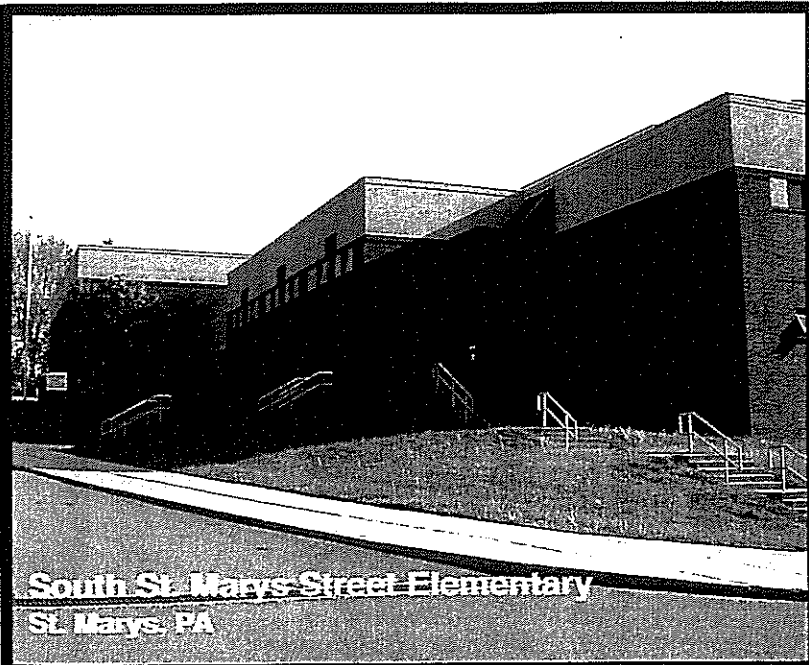


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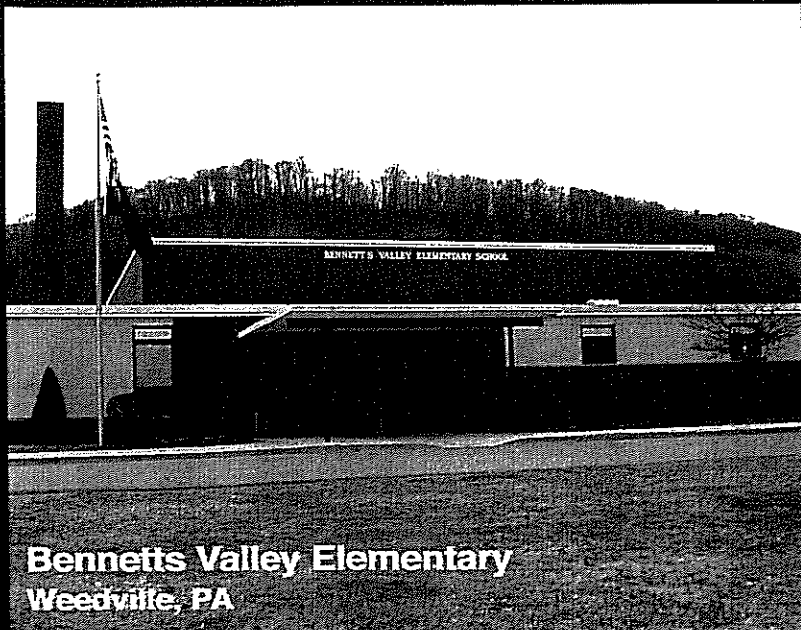


**Student &
Parent
Handbook**

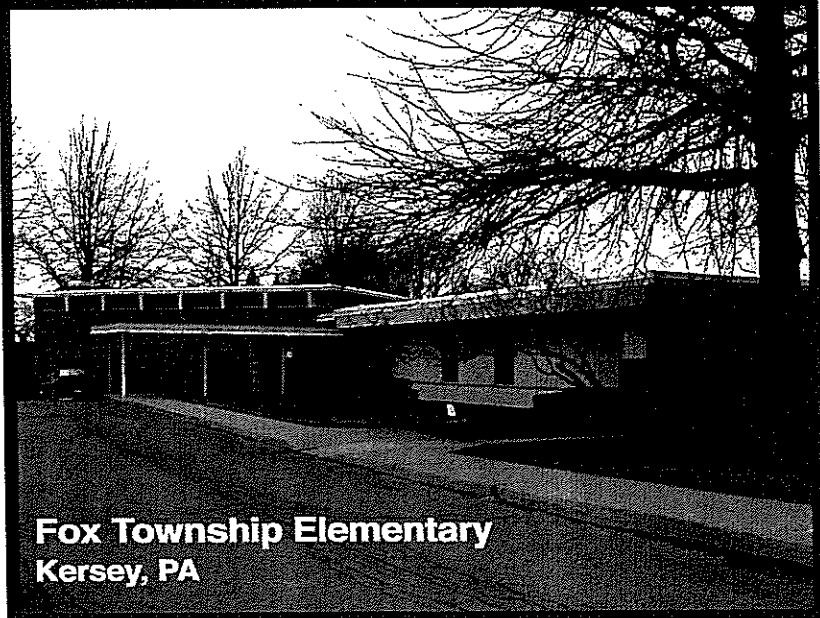
*The success of
children begins
at home!*



South St. Marys Street Elementary
St. Marys, PA



Bennetts Valley Elementary
Weedville, PA



Fox Township Elementary
Kersey, PA

St. Marys Area School District
977 South St. Marys Road
St. Marys, PA 15857
www.smasd.org

August 22, 2019

Dear Parents/Guardians,

It is with great excitement that we welcome you and your children back to school for the 2019-2020 school year! We hope you had a summer full of quality family time, with a chance to have enjoyed some rest, relaxation, and great fun. We hope that you and your family are feeling rejuvenated and invigorated and that you are ready to return to school with a strong desire to work hard and experience great success! At the St. Marys Area School District, we continue to work hard to ensure an optimum learning opportunity for all students in our school. Your cooperation and partnership with us, along with a common understanding of our school program, is fundamental to our success in meeting our goals for your children and our schools. Parents, teachers, and students all working together can make that happen!

This handbook has been updated to keep you informed of procedures and changes that the district has found necessary. Please read this manual carefully, but also remember, if you have a question do not hesitate to call. We would encourage you to keep this guide in a handy place at home and utilize it as a reference throughout the school year.

Students in grades three, four, and five will once again be provided with student planners, which will come home daily to parents. Good organizational skills will benefit our students throughout their school years and beyond. Communication Folders are used to ensure good communication between school and home. This communication is fundamental to successful working relationships and ultimately the academic success of our children. School Newsletters will be issued to ensure your awareness of all that is going on in our schools. Additionally, parents can check our District webpage at www.smasd.org for further updates on school programs, activities, and events. Each individual school webpage can be accessed from the homepage.

Our administration, faculty, and staff are ready and excited to begin this new school year! We hope you are too! With happy hearts, we excitedly welcome you and your family back to school. We continue to ask for your cooperation and your ongoing support as we jump right into another great year at South St. Marys Street, Bennetts Valley, and Fox Township Elementary Schools.

Sincerely,

Mrs. Christine Kuhar, Principal
South St. Marys Street Elementary School
370 South St. Marys Street
St. Marys, PA 15857
(814) 834-3021
Fax (814) 834-7814

Mr. Dan Vollmer, Principal	
Bennetts Valley and Fox Township Elementary Schools	
Bennetts Valley	Fox Township
19073 Bennetts Valley Highway	376 Main Street
Weedville, PA 15868	Kersey, PA 15846
(814) 781-2156	(814) 885-8076
Fax (814) 787-8766	(814) 885-6331

The St. Marys Area School District is an equal opportunity educational institution and will not discriminate on the basis of race, color, national origin, sex, and handicap in its activities, programs, or employment practices as required by Title VI, Title IX, and Section 504. For information regarding civil rights or grievance procedures, contact Mrs. Ginger Williams, Title IX Coordinator, Section 504 Coordinator, at 977 South St. Marys Street, St. Marys, PA 15857, or call (814) 781-2111.

St. Marys Area School District - School Calendar – 2019-2020

**This Calendar is subject to change.

The most up to date calendar can be found at www.smasd.org under the Quick Links.

end of m.p.	report cards
10/25/19	11/4/19
1/15/20	1/22/20
3/20/20	3/27/20
5/29/20	5/29/20

August				
M	T	W	T	F
x	x	x	x	x
x	x	x	x	x
x	x	x	x	x
19	20	21	22	23
26	27	28	29	30

September				
M	T	W	T	F
x	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

October				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

November				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	x	x

December				
M	T	W	T	F
x	x	4	5	6
9	10	11	12	13
16	17	18	19	20
x	x	x	x	x
x	x			

January				
M	T	W	T	F
		x	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
x	18	19	20	21
24	25	26	27	28

March				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April				
M	T	W	T	F
		1	2	3
6	7	8	x	x
x	x	15	16	17
20	21	22	23	24
27	28	29	30	

May				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	x
x	26	27	28	29

First Student School Day	8/22/19					
Inservice Days	8/19/19	8/20/19	8/21/19	11/27/19	1/20/20	
Act 80 Days	10/7/19	10/8/19	10/31/19	11/1/19	2/13/20	2/14/20
Labor Day	9/2/19					
Thanksgiving Vacation/Deer Season	11/28/19	11/29/19**	12/2/19**			
Christmas Vacation*	12/23/19	12/24/19**	12/25/19	12/26/19**	12/27/19	
Christmas/New Year Vacation	12/30/19	12/30/19	1/1/20			
Vacation/Make-up Days	12/3/19(1)	2/17/20(2)	4/14/20(3)	4/13/20(4)	4/9/20(5)	5/22/20(6)
Spring Vacation*	4/10/20**					
Memorial Day	5/25/20					
Last Day for Students/Graduation	5/29/20					

*PSSA English Language Arts PSSA Math/Science Assessments

Keystone Exams

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Please Note - This handbook contains basic information relative to our school program. Please review this information as it provides answers to often asked questions. Should you desire any additional information, please contact the school office.

SCHOOL HOURS

Kindergarten – Grade 5 8:35 AM - 3:15 PM

ARRIVAL

Students can begin arriving at school at 8:00 am. **Students should not arrive at school prior to 8:00 am, as we have no personnel available to supervise students prior to that time.** The tardy bell rings at 8:35 am.

A child who arrives after the scheduled beginning of the morning session will be considered tardy. **A note of explanation is required from the parent.** A parent/guardian is required to come into the office and sign in all students that arrive after 8:35 AM. Please note – if a child is tardy to school 15 times, a referral will be made to the District Justice, resulting in a possible fine or other consequences as determined by the District Justice.

VISITORS

All visitors must report to the office through the front doors of the main entrance and report directly to the office. Visitors will be required to call into the main office via security to state name and reason for visit. All visitors will be asked to give his/her driver's license or name and date of birth for a background check via the school district's Raptor Security System. Once the visitor is approved, the visitor will sign in and receive a visitor's pass that must be worn at all times during the stay. Upon leaving the building, the visitor must report to the office to return the visitor's pass and sign out.

Parents are encouraged to visit school frequently and actively participate in the education of their child. We request that parents avoid conferences with the teacher during such visits, but rather schedule a conference for a mutually acceptable time.

If you need to give your child a message, medication, homework, lunch money, supplies, etc., please go to the office. Place the name of your child and the teacher's name on the item. Interrupting class hampers valuable instruction time. Also, standing in the hall while waiting for your child or the teacher may be disruptive to the learning environment. Your cooperation will be appreciated.

TELEPHONING THE SCHOOL

If you find it necessary to telephone a message to your child, someone will be available for relaying your message. When possible, all instructions should be given to a child before he/she leaves for school.

HANDICAPPED ACCESSIBILITY

All elementary buildings are fully handicapped accessible. If you need more information or assistance, please contact the school.

TOBACCO-FREE SCHOOLS

The St. Marys Area School District is tobacco-free and all persons (students, employees, independent contractors, members of the general public, and other individuals) are prohibited from using any tobacco products in or on school district premises, property, in its vehicles including vehicles parked on District property.

ADMISSIONS

Registration for students enrolling in kindergarten is held before the close of school in the spring. Time and place of registration is published in The Daily Press and the DuBois Courier Express.

Pupils entering kindergarten must be five (5) years of age on or before the fifteenth (15) day of August. Pupils entering the first grade must be six (6) years of age on or before the first (1) day of September. Evidence of date of birth (ie: original birth certificate or notarized copy of birth certificate, baptismal certificate with date of birth, or passport), record of immunizations and proof of residency should be presented at registration. The district shall not enroll a student until the parent/guardian has submitted proof of the student's age, residence, immunizations, and a completed Affirmation of Prior Discipline Record, as required by law and regulations.

The district shall administer a home language survey to all students enrolling in district schools for the first time.

EMERGENCY SCHOOL CLOSINGS OR DELAYS

If weather conditions make it too dangerous for busses to travel, the schools will be closed or the start of school will be delayed. Notice of closings or delays will be given over various television and radio stations, and through the district's emergency notification system. This information would also be available on the home page of the District's website (www.smasd.org), through or on channel 2 of the St. Marys Cable TV. Information may also be obtained by calling [834-8746](tel:834-8746). Telephone calls to the school office are unnecessary.

Television Stations:

WJAC-TV Johnstown
WTAJ-TV Altoona
WPSU Clearfield/State College
WWCP-FOX 8 and ABC 23 Altoona/
Johnstown

Radio Stations:

WKBI/W94FM St. Marys
WDDH St. Marys
WLEM Emporium
WLMI Kane
WCED DuBois
WDSN DuBois
WOWQ/WQYX/WZDB DuBois
WOKW Clearfield
WPSU-FM Clearfield
WMKX/WJNG Brookville/Johnsonburg
WPXZ/WECZ/KOOL Punxsutawney
WHDL/WPIG Olean, NY

Additionally, St. Marys Area School District utilizes an automated emergency text/email notification system that allows school district administrators the ability to distribute a message to the cell phones and/or computers of all students within a very short time. You may register on our district webpage, www.smasd.org

In the event of a two-hour delay, the school schedule will be 10:35 AM - 3:15 PM. A grab and go breakfast will be served on days when we experience a two-hour delay.

EARLY DISMISSAL

Occasionally early dismissals occur for parent conferences, inservice workshops, or weather emergencies. When possible,

notices will appear in The Daily Press in advance of these dismissals. In the event of an emergency early dismissal, we will contact major employers so that they may make announcements and we will utilize local radio stations. The District may also utilize the Emergency Notification System to alert families through a text message or e-mail. Upon dismissal, students will leave the school ground immediately. **Please be sure that your child knows where to go in the event of any emergency or early dismissal, especially in the event you may not be at home.**

STUDENT ABSENCE POLICY

Parents are asked to call the school by 8:30 AM to report your child's absence. Please notify us when calling if you would like your child's teacher to prepare homework, as well as your intention to either pick it up after 2:00 at SSMSES or after 2:30 at Fox and BV, or if you would like it to be sent home with a sibling or neighbor. Please note that the telephone numbers of all three elementary schools are listed in the front of this handbook. Families will also receive an automated phone call from the school when a child is absent.

Parents/guardians should submit a written excuse within three (3) school days after returning from an absence. If a written excuse is not provided within three (3) days after returning, the absence will be permanently counted as illegal.

Any student who is absent from school for a total of seven (7) days, excluding physician's excuses, approved educational trips and suspensions/expulsions, will receive a letter from the Principal, or Designee, reviewing the student's absences and stating the consequences should the student attain 10 absences (necessity for a medical excuse for any additional absences beyond the ten).

Any student who is absent from school for a total of ten (10) days, excluding physician's excuses, approved educational trips and suspensions/expulsions, will be required to present a physician's excuse for each absence thereafter within five (5) school days of the absence after returning to school.

Proceedings will be instituted against any parent, guardian, or person in parental relation, for failure to comply with the provisions of this policy. The district superintendent, attendance officer, or designee, shall give the offending person three (3) days' written notice of such violation. If, after such notice has been given, the provisions of this policy regarding compulsory attendance are again violated by the persons so notified at any time during the term of compulsory attendance, such person, so again offending, shall be liable under this policy without further notice.

Regardless of the accumulated number of days of absence, the school principal, attendance officer, or superintendent may require a physician's excuse for a questionable absence.

The Board of School Directors considers the following conditions to constitute reasonable cause for absence from school:

1. Illness
2. Quarantine
3. Recovery from accident
4. Death in immediate or near family
5. Religious holidays
6. Required court appearances
7. Approved family educational trips
8. Emergency farm or domestic employment
9. Impassable roads and/or natural disasters
10. Approved school/class tours and/or trips
11. Approved medical and/or dental appointments
12. Other "urgent reasons" to be considered only as they directly affect the pupil and as agreed to by the principal

Absences due to the following four (4) conditions shall be considered noncumulative:

1. Death in the immediate family
2. Subpoenaed court appearance
3. Verified acute or chronic medical condition as documented by parent and physician. A physician's note related to a chronic condition must state the severity of the condition prohibiting the child from attending school.

4. Preapproved absences from school such as excused educational tours and trips, approved college visitation days, and excused religious observance or instruction.

Unlawful absences shall include:

1. Absence from school with parents' consent for reasons other than those considered excusable.
2. Leaving school during school hours without permission.
3. Truancy.
4. Absence from school without a parent's written excuse.

TRUANCY

Truancy is defined as student absence without a parent or guardian's knowledge and/or permission. A pupil who has been truant is subject to making up the time he/she was truant.

TAKING YOUR CHILD OUT OF SCHOOL

If, for any reason, such as a doctor or dentist appointment, you need to take your child out of school during the school day, please follow this procedure:

1. Send a note to your child's teacher stating the reason your child is to be released and the time you will call for him/her. (Form is provided in appendix of this booklet.)

2. Prior to taking your child from the school, please sign your child out on the SIGN-OUT/SIGN-IN sheet in the office. Upon returning, the child should sign-in. This procedure is designed to protect your child.

3. If you have someone else pick up the child, please identify the person who will be coming and have that person come to the office - not to the child's classroom. This person may be asked to present photo identification.

NOTE TO PARENTS:

- Please make every attempt to schedule appointments during non-school hours.
- Please make every attempt to have your child return to school as promptly as possible after appointments, unless the appointment is scheduled at the end of the school day.
- Please obtain a note from the doctor or dentist and return it to the school office upon your child's return.
- In the event of a school function, for example a school play, with the teacher's permission, students involved may be dismissed early with the parent. Siblings are not permitted to be excused.

EDUCATIONAL TRIPS

Parents desiring to take their child on an educational trip must submit to the administration a description of the educational value to be gained by the student. **This request must be submitted two (2) weeks before the date of departure and should be completed in detail.** Students are responsible for making arrangements with their teachers to make up all work. The request form for educational tour/trip is provided in appendix of this handbook, or could also be obtained from the school office or from the district website.

Principals shall have the authority to limit the number of days of excused absences for parent-sponsored educational trips if, in their judgment, these absences would be detrimental to the student's educational progress.

Parents of students in grades 3-5 who are considering Educational Trips in the spring of the school year are respectfully asked to avoid scheduling these trips during the PSSA assessment window. Requests for educational trips during the assessment window will not be approved, except in extreme circumstances as approved by the Superintendent. Assessment schedules are outlined on the school calendar in the front of this book. Your cooperation in this important matter is appreciated.

FIELD TRIPS

When a field trip is to be taken, your child will bring home a District Field Trip/Permission Release Form giving the destination and date. This form **MUST** be completed in its entirety, signed and returned to the teacher before your child will be allowed to go on the trip. Please be sure to return this permission or your child may be required to stay with another class and miss out on the educational trip. **Please note that student participation in a field trip is a privilege. Students who have excessive absences and have not completed their make-up work may be excluded from attending the field trip. These students will be required to attend school to complete their missed work.**

LUNCH /BREAKFAST PROGRAM

The St. Marys Area School District has an excellent hot lunch program. Complete, well-balanced lunches (including milk) are served.

Your child's health and school progress are influenced greatly by the kind of meals he/she eats. By encouraging him/her to use the school hot lunch facilities, you are assured that your child will have an adequate lunch. Students may carry a lunch from home and purchase milk. Please note that we highly recommend well-balanced and nutritious lunches. Students are not permitted to bring soda pop, energy drinks, or chilled coffee style beverages. We highly recommend milk or a juice product. All students will be given the opportunity to purchase an additional milk.

District Elementary Buildings provide a "closed lunch period", indicating that students are not permitted to leave school grounds during the lunch period.

The St. Marys Area School District has also implemented an optional school breakfast program at each elementary building. Students who will be participating in the breakfast program should report directly to the cafeteria upon arrival at school.

Students who are not participating in the breakfast program and arrive at school before 8:20 AM must report to the gymnasium at Bennetts Valley, the gymnasium at Fox Township, and the cafeteria at South St. Marys Street Elementary.

It would be convenient if your child pays for the entire week on Monday mornings, avoiding the need for a child to carry money to school each day. Parents may also pre-pay for their student's lunch by signing up at www.k12paymentcenter.com. There is a one-time fee to sign up and a transaction fee is assessed for each use. **Lunch bills will not be allowed to accumulate.**

Applications for free and reduced price lunches will be sent home with your child at the beginning of the school year. For your convenience, the application can also be completed online by going to https://www.humanservices.state.pa.us/com_pass.web/CMHOM.aspx. The application is available at any time throughout the school year. If you feel that you may be eligible for a free or reduced price lunch, you are encouraged to complete the application as soon as possible. If you apply for free or reduced price school meals online, you do not need to submit a paper application. For more information about the District's Food Service Program, contact the Food Service Director at 781-2116.

Elementary Breakfast and Lunch Prices are as follows:

Breakfast	\$1.00
Reduced Breakfast	\$0.30
Lunch	\$2.00
Reduced Lunch	\$0.40

TREATS/SNACKS/GUM

Please do not send treats to school for the children unless you receive notice or permission from the teacher or you are asked to do so. **Healthy treats/snacks are strongly encouraged.** Individual teachers will advise students as to whether snacks are permitted during the school day. Snacks should be consumed only at the time provided by the teacher. Snacks are not permitted in the hallways, at dismissal, or on the bus. Additionally, students are not

permitted to chew gum in school, at dismissal, or on the bus.

STUDENT CONDUCT CODE

The St. Marys Area School District has adopted a policy of Student Rights and Responsibilities. As part of this policy, the district has developed a Student Conduct Code for the elementary student. Please read the code (which is included in the appendix of this booklet) and discuss it with your child.

Expectations for student behavior will focus on the school wide theme of being and feeling PROUD:

- P = Polite Words
- R = Respect Others
- O = On Time Work
- U = Under Control
- D = Directions Followed

STUDENT DRESS CODE

The St. Marys Area Board of School Directors has adopted a dress and grooming policy. Please review these guidelines as you consider the selection of school garments for your child. The best way to view the policy is to take a common sense approach and select garments that are neat, clean, conservative and tasteful in appearance. You should avoid clothing that is immodest or extreme in style. Grooming standards also fall under the same common sense, good taste rule. Hair should be of natural color and should be trim, neat, and clean. All students should dress in a manner that will not distract other student's attention while in school.

The following are examples of clothing to avoid. It is not intended to be an all-inclusive listing. If you are in doubt about something, please contact the school principal for specific clarification. Should a student's appearance be considered inappropriate, parents will be contacted and necessary adjustments will have to be made.

Examples of immodest garments include short shorts, short dresses, mini-skirts, tight-fitting garments such as spandex or "spank"-style shorts, tube tops, bare-backed

garments, see-through garments, mesh garments, halter tops, low-cut tops, tank tops, garments showing bare midribs. As a general guideline, shirts, dresses or other garments with shoulder straps should be of at least 3 fingers width.

Examples of garments, which are not tasteful, are those with imprints containing alcohol, drug, and cigarette logos; offensive words; improper expressions; provocative sayings or provocative pictures. **This includes phrases such as “hottie, 2 cute, etc.” on the backside of jeans or shorts.**

Examples of garments that are extreme in fashion are cutoffs or form fitting fashion wear.

Clothing must be clean and in good repair. Clothes with holes are not acceptable school attire.

Students are permitted to wear proper length shorts prior to November 1 and after April 1. Proper length is best determined by making certain that the finger tips of the arms held at each side touch the lower edge of the garment.

Coats and jackets designed for outdoor wear are NOT to be worn in the school buildings during the day. Hats or other headwear may not be worn inside the building.

Shoes or sneakers are to be worn. Students are not permitted to wear flip-flops or high heels.

All students should dress appropriately for physical education classes. Boys and girls are required to wear sneakers. Boys will wear regular school attire. Girls will wear slacks and an appropriate top.

DRESSING FOR SAFETY

All students should dress in a manner that maximizes safety. Therefore, we ask all parents not to allow their child/children to wear items such as: platform shoes, high heeled shoes, flip-flops, chains dangling from waist, heavy metal chains, wallet chains, objects dangling from back packs, long drawstrings on jackets, pants that are

too long and baggy. All shoes are to fit securely on the heel with a strap. Essentially parents, we are asking your understanding that our concern is for your child's safety, and the fact that shoes with limited support and structure or shoes that expose too much of the toes and foot may increase the chance for injury.

The above listing is not inclusive but is intended to bring to your attention possible safety hazards in clothing and other apparel. Please think about your child's age when dressing your child for school and the fact that he/she will need to exit the school building quickly during fire drills, climb stairs, walk narrow aisle ways, etc., during the school day.

SCHOOL SAFETY

The safety of your child is a home and school concern. To keep accidents at a minimum, the home and school must help children to build proper habits of safety. Having your child practice and observe the following rules will help avoid accidents.

Every child who walks to school should:

- 1.) Start for school early enough to avoid the rush to arrive on time.
- 2.) Walk on the sidewalk. If there is no walk or path, walk on the left side of the road and face oncoming traffic.
- 3.) Cross streets at intersections or where a policeman or crossing guard is on duty.
- 4.) Walk directly to and from school.

BUS SAFETY RULES

- 1.) Wake up early enough to get ready for school without rushing.
- 2.) Walk to the bus stop and arrive at least five (5) minutes before the bus is scheduled to arrive.
- 3.) Behavior at the bus stop:
 - a) Stand at the bus stop at least three giant steps from the roadway.
 - b) No running, pushing, throwing objects.
 - c) Be polite with the other students and adults at all times.

- 4) When getting on the bus, go immediately to your assigned seat and remain seated until it is time for you to get off the bus.
- 5) While on the bus there should be no yelling, no pushing, no hitting or throwing of objects. Always keep your head, hands and all other objects inside the bus. Keep aisle ways clear of objects.
- 6) LISTEN TO THE DIRECTIONS OF THE BUS DRIVER.
- 7) When it is time to get off the bus, wait until the bus comes to a complete stop before standing and walking to the front of the bus.
- 8) Get off the bus in an orderly manner. Walk at least three steps away from the bus before walking to the left or right.
- 9) If you need to cross the street after getting off the school bus, always walk in front of the bus and be sure to walk far enough in front of the bus to clearly see the driver. (At least ten steps in front of the bus) Wait for the bus driver to give you the all clear signal before crossing the roadway.
- 10) Go straight home so your parents/guardians know where you are.
- 11) Do not have items dangling from your backpack, school bag or personal clothing.
- 12) Never attempt to pick up items dropped near the bus. Tell the bus driver.

Failure to follow the established bus safety rules may result in the suspension of a student's bus privilege.

BUS CHANGE

If it becomes necessary for a child to temporarily ride another bus, a one-day pass will be issued to the student by the principal's office under the following conditions.

1. Prior written or verbal permission is received from the parent. Please – no last minute calls requesting changes. We need to be sure we can accommodate your request, as well as notify the child and teacher, and this takes time.
2. There is space available on the bus requested.

3. There are no pending disciplinary actions against the student for bus related incidents.
4. The request is for a scheduled stop of that vehicle.

Bus drivers will not accept notes from parents; students must have a pass from the school to board a bus to which they are not assigned. **This permission is for one day only.** If your child is riding home with another child a permission slip must be received at the office from both families before a child is permitted to change buses or stops.

A SAMPLE NOTE:

Date: _____
Dear _____,
(Teacher Name)

_____ has my
permission to ride bus number _____

on _____. He/she will be
going to the home of

_____.

Sincerely,

(Parent Signature)

For more long term bus assignments, requests for permission to transfer from an assigned vehicle must be submitted to the Transportation Office located in the high school. (Telephone: 781-2114)

BICYCLE RIDING

To avoid the hazards of traffic congestion, students are urged to walk to school or ride district-provided transportation. The district does permit the riding of bicycles to and from school, provided parent/guardian permission has been given. Children must wear an approved safety helmet. (A permission form will be available in the main office.)

FIRE DRILLS

The school laws of Pennsylvania require that each school building have at least one fire drill each month. Our students are taught to leave the building quickly and safely. Drills, during inclement weather, are announced to give students an opportunity to put on proper clothing.

WEATHER EMERGENCY DRILL

In addition to the monthly fire drills, a weather emergency drill is conducted on a yearly basis. The purpose for this drill is to instruct all students and staff on the proper procedures to follow in the event of a severe weather emergency, such as an earthquake or tornado.

INSURANCE

School accident insurance applications will be available when school opens in the fall. Information regarding school insurance will be sent home on the first day of school.

CHILD'S HEALTH/ MEDICATIONS/ SCREENINGS/EXAMS

Childs' Health

Please observe your child carefully for signs of illness before sending him/her to school. The main reasons to keep your child home are:

1. They have obvious signs that they cannot comfortably participate in class activities. Examples: frequent coughing, persistent pain (ear, stomach, etc) .
2. They may be contagious and spread their illness to others. Examples: a fever, vomiting, diarrhea, frequent cough or sneezing, unexplained widespread rash.

Please note: If your child has a fever, they may only return to school when they have been fever-free for at least 24 hours without the use of fever-reducing medicine such as Tylenol or Motrin.

Please inform the health office of any special health problems your child may have. Please notify the school of any fractures or concussions, surgeries or hospitalizations, allergies, or communicable diseases, contagious infections or illnesses such as pink eye or strep throat.

Medications

Medications should be given before or after school whenever possible. If however, it is essential that your student receive prescription or daily medication during school hours, the medication will be administered under the following conditions:

- Any prescription or physician ordered medication **MUST** be accompanied by a written physician's order and written parental consent. **Consents and physician orders must be updated and renewed yearly.**
- Medication must be in the original container and / or packaging and properly labeled. Pharmacies will provide an extra properly labeled bottle for school when asked.
- Only the amount of medication required to be administer during school hours should be delivered. Any medication left at school after the date of the last prescribed dose or last day of school will be disposed of.
- **A parent/guardian or responsible adult designated by the parent/guardian should deliver all medications to the Main Office or Health Office. Students are NOT to transport medications to and from school.**

Screenings

State Mandated Screenings will be done for the following grades:

- Growth (height, weight, BMI, BMI%) – ALL GRADEs
- Vision – ALL GRADEs
- Hearing – Grades K-3

If any impairments are noted upon completion of the vision and hearing screenings, a referral form will be sent home to parents indicating a need for follow up care with the appropriate specialist or health care provider.

Exams

The School Health Act requires that a medical and dental examinations be performed on students in the following grades.

- Dental Exam – K or first entry and Grade 3
- Physical Exam – K or first entry

It is recommended for continuity of care that these exams be done by your Primary Care Physician and Dentist. If you choose to have your student examined by the School Physician or School Dentist, please be advised that any health or dental issues identified during the exam will need to be evaluated, and have follow up care provided by your Primary Care Physician, private dentist, or other source of medical care.

BE SURE THE SCHOOL OFFICE ALWAYS HAS YOUR CURRENT TELEPHONE NUMBER AND THAT OF ANOTHER DESIGNATED PERSON SO THEY MAY BE CONTACTED IN THE EVENT OF A CHILD'S SUDDEN ILLNESS OR OTHER EMERGENCY. PLEASE BE CERTAIN THE SCHOOL KNOWS WHERE YOUR CHILD IS TO GO IN THE EVENT THAT YOUR CHILD IS TOO ILL TO REMAIN IN SCHOOL. IF YOU MOVE OR CHANGE YOUR PHONE NUMBER, PLEASE MAKE IT A PRIORITY TO NOTIFY THE SCHOOL.

HOMEBOUND INSTRUCTION

Pupils who are unable to attend school for an extended time period (minimum of 10 consecutive school days) because of their health may secure home instruction. A parent who seeks such instruction for a child should write or call the School Counselor.

HEAD LICE INSPECTIONS URGED

Parents are urged to inspect their children for head lice prior to the start of the new school year. During the summer months, children can come in contact with head lice from a variety of sources and parents should not be embarrassed if they are discovered.

Having head lice does not mean an individual is unclean. The lice are usually transmitted by direct contact with another person having lice or by the common sharing of combs, hats, scarves, coats, etc.

It is recommended that you examine your child's head under a good light and look for tiny whitish eggs adhering to hair shafts or tiny grayish crawling forms.

Head scratching and itching are common symptoms of head lice. If there is evidence of head lice, parents should contact a pharmacist or physician to obtain a special shampoo.

If head lice are found, all other family members should be examined.

Should you discover that your child has head lice, please report this to the school. Do not blame the school, as we are doing everything possible to prevent the spread of lice. We must depend upon all families to do their part in discovering, reporting, shampooing and providing follow-up care.

BOOKS AND SUPPLIES

All school books and regular school supplies are provided by the St. Marys Area School District. Pupils are expected to give reasonable care to all books, school property and equipment. The textbooks should be covered. If textbooks, library books or any other materials owned by the school are lost or damaged beyond normal use, students will be expected to reimburse the school for such damage.

LOCKERS/DESKS

School lockers and student desks are and remain the property of the school district. Students should have absolutely no expectation of privacy in regard to school lockers and student desks. The school district retains the right to search lockers and/or desks for any reason, at any time.

PERSONAL ITEMS

Students are discouraged from bringing personal items to school, unless requested by the child's teacher for a specific classroom activity.

When personal items are brought to school there is always the chance that something will happen to them. Whether these personal possessions are trading cards, Pokemon cards, electronic toys, yo-yos, or any other non-school related item, **the sole responsibility for these items belongs to the student and parent.** Therefore, please encourage your child to leave his/her personal items at home. If these items are brought to school, they should be "off" and kept in the student's backpack at all times.

Please note: The use of laser lights can be determined to be illegal. (Senate Bill 850, session of 1990). Therefore, laser lights are strictly prohibited from school.

ELECTRONIC DEVICES

The use of personal cell phones, recording, and/or other electronic devices, such as still or video cameras, is prohibited during the school day at the elementary level. Our schools cannot be responsible for any electronic devices, handheld games, music players, MP3 players, GoPro's, IPODs and the like; and therefore, we discourage all students from bringing them to school.

READING INSTRUCTION

During the upcoming school year, your child will be utilizing various reading resources. Comprehension, vocabulary, decoding skills, and fluency are presented systematically to enable students to read successfully and independently. Thorough development of these skill areas allows students to apply

what they learn in order to understand what they read. We encourage all parents to read to their child/children, listen to your child/children read and model reading to your child/children. Children should be encouraged to read orally 15 minutes a day outside of school.

Students in our schools have the tremendous opportunity to participate in the Accelerated Reader Program. AR is an 'incentive based' reading program, that provides students with the opportunity to enhance their individual reading skills through literature-based reading practice. Research proves that the more anyone practices a skill, the better they become at that skill. Literature-based reading practice is what makes the difference between struggling and proficient readers.

Each child in school is given a "STAR Assessment" 5 times per year which helps to determine his/her reading level in the AR Program. They meet with their teacher, determine their individual point goal, and earn points for scores of 85% or greater on comprehension quizzes administered after reading their AR books. Students meeting or exceeding their goals are rewarded periodically throughout the school year with a fun and special activity.

MATH INSTRUCTION

Math instruction throughout the school year will focus on the five main mathematical categories within the Pennsylvania Academic Standards. These five categories are Numbers and Operations, Measurement, Geometry, Algebraic Concepts, and Data Analysis and Probability. Instruction on these concepts is provided in sequential stages at developmentally appropriate levels within each grade. In grades 3 through 5, the district provides a Local Assessment, called an Anchor Assessment that measures student acquisition of knowledge within each of these categories. Data from these assessments are closely examined and are used to guide instruction and intervention services.

PHYSICAL EDUCATION

Each child takes physical education twice per 6-day cycle. All students must take physical education unless extended illness forbids it and a doctor has indicated that the student should be excused. If a parent wishes to have their child excused from an individual gym class, a written excuse should contain the date, the reason for the excuse, and the parent's signature.

Any injury occurring in gym class should be reported to the gym teacher immediately. Injuries occurring outside of gym class should be reported to the gym teacher to prevent further aggravation. All parents are urged to get involved in increasing the physical fitness of their children. This can be done by promoting physical activity outside of school each day, cutting back on screen time (TV, videos, computer usage, hand-held electronic games, etc.), and by encouraging healthy snacking.

INSTRUMENTAL MUSIC LESSONS

Instrumental music training begins in the fifth grade for children who elect the program. The program features activities, small group lessons and ensemble playing opportunities. School lessons take place either before or after the school day or during the regular school hours.

TECHNOLOGY

Each of our elementary schools contains a minimum of one computer lab for student use, as well as multiple iPads and Chromebooks. These devices will be utilized primarily to provide computer assisted instruction in the curricular areas of reading and mathematics. Additionally, the computers serve as research tools for gaining information through use of interactive encyclopedias and "screened" Internet access. Acceptable Use of Internet, Computers, and Network Resources Policy #815 provides an outline of appropriate use of technology within the District.

All students are provided with headphones at the beginning of the year. Students may be billed a minimal fee to replace lost or damaged headphones during the year.

HOMEWORK

Homework is identified in national and state reports on education as a vital factor in increasing student achievement. It is an integral part of the learning process.

There are many reasons for assigning homework: to increase learning time and to reinforce classroom lessons are among those reasons. Homework develops independence and self-discipline, as well as good work and study habits. It serves to enhance home and school communications by giving parents an opportunity to acquaint themselves with the skills being taught.

Parents play an important part in the completion of homework. Listed below are some suggestions to aid parents in their efforts to encourage student success:

Parent's role in homework:

1. Provide a quiet, well-lighted study area, adequate workspace, and necessary materials such as pencils, paper, and a ruler.
2. Establish a regular time for homework
3. Limit television viewing and avoid television and radio listening during study time.
4. Encourage your child to do his/her best work.
5. Inquire about your child's homework. Make suggestions toward budgeting time for its completion.
6. Supervise the completion of your child's homework and offer help. Avoid doing it for him/her.

Student's role in homework:

1. Make sure you understand the assignment, its purpose, when it is due, and how it should be done.

2. Ask for further explanation if the original directions are not completely understood.
3. Write down all assignments.
4. Budget time to complete your assignments.
5. Request help when needed.
6. Do your homework neatly and hand it in on time.
7. When absent from school, make arrangements to get and/or make up missed assignments.

Parents - If your child is absent and you are interested in picking up your child's assignments during the day, please call prior to 9:30 a.m. and expect to pick up the assignments after 2:00 p.m. in the school office.

SCHOOL COUNSELING

Elementary guidance is provided by our School Counselor. The School Counselor is concerned with the development and use of meaningful personal and group experience in order to help each child develop a realistic self-concept. The service also provides individual counseling with parents in relation to the pupil's school experience and his/her efforts to meet the needs of all children.

The success of a guidance program depends upon the cooperation of all persons involved with the pupils. Close communication between parents and the school is necessary.

ALCOHOL AND DRUG ABUSE SERVICES

In addition to the counseling services provided by the School Counselor, small group counseling sessions are conducted, during the school year, by the *Alcohol and Drug Abuse Services, Inc.* Attending any of these small group sessions does not imply that the student or family has alcohol or drug related problems. Rather this service is provided to our district to help serve the needs of all students. The general focus for

these student discussion groups is on topics related to: decision making, consequences, self-concept, plans for change, peer pressure, stress, coping and refusal skills. Additional information relative to these services may be obtained by contacting the school counselor.

LIFE / INCREDIBLE YEARS PROGRAM

In conjunction with *Dickinson Center, Inc.*, our elementary schools offer a unique program that is designed to assist parents in working with at-risk children. The major focus of this program is to facilitate intensive interaction among student, parent(s), and school in order to address those behaviors that affect the child's education. Additional information about this, and other programs that may be available at the elementary buildings, may be obtained by contacting the school counselor.

EDUCATIONAL SUPPORTS

SCHOOL WIDE TITLE and Multi-Tiered System of Support (MTSS)

The Title I Reading Program is a federal program that is provided to schools. It provides access to a Reading Specialist who provides assistance with literacy skills to help students build their skills in reading.

Literacy is broken up into 5 Big Ideas

- Phonemic Awareness - recognizing that sounds and letters are connected
- Phonics - recognizing that certain letters and letter blends or clusters make certain sounds
- Fluency - how quickly one can read a series of words/sentences
- Vocabulary - understanding definition of terminology
- Comprehension - understanding meaning of a word/passage

These skills develop over time. Our scholastic curriculum provides exposure and instruction on these skills at developmentally appropriate times throughout grades K-5. In kindergarten and the primary grades, much emphasis is placed upon phonemic awareness, phonics, and emerging fluency, with vocabulary and comprehension intertwined. In the intermediate grades,

phonetic skills are reinforced, while fluency is continued, and vocabulary and comprehension skills enhanced. These 5 Big Ideas lay the ground work for good reading.

The Title I Reading program provides additional assistance to students who may need help in learning or developing any of these skills. Presently, our elementary schools are considered "Title I Schools". This allows us to operate a School Wide Title program. The primary goal of being a Title I School is to ensure that all students, particularly those who are low-achieving, demonstrate proficient levels of achievement on state academic standards.

In conjunction with a School Wide Title Program, our elementary schools are also working hard to implement a Multi-Tiered System of Support (MTSS) program. This initiative uses data from our routine assessments to identify students who might be showing skills that are below grade level expectations. This program works wonderfully with our School Wide Title program. We have our instructional tutors and our Reading Specialist working with students who needs assistance. These students are recommended to begin receiving interventions based upon assessment results (STAR Early Literacy and STAR Reading, STAR Math, and Local Math Anchor Assessments) as well as their performance in the classroom. Student performance is tracked throughout the school year. When students show improvement to the point where they are achieving grade level benchmarks, interventions and supports are weaned or discontinued. Students who have shown more difficulty are provided extra help and assistance. The decision to discontinue interventions or to intensify the interventions is made using updated benchmark assessment data, progress monitoring data, and classroom performance. For students who do not demonstrate sufficient progress towards achieving grade level proficiency (despite assistance), the scholastic team may believe further assessment is in order and a referral for a multi-disciplinary evaluation (MDE) may be considered.

DISTRICT PARAPROFESSIONALS/ INSTRUCTIONAL TUTORS

To assist students in academic interventions and small group instruction, district paraprofessionals have been assigned to each building. This staff works closely with the classroom teachers, administration, and other support personnel to examine assessment results and provide instructional support as needed.

VOLUNTEER AIDES

We have a very successful parent volunteer aide program. We find the aides to be extremely helpful, as we work together, meeting the needs of the children. If you would like to become a volunteer at any time during the school year, please contact the school office.

REPORT CARDS

The St. Marys Area School District will issue formal reports to the parents/guardians four times throughout the school year. Periodic progress reports will be sent home between grading periods. Issuing of report cards is the first line of communication and cooperation between school and home. Up to date grades are also accessible to parents through the POWER SCHOOL Parent Portal. Please contact the school to receive your child's student-specific password.

PARENT CONFERENCES

Communication between parent and teacher is extremely important in addressing the varying needs of children. Parent/Teacher Conferences will be scheduled twice per year. Notices will be sent home prior to the scheduled date. In addition, parents may initiate conferences at any time throughout the school year by contacting either the teacher or the school office. Teachers may also contact parents at any time throughout the school year to schedule a conference to discuss any specific concerns they have regarding your child(ren).

SPECIAL EDUCATION

When parent(s) feel their child may be "exceptional," the recommended first step is to discuss their concerns with the classroom teacher, school counselor, or their child's scholastic team. These staff members, with parental support and involvement, will attempt to meet the child's educational needs in the regular classroom. If, after making accommodations/adaptations, the parent(s) or any staff member believes a child to be exceptional, then parental permission for formal evaluation must be obtained in writing. If the parent(s) orally request an evaluation, the school district will provide the parent with the appropriate forms. After written parental permission is submitted, the Multidisciplinary Evaluation (M.D.E.) Process will begin. Parents can request an evaluation at any time.

The evaluation will be conducted by a Multidisciplinary Team (MDT). The team will include the parent(s) and appropriate school personnel. Information from all members of this team will be included in the team evaluation. As a result of this evaluation, the MDT will make recommendations as to whether or not the student is exceptional. A meeting may be held, but is not required. An Evaluation Report (ER) is prepared with recommendations, based on the input of each individual team member. In order to recommend that the child should be identified as "exceptional", the MDT must conclude that the child has a disability (or is gifted) and is in need of a special education program and/or service(s). If any member of the team disagrees with the report, a written Dissenting Opinion is submitted and attached to the report (ER).

After the MDT makes its recommendations, an Individualized Education Program (IEP) team develops, an Individualized Education Program (I.E.P.). The IEP is a written plan that describes the child's educational program, including goals, objectives and related services. Parents are members of the IEP team and are an integral part of the IEP team meeting.

Upon completion of the written IEP (or in the case of a nonexceptional student, an IEP meeting summary), a Notice of

Recommended Educational Placement (NOREP) will be issued to the parent for signature. The parent must indicate whether he/she agrees or disagrees with the recommended placement. If the parent disagrees with the NOREP, then a prehearing conference may be held. Both the parent(s) and the school district have the right to "waive" the prehearing conference. If the prehearing conference is held, it is conducted between parent(s) and school personnel in an attempt to informally resolve the disagreement.

Pennsylvania law contains other procedures for resolving disagreement. They include Complaint to Regional Review, Mediation, and Due Process Hearings. For further information please contact the Director of Student Services at the St. Marys Area School District at 781-2120.

LEARNING SUPPORT

Curriculum for the Learning Support child is based on the identified needs of the child as outlined in the Individual Education Plan. The school curriculum is followed to ensure that the child meets the academic requirements of the school district while receiving necessary services. Adaptations and modifications to the regular curriculum are used when deemed appropriate by the IEP team.

RETENTION GUIDELINES

Students are subject to review for possible retention when the following circumstances occur:

1. A student fails, or is achieving below grade level, in Reading and one other major subject in grades 1 and 2.
2. A student fails, or is achieving below grade level, in two major subjects in grades 3, 4, and 5.

Major Subjects

Grades 1 & 2	Grades 3 - 4 - 5
Reading	Reading
Mathematics	Mathematics
English	English
	Social Studies
	Science

LOST AND FOUND

Lost and found items are kept near the office area. Students are reminded to inquire first in their classroom for lost articles. Articles that are properly marked with the child's name will be returned immediately. Articles and items remaining after the close of the school year will be discarded or donated to charity.

SOLICITING

No soliciting is permitted in the schools. If chances, candies or other items are to be sold, this must be done off school grounds.

GIFTS AND PARTY INVITATIONS

The collecting of money for the purpose of buying the teacher a gift is forbidden. Peer pressure is often great in matters of this nature and some students cannot contribute. Private party invitations, addressed to selected individuals, are not permitted to be distributed in school. This type of activity disrupts the learning process and often singles out children who are not invited. Only the distribution of invitations given to all students in a classroom (or all boys/all girls) is permissible.

PETS IN THE SCHOOL

The District's Elementary Schools have a NO PET PHILOSOPHY. For precautionary measures and reasons of health and safety, our schools strongly discourage pets from visiting our classrooms.

ST. MARYS AREA SCHOOL DISTRICT

Title I School-wide Program

What is a Title I School-wide program?

A School-wide program permits a school to use funds from Title I, Part A and other Federal education program funds and resources to upgrade the entire educational program of the school in order to raise academic achievement for all the students. This contrasts with a Title I targeted assistance program, through which Title I, Part A funds are used only for supplementary educational services for eligible children who are failing or are at risk of failing to meet state academic content standards.

School-wide programs have great latitude in determining how to spend their Title I, Part A funds. School-wide programs do not have to identify particular children as eligible for services, or separately track federal dollars. Instead, School-wide programs can use their Title I, Part A funds in the manner they choose within federal guidelines, as long as they engage in reform strategies that increase the amount and quality of learning time and help provide a high-quality curriculum for all children, according to a comprehensive plan to help children meet the state's challenging academic content standards. School-wide programs serve all children in a school. All staff, resources, and classes are part of the overall School-wide program. The purpose is to generate high levels of academic achievement in core subject areas for all students, especially those students most in need.

Components of a School-wide Program

- A comprehensive needs assessment of the entire school is conducted.
- School-wide reform strategies provide opportunities for all children to meet the state's
- proficiency performance standards.
- Highly qualified staff members provide instruction.
- Professional development is conducted on a continual basis throughout the year.
- Activities are presented to increase parent involvement.
- Plans are included to provide transitional assistance from preschool to elementary, from
- Elementary to middle school, and from middle school to high school.
- Measures are taken to include teachers in the decisions regarding the use of assessments.
- Activities are conducted to ensure that students who experience difficulty mastering state
- standards will be provided with effective, timely, additional assistance.

Parental Involvement

Parental involvement is an integral part of the Title I program. Parents are encouraged to become partners in helping their children achieve and become actively involved in all aspects of the process of the Title I program, from the writing of the plan to its implementation and evaluation.

A strong connection between the home and the school is a key element in student success. Materials, strategies, and assistance from teachers are available to all parents within a Title I School-wide program. Opportunities for active parent participation include, but are not limited to, open house, parent workshops, school-parent compacts, parent-teacher organizations, conferences, timely newsletters, and more.

Federal regulations require schools to utilize a portion of their Title I funds to support parent involvement. Parents should contact the school principal with any comments or suggestions regarding the school's parent involvement expenditures. If you would like to participate on the district and/or the school Title I planning team or make comments on the plan, please contact the school office.

Parent Involvement Policy and School-Parent Compact

Each Title I school is required to ask for input from parents regarding the development of a parent involvement policy and a school-parent compact. The school-parent compact can be found in the student handbook. The parent involvement policy explains how the school plans to work with parents to review and improve parent programs and describes how parents can participate in planning these programs. The School-Parent Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the way in which the school and parents will build and develop a partnership to help children achieve the state's high standards. You are asked to read the School and District Parent Involvement policies and the School-Parent Compact and give your suggestions or comments for revisions to the school principal. Changes will be made, when possible.

Description & Explanation of Curriculum, Forms of Academic Assessment, and Proficiency Levels Students Are Expected to Meet

St. Marys Area School District provides high-quality curriculum based on Pennsylvania's Curriculum Standards.

A variety of tests are administered to students to determine levels of proficiency. To monitor student progress throughout the year, student assessment may include:

- Assessments created by teachers and/or provided by textbooks.
- District assessments
- The Pennsylvania State System of Assessment (PSSA) will be given annually to students in grades three through eight. These assessments will measure student performance based on state standards.

Results of student assessment are presented at parent/teacher conferences, and by means of progress reports, report cards, etc.

Parents' Right to Know

Title I schools must meet federal regulations related to teacher qualifications as defined in the ESEA (Elementary and Secondary Education Act). These regulations allow you to learn more about your child's teachers' training and credentials. If you would like to receive any of this information about your child's teacher(s) or paraprofessionals, you may contact the school office.

The Every Student Succeeds Act (ESSA) which was signed into law in December 2015 and reauthorizes the ESEA, contains additional parent right to know requests, which can be obtained from the school office, including:

- Information on policies regarding student participation in assessments and procedures for opting out

- Information on required assessments including: subject matter tested, purpose of the test, source of the requirement (if applicable), amount of time it takes students to complete the test, time and format of disseminating results

The SMASD Administration, as well as the faculty and staff of South St. Marys Street, Fox Township, and Bennetts Valley Elementary Schools are fully committed to helping your child develop the knowledge and skills needed to succeed in school and beyond. As we enter into the 2019-2020 school year, the district wishes to express that all teachers and paraprofessionals at our schools meet the highly qualified status. We appreciate your support and partnership as we work to provide the best education for your child.

ST. MARYS AREA SCHOOL DISTRICT

Schoolwide Title I Program Student/Teacher/Parent Compact

A major theme and emphasis of the Title I program is to link schools, parents, and communities in order to meet the educational needs of students. These links are encouraged by the development of a School/Parent Compact that is designed to increase the sharing of responsibility between families and schools for the high performance of students. It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, parents, and administration, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school.

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA), must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

The School-Parent Compact for all SMASD Elementary Schools is noted below.

The South St. Marys Street, Fox Township, and Bennetts Valley Elementary Schools and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2019-2020.

School Responsibilities

Each Elementary School within the SMASD will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Provide educational opportunities and services which address a wide spectrum of individual needs, interests and abilities
- Provide opportunities to develop personal, social, and cultural dimensions
- Provide learning activities that are engaging and lead to an enjoyable learning experience
- Provide students with research based resources and instructional strategies
- Provide highly qualified teachers for core curriculum instruction and additional teachers specializing in intervention instruction
- Provide challenging assignments for students
- Provide ongoing information about student progress, and assistance and resources to parents as requested
- Provide an environment that allows and encourages positive communication between teacher, parent, and student

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- In the fall and late winter/spring of each school year
- Whenever a parent-teacher conference is requested

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- At the end of each nine weeks (report cards)
- Progress reports twice per quarter (Day 15 and 30)
- STAR Math and Reading reports provided following benchmark assessments (5 times per year)
- Regular weekly newsletter distributed related to the school's operation, programming, and activities
- The regular newsletter is sent home, and is also available in the office and via the school's website.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Kindergarten and New Student Orientation
- Annual open house in the fall
- Before and after school
- Parents may schedule an appointment to discuss their child's progress at any time through the school year
- Parents are provided the email addresses of all their child's teachers

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Classroom helpers
- Special activity helpers
- Chaperoning of field trips
- Attend class performances and programs
- Participate in open house

Parent Responsibilities

We, as parents, want our child to achieve. Therefore, we will support our children's learning in the following ways:

- See that my child is punctual and attends school regularly.
- Support the school in its efforts to maintain proper discipline.
- Keep the school up to date with all contact information and situations that may impact my child's behavior or learning.
- Establish a time for homework and make sure it is completed.
- Monitoring amount of television their children watch and/or screen time.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible and if interested, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities - We, as students, understand that it is important to work to the best of our ability. We will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Give parents or the adult who is responsible for care and welfare all notices and information received from school every day.
- Attend school every day, unless ill, and do our best work.
- Arrive at school on time.
- Embody school core values of PROUD.
- Obey school rules and take care of school property.
- Develop a positive attitude toward school.

ST. MARYS AREA SCHOOL DISTRICT ELEMENTARY PROGRAM OF STUDY

KINDERGARTEN

Reading and Language Arts: A multi-level approach is taken to incorporate beginning reading skills by use of phonemic awareness, recognizing, identifying, and using written expression of the sounds and letters of the English language and decoding simple words. These skills are used in conjunction with learning the parts of a book, making predictions, and determining reality versus fantasy.

Math: A multi-level approach is taken to develop and master recognition, identification, and writing numbers up to 31. These skills are used in conjunction with comparing objects, sequencing, graphing, measuring, counting money, telling time, identifying colors, shapes, sizes and fractions along with simple addition and subtraction.

Science/Health: Students learn about the weather, seasons, animals, classification, and their surroundings for science. In Health, students learn about feelings, manners, and the functions of certain parts of the body.

Social Studies: Students learn about the society in which they live, their government, career exploration, and the people who make it work. Included in their studies are lessons on safety. Holiday traditions are also explored. Students also explore different cultures.

*All grade level courses are aligned with the Pennsylvania Common Core Standards.

FIRST GRADE

Reading and Language Arts: In first grade many skills are integrated together: Reading, Spelling, English Composition, English Grammar, and Handwriting. Skills taught include phonemic awareness, decoding/phonics, vocabulary drills, sentence writing, correct usage, comprehension, sequencing, summarizing, capitalization, and parts of speech. Handwriting skills are comprised of correct formation of letters, using correct size and line position.

Math: Basic math skills taught in the first grade include the following: recognition of number facts, place value, subtraction, addition, comparison of values, measurement, money value awareness, understanding the calendar, and introduction of fractions, simple geometry (shapes), and story problems.

Science: Students are introduced to weather, climate and regions of the United States; bodies of water; life cycles of plants and animals; and the environment.

Social Studies: Students explore basic rules, basic needs and wants of people, neighborhoods, notable Americans, current events, citizenship and holidays.

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SECOND GRADE

Reading and Language Arts: A fully integrated program emphasizing comprehension, vocabulary development, phonics, decoding skills, story mapping, summarizing, literary appreciation. Handwriting includes introduction to cursive writing. Language Arts concentrates on sentence structure, identifying and using adjectives, verbs and how to make nouns plural, and types of sentences. Spelling is part of the reading series.

Math: Focus is on readiness from two and three-digit computation and computation of two and three-digit numbers. Scope consists of whole number concepts, whole number operations, number sense, fractions, problem solving and mathematical reasoning, graphing, measurement, money and time, geometry, use of calculations and computers.

Science /Health: Students explore different characteristics of plants and animals, and how they change and develop in order to survive. Also included is exploration of the earth, its make-up and position in space. Students continue to explore weather and climate. In addition, students are introduced to properties of matter and magnets. Healthy living is discussed and encouraged. Simple machines are discussed.

Social Studies: Students learn about neighborhood and communities, people and places in a neighborhood, citizenship, early settlers, careful use of natural resources, our countries leaders, functions of government, geography and landforms.

*All grade level courses are aligned with the Pennsylvania Common Core Standards.

THIRD GRADE

Reading: Presentations of a variety of literary styles are selected to represent a variety of styles. Thematic units encourage students to relate the selection to each other, to readings in other content areas, and to their own life experiences.

Language Arts: The Language Arts are integrated through the spelling, grammar and vocabulary and the composition of various types of student writing. Spelling consists of short & long vowel sounds, consonant clusters, and sound and letter relationships. The correct use of ending (-ing, -ed, -est.) are emphasized.

Handwriting: Handwriting focuses on clear form, slant, size, and even spacing.

Math: Third grade program expands and broaden the concepts and skills introduced during the previous grades. Addition and subtraction skills are extended to three and four digits. Concepts of fractions, decimals, geometry, probability, measurement, statistics, and trigonometry and expanded to theoretical and practical application. Multiplication facts (0-5) are reinforced to include mastery of facts (0-9). Division facts are introduced.

Science/Health: Develops student's awareness of the interaction of the environment on living things. Students build upon skills of inquiry, investigation, planning and collection of data, to experience concepts from Life science, Earth science, and Physical science.

Social Studies: Basic map skills focus on cardinal directions, compass rose, and symbols. Communities are the main focus beginning with early times of the first Americans and Pilgrims through the differences of rural, urban, and suburban communities of today. Government and economics of various communities are explored.

*All grade level courses are aligned with the Pennsylvania Common Core Standards.

FOURTH GRADE

Reading: Students are introduced to a variety of skills including: decoding, vocabulary, comprehension, literary appreciation, and study skills.

Language Arts: The Language Arts program is integrated into the reading series and follows the theme of the unit. Parts of speech are introduced, letter writing skills, proofreading, writing different types of stories, poems, paragraphs, all major grammar skills. Spelling contains lists of words that relate to the story and various phonemic combinations.

Math: The math program emphasizes problem solving, critical thinking, time, measurement, geometry, estimations, whole number computation, mathematical equations, fractions, decimals, and all basic math facts are reviewed.

Science/Health: Fourth grade science covers for thematic units: Plants and Animals; Air; Exploration of Space; and Earth's oceans. These units cover the Earth's systems and their interactions with each other along with the patterns of change, evolution, scale, models and structure. "Here's Looking at You 2000" is part of the Health Program.

Social Studies: Study of the geography of the United States while learning about all the states in a regional format. Comparisons with places in other countries to key location in the US. The states and capitals are stressed along with PA History.

*All grade level courses are aligned with the Pennsylvania Common Core Standards.

FIFTH GRADE

Reading: The reading book is a collection of children's literature. It supports the development of comprehension, reading, writing, listening, speaking, and thinking skills.

English: Concentration is placed on writing; writing forms, grammar, usage, and mechanics; and handwriting. Language skills are explored and expanded.

Spelling: Spelling lessons correspond with the reading program linking reading, writing, vocabulary development, and spelling.

Math: The math series expands upon the following: place value, whole number operation, decimals and fractions, measurements, geometric figures and solids, geometry, statistics, graphing, probability, ratio, proportions, and percent.

Science/Health: Science lessons are tied to an overall theme connecting Life Science, Earth Science, and Physical Science. Topics include the animal kingdom, forces, sound, light, electricity, magnetism, and AIDS.

Social Studies: United States and Its Neighbors, presents the history of the United States chronologically, with an integration of geography, humanities, citizenship, and economics.

*All grade level courses are aligned with the Pennsylvania Common Core Standards.

CAREER PATHWAYS

Kindergarten

Students are first introduced to a variety of skills necessary to prepare for a career. These skills include but are not limited to identifying their personal interests, dependability, health, safety, and team building. Students also identify a range of jobs available in the community. A portfolio is developed that will be added to throughout their academic career.

First Grade

Throughout the school year students explore how people prepare for a variety of careers. A strong emphasis on the link between school and work is emphasized. Work habits and attitude that contribute to success at school home and work are addressed. These include but are not limited to compliments, cooperation, encouragement and participation. Students are exposed to workplace experiences that include these skills. Activities are placed in their career portfolios.

Second-Third Grades

Students begin the process of researching individual jobs and making the connection from the academics of school to the needs of the workplace. Individual interests are identified and specific jobs are researched. Entrepreneurship is explored through movies, stories and actual experiences. Activities are outlined and placed in the individual career portfolios.

Fourth-Fifth Grades

Students begin to explore how their individual interests and abilities affect choices in the work place. Post-secondary education requirements for careers are discussed. Interest surveys and the link to anticipated careers are explored. Factors such as salaries, work schedules and working conditions are discussed as the students begin to formulate informal career plans. Activities are documented in the career portfolio.

ST. MARYS AREA SCHOOL DISTRICT
977 SOUTH ST. MARYS ROAD
ST. MARYS, PA 15857
STUDENT CONDUCT CODE- ELEMENTARY SCHOOLS

When children enter schools, they become students; and their primary goal is to learn. Because the best learning occurs in orderly places, students must behave properly and be considerate of others. Students whose conduct is described in the four areas listed below will be corrected or disciplined.

1. Attendance
 - a. Disobeying school attendance laws.
 - b. Being late or absent from school often without good reason.
 - c. Being tardy to classes or skipping classes.

2. Citizenship
 - a. Disobeying state and local laws, fire and safety rules, school rules and regulations.
 - b. Disobeying, being rude to, or challenging the authority of teachers and other school staff members
 - c. Misbehaving.
 - d. Swearing, using profanity, or being obscene.
 - e. Having with you, using, or selling intoxicants, drugs, look-alike drugs, or narcotics.
 - f. Having with you or using tobacco or electronic cigarette products.
 - g. Being dressed in a way that causes health/safety problems or disrupts school.

3. Safety
 - a. Distracting the bus driver or not sitting quietly.
 - b. Refusing to obey the directions of school crossing guards.
 - c. Coming to school when sick or diseased.

4. Property
 - a. Keeping property that belongs to another person.
 - b. Being in a place or refusing to leave a place where a student should not be.
 - c. Destroying or harming other people's property.
 - d. Setting fires on or to school property.

The above listing of examples is not meant to be all-inclusive. Additions to the misconduct listing may be made by the Board of Education or school administrators to insure an orderly and safe school system.

School officials are responsible for students' behavior in school buildings, on school property, and at school-sponsored events, on or off of school property. School officials are also responsible for the conduct of students on school buses.

The seriousness of the misconduct and the previous department of the student will determine selection of correctional procedure.

ST. MARYS AREA SCHOOL DISTRICT

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BULLYING POLICY

Bullying shall mean an intentional electronic, written, verbal or physical act, or series of acts:

1. Occurs in a school setting.
2. Is severe, persistent or pervasive.
3. Is directed at another student or students.
4. Has the effect of doing any of the following:
 - a. Substantially interferes with a student's education.
 - b. Creates a threatening environment.
 - c. Substantially disrupts the orderly operation of the school.

Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs).

School setting shall mean in the school, on school grounds, in school vehicles, at a designated bus stop, or at any activity sponsored, supervised, or sanctioned by the school.

Reporting Procedures

Victims –

All students who believe they have been the victim of bullying shall promptly report the bullying incident to a teacher, counselor, or building administrator.

Parents/Guardians –

All parents/guardians who become aware of any bullying are encouraged to report the bullying incident(s) to a building administrator.

Witnesses –

All students who witness bullying shall immediately report the bullying incident(s) to a teacher, counselor, or administrator. Any teacher, counselor or administrator who witnesses bullying shall immediately intervene and take appropriate action to stop the bullying.

Teachers/Counselors –

Any teacher/counselor who witnesses bullying or receives a report of bullying shall document such incident and promptly investigate the matter. Administrators shall seek to discuss the bullying incident(s) with the victim in a place where the victim feels secure. The initial discussion with the victim shall not take place in the presence of the offending student(s). If more than one (1) student is involved in perpetrating the bullying, the administrator shall talk to each of the offending students separately. After the investigation has been completed, the building principal shall take appropriate actions consistent with this policy.

Disciplinary And Other Action

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Student Discipline Policy, which may include:

1. Behavior monitoring.
2. Parental conference.
3. Agency referral.
4. Loss of school privileges.
5. Transfer to another school building, classroom or school bus.
6. Exclusion from school-sponsored activities.
7. Detention.
8. Suspension.
9. Expulsion.
10. Referral to law enforcement officials.

If an investigation substantiates that bullying has occurred, a written record of the incident shall be placed in the file of the offending students(s). The district recognizes that parents/guardians can play an important role in educating their children and preventing bullying. Accordingly, the parents/guardians of each offending student shall be informed of any bullying incidents involving their child. Parents/Guardians of the offending students will be encouraged to attend one (1) or more conferences with an administrator to review the bullying behavior and cooperative strategies for correcting it. The building principal or designee shall also inform the victim's parents/guardians of any and all bullying incidents involving their child.

Disciplinary action shall be in accordance with the Board approved Student Discipline Policy. Depending on the severity of the offense, the disciplinary action for bullying may include loss of privileges, removal from class, suspensions, and a Board expulsion hearing. If the investigation has determined that the conduct rises to the level of a crime, disciplinary action may also include referral to law enforcement officials. In addition to imposing any disciplinary action, the building administrator will discuss the bullying behavior with the offending student and the parent/guardian and review why the behavior is inappropriate.

In some circumstances, mediation may be used as a viable alternative or in addition to disciplinary action when addressing a first offense of bullying. The building administrator shall consider the nature and sensitivity of the offense in determining whether mediation is appropriate. Mediation shall not be used without the consent of the victim and their parent/guardian, or where the building administrator has a concern about retaliation being perpetrated against the victim. Victims shall not be pressured into participating in mediation. The St. Marys Area School District Board of Directors recognizes that a severe imbalance exists between the victim and the bully and that this imbalance can make mediation an intimidating situation for the victim.

All incidents of confirmed bullying, including those that are mediated, shall be recorded in writing and placed in the offending student's discipline file.

The penalties and prohibitions in this policy are in addition to, and do not replace or supersede, any related provisions in district policy prohibiting conduct such as harassment, violence, assault, and hazing.

ST. MARYS AREA SCHOOL DISTRICT
977 South St. Marys Road
St. Marys, PA 15857

EDUCATIONAL TEMPORARY ABSENCE FORM

Student Name: _____ Grade: _____ Date: _____

Parent(s)/Guardian(s): _____

Address: _____

Telephone: _____

Dates of Trip: _____ Number of school days to be missed: _____
(Use dates from first day of absence to last day of absence.)

Destination(s): _____

Signature(s) of Parent/Guardian Accompanying the Student: _____

1. Number of days student has been absent to date (current school year): _____
2. Number of times student has been tardy to date (current school year): _____
3. **It is the responsibility of the student to secure all assignments from his/her teachers prior to the trip.**

Itinerary

Anticipated EDUCATIONAL objectives of the trip and expected outcomes for children. If you have any questions, please contact your principal for guidance and assistance. If additional space is required, please use reverse side. Examples: (1) The student will visit historical sites. (2) The student will become more familiar with the geography of the Mid-West.

1. _____

2. _____

3. _____

4. _____

Signature of Parent(s)/Guardian(s): _____ Date: _____

Approved _____ Denied _____

Signature of Principal/Assistant Principal: _____ Date: _____

DOCTOR/DENTAL APPOINTMENT FORM

STUDENT _____ GRADE _____
DATE _____ DATE OF APPOINTMENT _____
SCHOOL: _____ TEACHER: _____
REASON FOR EARLY DISMISSAL _____

TIME FOR EARLY DISMISSAL _____
Name of Doctor or Dentist _____
Time of Appointment _____
Signature of Parent or Guardian _____
Parent Telephone Number _____

If applicable, name of person (other than parent or guardian) who will be picking up child _____

***** ALL STUDENTS MUST BE SIGNED OUT IN THE OFFICE**

Please NOTE: Parents can ask the Doctor's office for an excuse from school during this time of appointment. Please turn in any excuse or form provided by the Doctor's office upon the child's return to school. Thank you!

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DATE _____ DATE OF APPOINTMENT _____
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