunteer information approved by the Board of Education and on file.

LOST AND FOUND

Many articles of clothing wind up in the Lost/Found hanging racks on each hallway. Before each major break, we put items in the front hallway for student/parents to check. **All items not claimed are given to the Women's Shelter periodically.**

PETS

Please do not bring pets of any kind on campus at any time. Pets are not allowed in the building or anywhere on school grounds. Designated Pet Days for various grade levels may be planned for students to share pets. Special permission may be granted by administration for pet visits.

MEDIA CENTER

We have a wonderful library collection at AWE and all students are encouraged to check out books from the Media Center. Books may be checked out for 2 weeks. If a student wants to keep the book longer, they just need to bring it in and renew it. If a student has an overdue, lost, or damaged book they will not be allowed to check out a new book until the issue has been resolved. Please call or come by the media center with any questions.

ACADEMIC RECOGNITIONS

As a Leader in Me school, our students are able to choose what they want to be recognized for. We will have schoolwide celebration days twice a year. Parents will be invited to those celebrations.

At the end of each nine-week period, students who have had outstanding academic achievement and received an "S" for conduct will be recognized.

Grading Periods:
First Nine Weeks: August 29, 2022-October 20, 2022.
Report card date: October 27, 2022.
Second Nine Weeks: October 24, 2022-December 21, 2022.
Report Card date: January 12, 2023.
Third Nine Weeks: January 10, 2023-March 21, 2023.
Report Card date: March 28, 2023.
Fourth Nine Weeks: March 23, 2023-June 7, 2023. -
Report Card date: June 7, 2023.

TESTING PROGRAM

An adequate program of testing achievement is administered by the school. The N.C. End-of-Grade Tests for grades three through five will be administered near the end of the school year.

K-Second Grade:	Kindergarten Early Learning Inventory Into Math Benchmark Assessments mClass Reading Assessment NC Math Assessment
Third Grade:	Into Math Benchmark Assessments, mClass Reading Assessment, Beginning of Grade 3 Reading Assessment, Reading EOG, Math EOG, & Read To Achieve Assessment (if required)
Fourth Grade:	Into Math Benchmark Assessments, mClass Reading Assessment, Reading EOG, Math EOG, & COGAT
Fifth Grade:	Into Math Benchmark Assessments, mClass Reading Assessment, Reading EOG, Math EOG, & Science EOG

DISCIPLINE

A Craven County Schools Policies and Regulations book is available online to each student at the beginning of the year. If you need a copy, please ask the school office. Students will be taught classroom rules and school rules. Consequences will be determined according to the degree of infraction. Teachers will go over their individual classroom plans with their students. Please review the classroom discipline plan with your child and discuss appropriate school behavior. Disruptions are not tolerated. Every effort is made to help the child understand what is expected and support will be given for the child to succeed. The teacher, counselor, or administrator will facilitate a resolution if there is a conflict between students.

AWE WEBPAGE

www.cravenk12.org/AWE

The AWE webpage is a great place full of information on our school. Each classroom has a page to keep parents updated as well as email addresses. Any date changes will be on the webpage. Our AWE Wildcat Booster also has a combined Facebook page that provides updates about events at the school.

ELEMENTARY COUNSELORS

Our school counselor is available to help make this your child's most successful year! The school counselor offers individual counseling, group counseling, and classroom guidance. Other functions may include testing, consulting with teachers, and conferencing with parents, specialists and community referrals. Your child is able to see the counselor by student request, teacher referral, parent referral or by counselor invitation.

AWE is very fortunate to have an MFLC (Military Family Life Consultant) assigned to our school to provide support to our military dependents.

STUDENT INFORMATION

Please keep the school office and the health room informed of current address, phone number, place of employment, etc., and where you can be contacted in case of emergency. There are address change forms available in the office.

Annual updates on student and family information will be completed yearly through the Parent Portal. Parents/guardians can update their contact information and emergency contacts at any point online as well.

SCHOOL FEES

No regular school fees will be charged to Craven County students attending Craven County Schools. From time to time we may ask if you will purchase certain instructional items to supplement our program. Just let the teacher know if this is not financially feasible.

SCHOOL PICTURES

Individual school pictures will be taken early in the school year. September 9, 2022, is individual student fall picture day. Retakes will be made October 27, 2022. The date for individual student spring pictures will be April 4, 2023.

SCHOOL CONFERENCES

All classroom teachers will schedule individual parent conferences during the first nine weeks of school. Parents are encouraged to consult with their child's teacher in order to sustain the positive relationship between home and school. Please make an effort to keep the appointment. If you are unable to keep the appointment, please notify the teacher in advance. Teachers may not leave their class unattended to answer the telephone; therefore, we ask that you correspond by letter through your child. If an emergency situation prevents this, please call the school, 252-444-5140, and leave a message with the front office staff.

BREAKFAST PROGRAM

Students desiring breakfast will have Breakfast served in their classroom starting at 7:30 a.m. at no charge.

LUNCH PROGRAM

The cafeteria will open on the first day of school. A cashier in the cafeteria will collect the money for meals. Each student is assigned an account number and payment is recorded on his/her account. If a student forgets lunch money, he/she may charge for one meal and this is indicated on his/her account. Checks may be made out to AWE. Students with a negative amount in their account may be given fruit,

roll and milk for lunch until their accounts are paid. All a'la carte items may be purchased with cash to the cashier on the line.

Parents are invited to have lunch with their child any time. Adult lunches (and non-student) lunches are subject to a'la carte prices. Special tables have been designated in the cafeteria for lunch visits. Your student may invite one friend to sit with your family. Please be mindful if you take pictures with your student during these visits, only your student may be photographed.

A Nutrition Advisory Council works with the Cafeteria staff in planning nutritional information sessions. Various food groups receive a focus each quarter. We encourage you to promote positive nutrition habits at home and school.

Online Child Nutrition Website: https://family.titank12.com

Families are able to access the menus online for breakfast and lunch. Not only are the meals listed but the nutritional information is provided for your convenience. Additionally, families can add money to their child(ren)'s lunch account through the online platform. You also now have the capability of filling out and submitting a free and reduced lunch application online.

SPECIAL DIET

The lunchroom will provide special diets when feasible. A doctor's diet order along with a requesting statement from the parent/guardian requesting these services must be on file in the cafeteria and child nutrition. The appropriate form to be completed by the doctor is available in the school office.

This program will be carried out according to the federal and state regulations and according to good health and education standards. The responsibility for administration, operation, and supervision of the program will be vested in the Department of Child Nutrition with the assistance of the school principal and lunchroom manager.

FOOD ALLERY

If your child has any allergies to food, please let the classroom teacher and the nurse know.

2022-2023 STUDENT ACCIDENT INSURANCE COVERAGE

Insurance coverage is provided for covered injuries incurred during the hours and days when school is in session and while attending or participating in school sponsored and supervised activities on or off school premises. Includes participation in: Interscholastic Sports, excluding Senior High interscholastic tackle football (participating with grades 10-12); Summer Recreation Activities sponsored by the school and One-Day School Field Trips (no Overnight). Coverage is provided for traveling to or from their home premises and the school or the site of a covered activity. For more information and pricing please go to the Craven County Schools cravenk12.org. Go under Parents->student services->student insurance or ask the school office.

PARENT VOLUNTEERS

Parent volunteers are always needed! Areas for volunteers include tutoring, AWE Wildcat Boosters and parent panel, reading aloud, school functions, fundraising, assisting in the media center, classrooms, and/or office. If you would like to donate some time, please complete the online volunteer application at www.cravenk12.org under volunteer program. There is a form you must print out and return to the Board of Education to complete the process. When the application is approved, you will receive an email letting you know the next steps.

Parents will not be allowed on school sponsored field trips or other school events until they are cleared through this process.

SPECIAL PROJECTS

We are always in need of extra help with special projects around Arthur W. Edwards. If you have an expertise you would like to share, please let the office know by calling 252-444-5140.

QUALIFICATIONS OF A VOLUNTEER

1. Loves and enjoys children.
2. Possesses a desire to want to help children.
3. Is dependable, adaptable, and responsible.
4. Is committed to supporting and helping the school and teacher educate each child to his fullest capacity.
5. Can work under the direction and supervision of a teacher or other staff members.
6. Is friendly, sincere, and patient.
7. Keeps confidential information concerning classroom and school matters to himself/herself.
8. Exemplifies proper conduct in behavior, language and personal appearance.

FIELD DAY

A fun day of physical activities for all students. Stations are manned by volunteers. Dates to be announced at a later time. This usually occurs during April/May.

P.E. ROCK WALL

We have built a traverse climbing wall in the gym for physical education classes. The following are the rules of the climbing wall. Please read over these rules with your child. These rules will also be posted in the gym. Please make sure your child is appropriately dressed to climb (ex. no dresses).

- Climb only during PE classes and only when the PE teacher is present.
- Wear only tennis shoes
- No jumping down off of the hand and foot holds.
- No horseplay while climbing.

BOX TOPS FOR EDUCATION

Box Tops for Education is now digital! Download the Box Tops for Education app in the Google Play or App Store and create a free account. Connect to AWE by searching for “Arthur W. Edwards” in the app. Once you’re connected, you’re ready to earn money for our school! After shopping, be sure to scan your receipt. The app will identify the items on the receipt that are qualifying products with Box Tops. Follow the directions and you’ll earn 10 cents per Box Top for AWE!

AWE WILDCAT BOOSTERS MEMBERSHIP ($5.00 PER PERSON)

Our goal for the membership drive this year is to have 75% of our families become booster members.

Title I Parent and Family Engagement Policy

AWE believes that the more parents and families are involved with their child's schoolwork, the higher the level of achievement and attendance, and the fewer disturbances and failures.

AWE encourages all parents and families to be informed and to participate in decisions affecting the school and their children's education. The involvement of parents and families in developing a Title I Parent and Family Engagement Policy will increase its effectiveness and contribute to the success of AWE students. This policy will be shared with all parents and families and reviewed yearly. AWE offers the following:

Operation of Title I Parent and Family Engagement Policy:

- Federally supported program offers assistance to educationally and economically disadvantaged children.
- Provides instructional activities and supportive services to students above and beyond those provided by regular school program.
- School–wide Title I school. All students in school are served

Notification of Requirements to Parents and Families:

- Information to parents of students involved in LEP (Limited English Proficient) program.
- Provide copy of parent Handbook which includes Parent and Family Engagement Policy, rights, and opportunities for parent involvement.
- AWE report card and progress review
- Teacher qualification if not Highly Qualified.

Annual Public Meetings:

- At least twice a year, Fall and Spring.
- Meetings inform parents about services provided by Title I. Fall meeting includes assessment results and overview of Parent and Family Engagement Policy. Spring meeting evaluates Title I program.
- Parents and families are notified of these and all upcoming events via newsletters, posted notices, website, Facebook, and phone alert system.

Parent and Family Training Seminars/Parent and Family Academy:

- Parents and families are surveyed in the fall for topics of interest for Parent and Family Academy trainings. Information used in planning.
- Parent and Family Academy training sessions may include state and local assessments, programs (school and district wide), behavior management, etc.

- Scheduled at flexible times.
- Information made available to those who cannot attend.

Involving Parents and Families:

- Parents and families complete surveys, questionnaires and evaluations to evaluate effectiveness of Title I programs. This information is used for improvement.
- Parents and families are members on decision making committees such as PTA, School Leadership Team, Positive Behavior Support Team, Title I Parent and Family Representative, and AWE Parent Panel.
- All training sessions and meetings include parent evaluations. Information used to plan future meetings.
- Parent advisors, comprised of members of PTA board and other parents, meets monthly to discuss, plan, organize school wide activities and identify school needs.

Timely Information/ Parent Assistance and Opportunities:

- Curriculum meetings held at grade level open house and workshops provided at Parent and Family Academy trainings. Data folders /papers sent home weekly for parents to review.
- Orientation is held first month of school, including an introduction to the curriculum and visits to the classroom.
- Information tables set up in the lobby during parenting events. These may include Title I, cafeteria/nutrition, assessment data, school nurse, etc. Staff members address questions.
- A Parent Resource center is available. Parents and families may check out books and materials.
- Parents and families are strongly encouraged to attend PTA meetings and activities. They will be notified of these activities, as well as all trainings, well in advance.
- For parents and families with disabilities (physical impairments, learning impairments, hearing or vision loss) or Limited English Proficiency, assistance will be provided so they can also participate in school activities. Once a need is identified, it will be met. AWE is Handicapped Accessible. Also directional information is written in Braille. Interpreters can be provided. Information is included in school wide newsletters, flyers, Face Book, Peachjar and posted at school entrances.

Regular Meetings:

- Parent Conferences held throughout the school year. Staff members address questions and review student progress. One early release day is used for parent conferences.
- Progress reports sent home for parents and families to review and sign.
- Communication logs sent home daily which may include individual assessment data.
- Parent and family input requested when the child begins the RtI process/MTSS(Responsiveness to Instruction/Multiple Tiered System of Support). Parents and families provide background information for any educational plans.
- Parents and families involved in writing their child's IEP(Individual Education Plan) and 504 Accommodation Plan.

Parent Compacts (Agreements):

- Designed to help develop student potential in all developmental areas.
- Parents, teachers, and students agree on the responsibilities of each party in the learning process.
- The Compact is distributed, reviewed, and signed at the beginning of the school year or when children first arrive at AWE.
- Classroom teachers make sure the agreements are signed and returned.
- Both teachers and parents/students retain a copy of this agreement.

Education of School Personnel:

- Ways of effective communication with parents is shared with school staff.
- Teachers and parents working together as a team improves student chances of mastering challenging standards.

Coordinating and Integrating/connections with other programs which yield successful academic results;

- Parent Resource Center
- MTSS Interventionist Team is comprised of North Carolina certified Teachers and School Psychologist. All teachers(including Exceptional Education Teachers and regular classroom teachers, Counselor, Principal, Assistant Principal) work with Interventionists to provide service to students needing help.
- Officer's Spouses' Club provide funding for school projects
- PTA supports school projects with talent, time, and money

- School Social Worker works closely with home/school partnerships
- Grants sought through Partners in Education, Carteret-Craven EMC, and other sources
- Additional reading and writing opportunities provided through International Reading Association and other literacy organizations.
- Craven County Social Services used as a resource to help families. Referrals made by school staff when needed.
- MFLAC(Military Family Liaison) assists military children and parents.
- Marine squadron volunteers for various activities as needed.
- RtI/MTSS(Responsiveness to instruction/Multiple Tiered System of Support) addresses academic and behavioral needs of students.
- A system of positive behavioral supports (PBIS) is in place in classrooms and school wide.

Character Words for 2022-23
(subject to change)

August – Optimism (cheerfulness): choosing how we want to feel; remaining in control of ourselves and maintaining inner happiness; positive beliefs; to strive to be positive in your beliefs about yourself, others and the future

> **Quote:** If you remember that the time to be happy is now, and the place to be happy is where you are, you will find a joy that no amount of money can buy- Lou Tice

September- Respect (courtesy, manners): being patient and considerate to the elderly and disabled; obeying rules and guidelines at home and at school; honoring your parents requests, even when you don't feel like it; treating others with dignity despite differences, race, age and religion; treating others and yourself with kindness; being careful with someone else's belongings; being quiet when someone is talking or answering a question

> **Quote:** We all have to live here together… I want you to respect one another, see the best in each other,share each other's pain and joy- Colin Powell

October- Responsibility (dependability): others can count on you; admitting your mistakes and learning from them; finishing chores and duties at home; following through on commitments even when you don't feel like it; keeping promises; treating others the way you want to be treated

> **Quote:** You may not have been responsible for your heritage, but you are responsible for your future- Unknown

November- Self discipline (self-control): being able to control your actions; not allowing your feelings to control your actions; maintaining a routine at home and at school; not giving in to negative peer pressure; avoiding procrastinating and being lazy; treating others as you want to be treated

> **Quote**: Mastering others is strength. Mastering yourself is true power- Lao Tzu

December- Caring (kindness, generosity, service, compassion): sharing your toys; treating people like you want to be treated; taking care of your pet; helping others who feel sad; taking turns; playing fair; accepting people who are different or disabled

> **Quote:** I expect to pass through the world but once. Any good therefore that I can do, or any kindness I can show to any creature, let me do it now. Let me not defer it, for I shall not pass this way again- Stephen Grellet

January- Perseverance (hard-working, endurance): continuing something in the face of difficulties; trying your best; committing to something or someone; not letting doubts stop you from trying; to persist in a task

> **Quote:** Perseverance is not a long race; it is many short races one after another- Walter Elliott

February- Integrity (honor, honesty, trustworthiness): you are truthful; admitting your mistakes; you don't have to exaggerate or show off to impress others; you don't hurt other's feelings just for the sake of telling the truth; you treat others the way you want to be treated; keeping your promises; being truthful even at the risk of being punished; being friendly with everyone, not just your friends; respecting other people's property; you try your best in school and at home; you are a good role model

Quote: A half-truth is a whole lie – Yiddish Proverb

March- Good Judgement (goal setting, decision making): doing the right thing; thinking things through; making good decisions; making good choices; thinking ahead; planning for the future

Quote: They can because they think they can- Virgil

April- Fairness (justice): knowing both sides of a story; avoiding participation in gossip or in putting others down; treating others like you want to be treated; following the rules at school and at home; respecting the rights of others

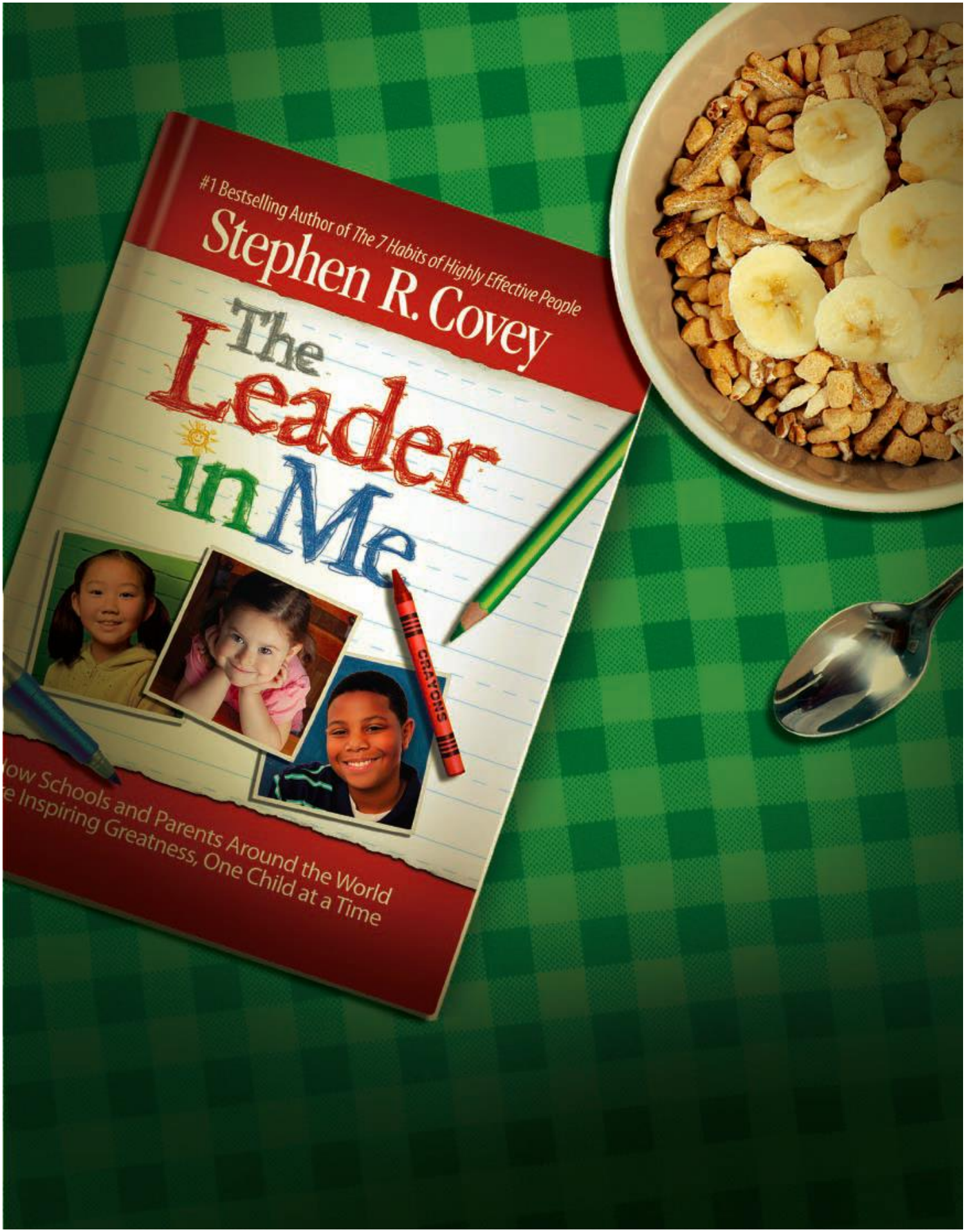
Quote: The more opinions you have, the less you see- Wim Wenders

May- Courage (bravery): acting brave even when you don't feel brave; standing up for what is right even in the face of peer pressure (laughing & joking); telling the truth despite the consequences; facing mistakes and learning from them

Quote: Feed your faith and your fears will starve to death- Unknown

June- Cooperation/Tolerance: cooperation means working together with others to accomplish a common goal; tolerance means recognizing and respecting differences, values, and beliefs of other people

Quote: Coming together is a beginning; keeping together is progress; working together is success- Henry Ford


#1 Bestselling Author of The 7 Habits of Highly Effective People
Stephen R. Covey
The Leader in Me
CRAYONS
ow Schools and Parents Around the World
e Inspiring Greatness, One Child at a Time

Welcome

Welcome to *The Leader in Me Parent's Guide*. This guide is based on the timeless principles found in *The 7 Habits of Highly Effective People* and *The Leader in Me*. It shares easy-to-understand ideas and activities, and a reading list to help you teach and model powerful *7 Habits* principles to your children at home.

You are your child's first and best teacher. You lay the foundation for the education of your children's mind, heart, body, and spirit. No matter what's going on in your child's school, you can help your son or daughter discover the leader within and prepare for a great life of contribution and service. If you are fortunate enough to have a school that already supports the principles laid out in *The Leader in Me*, your job is simpler, but no less important—it is to reinforce the principles your child learns at school and lives at home becoming a leader of his or her own life.

Here are a few tips to ensure your success:

Go at the Right Pace

1. You are so busy! So the first tip is to look for ways to work the principles into what you are already doing. Think of it not as one more thing to do, but as a better way of doing what you are already doing.
2. Are there things you are doing now that you could replace with more important activities? TV watching is the first thing that comes to mind, but there may be others. We're not saying TV is all bad, but too much TV can be a waste of time.
3. Go at a pace that works for you. You can plunge in all at once or work at it slowly, little by little. Either way, you will see improvements as you reap the benefits of living by timeless and universal principles as a family.

Keep It Simple

Applying the principles at home will make your home life easier and happier. The key is to keep the focus simple and simply keep the focus. There are three things you can do to prepare your child for the new reality. **First:** help your child become more responsible and independent through Habits 1, 2, and 3. **Second:** focus on helping your child become more interdependent through Habits 4, 5, and 6. And **third**: focus on teaching and rewarding primary greatness, which is based on character and contribution, not on secondary greatness (awards, wealth, or fame).

Learn More About the 7 Habits

The best way to learn more about the 7 Habits is to read or listen to *The 7 Habits of Highly Effective People, The 7 Habits of Highly Effective Families, The 7 Habits of Happy Kids*, or attend a *7 Habits* training workshop. Go to FranklinCovey.com for information about classes in your area. Completing the exercises in this guidebook will help teach you the habits, and you can also go to www.TheLeaderInMe.org for even more ideas for parents and teachers, and for how to sponsor a school.

Parent-Child Activities



In this section, we list a variety of activities you can participate in with your younger children and teens. The more you involve yourself with your children, the better. The more you model the habits, the more they will learn, so put your heart into the activities and have fun together!

The activities are listed by habit and include a brief explanation of the habit and some activity ideas. Working through these activities with your children will help reinforce desired behaviors and create a common language, which will make them a natural part of your family life.



1 HABIT 1 Be Proactive®

Be Proactive means to take responsibility for your choices and behaviors. Habit 1 is the key to all of the other habits; that's why it comes first. Be Proactive says, "I am in charge of my own life. I am responsible for whether I am happy or sad. I can choose how I react to other people or situations. I am in the driver's seat." Young children can easily learn to understand that different choices yield different results. The goal is to teach them to think about those results before they decide what to do. Discussions can focus on taking care of themselves, taking care of their things, reacting or not reacting to others' behavior, planning ahead, and thinking about what the right thing to do is. With your child, think of ways to Be Proactive at home.

Younger-Child Activities

Most of us react to a situation immediately, without taking time to think about the results of our actions. Part of Be Proactive is being able to stop and think before we act. With your child, do some role-playing to practice the skill of stopping and thinking in different situations. Your goal in these role plays is to encourage your child to stop and think before reacting. Use the following ideas to get started, and then think of some that can be immediately applicable to your child's life.

1. (In this role play, you should play the part of your child's friend.) Say that you have a new best friend who lives close to your house and you don't want to play with him or her anymore. Apologize and then wait for your child's reaction.
2. (In this role play, you should be your child's sibling.) Tell your child that you broke his or her favorite toy by accident. Tell him or her that you don't think it's a very big deal because he or she has many toys.
3. (In this role play, you should play the part of your child and your child should play the part of you). Tell your child that you are "sooooo bored" and there is nothing fun to do. Complain that no one wants to play and that he or she (as the parent) needs to amuse you.
4. Read Chapter 1 of *The 7 Habits of Happy Kids* book with your child and then complete the Parent's Corner.

Teen Activities

Older children begin to rely more and more on their peer group; they can allow a rude comment by a friend to ruin their whole day and are easily led into misbehavior by their peer group. As a parent, it's important to help your teenager understand the importance of taking responsibility for his or her own life and choices. It's also important for you as a parent to let your child learn from his or her mistakes. If you always save the day, your child won't learn responsibility and independence.

1. The next time your child forgets homework or his or her soccer shoes before the big game, think hard before coming to the rescue. What are you teaching your child when you save the day?
2. If your child has a dispute with a teacher or gets a grade he or she thinks is unfair, encourage your teen to make an appointment with the teacher to discuss it one-on-one instead of doing it for him or her.

3. Make a pact with your teen to together stop an unhealthy habit. Identify the habit you want to stop (smoking, overeating, watching too much TV, not exercising, etc.) and choose a start date, an end date, and progress check-in dates along the way. Explain to your teen that research shows it takes a full 21-days to start a new habit or stop an old one, so it's important not to get discouraged or give up too quickly.

4. Have a discussion with your teen about the things he or she would be willing to stand up and fight for in the face of peer pressure. Tell your child you don't want him or her to tell you what he or she thinks you want to hear. You might try role-playing this so your child can be prepared to stand up to a friend or group if needed.

5. The amount of trust you have in a relationship is like a checking account at a bank. If you make lots of deposits, you develop high trust and a big account. If you make lots of withdrawals, you have a low balance. Share this idea with your teen and then think of things you can both do to increase your deposits with each other. Let your teen do most of the talking and really listen to his or her ideas. Have your child list what his or her own personal deposits and withdrawals might be. You can also make your own list of what you consider to be deposits and withdrawals for you.



HABIT 2 Begin With the End in Mind®

Begin With the End in Mind means to think about how you would like something to turn out before you get started. Reading a recipe before cooking or looking at a map before leaving on a trip is beginning with the end in mind. For young children, a good example is that of a jigsaw puzzle. Before doing a puzzle, they look at the cover of the box. They start with the end in mind.

Family Mission Statement

A family mission statement is like a constitution your family lives by that helps you all make decisions for your life. It represents the purpose and values of your family, and will allow you to shape your future according to the principles you as a family hold most dear, rather than letting other people or circumstances determine it.

Mission statements take many forms. Some are long and some are short. They may take form as a saying or phrase, a picture, a poem, or even a song. Make it personal to your family.

Get started by following these steps:

1. Discuss the following questions with your family:

   What does our family want to be known for?

   _____

   _____

   How do we treat each other?

   _____

   _____

   What unique contributions can we make?

   _____

   _____

   What big goals do we want to achieve?

   _____

   _____

   What unique talents and skills do we have?

   _____

   _____

2. Brainstorm ideas, words, and phrases to include in the mission statement. Remember, no idea is a bad idea.
3. Begin crafting your statement, but remember, it doesn't have to be finished in one sitting. It can be a work in progress until you are all happy with the outcome.
4. Post the statement prominently in your home and encourage the entire family to consider it when making decisions or having disputes.



Here are some sample statements:

We want to be the kind of family our dog already thinks we are.

The mission of our family is to create a nurturing place of order, love, happiness, and relaxation, and to provide opportunities for each person to become responsibly independent and effectively interdependent, in order to achieve worthwhile purposes.

No empty chairs.

Younger-Child Activities

1. Habit 2 provides a good base for activities around goal setting. As a family (or with an individual child), choose an area that needs improvement. The area of improvement, or the broad goal, becomes your end in mind. Then think of specific steps that will lead to achieving this goal. For example, if the goal is to improve as a reader, specific steps may include reading a certain amount of time every day or working several times a week to improve oral fluency.
2. Ask your child if there is something special he or she would like to buy, then help your child plan how much money he or she will need to save and how long it will take. Discuss ideas for earning extra money like doing additional chores and helping around the house.
3. Create a "wants" and "needs" collage with your child. Cut out pictures of various items (toys, candy, vegetables, cleaning supplies, appliances, books, etc.) from a magazine and then ask your child to paste them under the correct column of "wants" or "needs." Discuss why he or she chose to put the items in the respective columns.
4. Read Chapter 2 of *The 7 Habits of Happy Kids* book with your child and then complete the Parent's Corner.

Teen Activities

1. Discuss your child's career ambitions and help him or her identify the most important skills that will be needed to succeed in that career. Then encourage your child to meet with the school counselor to discuss his or her career ambitions, and the skills it will require, and plan the school path that will make it happen.
2. Identify and encourage extracurricular activities that support your child's goals.
3. Help your child look for jobs and internships related to his or her goals.
4. Older kids have more expensive "wants," but they are also capable of earning more money. Ask your teen if there is something special he or she would like to buy, then help your child plan how much money he or she will need to save and how long it will take. Discuss ideas for earning extra money like getting a part time-job or doing extra chores.

HABIT 3 Put First Things First®



Put First Things First means to decide what is most important and to take care of that first. Thinking about what needs to be done tomorrow or by the end of the week can be overwhelming, especially for children. Learning to think of which things are the most important and taking care of them first allows children (and adults) to be less stressed. If your child uses a planner at school, then he or she has a great organizational tool to Put First Things First in writing. By writing down his or her responsibilities and planning ahead, last-minute trips to the store, missed events, or missed homework are avoided. If your child does not use a planner, having a weekly log would also be helpful. This could simply be a piece of paper that is used each week. Modeling this behavior is one of the best ways to teach children.

Younger-Child Activities

1. Create a list of things your child needs to accomplish throughout a week. With your child, rank the tasks in importance. Then rewrite the list in order of importance. Use a planner or calendar to schedule time so that the important things are done first.
2. Role-play with your child about the consequences of forgetting to study for a math test. How will your child feel? What are the consequences? Then role-play how it will feel to be well prepared and get a great match score!
3. Encourage your child to design or decorate his or her own planner or weekly activity log.
4. Read Chapter 3 of *The 7 Habits of Happy Kids* book with your child and then complete the Parent's Corner.

Teen Activities

1. If your teen doesn't currently use a planning system, buy one. (It makes a great gift, and is an investment that will pay off in the long run.) If your teen prefers electronics to paper, no problem. There are a variety of online and software resources as well.
2. Ask your child to make a list of what he or she thinks is his or her biggest time-waster and what to do about it.
3. Plan time as a family. This is especially important as your children get older and want to spend more and more time with friends. Set aside a couple of hours once a week as family time. Watch a movie, go out to eat, play games, cook dinner together—whatever fits your family. Protect this time and make it a tradition. Everyone in the family should block it out on their calendars.

HABIT 4 Think Win-Win®

Think Win-Win is the belief that everyone can win. It's not me or you—it is both of us. It is a belief that there are enough good things for everyone; it is an abundant way of thinking. Think Win-Win is being happy for others when good things happen to them. As a parent, not everything is negotiable, but if you go into discussions with your child with a win-win mindset, you'll find a lot less resistance.

Younger-Child Activities

1. Play a game with your child(ren) that has a definite winner. Explain how competition is okay when you play a game, but it is not okay in relationships. Discuss how tense it would be in your home if every situation had to have a winner. A better way to think is win-win. This means we think of solutions that we can all feel good about when there is a problem. The more we Think Win-Win, the fewer problems there will be. You may want to display a chart listing the days of the week. When someone is "caught" thinking win-win, he or she gets to write his or her name on the chart for that day.
2. Encourage win-win solutions to sibling disputes. Don't always be the mediator; let them work out a solution and be sure to be lavish children with praise when they do.
3. Read Chapter 4 of *The 7 Habits of Happy Kids* book with your child and then complete the Parent's Corner.

Teen Activities

1. Say you are sorry when you yell, overreact, or accidentally blame one of your children for something he or she didn't do. Modeling this behavior will set expectations for how your child should behave.
2. Set clear expectations with your children about chores, curfew, grades, car privileges, etc. It's hard for you both to win if you are playing by different rules.

Works for All Ages

1. Think of an ongoing conflict you tend to have with your child (homework, cleaning his or her room, feeding the dog, putting gas in the car) and then discuss a win-win solution to the conflict. Write down the solution and then remind each other of it the next time the situation arises.
2. Remember not to compare your children in front of each other. Try not to say to Marcelo that "Juan always remembers to clear the table." That's win-lose thinking. Instead, just concentrate on praising Juan for a job well done. Marcelo will get the message.
3. Think about your relationship with your child. Is it generally win-win? If not, how is that affecting your family life? What should YOU do differently?

HABIT 5 Seek First to Understand, Then to Be Understood®

Seek First to Understand, Then to Be Understood means that it is better to listen first and talk second. By taking the time to listen to another person, you reach a higher level of communication. Teaching Habit 5 to young children is done by first considering their age and development. Young children find it difficult to understand another's paradigm (point of view). This habit is best approached by introducing listening as a skill that should be practiced. Learning to listen without interrupting and learning to listen with your ears, your eyes, and your heart will help children build a foundation for Habit 5. Simply put, we have two ears and one mouth so that we can spend more time listening with the intent to understand.

Younger-Child Activities

1. To better understand how listening can help or hurt a relationship, try "pretend listening" with your child for a few minutes. Your child will be frustrated. Explain what you were doing and discuss how your child felt. Now have your child ignore you when you are talking. Discuss how it makes you feel when you are ignored. Finish the discussion by thinking of ways to let the other person know when you feel you are not being truly listened to. Remind your child that this is also an example of Think Win-Win.
2. Body language can be even more important than words. Play a game with your kids where you each try to guess the other's emotion (happy, sad, angry, frustrated, bored, etc.) without using any words, just body language.
3. Demonstrate how saying the same phrase in a different tone of voice can give the phrase a completely different meaning. Try emphasizing different words in the phrase "I didn't say you did it" and then have your child tell you how the meaning changed.
4. Read Chapter 5 of *The 7 Habits of Happy Kids* book with your child and then complete the Parent's Corner.

Teen Activities

1. Ask yourself what your biggest listening problem is. Do you "pretend listen"? Do you only listen to give advice or judge? Do you plan what you are going to say instead of really listening? Work to improve your listening skills and model good listening behavior.
2. Is there an issue you and your teen always argue about? If so, go to your teen and say, "Help me understand your point of view." Then really listen without interruptions. When your child is finished, repeat in your own words what you heard until he or she acknowledges feeling understood. Then it's your turn to speak and your child's turn to listen. You may want to use a "Talking Stick" when you are having this discussion. Only the person holding the Talking Stick is allowed to speak and doesn't pass the stick to the other person until he or she feels understood.
3. Consider asking your teen to let you know when he or she feels you aren't listening. When it happens, thank him or her, listen, and share back and forth until your teen feels understood.

HABIT 6 Synergize®

Synergize is when two or more people work together to create a better solution that either would have thought of alone. It's not your way or my way, but a better way. Talk about the equation: 1 + 1 = 3 (or more). How is that possible? 1 person + another person = 2 ideas + many more than either of them would have thought of alone. Synergy is taking good ideas and making them better by working together. Discussions can focus on other examples of synergy in nature, history, literature, and personal experiences. For example, synergy happens in nature when a flock of geese heads south for the winter. They fly in a V formation because due to the updraft, the entire flock can fly farther than if each bird flew alone.

Younger-Child Activities

- Read Chapter 6 of *The 7 Habits of Happy Kids* book with your child and then complete the Parent's Corner.

Works for All Ages

1. With your children, choose a problem you may have (like curfew or completing tasks). Use the Synergy Action Plan to summarize your child's solution and your solution: (1) Define the problem. (2) Share your views. (3) Think of solutions. (4) Choose the best solution together. See if you can reach a better solution (the High Way) than either of you would have come up with alone.
2. Institute a "15-minute program" where everyone drops what they are doing and pitches in to work as a team to clean the kitchen, pull weeds in the garden, wash the dishes, sweep the front porch, etc. Cutting out a small block of time where everyone helps makes the work go quicker.
3. If your child has siblings, ask each to identify what they think their brother or sister is really good at, then share the lists with each other and discuss how they could Synergize on homework, chores, playing games, sports, etc. If your child does not have siblings, you can do the same exercise using his or her best friends—or you.



HABIT 7 Sharpen the Saw®

Sharpen the Saw means to have balance in your life. There is a story of a man who was sawing down a tree and not making a lot of progress. When a passerby asked him why he didn't stop sawing to sharpen his saw, he remarked that he was too busy sawing. Habit 7 reminds us that we are more productive when we are in balance—body, brain, heart and soul. Just like the four tires on a car, if one area is being ignored or overused, the rest will feel the results. For young children, the car analogy is one they understand; a car could not go on fewer than all four tires. Explain the four parts of each person (body, brain, heart, and soul) and how important it is to take care of each part to make them all work better.

Younger-Child Activities

1. Develop a Sharpen the Saw activity center in your home. Include arts-and-crafts supplies, learning games, puzzles, classical music, books, etc.
2. Discuss various ways to Sharpen the Saw in all areas. Ideas might include: body (playing outside, riding your bike), brain (balancing reading with TV watching or making smarter choices about what you watch), heart (making a list of what makes you happy and doing something on the list every day, spending time with special friends and family), and soul (attending religious services, starting a journal).
3. Read inspiring books. (See the book list in the "Additional Resources" section.)
4. Read Chapter 7 of *The 7 Habits of Happy Kids* book with your child and then complete the Parent's Corner.

Teen Activities

1. Encourage your child to keep a regular journal or blog.
2. Subscribe to magazines that have educational value or read good books.
3. Encourage your teen to get in the habit of reading a newspaper every day. Online works too!
4. Make sure you are modeling the behaviors in steps 1–3 yourself.

Works for All Ages

1. Join a gymnasium or start a regular exercise program with your child.
2. Pick an organization to volunteer with for you and your child(ren).
3. Visit a new museum or try a new type of cuisine—expand your horizons and try new things.

Additional Resources

Web Resources:

- TheLeaderInMeBook.org
- TheLeaderInMe.org
- StephenCovey.com
- 7Habits4Teens.com
- FranklinCovey.com

Parent Book List:

- ***The 7 Habits of Highly Effective People,*** Stephen R. Covey
- ***The 7 Habits of Highly Effective Families,*** Stephen R. Covey
- ***Living the 7 Habits,*** Stephen R. Covey





Primary-Age Children's Reading List

The following is a suggested reading list. Depending on where you live, you may wish to substitute books that are special to your area, culture, or language, and that illustrate elements of the 7 Habits and the universal principles they represent.

Habits 1–7

The 7 Habits of Happy Kids by Sean Covey. For the 7 Oaks friends, there is always something to do. Whether they're singing along with Pokey Porcupine's harmonica or playing soccer with Jumper Rabbit, everyone is having fun and learning all sorts of things. These seven stories show how practicing the 7 Habits makes this possible for the whole 7 Oaks community. From learning how to take charge of their own lives to discovering how balance is best, the 7 Oaks friends have tons of adventures and find out how each and every kid can be a happy kid!

Habit 1: Be Proactive®

King Bidgood's in the Bathtub by Audrey Wood. The King will not get out of the bathtub! Various ideas are tried to get the King out of the bathtub so he can be a leader and rule his kingdom. Finally, the King's helper, the Page, takes the initiative and saves the day.

Amazing Grace by Mary Hoffman. One day the teacher announces that the class is going to put on a play. Grace is so excited! Even after some of her classmates told her she could not play the lead role because she was a girl and black, Grace was a leader. She was proactive and made it happen.

The Little Engine That Could by Watty Piper. Although the Little Engine is not the biggest, the fastest, or the newest, it just keeps trying. When all the other trains refuse to help, the Little Engine is proactive and a leader.

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Vorst. Alexander is having a day where it seems like everything bad is happening to him. The children will notice that Alexander is not being the leader of his attitude, something he has control over.

Mirette on the High Wire by Emily Arnold McCully. This book follows a young girl's determination and persistence. She convinces the Great Bellini to teach her the tricks of walking on the high wire. However, the Great Bellini is trying to overcome his newfound fear of the wire. Mirette uses what is in her Circle of Control to help.

Habit 2: Begin With the End in Mind®

Whistle for Willie by Ezra Jack Keats. Peter wants to be able to whistle for his dog but, try as he might, he just can't do it. Throughout the story, Peter is a leader and continues to try to reach his end in mind. Children will relate to the story as they are also acquiring new skills.

The Very Busy Spider by Eric Carle. Throughout the story, the determined spider spins her web. She has an end in mind—to finish her web and catch a fly for dinner.

Click, Clack, Moo by Doreen Cronin. The animals have an end in mind. The cows become leaders and finally get electric blankets for themselves and the chickens. However, Framer Brown's problems are not over. The ducks now have an end in mind!

Inch by Inch by Leo Lionni. *Inch by Inch* is the story of an inchworm that has an end in mind—to not get eaten! The inchworm becomes a leader by using what is in his Circle of Control to "measure" his way out of danger.

Galimoto by Karen Lynn Williams. A young boy in Africa wants to make a galimoto (a toy vehicle of wires and sticks). However, he doesn't have enough materials. The story provides a good lesson in being a leader: setting a goal and following through to reach an end in mind. The story can prompt discussions about other cultures.

Habit 3: Put First Things First®

Froggy Gets Dressed by Jonathan London. In a comical way, Put First Things First is illustrated when Froggy tries to get dressed to play in the snow. Froggy has forgotten to put on the most important things first—his underwear!

The Little Red Hen by Paul Galdone (or any version). The Little Red Hen found wheat seeds and wanted help to plant them. No one would help, so the Little Red Hen planted, watered, and weeded the plants by herself. The Little Red Hen Put First Things First and enjoyed the results.

The Very Hungry Caterpillar by Eric Carle. The Very Hungry Caterpillar comes out of his egg and has an end in mind—to eat enough to sustain himself while in his cocoon. He puts first things first and gets busy eating.

Are You My Mother? By P.D. Eastman. Baby Bird is separated from his mother and doesn't know what she looks like. He chooses to be a leader and Put First Things First when he goes out to look for her. The baby bird asks various animals/objects he comes across if they are his mother. In the end, he gets put back in the nest just in time for his mother's return.

The Carrot Seed by Ruth Krauss. A little boy practices Put First Things First when he plants his carrot seed, waiting patiently and tending to it, even while others tell him "It won't come up." He is rewarded with a prize-winning carrot!

Habit 4: Think Win-Win®

Rainbow Fish by Marcus Pfister. The Rainbow Fish believes he is the most beautiful fish in the ocean, so he won't play with the other fish. Once he has no friends, he seeks out advice and is told to give away some of his beautiful scales. While he initially refuses, he decides to be a leader and Think Win-Win. He gives away just one scale, but when he realizes how good it makes everyone (including himself) feel, he shares even more scales and has never been happier.

The Doorbell Rang by Pat Hutchins. Sam and Victoria can't wait to eat the cookies Ma made. Then the doorbell rings. Friends arrive and Sam and Victoria share their cookies until there are so many friends that they only have one cookie each. Sam and Victoria are great examples of being leaders—thinking win-win.

Alexander and the Wind-Up Mouse by Leo Lionni. Two mice become friends, even though they are very different. Alexander, the real mouse, thinks that Willy, the wind-up mouse, has a better life and wants to be like him. Alexander finally has a chance to be like Willy, but chooses to Think Win-Win and help his friend. Along the way, Alexander discovers that he wins too!

The Very Clumsy Click Beetle by Eric Carle. The little beetle is working on being able to flip over if he lands on his back. He is a leader and persists and, with the encouragement of his friends and the advice of a wise old beetle, he masters the new skill. Good discussion of how his friends were thinking win-win with their encouragement.

Let's Be Enemies by Janice May Udry. James and John are best friends—or at least they used to be. Now James isn't being a good friend or leader; he stopped thinking win-win and wants to be the boss. John doesn't want to be friends anymore, but something unexpected happens when he goes to James' house to tell him.

Habit 5: Seek First to Understand, Then to Be Understood®

The Runaway Bunny by Margaret Wise Brown. *The Runaway Bunny* follows the thoughts of the little bunny who thinks he would like to run away. By seeking first to understand, Mother Rabbit truly listens to her little bunny. She then seeks to be understood by offering assurance that she will always come and find him.

The True Story of the 3 Little Pigs! by Jon Scieszka. *The True Story of the 3 Little Pigs* gives children the traditional story from the wolf's point of view (paradigm). Seeking to understand the wolf's paradigm gives us a much different take on the story.

Stellaluna by Janell Cannon. Stellaluna is a bat but is being raised with birds. Stellaluna has to seek to understand the birds' habits in order to survive. As the story continues, the birds begin to understand why bats do things differently. They realize they can be friends, even though they are different.

Jamaica's Find by Juanita Havill. Jamaica is a little girl who finds a stuffed toy at the park and wants to keep it very much. However, her guilt is growing as she thinks the toy may belong to another child.

Alejandro's Gift by Richard E. Albert. Alejandro lives alone in the desert, so he is very appreciative when small animals visit to drink from a small pond near his house. Alejandro, determined to provide water for the larger desert animals, digs a water hole for them, but they do not come. He seeks first to understand and realizes that the water hole is too close to his home, so he digs another hole farther away. The animals come to visit, understanding that he will not cause them harm.

Habit 6: Synergize®

Swimmy by Leo Lionni. Swimmy is a little fish swimming alone in the ocean. He finds a school of fish like him and encourages them to come with him to see the other amazing ocean animals—but they are too scared. Swimmy uses synergy and leadership to come up with a plan.

Ox-Cart Man by Donald Hall. *Ox-Cart Man* is the story of how one family used synergy to survive in the early 1800s.

A Chair for My Mother by Vera B. Williams. Although a fire destroys all of their furniture, the family slowly fills a large jar with coins—enough to buy a comfortable, wonderful chair. Synergy and persistence are at the heart of the story, teaching children that working together and sometimes having to wait for things makes them even more special.

Clifford's Spring Clean-Up by Norman Bridwell. Clifford and Emily Elizabeth use synergy to clean the house and yard in preparation for Earth Day. Clifford takes a leadership role by shaking out rugs and digging up weeds.

How the 2nd Grade Got $8205.50 to Visit the Statue of Liberty by Nathan Zimelman. The children in the second-grade class have lots of ideas and energy for how to make enough money to visit the Statue of Liberty. They take on leadership roles by synergizing on collaborative projects, earning plenty of money to cover their trip.

Habit 7: Sharpen the Saw®

Don't Let the Pigeon Stay Up Late! By Mo Willems. *Don't Let the Pigeon Stay Up Late!* is about a very persistent pigeon that tries everything to be allowed to stay up late. The story will make it easy to talk about how getting enough sleep is a very important part of being a leader of you.

Owl Moon by Jane Yolen. The story of *Owl Moon* follows a young child and his father as they go into the woods to find an owl. The words and pictures are quiet and peaceful and lend themselves to discussing Sharpen the Saw by spending time in nature and with people we care about.

The Snowy Day by Ezra Jack Keats. Peter finds all kinds of imaginative things to do in the snow and even puts some snow in his pocket for later. Peter shows us how playing in the snow, being imaginative, and taking a warm bath afterward are all part of being a leader and sharpening our saw.

Henry Hikes to Fitchburg by D. B. Johnson. Two bears want to get to Fitchburg, but decide to take very different routes to get there. One takes on various jobs to buy a train ticket, while Henry decides to walk, enjoying nature along the way. The contrast of their journeys is evident and illustrates what money can and cannot buy. Although both bears eventually arrive in Fitchburg, Henry has sharpened his saw all along the way and is much happier because of it.

Me, I Am! by Jack Prelutsky. This book encourages children to find the "special" within themselves. The various poems help children realize that everyone is different. Poetry is one way to Sharpen the Saw, and this book has the added advantage of helping children discover themselves and celebrate differences.



Upper-Age Children's Reading List



Habit 1: Be Proactive®

Jeremy Thatcher, Dragon Hatcher by Bruce Coville. One day, Jeremy Thatcher runs as fast as he can to get away from Mary Lou Hutton, who is always trying to kiss him. He stumbles into Mr. Elives' Magic Shop and purchases a dragon's egg. He is astonished to realize that he is responsible for hatching the egg. When it hatches, he finds a dragon that only he—and Mary Lou Hutton—can see.

On My Honor by Marion Bauer. Before Joel leaves to ride his bike with his friend Tony, he promises his dad, "on his honor," that he will be careful. However, when his friend takes a risk and tragedy strikes, Joel must choose to Be Proactive in spite of his guilty conscience.

Someone Was Watching by David Patneaude. Chris' family is haunted by the loss of three-year-old Molly, who went missing and was presumed drowned in the river. To Chris, there is something that doesn't make sense, so he sets out to find his sister. Following a series of clues, Chris and his best friend take responsibility for solving a mystery.

Salt in His Shoes: Michael Jordan in Pursuit of a Dream by Deloris Jordan. Young Michael is one of the smallest boys in the neighborhood, wanting desperately to play ball with the big boys in the neighborhood. His mama tells him to put salt in his shoes to help him grow taller. His daddy teaches him that the most important things are practice, determination, and giving your best.

The Real McCoy: The Life of an African-American Inventor by Wendy Towle. Elijah McCoy is the child of escaped slaves who, as an adult, could only find work as a fireman, despite his training as an engineer. Refusing to be limited by his situation, McCoy went on to invent many devices that are still used in the present day.

Habit 2: Begin With the End in Mind®

Where Do You Think You're Going, Christopher Columbus? by Jean Fritz. When Christopher Columbus set sail to discover a new route to the Indies, all he got were unfamiliar people, a harsh land, and mosquito bites. However, he kept his sights on his goals and continued to make trips across the ocean.

Lucy Mastermind by Alan Feldman. Lucy has many adventures with her friends and family as she tries to restore her family's decrepit boathouse that has a dance floor on the second level. She retains her perspective as she works toward her desired outcome of a double birthday party for her mother and her cat.

Eddie, Incorporated by Phyllis Naylor. Twelve-year-old Eddie decides to go into business for himself with two friends and realizes that business is not a simple thing. He quickly has to learn the value of planning and foresight.

Bobby Baseball by Robert Kimmel Smith. Bobby Ellis, age 10, loves everything about baseball—he loves it so much that he calls himself Bobby Baseball! He dreams of becoming a major-league pitcher, but his coach plays him at second base. Bobby struggles with pleasing the coach—who happens to be his dad—and following his lifelong desire.

The School Story by Andrew Clements. When 12-year-old Natalie writes a story, her friend decides to act as her agent. What follows is an elaborate plot to get the manuscript in the hands of an editor-in-chief.

Habit 3: Put First Things First®

The Week Mom Unplugged the TVs by Terry Wolfe Phelan. When a parental ban is placed on all television watching for an entire week, three youngsters must find other things to do with their time.

Esperanza Rising by Pam Munoz Ryan. A young immigrant girl from Mexico, Esperanza must learn how to be a worker in her new life in California. Her priorities change as she embarks on a new way of life.

The TV Kid by Betsy Byars. Leroy is addicted to television. It seems that the commercials and adventures are more exciting than real life. However, Leroy's daydreams about TV get him into trouble more dangerous than anything he's seen on television.

Justin and the Best Biscuits in the World by Mildred Pitts Walter. At 10 years of age, Justin thinks housework is for women, until he goes to his grandfather's ranch. Along with fishing, riding, and going to the rodeo, Justin learns about his African-American cowboy ancestors and that doing "women's work" is one of his responsibilities to himself.

Chasing Vermeer by Blue Balliett. A pair of 11-year-olds must solve a mystery in a logical sequence in order to find a thief.

Habit 4: Think Win-Win®

The Butter Battle Book by Dr. Seuss. *The New York Times* Notable Book of the Year, this Dr. Seuss classic describes the war between the Zooks and the Yooks. The children are taught about the horrible things their enemies do—for instance, Yook children are taught that Zooks eat their bread butter-side down! With no defined resolution at its close, this book cultivates a discussion about practicing Think Win-Win.

Crash by Jerry Spinelli. "Crash" Coogan has been tormenting poor Penn Webb since the first grade. Penn puts up with it graciously, as Crash rises to become the star jock at his middle school. When his grandfather has a stroke, Crash starts to change the way he treats his friends, including Penn.

Wait Till Helen Comes by Mary Downing Hahn. Molly's stepsister, Heather, has no desire to be friendly with her new brother and sister. When a ghost haunts Heather and Molly, they have no choice but to fight the ghost together. After working against each other, then together, both Heather and Molly are happy with the outcome.

The View from Saturday by E.L. Konigsburg. A powerhouse Academic Decathlon team from Epiphany has to work together to win the ultimate prize. Each of the brilliant 12-year-olds cannot succeed without help from their team.

Hiawatha, Messenger of Peace by Dennis Brindell Fradin. Hiawatha was a celebrated Iroquois Indian who found strength in himself to forgive those who committed a terrible crime against him. He became a peacemaker between his people's fighting tribes and ensured the survival of his people for 300 years after his own death.

Habit 5: Seek First to Understand, Then to Be Understood®

Marrying Malcolm Murgatroyd by Mame Farrell. Hannah wants to be popular more than anything else, but the son of her parents' closest friends is geeky Malcolm Murgatroyd. She tries to keep their friendship a secret, but when it is revealed to her peers, she is forced to make a decision about her loyalties.

Witch of Blackbird Pond by Elizabeth George Speare. Kit is marked by suspicion and disapproval upon arrival in colonial Connecticut in 1687. Kit finds a kindred spirit in Hannah Tupper, who the townspeople believe is a witch. Torn between her heart and her duty, Kit tries to get people to listen and understand.

Rules by Cynthia Lord. Catherine has conflicted feelings about her younger brother, David, who is autistic. Despite a slight feeling of neglect from her parents, she loves him and tries to teach him "rules"—rules for behavior, for social situations, etc. When she meets Jason, a nonverbal paraplegic, she realizes that "normal" is difficult to define.

Veronica Knows Best by Nancy Robinson. Veronica learns that the best way to make friends is to "take an interest" in people. She determines to test this theory on Kimberly Watson.

The Bully of Barkham Street by Mary Stolz. Martin is a bully. This book answers the question of what makes him act the way he does, as he seeks understanding to resolve problems.

Habit 6: Synergize®

City of Ember by Jeanne DuPrau. The city of Ember is falling apart! The electric lights—which are the only way to light the city—keep going out, and supplies are running out. Lina and Doon, who are very different from each other, find clues to help them save their city.

A Wrinkle in Time by Madeline L'Engle. An unlikely group assembles to travel through time and space to save Meg's father. In order to succeed, they must use each person's strengths.

Ruby Holler by Sharon Creech. Dallas and Florida are troubled orphan twins. Foster parents Tiller and Sairy take them in and they learn to create a new family from two very different worlds.

Gregor the Overlander by Suzanne Collins. In this action-packed novel, Gregor and his sister fall into an underground world. Both Gregor and his sister use their special abilities to interact with the creatures that reside there and save the human race.

Alcatraz Versus the Evil Librarians by Brandon Sanderson. This humorous story deals with a team of very different individuals who must work together to defeat the evil librarians.

Habit 7: Sharpen the Saw®

The Mysteries of Harris Burdick by Chris Van Allsburg. These black-and-white drawings can be admired for artistic quality or used for creative-writing prompts in the classroom.

Uncle Willie and the Soup Kitchen by DyAnne DiSalvo Ryan. A young boy uses his spare time to help Uncle Willie in the city soup kitchen.

The New Kid on the Block by Jack Prelutsky. Containing over 100 poems, this ALSC Notable Book is amusing and refreshing.

A Light in the Attic by Shel Silverstein. This collection of poems offers a nice break from narrative reading so children can Sharpen the Saw.

The Chalk Box Kid by Clyde Robert Bulla. To deal with several upsets in his life, nine-year-old Gregory creates a fantastic chalk garden on the charred walls of a burned-out building behind his house. Through his art, Gregory is able to find his place in the world.



APPENDIX A:

COVID-19 Restrictions & Regulations

Based on the state executive orders, federal mandates, and county directives, the operational procedures of the school may be altered to reflect the below guidelines regarding COVID-19.

1. Arrival – At any point the school may have to reinstate the health screenings daily for students. If this occurs, a parent or designated adult will have to accompany the child to the health screening to support in answering the questions and/or be available to keep the child in the case they fail the health screening.
2. Reasons to stay home/quarantine:
    a. Students that have been diagnosed with COVID-19 since last at school
    b. Student that has had close contact in the last 14 days:
        i. Someone that has tested positive for COVID-19
        ii. Someone that has COVID-19 like symptoms
        iii. Someone who is awaiting results for COVID-19
    c. If a health department or health care provider has instructed the parent to quarantine their child.
3. No volunteers or visitors may enter the school building.
4. Student movement throughout building for transitions will be limited. For example: music, art, PE, and media will be in the homeroom classroom and all meals will be eaten in the classroom.
5. All students and staff will wear face masks within the building and social distance as much as possible. Face masks may be taken off for mask breaks and when eating or drinking.