

2024-2025



Waynesburg Central Elementary School

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Central Greene School District Mission Statement

"To provide a comprehensive education for all students to become successful critical thinkers in a global society."

Dear Parents and Students,

Welcome to WCES! We hope you have had an enjoyable summer and that you and your child are ready for another year of excitement and learning at our school.

This Parent/Student Handbook contains important information explaining the day to day operation of our school. We ask that you spend time becoming familiar with its contents as it has changed from prior years. We have tried to be accurate and complete in explaining school procedures and rules. However, any federal, state, or district regulations and policies supersede the rules in this handbook.

You will receive additional information throughout the year that will provide you with a list of events and activities that are taking place. Please peruse your child's red WCES folder daily. A schedule for art, physical education, and music has also been provided. **Separate notices for holidays, early dismissals, etc. will not be sent home unless changes are necessary.**

We strongly believe that the school and home must work closely together in order to provide the best educational experience for your child. You are welcome to visit the school by following the "Parent Visitation Guidelines".

It is often necessary for the school to contact parents during the day because a child is ill, missed the bus, etc. **Please keep the school office informed of all current phone numbers and addresses at home and at work.**

If we can be of assistance, do not hesitate to schedule a conference with your child's teacher(s), counselor, nurse, and/or principal. Working together will ensure a successful 2024-2025 school year.

Sincerely,
Mr. Scott G. Headlee, Principal

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SECTION I: RULES

Our school promotes the appropriate behavior of our students through the use of a Code of Conduct, school rules, behavioral (ARROWS) incentive events, guidance classes, manners of the month, and the implementation of the *Olweus Bully Prevention*.

PA Student Rights and Responsibilities

Board Policy 235

Section 12.2. Student responsibilities.

- (a) "Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Most of all, students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.
- (b) No student has the right to interfere with the education of his fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators and all others who are involved in the educational process.
- (c) Students should express their ideas and opinions in a respectful manner.
- (d) It is the responsibility of the students to conform with the following:
 - a. Be aware of all rules and regulations for student behavior and conduct themselves in accord with them. Students should assume that, until a rule is waived, altered or repealed in writing, it is in effect.
 - b. Volunteer information in matters relating to the health, safety, and welfare of the school community and the protection of school property.
 - c. Dress and groom so as to meet fair standards of safety and health, and not to cause substantial disruption to the educational processes.
 - d. Assist the school staff in operating a safe school for all students enrolled therein.
 - e. Comply with Commonwealth and local laws.
 - f. Exercise proper care when using public facilities and equipment.
 - g. Attend school daily and be on time at all classes and other school functions.
 - h. Make up work when absent from school.
 - i. Pursue and attempt to complete satisfactorily the courses of study prescribed by Commonwealth and local school authorities.
 - j. Report accurately and not use indecent or obscene language in student newspapers or publications."

Code of Conduct

There is a need for students, teachers, administrators and other school personnel to have an orderly, safe, and stimulating educational environment. In order to maintain that safe and orderly learning environment and provide each student with the opportunity to reach his/her potential, each student of Waynesburg Central Elementary School is expected to adhere to the following Code of Conduct in all school related activities.

"I am proud to be a Waynesburg Central Elementary School student who is responsible, safe, respectful, and prepared."

Guidance Counseling

Our guidance counselors work with the students in their individual classrooms and on an individual basis. If you would like to speak to the guidance counselors about a matter concerning your child, you may call 724-627-3081, ext. 1.

Miss Andrea Buchanan

Grades K, 1, 2, and 3 (first semester)

Mr. Michael Blasinsky

Grades 3 (second semester), 4, 5 and 6

A guidance counseling program is an integral part of the instructional program. Such a program assists students in achieving their optimum potential, enables students to significantly benefit from the offerings of the instructional program, identifies intellectual, emotional, social and physical needs, and helps students learn to make their own decisions and to solve problems independently. The district's program of guidance counseling shall honor the individuality of each student, cooperate with parents/guardians and address their concern for the development of the student.

School Rules

We expect our students to display good behavior. School, classroom and transportation rules are shared with and explained to each student at the beginning of the year. The student then must begin making appropriate choices and be willing to accept the consequences if poor decisions are made. The following school rules will be enforced.

1. Students shall be responsible for their actions.
2. Students are expected to conduct themselves in a safe and orderly manner both inside the building, on the school grounds, and on their way to or from school.
3. Students will be encouraged to treat others in the manner they would like to be treated.
4. Students will be encouraged to respect themselves, one another and adult authority.
5. Everyone shall be committed to provide an atmosphere conducive to learning. Students are to come to school prepared to learn every day.

Please let your child know that you expect him/her to follow the rules at school, as well as at home. Every effort will be made to enforce the above rules in an atmosphere of mutual respect and with consideration for the age and developmental levels of the child. However, a student who interrupts the rights and privileges of others will face reduced freedoms and restrictive consequences.

WCES uses the ARROWS program. A.R.R.O.W.S. is an acronym for Appropriate, Responsible, Respectful, Organized, Working Students. Students in Kindergarten will have monthly incentives. Students in first through sixth grades will have quarterly incentive events. Three broken arrows result in missing an incentive. Students in grades 2-6 are subject to a loss of Halloween party as an incentive if they have three or more broken arrows during each month during September and October. A lack of homework assignments will not contribute to a loss of arrows for students in grades K-2. In grades 3-6, three cumulative days without homework constitutes 1 (one) arrow.

District Disciplinary Policy

Board Policy 218

The Board finds that student conduct is closely related to learning. An effective educational program requires a safe and orderly school environment. The Board shall establish fair, reasonable and nondiscriminatory rules and regulations regarding the conduct of all students in the school district during the time they are under the supervision of the school or at any time while on school property, while present at school-sponsored activities, and while traveling to and from school and school-sponsored activities. The Board shall adopt a Code of Student Conduct to govern student discipline, and students shall not be subject to disciplinary action because of race, gender, color, religion, sexual orientation, national origin or handicap/disability. Each student must adhere to Board policies and the Code of Student Conduct governing student discipline.

This policy shall also apply to student conduct that occurs off school property and would violate the Code of Student Conduct if:

1. There is a nexus between the proximity and timing of the conduct in relation to the student's attendance at school or school-sponsored activities.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, such as an agreement made on school property to complete a transaction outside of school that would violate the Code of Student Conduct.
5. The conduct involves the theft or vandalism of school property.

Any student disciplined by a district employee shall have the right to notice of the infraction. Suspensions/expulsions shall be carried out in accordance with Policy 233.

The Board prohibits the use of corporal punishment to discipline students for violations of district policies, rule or regulations.

Reasonable force may be used by teachers and school authorities under any of the following circumstances: to quell a disturbance, obtain possession of weapons or other dangerous objects, for the purpose of self-defense, and for the protection of persons or property.

The building principal shall have the authority to assign discipline to students, subject to the policies, rules and regulations of the district and to the student's due process right to notice, hearing and appeal. Teaching staff and other district employees responsible for students shall have the authority to take reasonable actions necessary to control the conduct of students in all situations and in all places where students are within the jurisdiction of this Board, and when such conduct interferes with the educational program of the schools or threatens the health and safety of others.

Discipline Guidelines

Level I Offenses

These include minor disturbances created by a student that disrupt the normal teaching situation, but which can usually be handled by the individual classroom teacher. Level I offenses include but are not limited to:

- Minor insubordination
- Failure to carry out directions
- Cheating
- Lying
- Abusive language
- Running in classrooms, hallways, etc/
- Pushing and shoving
- Minor defacement of school property
- Taking small items without permission
- Other

Possible Interventions Include: Verbal reprimand; loss of recess; parental notification/conference; time-out in classroom; student contract; and/or restitution.

Level II Offenses

Level II offenses encompass misbehaviors so serious and/or frequent that it is a disruption to the educational climate within the school. An offense of this kind can also result from the continuation of unmodified level I misconduct. Level II offenses include, but are not limited to:

- Cutting class
- Unauthorized departure from school grounds
- Use of profanity or obscene language and/or gestures
- Verbal intimidation of students and/or school personnel
- Throwing snowballs on school property
- Other

Possible Interventions include: A discipline referral is made to the appropriate principal; verbal reprimand, loss of recess; parental notification/conference; time-out in office; loss of privilege; in-school suspension; out-of-school suspension; restitution; referral to school counselor; behavior management plans.

Level III Offenses

Level III offenses may result from the continuation of unmodified level I or II misconduct. Level III offenses shall also include, but are not limited to:

- Property destruction
- Theft/attempted theft
- Breaking/entering another person's locker
- Falsely activating the fire alarm
- Indecent exposure
- Physical abuse/fighting
- Smoking/use of tobacco while on school property
- Other

Possible Interventions include: A discipline referral is made to the appropriate principal; loss of recess; parental notification/conference; time-out in office; loss of privilege; in-school suspension; out-of-school suspension; restitution; referral to school counselor; behavior management plans; and expulsion.

Level IV Offenses

This level of offense may result from the continuation of unmodified lower level misconduct. Level IV offenses shall also include acts resulting in violence to persons or property, which pose a direct threat to the safety of others within the school. Other examples of Level IV offenses include but are not limited to:

- Vandalism
- Possession/sale of stolen property
- Extortion; arson
- Bomb threats
- Incitement to riot
- Possession/use/transfer of dangerous weapons, firecrackers, or lighter.
- Assault/battery.
- Other

The severity of these offenses may require the removal of the student from the school, the intervention of law enforcement authorities, and/or action by the Board of School Directors.

Possible Interventions include: A discipline referral is made to the appropriate principal; parental notification/conference; time-out in office; loss of privilege; in-school suspension; out-of-school suspension; restitution; referral to school counselor; behavior management plans; and expulsion.

Discipline responses are at the discretion of the administration. Although we will make every effort to be consistent, please realize that each situation can be unique and will be treated in a manner deemed appropriate.

Bullying Prevention and Intervention

Board Policy 249

WCES utilizes the Olweus Bullying Prevention Program. This program teaches us that bullying can take on many forms. It's important to understand what bullying is, and what it is not. Students who are being bullied often show warning signs. Also, it's important to recognize the characteristics of the students who bully, which may help prevent bullying and allow for early intervention. A single student who bullies can have a wide-ranging impact on the students they bully, students who observe bullying, and the overall climate of the school and community. We are grateful to have the support of the PTA as well as parents in making our school one that promotes a responsible, safe, learning environment.

What is Bullying?

Bullying can be defined as repeated and systematic harassment and attacks on others. Bullying can be perpetrated by individuals or groups. Bullying takes many forms, and can include many different behaviors, such as physical violence and attacks, verbal taunts, name-calling, put-downs, threats and intimidation, extortion or stealing of money and possession and exclusion from the peer group. Racially or ethnically-based verbal abuse and gender-based put-downs are also found in the bullying situation.

Definition of Bullying

Bullying is characterized by the following three criteria: 1) it is aggressive behavior or intentional "harm doing", 2) it happens when one or more persons with more power unfairly and intentionally hurts someone with less power, the hurt may be physical, social, or emotional, 3) it is carried out repeatedly and over time.

Harassment is defined as intent to annoy, harass or alarm another by 1) striking, shoving, kicking or subjecting to physical contact or attempts to threaten to do so 2) following a person in or out of a public place 3) engaging in a course of conduct or repeatedly committing acts which alarm or seriously annoy other people.

Annoy, pester, bother, pursue, be a nuisance, stalk, hassle, tease and badger

Sexual Harassment is defined as any welcomed or unwelcome sexual advances, requests for sexual favors, and/or other verbal, visual, written or physical conduct of a sexual nature.

Cyberbullying - forms of verbal and psychological bullying may also occur on the Internet through email, instant messaging, or personal profile websites such as Facebook, Instagram, Snapchat, etc.. Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student, teacher or employee of the District by sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or web site postings (including blogs). All forms of cyberbullying are unacceptable and, to the extent that such actions are disruptive of the educational process of the District, offenders shall be the subject of appropriate discipline, which may include legal and/or police proceedings.

Retaliation Prohibited

Students who report an harassment/bullying incident or who have assisted or participated in any manner in a harassment/bullying investigation may not be retaliated against. Behavior which will be considered retaliation includes, but is not limited to: 1) Open hostility 2) Expressions of resentment and/or aggression in work or action 3) Excluding a person from the group 4) Threats and/or anger directed at the student(s) 5) Any intimidation in word or action

Central Greene School District Weapons Policy

Board Policy 218B

The Board recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school environment is a threat to the safety of students and staff and is prohibited by law.

Weapons: the term shall include but not be limited to any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, look-alike gun, and/or any other tool, instrument or implement capable of inflicting serious bodily injury.

Possessing: A student is in possession of a weapon when the weapon is found on the person of the student; in the student's locker; under the student's control while s/he is on school property, to any school sponsored activity, and onto any public conveyance providing transportation to school or a school sponsored activity.

The school district shall expel for a period of not less than one (1) year any student who violates this weapons policy. Such expulsion shall be given in conformance with formal due process proceedings required by law. The Superintendent may recommend modifications of such expulsion requirements on a case-by-case basis.

Terroristic Threats/Acts

Board Policy 218.2

The Board recognizes the danger that terrorist threats and acts by student's present to the safety and welfare of district students, staff and community. The Board acknowledges the need for an immediate and effective response to a situation involving such a threat or act.

Terroristic threat – shall mean a threat to commit violence communicated with the intent to terrorize another, to cause evacuation of a building, or to cause such terror or inconvenience.

Terroristic act – shall mean an offense against property or involving danger to another person.

Consequences to a student may include suspension, referral to law enforcement officials, and expulsion from school.

Discrimination, Harassment and Sexual Harassment

Board Policies 103, 103.1, and 104

The school district is committed to equality of opportunity, human dignity, diversity, and academic freedom. No school district employee or student or other persons under the direct control of the school district on school district property shall intentionally harass, intimidate, demean or abuse a person or group of people (physically, verbally or by any other conduct) with the purpose of unreasonably interfering with a person's work or academic environment in connection with any school activities or operations. The anti-harassment policy includes cases where the conduct is related to race, color, religion, national origin, ancestry, sex, age, marital status, familial status, disability or veteran status. No person covered by this policy shall retaliate or threaten retaliation against another person for reporting, testifying to otherwise relating to a complaint of harassment.

Federal and state laws prohibit sex related harassment and sex discrimination. The Central Greene School District fully endorses and enforces this prohibition. The Board of School Directors advises all students that harassment or sexual harassment in any form is prohibited. Such conduct shall result in disciplinary action, which may include suspension and/or expulsion, as appropriate.

It is the policy of the Central Greene School District not to discriminate on the basis of race, color, religion, sex, ancestry, national origin, age, handicap or disability or status as a Vietnam-era or special disabled veteran in accordance with applicable federal and state laws, including the Equal Pay Act of 1963, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Age Discrimination in Employment Act of 1975, Title II of the Americans with Disabilities Act of 1991, Pennsylvania Human Relations Act and the Pennsylvania Equal Pay Act. For information about your rights or grievance procedures contact Dr. Kevin Monaghan, Superintendent, 250 S. Cumberland St., P.O. Box 472, Waynesburg, PA 15370 or call 724-627-8151.

Safe2Say Something (S2SS)

Please remember if you see something, you need to say something. You can always call Pennsylvania's anonymous tip line at 1-844-SAF2SAY or go to www.Safe2SayPA.org. If it's an emergency, please remember to call 911.

WCES Playground Rules

The following are minimum playground equipment-use standards. Teachers may impose additional rules to improve safety and to meet the developmental needs of their students.

Please review the following playground rules with your child. These rules are enforced when children are using the playground.

Snake (First Grade is not permitted on the snake.)

- Sit horse style
- Hold on
- No more than 3-4 students per section

Balance Beam

- Standing, walking only – One foot in front of the other
- No sitting on the beam
- No sandals/flip flops on balance beam

Parallel bars

- Use two hands to support body
- Do not twirl, spin, hang, stand or sit on bars

Slides

- One person at a time per slide
- Wait until the one ahead is standing, before the next person slides
- Slide feet first

Hanging slide (First grade does not use this without close supervision.)

- Two hands on bars
- Make sure no one is standing in the pathway
- Keep feet directly under you while sliding

Bridge

- Walk, do not spin or twirl on bars
- Bridge rails are for hand use/guidance only. Not for climbing.

Swings

- One person per swing
- Only the people on the swings are to be in the “swinging zone”
- Stop swing before getting off

Monkey Bars

- Hand-over-hand
- Make sure no one is standing or walking in the pathway -- Maintain 6 ft. fall zone
- Students who cannot “jump and reach” the bars may not use them
- Do not sit, hang by knees, or stand on bars

Pull-up bars

- One person at a time practicing pull ups
- Do not climb or sit on bars
- No climbing or hanging from the top of the bar

Fireman's poles

- Make sure no one is below you before you slide down
- One person at a time

Climbing Pole

- One person at a time
- Climb using spiral steps
- Climb to the platform

WCES Climbing Wall Information

During Physical Education Class, your child may be participating in a wall climbing unit in Physical Education class.

Indoor rock climbing simultaneously develops coordination, strength, flexibility and cardiovascular fitness. Additionally, important life skills like problem solving, goal setting, perseverance, inner confidence and patience will be learned from this unit.

At Waynesburg Central Elementary School, we are using a traverse climbing wall to host these exciting activities. At its highest point, the wall measures eight feet and is approximately 20 feet long. Participants climb horizontally (traverse) across the wall and their feet should never be higher than three feet off the ground. Your child will climb under the careful supervision of an adult instructor at all times.

In order for your child to be a part of this course offering, we are asking that you grant permission on the Student Handbook Release Page. This release must be returned by your child and is required for class participation.

Lockers

The lockers are the sole property of the Central Greene School District and are subject to periodic, unannounced inspections for safety and sanitation reasons. Student lockers are not locked. Valuable items are not to be brought to school.

Electronic Devices

Board Policy 237

Personal electronic devices should not be used during the school day. Any unauthorized use of these electronic devices (such as but not limited to cell phones, iPods, laser pointers, etc.) will result in the item being confiscated and sent home with the child at the end of the day (first offense). Parents will be notified. If further offenses occur, the electronic device will be kept at the office until the parent can come to the school to retrieve it. This could also be a cause for disciplinary action. The school district is not responsible for lost or stolen items brought to school.

Use and Possession of Vaping Device

Board Policy 222

The Board of Directors of Central Greene School District recognizes that tobacco and vaping products, including products marketed as electronic cigarettes, present a health and safety hazard that can have serious consequences for users, nonusers and the school environment. The purpose of this policy is to prohibit student possession, use, purchase and sale of tobacco and vaping products, including electronic cigarettes.

Violations of this policy shall result in:

First Offense - Three day suspension and referral to the district magistrate.

Second Offense - Ten day suspension and referral to the district magistrate.

Third Offense - Expulsion Hearing

Controlled Substances

Board Policy 227

The Central Greene School District prohibits the use, possession, distribution, and being under the influence of any controlled substances or drug paraphernalia by its students. Violation of this policy will result in possible suspension or expulsion as determined by the administration. Failure to comply with recommendations may result in additional days of suspension and/or possible expulsion.

According to district policy 227, Controlled Substances/Paraphernalia, if based on the student's behavior, medical symptoms, vital signs or other observable factors, the building principal has reasonable suspicion that the student is under the influence of a controlled substance, the student may be required to submit to immediate drug or alcohol testing. The testing, subject to the discretion of the district may include, but is not limited to, the analysis of blood, urine, saliva, or the administration of a Breathalyzer test.

If a student refuses to give consent to the taking of the test, or if the test is otherwise obstructed, compromised or adulterated, a violation of this drug policy shall be presumed, and the student shall be subject to any and all of the appropriate disciplinary and non disciplinary sanctions and procedures which accompany a positive test or other finding of drug or alcohol use.

Tobacco Use

Board Policies 222 and 323

CGSD considers smoking to be harmful to the health of our students. As a result, the building has been designated as smoke-free. Any incidents of smoking will be treated in a serious manner and will receive disciplinary action. Students found in possession of any type of tobacco, including but not limited to any nicotine product, electronic cigarettes, vaping mechanisms, other electronic devices or look alike device may receive a three (3) day suspension and be referred to the local Magistrate.

Bus Rules and Regulations

Board Policy 810

The school district provides bus transportation to and from school for students in grades K-12. Students should board the buses in an orderly manner. Shoving, pushing, and running are unnecessary and dangerous. Students will listen to and follow the directions of the aide or teacher on bus duty.

The bus driver is responsible for the safety of all students on the bus. If any student is found to be in violation of one or more of the activities deemed improper, the driver will complete a Bus Conduct Report. A copy will be provided to the building principal or the Transportation Supervisor for distribution, investigation, and action. **The Transportation Supervisor, Mrs. Valerie Brooks, can be reached at 627-8151 extension 1221.**

Following the investigation, the student(s) involved may, along with other disciplinary measures, lose his/her bus riding privileges on all district buses for a period of time, based on: a) the severity of the offense; and b) the procedure to be followed after the slips have been issued is as follows (The video recording of the actions of students may be used by the district as evidence in any disciplinary action.):

First Offense The student may be subjected to a verbal reprimand, parental notification/conference, in-school suspension, out-of-school suspension, and/or his/her bus riding privileges from ALL district vehicles may be suspended for a maximum of ten school days. The principal, parent and driver must sign the report and return the report to the driver before the student may return to the bus.

Second Offense The student may be subjected to in-school suspension, out-of-school suspension and will have his bus riding privileges suspended from ALL district vehicles for a minimum of three days and a maximum of ten school days. The principal, parent and driver must sign the report and return the report to the driver before the student may return to the bus.

Third Offense The student may be subjected to in-school suspension, out-of-school suspension and will have his bus riding privileges suspended from ALL district vehicles for a minimum of five days and a maximum of ten school days. The Transportation Supervisor, parent and driver must sign the report and return the report to the driver before the student may return to the bus.

Expulsion, where following the suspension of bus riding privileges of at least three times, or due to an act by the student resulting in violence to persons or property, or which pose a direct threat to the safety of others, or a criminal act, a student may be expelled from a school bus or van for a period exceeding ten school days. Such expulsion procedure shall be in accordance with the School Laws of Pennsylvania as set forth. ***Board Policy 810***

Note: In any case, a student transported on a bus to school will be returned to his/her home via the bus on that day. If the offense (first, second, or third) occurs on the way to school and the slip is issued, the district still has a legal responsibility to return the student to his/her home on that day.

Transportation Supervisor: Mr. Bob Stephenson
Mr. Stephenson can be reached by calling (724)852-1050

Bus Rules
Board Policy 810

The following activities are considered improper and shall be reported to the Transportation Supervisor:

1. Use of foul language or boisterous noise that may distract the attention of the driver.
2. Harassment of the driver in any manner whatsoever.
3. Annoying, striking or fighting with the driver or any passenger on board.
4. Refusing to sit in an assigned area or seat as designated by the driver.
5. Standing or walking about the bus when it is in motion.
6. Possession or use of any type of tobacco product or e-cigarette while on a school bus, van or at a bus stop.
7. Illegal use of the emergency door.
8. Throwing or shooting objects in the air.
9. Placing arms, legs, or any part of the body out of the window.
10. Spitting or discarding any trash on the floor of the bus.
11. Transporting of disagreeable objects or materials to or from school.
12. Card playing or the use of any gambling device on the bus.
13. Eating or drinking on school buses or vans.
14. Fighting, pushing or shoving when getting on or off the bus, or while riding the bus.
15. Students riding a bus other than their regularly assigned bus must present a permission slip to the driver, issued and signed by a school official. Students found to be riding a bus other than their regularly assigned bus/van without permission will receive a Bus Conduct Report.
16. Students are not permitted to leave the bus prior to arriving at school or at the student's regular bus stop. Drivers are not permitted to make any extra stops without the prior authorization from the Transportation Supervisor.
17. Misconduct at the bus stops or shelters, including the marking or damaging of any part of the bus or private property.
18. Use of laser pointers are not permitted due to distracting nature.

If you need to change your child's transportation routine, please include the following information in the note you send to the school. Thank you.

- Date
- Child's name
- Teacher's name
- Address, phone number and contact person's name where your child is going
- Start and ending date of this change or today only
- Bus number, wave, and slot
- Parent's signature
- Phone number where you can be reached.

We can only approve bus requests that are for designated bus stops. Please call Mr. Stephenson, Transportation Supervisor, at the High School before requesting special bus transportation.

STUDENT EXPRESSION/DISTRIBUTION AND POSTING OF MATERIALS

Board Policy 220

Students have the responsibility to act in accordance with Board Policy 220. Student Expression/Distribution and Posting of Materials (Policy 220), to obey laws governing libel and obscenity, and to be aware of the full meaning of their expression.

Students have the responsibility to be aware of the feelings and opinions of others and to give others a fair opportunity to express their views.

These procedures address the distribution and posting of non school materials that are not part of the curricular or extracurricular program of the district. Materials sought to be distributed or posted as part of the curricular or extracurricular program of the district will be regulated as part of the district's educational program and are not subject to the time, place and manner provisions set forth herein.

Students may distribute and/or post nonschool materials, provided that the form of expression and/or the use of public school facilities and equipment is/are in accordance with Policy 220, these procedures and the school dress code, if applicable.

The district has no responsibility to assist students in or to provide facilities for the distribution or posting of non school materials.

Definitions

Distribution means students issuing non-school materials to others on school property or during school-sponsored events; placing upon desks, tables, on or in lockers; or engaging in any other manner of delivery of non-school materials to others while on school property or during school functions. When email, text messaging or other technological delivery is used as a means of distributing or accessing non school materials via use of school equipment or while on school property or at school functions, it shall be governed by Policy 220 and these procedures. Offcampus or after hours distribution, including technological distribution, that does or is likely to materially or substantially interfere with the educational process, including school activities, school work, discipline, safety and order on school property or at school functions; threatens serious harm to the school or community; encourages unlawful activity; or interferes with another's rights is also covered by Policy 220 and these procedures.

Expression means verbal, written, technological or symbolic representation or communication.

Non School materials means any printed, technological or written materials meant for posting or general distribution that are not prepared as part of the curricular or approved extracurricular program of the district. This includes, but is not limited to fliers, invitations, announcements, pamphlets, posters, Internet bulletin boards, personal websites and the like.

Posting means publicly displaying non-school materials on school property or at school sponsored events, including but not limited to affixing such materials to walls, doors, bulletin boards, easels, the outside of lockers; on district-sponsored or student websites; through other district-owned technology and the like. When email, text messaging or other technological delivery is used as a means of posting non school materials via use of school equipment or while on school property or at school functions, it shall be governed by Policy 220 and these procedures. Off-campus or after hours posting, including technological posting, that does or is likely to materially or substantially interfere with the educational process, including school activities, school work, discipline, safety and order on school property or at school functions; threatens serious harm to the school or community; encourages unlawful activity; or interferes with another's rights is also covered by Policy 220 and these procedures.

Unprotected Student Expression means expressions that are not protected by the right of free expression because such expressions violate the rights of others or where such expression is likely to or does materially or substantially interfere with school activities, school work, discipline, safety and order on school property or at school functions. While the following list is not intended to be exhaustive, such expression shall not be protected if it:

1. Violates federal, state or local laws, Board policy or district rules or procedures.
2. Is libelous, defamatory, obscene, lewd, vulgar or profane.
3. Advocates the use or advertises the availability of any substance or material that may reasonably be believed to constitute a direct and serious danger to the health or welfare of students, such as tobacco/nicotine, alcohol or illegal drugs.

4. Incites violence, advocates use of force or threatens serious harm to the school or community.
5. Is likely to or does materially or substantially interfere with the educational process, such as school activities, school work, discipline, safety and order on school property or at school functions.
6. Interferes with, or advocates interference with, the rights of any individual or the safe and orderly operation of the schools and their programs.
7. Violates written district procedures on time, place and manner for posting and distribution of otherwise protected expression.

Spontaneous student expression which is otherwise protected speech is not prohibited by this section.

Distribution of Non School Materials

The distribution by students of all non school materials will be governed by the following procedures:

1. All non school materials, together with a copy of the plan of distribution, must be submitted to the building principal, who will forward such information to the Superintendent or designee for approval, no later than twenty-four (24) hours prior to the planned distribution. The plan of distribution will set forth in detail the desired time, place and manner of distribution, as well as those who will be distributing the materials.
2. Identification of the individual student or at least one (1) responsible person in a student group will be required upon submission for approval. The person wishing to distribute such material on school property must provide in writing his/her name, address, telephone number and organization, if any. This information will be filed in the building principal's office.
3. The Superintendent or designee will review the material, determine if it constitutes unprotected expression, and inform the building principal or designee of his/her decision. The building principal or designee will notify the student(s) planning to distribute nonschool material of the decision to grant or deny permission to distribute the material as planned. If the decision is to not permit the distribution, the building principal or designee will specify the reasons for the decision and will specify the changes in the content of the material or in the plan of distribution which must be made, if any, in order to secure such permission. If the student(s) desiring to distribute such material make(s) such changes in a manner satisfactory to the Superintendent or designee prior to the planned distribution, the building principal or designee may then grant permission to distribute.
4. Any materials that have not been approved for distribution will not be distributed on school property, at school-sponsored functions or on school-provided vehicles.

Time - If permission is granted, students may only distribute approved nonschool materials at the following times: during regularly scheduled lunch periods; after the official end of school day.

Place - Nonschool materials may not be distributed during any regularly scheduled class unless specifically authorized by the Superintendent or designee.

Manner - All nonschool materials must bear the district disclaimer.

DISCLAIMER: THE CENTRAL GREENE SCHOOL DISTRICT IS NOT RESPONSIBLE FOR, AND DOES NOT ENDORSE, ANY STATEMENT, SENTIMENT OR OPINION PUBLISHED OR EXPRESSED IN THIS DOCUMENT. THIS DOCUMENT IS NOT PART OF, AND HAS NOT BEEN DISTRIBUTED AS PART OF, THE DISTRICT'S CURRICULAR OR EXTRACURRICULAR PROGRAMS.

Any student who distributes materials will be responsible for cleaning any litter that results from such distribution, including any discarded pamphlets, fliers or other documents.

No student will harass or otherwise interfere with the distribution of approved nonschool material by student(s), nor may a student in any way compel or coerce a student to accept any materials.

Posting of Non School Materials

The posting of all non school materials will be governed by the following procedures:

1. All requests to post nonschool materials must be submitted to the building principal, who will forward such information to the Superintendent or designee for approval, no later than twenty-four (24) hours prior to the planned posting.

2. Identification of the individual student or at least one (1) responsible person in a student group will be required upon submission for approval. The person wishing to post such material must provide in writing his/her name, address, telephone number and organization, if any. This information will be filed in the building principal's office.
3. The Superintendent or designee will review the material, determine if it constitutes unprotected expression, and inform the building principal or designee of his/her decision. The building principal or designee will notify the student(s) planning to post nonschool material of the decision to grant or deny permission to post the material as planned. If the decision is to not permit the posting, the building principal or designee will specify the reasons for the decision and will specify the changes in the content of the material, if any, in order to secure such permission. If the student(s) desiring to post such material make(s) such changes in a manner satisfactory to the Superintendent or designee prior to the planned posting, the building principal or designee may then grant permission to post.
4. Any materials that have not been approved for posting will not be posted on school property.
5. All approved materials will be posted in an area designated by the building principal for students to post non school materials.
6. All material approved to be posted will contain the date it was first posted.
7. All materials approved to be posted must be removed after the specific number of school days given at approval to assure full access to the bulletin boards.
8. No student will remove or otherwise interfere with the posting of approved nonschool material by student(s).
9. All non school materials must bear the district disclaimer.

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Disciplinary Consequences

Any student who violates any provision of Policy 220 or these procedures will be subject to disciplinary action, which may include suspension and/or expulsion from school.

Student Handbook

A copy of this procedure will be published in student handbooks.

Central Greene School District Student Dress Code

Board Policy 221

The health and safety of each child is of paramount importance. "Clothing should not be so immodest or so inappropriate to the school setting as to disrupt the educational process.

- Therefore, the district will not permit clothing deemed distracting, revealing, overly suggestive, or otherwise disruptive. This includes:

Bare midriffs

Halter tops/one-strap shirts/tank tops with straps less than 1 inch in width

Spaghetti straps without an over shirt

See-through shirts, tops, or blouses without a tank top underneath

Low-cut shirts, tops, or blouses

- The district will not permit clothing that displays vulgar, obscene, or otherwise inappropriate symbols, language, or wording.
- The district will not permit clothing or accessories (i.e. book bags, jewelry, hats, etc.) that display or make reference to alcohol, tobacco, or other illegal substances.
- Students may not wear or display gang attire, gang colors, or gang symbols on their clothing or accessories.
- Students may not wear clothing that makes any negative reference to any organized religious group or groups.
- Under most conditions, students may not wear hats, head stockings, or kerchiefs in buildings. Some classes require that students wear safety hats. Permission to wear headgear for medical purpose(s) must be arranged through the main office and/or the nurse's office.
- Students must wear proper shoes at all times. (Students may NOT wear flip flops at WCES.)
- Students may wear special dress or costumes for specific events or special occasions during the school day when approved by the principal.
- During the regular school day, students' athletic attire must conform to all other regulations of the dress code.
- Students may not wear accessories or clothing that could pose a safety threat to them or others. This includes heavy chains, fish hooks, multi-finger rings, studded bracelets or collars, nose/lip to ear chains, etc.
- The district does not allow unusual body piercing that disrupts the order of school or that compromises the learning environment.
- Students may not wear overly tight or shorter than fingertip or mid-thigh length shorts, skirts, skirts, or dresses. The district does not allow bike shorts unless worn under another pair of shorts.
- Students must wear their pants at the natural waistline.
- Students' undergarments must not show.
- Students shall not wear their undergarments outside of their clothing.

Each student and his/her parents/guardians are responsible for that student's dress and appearance.

Each school's administration will make the final judgment on the appropriateness of any student's dress and reserves the right to prohibit students from wearing any article of clothing or accessory which may result in the disruption of the school environment."

Metal Detector

The Central Greene School district recognizes the need for a safe school climate. A portable metal detector may be used in our school. This device will be used when the principal feels unique circumstances warrant this action.

Computer Use

The Central Greene School District's Board Policy defines the acceptable use of the school district's computers, network, and Internet. The use of the computer network (and Internet) for illegal, inappropriate or unethical purposes by students is prohibited. Such inappropriate use of this technology may result in the loss of access to the computer network and/or Internet. Illegal use of the computer network; intentional deletion or damage to files of data belonging to others; copyright violations; or theft of services will be reported to the appropriate legal authorities for possible prosecution. Students will be responsible for damages to the equipment, systems or software resulting from any willful or deliberate acts. Teachers will review the district's Computer / Network Internet Usage policy with their students. Students in grades 3-6 will be required to sign a document indicating that they understand, accept and will follow the guidelines set up by the district and understand that they will be held accountable and must act in a responsible manner.

Our district and school have Internet web sites. From time to time, our children's work may appear. Parental permission forms for student photographs are provided at the beginning of the school year. *Board Policy 815*

Toys

Toys are not permitted in school or on buses, unless prior approval has been given by administration.. Examples: electronics, fidget spinners, cards, babies, stuffed animals, etc. Any item that proves to be disruptive to the learning process will be collected by the teacher or principals and returned to the parent upon request. This policy fosters a better learning environment and avoids these valuables from being stolen or misplaced.

If a teacher gives permission for an item to be brought to school for a special event or activity in his/her class, that "toy" may only be taken out of the book bag for that special event while under that teacher's supervision. Trading cards, look-alike weapons, and valuable toys are **never** permitted. Items should never be traded or given to another individual at school.

Care of School Property

Students are responsible for the proper care of all school property such as: Chromebooks, books, supplies, and furniture. Student's who disfigure property, break windows or do other damage to school property or equipment, will be required to pay for the damage done or replace the item. Additional disciplinary action may also apply.

Pictures for Publications

At times photographers are in the school to take pictures of students for the purpose of publications, such as newspapers. We sometimes put student's pictures on our Internet web site. Please complete and return the Photograph/Video Release Form if you permit your child's picture to be published.

SECTION 2: DAILY ROUTINES

Custody Matters

Some family situations have resulted in legal decisions which affect the custodial rights of parents over their children's affairs. If you are the **custodial parent**, and if the other parent's rights to school records or other rights have been restricted, **please send a copy of the legal finding to the principal so that it may be added to the student's records. Please provide yearly updates of custodial agreements.**

Instructional Day

The instructional day for students is 8:00 AM to 3:00 PM.

Tardy: Students Arriving after 8:00 AM

All outside doors will be locked at 8:00. After 8:00 a.m. parents must park in the visitors' area, enter the school through the front doors, and come into the office with their child to sign him/her in.

Arrival and Departure of Students

The safety of your child is as important to the staff of WCES as it is to you. These procedures are designed to promote the safety of all children. Your assistance and cooperation are needed. **NO EXCEPTIONS WILL BE MADE TO THESE REGULATIONS.**

Private vehicles are not permitted in the bus lanes in front of the building to drop off or pick up students from 7:15-8:00 a.m. and 2:30-3:30 p.m. Please use the sidewalks and crosswalks. Encourage your children to do so as well.

Dropping off students in the morning

Children are not to be dropped off at school prior to 7:30. When dropping off students, drive around the back of the parking lot (in front of the Vo-Tech School). Continue on this driveway until you come to the stop sign or two-to-three spaces back from the stop sign. The curb of the drop-off area is painted white to designate the drop-off zone. Make sure your child is ready to be dropped off with materials in hand so they do not hold up the flow of traffic. Stop your car in the right lane to let your children out **on the sidewalk** located near the softball field. Do not park in this lane. A guard will be on duty to direct your child to the side door by the cafeteria. A staff member will be at that door to guide your child to the proper place in the cafeteria or classroom. Continue to drive along the green fence to the stop sign and exit the campus. For safety's sake **do not turn into any of the staff parking lots** as people are arriving at work and the lots are busy with other traffic and pedestrians. Please adhere to the posted signs and marked areas.

Parents are not permitted to let their child(ren) out in a parking lot to walk without an adult to the crossing or sidewalk. If it is necessary for you to walk your child to the school entrance, you may park only in any empty slot in the visitors' lot which is the lot closest to the ball field. If the lot is full please wait for a slot to become available. Do not leave your vehicle unattended by blocking a parked car. Walk with your child to the sidewalk area that goes to the gym door. Students may enter the building through this door. A staff member will be there to help. Parents who wish to enter the school must enter through the main door entrance at the center of the building, register at the office and obtain a Visitor's Badge from the office.

- ***Students are not to be dropped off in the Career and Technology Center driveway.***
- ***The left lane is for student bus traffic only.***
- ***The right lane is the student drop off lane, as indicated by the white painted curb. Drivers must stay in the right lane after their child is dropped off.***
- ***All vehicle traffic must yield to pedestrian traffic and school buses.***

We ask for everyone's cooperation in following these rules to make our campus as safe as possible for our students, staff and visitors.

Please keep in mind that teachers are responsible for students and are not able to have parent conferences at this time. Appointments are welcome and can be made by calling the school office.

Morning Routine

Students will first report to the cafeteria IF they are eating breakfast or IF they arrive before 7:30. Otherwise, children will be directed to their classroom wing.

If you bring your child to school, please say good-bye at the front of the building and allow the child to go to his/her classroom independently.

Picking Up Students

1. Parents must park in the visitor parking area located closest to the softball field. Parking in the road or along the fence is not permitted. Please do not block other parked vehicles. Please do not stand in front of gym foyer doors until 3:00 p.m. or after due to safety reasons.

2. Parents who send a note or who pick up their child on a regular basis may enter the exterior gym foyer door after 3:05 p.m. Students may be picked up at this location from 3:07-3:30 p.m. The staff on duty will verify the pickup and you may proceed to get your child. This is the only time parents are not required to sign-in at the office and get a badge.

3. Students will be dismissed to their parents after the first wave of buses moves over to Waynesburg Central High School which is approximately 3:07-3:10.

4. In all other cases parents must enter the front doors of the building and sign-in at the office. Parents are not permitted to visit the classroom wings during dismissal.

Early Dismissal Procedures (Picking up your child during the school day)

If you need to pick up your child during the school day (8:00-2:40), enter the main door and proceed to the office window to sign-out your child. We may ask to see identification. The office will then call the classroom teacher to dismiss your child and send them to the office. Do not report to the classroom to get your child unless directed to do so.

If you know in advance that your child will need to be dismissed early during the school day, please send a note with your child on the day you intend to pick him/her up. The classroom teacher will then forward that request to the office. **When your child and the school know about changes early, it eliminates confusion.**

If you find you need to pick your child up unexpectedly, please call the school office in advance and bring identification with you.

Your child is valuable to us and we hope you will help us provide a safe environment for him by following these guidelines. Your cooperation is appreciated.

Changing of Normal Routine

CGSD is responsible for your child's transportation between home/childcare and school. **A CHANGE OF NORMAL ROUTINE SHOULD ONLY OCCUR IN THE CASE OF AN EMERGENCY or EXTENUATING CIRCUMSTANCES.** If your child is to leave school, other than his/her normal routine, **the student is to bring a written note from his/her parents stating the specific emergency or extenuating circumstance. PHONE CALLS TO REQUEST A CHANGE IN ROUTINE WILL NOT BE ACCEPTED.**

Scheduled Early Dismissals

November 27, 2024	Thanksgiving	1:00 Dismissal
December 20, 2024	Christmas	1:00 Dismissal
April 16, 2025	Spring Break	1:00 Dismissal
May 30, 2025	Last Day of School	10:00 Dismissal

Emergency Dismissal

In the event that school is dismissed early due to inclement weather or another type of emergency, parents are encouraged to have an emergency procedure for their child to follow in case the parent is not home. A form will be sent home soon for you to record this emergency plan. Please remember that the emergency routine you designate will stay in effect until we receive information stating otherwise.

Please take a few minutes to plan what you would want your child to do if school was dismissed early for some unexpected reason, such as bad weather. Would you want your child to come home following the normal routine? Or, would you want your child to go somewhere else? It is VERY IMPORTANT that you have a plan, that your child knows the plan, that any neighbors or family members involved know the plan, and that the school knows the plan. **All after school programs and events are canceled in the event of an unexpected early dismissal.**

Please keep in mind that staff can't call individual children's homes to notify you of an unexpected early dismissal.

For emergency dismissal earlier than the usual 3:00 (due to snow, flooding, etc.) my child is to:

- Ride his/her regular bus home
- Remain as parent pick up, as is their normal routine
- Be parent pick-up if there is an emergency dismissal

Delays, Emergency Dismissals, and Cancellations

School delays, early dismissals, and cancellations are announced on a variety of radio and television stations, including:

WANB WVAQ WTAE/WHTX WPXI

Additionally, the district website will provide information and/or you may call (724) 627-8151 (extension 1) for information.

The Central Greene School District will attempt to keep the schools open by delaying the opening of school by two hours, rather than closing school for the whole day. The road conditions at the time of the decision and the weather forecast will determine whether we have a delayed opening or close completely for the day. A light breakfast will be served on days we have a two hour delay.

The district's one call system will send out automated messages and/or text alerts for delays, emergency dismissals and cancellations. Please update your information within the system and with a written letter to the school if your contact information changes! If you do not change your preferences within the system the one call will go to the phone number that the school has on record.

Parent Teacher Conferences

At no time should you be in doubt about your child's progress. You are notified of his/her progress through the report card and unsatisfactory notices. Parents of students in all grades have access to student progress through the ALMA portal. The link is found on the district website at www.cgisd.org. An email from Alma would have been sent to you inviting you to sign up for the Parent Portal. If you still have questions or feel there has been a misunderstanding, please call the school for an appointment with the teacher, counselor and/or principal.

Parent Complaints

Board Policy 906

Positive public relations is important to our school community and fosters greater academic achievement for our students. Should a parent have a complaint regarding a teacher, nonprofessional staff or administrator we would hope that it can be resolved through constructive and respectful dialogue at the lowest possible level following School Board Policy 906. Matters regarding pupil progress and well being should also be handled in the aforementioned manner. Complaints regarding programs, operations or instructional materials should be directed to the building principal. A basic form is available in the main office for this matter.

School Visitor Guidelines

Board Policy 907

In order for us to provide the best educational experience for your child and to promote the safety of all children, please adhere to the following guidelines:

1. Persons wishing to visit the school should make arrangements in advance with the school office.
2. Upon arrival at the school, visitors must register at the office where they will sign in and sign out and receive a pass.
3. Please schedule conferences. Teachers are very willing to meet with you; however, the teacher should be contacted ahead of time either in writing or by phone to schedule the conference. This will provide the teacher with time to prepare your child's records for discussion. Teachers are not permitted to have a conference with parents when they are supervising children.
4. If you bring your child to school, please say good-bye at the front of the building and allow the child to go to his/her classroom independently.

School Volunteers and Chaperones Guidelines

Board Policy 916

The school recognizes that volunteers make valuable contributions to the students and the educational program. In order to reasonably ensure the health, safety and welfare of staff and students, clearances for volunteers working directly with students must be obtained.

One who volunteers will be required to have the FBI Act 114, Act 34, and Act 151 clearances and fill out the Volunteer Application. All clearances must be presented within one (1) year of issue. For more details please read Board Policy 916, which can be located on the Central Greene School District Webpage (www.cgisd.org).

Student Cafeteria Accounts

Board Policy 808.1

Purpose:

The Board of School Directors deems it necessary and appropriate to implement a policy for charging meals in the cafeteria and implementing the use of pin pads for grades K-12. This policy is in compliance with the National School Lunch Program Guidelines (U.S. Department of Agriculture).

Guidelines:

It is the responsibility of the parent(s)/guardian(s) to ensure that the student has money in his/her account or has cash to purchase meals, or that the student brings lunch.



schoolcafe.com

schoolcafe.com allows parents to view their child's breakfast and lunch purchases, check available balances and add funds electronically. A link and directions are available in the Parent Resource section of our site. Check out the app!

All students in grades K-12 at Waynesburg Central High School, Margaret Bell Miller Middle School and Waynesburg Central Elementary School will be issued a Student Identification Number for use in the cafeteria's SNAP system. Students will utilize a pin pad for both breakfast and lunch and has the responsibility of knowing his/her student number at the point of service (cashier). Security measures exist to ensure confidentiality of student numbers.

Only complete meals (consisting of three or more food components) are permissible for charging. No Ala-Carte items (snacks, drinks, desserts, or single meal items) may be charged on the SNAP account.

Consequences for unpaid charges are as follows:

PAYMENT OF SCHOOL MEAL ACCOUNTS

1. School District Food Service Department shall identify unpaid student balances.
2. School District Food Service Department will review student negative balance reports weekly.
3. When the negative account balance is greater than \$5.00 a letter shall be mailed to the student's parents.
4. A reminder letter will be mailed weekly to the parents indicating their child's meal account has a negative balance, until the account is paid in full or reaches a negative \$25.00.
5. Once the student's unpaid meal charges exceed \$25.00 the School District Food Service Department will notify the student's parents by telephone.
6. If the student's account remains in the negative for a period of more than 30 days following the telephone call then the building Principal is notified.

All money deposited in the student account(s) is to be used for purchases in the cafeteria only. Accounts with positive balances at the end of each school year may be refunded if requested by a letter from the parent/guardian. Checks will then be issued by the business office. All money left in the account at the end of the year will be transferred to the next grade level.

Student Nutrition Accountability Program

Each student enrolled in the district is issued a student identification number. This same number is used with the SNAP system in the cafeteria. Each child will be given his/her assigned number in the classroom.

At the beginning of each school year, all students are entered in the system as an active status, meaning the account is "open" and can be used for depositing prepayments and cafeteria purchases. You may inactivate or "close" your child's SNAP account by sending a letter with your request for our files each year. If you close the account, ALL PURCHASES MUST BE PAID IN FULL WITH CASH.

Prepayments

Please keep your child's account current by depositing prepayments regularly. Payments can be made by using www.schoolcafe.com which can be accessed directly or from the Central Greene School District website under Food Service. Parents may also send payment with their student(s) to be paid at point of sale with the cashier or send payment to the food service department. We recommend that you send a check or money order payable to CGSD Cafeteria Fund. Please put your child's account number in the memo area. Prepayments can be made during breakfast or lunch sessions or mailed to:

Waynesburg Central Elementary School
Food Service Department
30 Zimmerman Drive
Waynesburg, PA 15370

Meal Prices

- All students receive one free breakfast and one free lunch per day during the 2024-2025 school year.

Paid Breakfast	\$1.20	Paid Lunch	\$2.40
Reduced Breakfast	\$0.30	Reduced Lunch	\$0.40
Milk	\$0.65		

Special Messages

If you wish to add a short message for your child's account such as, no snacks, no extras, no breakfast, etc., please send a letter to include your child's name, account number, and request including your contact information.

Cafeteria Manners

We expect children eating lunch at school to practice acceptable table manners. We reserve the right to take away the lunchroom privileges from any child who fails to comply with these standards.

Cafeteria

Please do not send or bring soda/pop or energy drinks for lunch.

Food Allergies

Please advise the school nurse **and** the food service kitchen in writing of any student food allergies; accompanied by a doctor's excuse. No food substitutions will be offered without a doctor's excuse.

Report Card

Report cards will be sent to you via email from the Alma Parent Portal and printed copies will be sent home with student.

Homework

Students should arrange time to complete their homework assignments. Students are responsible to make up class work and homework upon their return from an absence. Homework agenda books are provided for every child in grades 2-6. Please review your child's Agenda on a regular basis. Students should complete their homework in a quiet area at home.

Students are to be given the same amount of days that they were absent to make up the work. If the child is absent for 2 days, homework should be returned within 2 days, etc.

The right amount of homework depends on the age and skills of the child. National organizations of parents and teachers suggest that children in kindergarten through second grade can benefit from 10 to 20 minutes of homework each school day. Amounts that vary from these guidelines are fine for some children and in some situations. For example, because reading at home is especially important for children, reading assignments might push the time on homework a bit beyond the amounts suggested here.

If you are concerned that your child has either too much or too little homework, talk with their teacher and learn about their homework policies.

<http://www.ed.gov/print/parents/acade,oc/help/homework/part4.html>

Personal Items

Please mark all clothing, jackets, hats, lunch boxes, folders, etc. with your child's name and homeroom. Throughout the year many items are collected in our lost and found location in the cafeteria, and we would like to be able to return the items to their owners. Encourage your child to check the lost and found in the cafeteria if they are missing an item.

Parties at School

Often, parents bring treats to school to celebrate their child's birthday. We ask that you follow these guidelines:

1. Contact your child's teacher well in advance.
2. Only store bought prepackaged snacks are permitted.
3. Cupcakes can be purchased through the cafeteria for student birthdays and/or special events. Please contact the Food Service department at 724-852-1050 x 3243 to make arrangements.
4. Limit serving of treats to recess or no more than 15 minutes at day's end.
5. **PLEASE!** We prefer that invitations for after school events are not passed out at school as it is often disruptive. However, if it is absolutely necessary, your child may only distribute the invitations before school starts, during recess, or after the instructional day. If girls are inviting girls they should invite all girls/boys invite all boys. Please consider children's feelings when preparing invitations for a party. Teachers are not responsible nor are they to be given invitations to pass out at any time.

Parent Teacher Association – P.T.A.

We have an active parent-teacher organization which works cooperatively in the interest of your child and his/her school. *Your active support of this organization is appreciated!* **The PTA will meet periodically. Once dates are**

determined this information will be shared with parents. The PTA sponsors many special events and activities for our students such as field trips, special assemblies, Read Across America Week, Celebrate the Arts Day, Career Day for Fifth Grade, and Spirit Week. Some of the items they have purchased for our students include: a climbing wall, playground equipment, school folders, No-Bully T-Shirts, and books. PTA is working diligently to raise funds to update the playground area. All help and donations are greatly appreciated.

SECTION 3: ATTENDANCE

Age for Entering School

Board Policy 200

Children who are five years old before June 1st may enter kindergarten. Children who are six years old before June 1st may enter first grade. A birth certificate, immunization record and proof of residency are required for all new students entering kindergarten or first grade.

Attendance

Board Policy 204

Research has proven that the academic performance of a child is closely related to school attendance. It is expected that you will make every effort to keep your child in school and to work toward perfect attendance. Students who have perfect attendance will be recognized. The Board requires that school age students enrolled in district schools attend school regularly, in accordance with state laws. ***In Pennsylvania, students are REQUIRED to attend school from ages 6-18 according to the compulsory attendance laws.*** The educational program offered by the district is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress. The attendance guidelines shall apply to all students registered at WCES including kindergarten.

If you have questions regarding the attendance policy and procedures, please contact Jennifer Brotherton, attendance secretary, at 724-627-3081 extension 4401.

Definition of Terms Pertaining to Attendance

A. Legal/Excused Absences

The Public School Code of Pennsylvania, state and local regulations include a number of specific reasons for which a child may be excused from school for all or part of a school day. These include:

- illness;
- medical or dental appointment;
- serious illness in immediate family;
- death in the immediate family;
- court appearances;
- religious instruction. This is restricted by law to a maximum of 36 hours per school year;
- educational trips, not school sponsored. The request to be excused for an educational trip must be approved in advance by the principal. See guidelines at letter G, below.
- requests based on individual needs/circumstances with advance approval of the principal.

School Board policy also permits excused absences for mental, physical or other urgent reasons that may reasonably cause the student's absence. Urgent reasons shall be strictly construed and do not permit irregular attendance.

B. Excused Absences

Absences shall be treated as unlawful until the district receives a written excuse explaining the absence, to be submitted within three (3) days of the absence. (Individual attention may be given to special circumstances with the approval of the principal. An example would be a parent who is handicapped and is unable to write an excuse; other arrangements, therefore, would have to be established.)

C. Unexcused Absences

The Public School Code of Pennsylvania, the State and local Board regulations and policies include a number of **reasons for which a child may not be excused from school**. These include:

- being needed at home;
- missing the bus when it is reasonably on schedule;
- trips not approved in advance;
- shopping
- birthday or other celebration;
- employment/work if it does not meet the criteria as stated in Section A above;
- baby-sitting;
- running errands;
- hair salon appointments;
- others as determined by the principal (“family emergency” must provide details.)

D. Accumulated Absences for Elementary Students

After a total of 8 tardies (after 8 AM unless bus-breakfast student) and/or early dismissals (before 3:00), the student is counted as 1-day absent. These are also recorded on the report card. Once tardies and dismissals accumulate to four they will count as a half day absence, either excused or unexcused.

When a student is absent for 10 days (excluding doctor’s excuses) parents will receive notification that a doctor’s excuse is required for each additional absence. It is important that your doctor specify the actual days that are excused from school.

E. Unexcused/Illegal Absences

- Once a student accumulates three (3) illegal/unexcused absences
 - Letter sent home. Offer School Attendance Improvement Conference (SAIC). Phone call home (automated call).
- 4-5 unexcused absences
 - Letter sent home. SAIC scheduled if not already (Building secretaries call home to schedule). School Attendance Improvement Plan (SAIP) created for student and saved in Google Drive. Send google invites for the SAIC meeting. Invite CYS truancy case worker to meeting. School Attendance Improvement Plan (SAIP) completed at conference (Social Worker for Truancy/Designated school personnel).
- 6 unexcused absences
 - Letter sent home. Lunch detention or other school discipline will be assigned. SAP referral. CYS referral. Student will be added to CYS class in Alma.
- 10 unexcused absences
 - Letter sent home and phone call made. Citation filed with Magistrate. Mandatory Doctor’s note required. Loss of privileges for 9 weeks.
- 15 unexcused absences
 - Letter sent home. SAIC scheduled. SAIP created for student and saved in Google Drive. CYS invited to SAIP meeting. Loss of privileges for the remainder of the school year.

Pennsylvania’s Act 29 prescribes the procedures and penalties which may result from violation of the compulsory attendance requirements. If convicted, the **Penalties** for Violation of Compulsory Attendance may include (but are not limited to) a maximum fine of **\$300 per day plus court costs, community service**, and/or a sentence to complete a **parenting education program**. If the parent is in default of the penalty, a parent may be sentenced to jail for a maximum of five (5) days.

F. Tardy versus Half-Day Absences

Students who come to school and report to the office at or before 9:00 a.m. will be counted as tardy.
Students who arrive at school after 9:00 a.m. will be counted as absent for one-half (1/2) day.
Students who leave school at or before 2:00 p.m. will be counted as absent for one-half (1/2) day.

Students who leave between 2:01-3:00 will be counted as having an early dismissal.

The Guidelines for Family Educational Trips include

In accordance with School Board policy it is necessary that family trips for educational purposes be considered within the context of school purpose and school law. Parents who are planning to take their children on an educational trip during the time that school is in session may request an excused absence for the student. Consideration of such a request is dependent on these conditions:

1. A maximum of five (5) days is permitted.
2. Any days beyond the maximum of five (5) days permitted will be considered unexcused and unlawful for students under age eighteen (18) and appropriate legal action will be taken.
3. The Board and administration strongly advise parents not to plan educational trips within the first or last ten (10) school days of the school term.
4. The purpose, itinerary, and supportive educational aspects must be clearly explained for justifying such an experience beyond the classroom.
5. Such a request shall be made by the parent five (5) school days prior to the student's anticipated absence using the proper form which may be secured from the school principal's office.
6. The Superintendent is authorized to extend the number of days for family trips for educational purposes due to extenuating circumstances as per parent request.

The school principal shall review each request for compliance with the stated conditions before submitting it to the Superintendent for consideration.

The following will be taken into consideration by the principal in granting permission for the trip:

- The student's academic standing.
- The student's attendance record.
- The effect the absence will have on the student's educational welfare.
- Exceptionality of the request.

If approval is granted before the trip is taken, the student's absence will be excused. If prior approval is not received, the absence will be classified as unlawful and/or unexcused absence. Should the student's absence extend beyond the approved time, such days will be classified as unlawful and/or unexcused. The student is expected to complete all school work that is assigned during the approved absence. Such assignments will be given to the student immediately prior to the absence. It will be the student's responsibility to contact teachers and make-up assignments missed.

Absences which are the result of approved family educational trips are counted toward the ten (10) day limit prior to requiring a doctor's excuse.

Participation in educational activities, such as "Take your son/daughter to work day", require the completion of an educational trip form and prior approval.

Educational Tours and Trips

The Board may excuse a student from school attendance to participate in an education tour or trip not sponsored by the district if the following conditions are met:

1. The parent/guardian submits a written request for excusal prior to the absence.
2. The student's participation has been approved by the Superintendent or designee.
3. The adult directing and supervising the tour or trip is acceptable to the parents/guardians and the Superintendent.

The Board may limit the number and duration of tours or trips for which excused absences may be granted to a student during the school term.

SECTION 4: STUDENT SERVICES

Illness At School

When a pupil becomes ill at school, an effort will be made to contact the home. If you plan to be away from home, please inform your child of the person to be contacted should he/she become ill at school. Do not send your child to school if he/she is sick. Your cooperation in this matter will be greatly appreciated. Please keep emergency card information updated.

Immunizations

Board Policy 203

Parents of all school-age children must have a record of immunizations on file with the school district. Children with incomplete immunization records will not be permitted to enter school. Children new to the district must have their immunization records reviewed by the school nurse prior to enrollment. Persons who have medical or religious objections to these immunizations should contact their building principal. For more information regarding the Immunizations required by the Pennsylvania Department of Health, please contact our school nurse.

Health Examinations/Screenings

Board Policy 209

Each student shall receive a comprehensive health examination upon original entry, in sixth grade, and in eleventh grade, conducted by the school physician. Each student shall also receive a comprehensive dental examination upon original entry, while in third grade and in seventh grade conducted by the school dentist. A private health and/or dental examination conducted at the parents'/guardians' request and expense will be accepted in lieu of the school examination. The district will accept reports of privately conducted physical and dental examinations completed within one year prior to a student's entry into the grade where an exam is required. A student who presents a statement signed by the parent/guardian that a medical examination is contrary to his/her religious beliefs shall be examined only when the Secretary of Health determines that the student presents a substantial menace to the health of others.

Elevator Use and Physical Education Excuses

Students who need to utilize the school elevator must have a note from a physician or physical therapist. Upon arrival at school after 7:45 a.m. the student should report to the nurse's office to provide the doctor's slip to the nurse and receive an elevator key. The elevator key is to be picked up each morning upon arrival to school and be returned each day prior to dismissal.

The nurse can excuse a student from gym activity for one class period with a parent note. For longer periods of time, the physical education teachers must have a note from a physician or physical therapist. Please send any such notes to school in your child's folder. The note will then be sent to the nurse's office. The nurse will then inform the physical education teachers of the student's limitations.

Use of Medications by Students

Board Policy 210

A student who is required to take prescription medication during school hours must have a parent/guardian bring the medication in the prescription bottle. The parent/guardian must present a written order from a physician and a parent/guardian permission slip. The medication and written orders must be presented to the school nurse. No medication items may be carried by students except by authorization of the building nurse.

Child Protective Services

The health and safety of our students is a primary concern, as well as a responsibility of the district. The state mandates that schools report suspected cases of child abuse. This includes suspected physical, emotional, or sexual abuse of children. The schools are also mandated to permit the local Child Protective Service Agency to interview, in the schools, alleged victims of child abuse.

Preschool Intervention Services

Early childhood intervention programs are available for children from birth to kindergarten-age who have developmental delays. If you have, or know of a preschool child who may benefit from an early intervention program, or you would like to learn more about available services and programs contact:
Project Child Alert at Intermediate Unit I 1-800-328-6481

Special Education Services

Board Policy 113

Chapter 14 Special Education Services

The Central Greene School District provides a free, appropriate, public education (FAPE) to exceptional students residing in the district. All children with a disability between the ages of five to twenty-one who have been identified as needing special education and related services have the right to FAPE. The determination that a child is eligible for special education and related services is made on an individual basis by a team of qualified professionals and the parent of the child following a multidisciplinary evaluation and the completion of an evaluation report. A student qualifies as exceptional if he or she is found to be a child with a disability and in need of specially designed instruction and related services under the provisions of the Individuals with Disabilities Act (IDEA) and Chapter 14 of the Pa. School Code. The following are disability categories under IDEA: autism, deafness, deaf/blindness, emotional disturbance, traumatic brain injury, hearing impairment, specific learning disability, mental retardation, multiple disabilities, other health impairment, speech and language impairment, orthopedic impairment and visual impairment including blindness.

If you believe your child is in need of services, you may contact Mr. Headlee, Principal or Edith Woods, Director of Special Education (724) 627-8151 extension 1232.

Chapter 15: 504 Service Agreement

The Central Greene School District provides to each protected handicapped student those related aids, services, or accommodations that are needed to provide equal opportunity to participate in a benefit from the public school program and extracurricular activities. Services are provided without discrimination or cost to the student or family.

To qualify for services under a Chapter 15/Section 504 Service Agreement, a student must be school age and have a physical or mental disability or condition that substantially limits one or more major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, concentrating, thinking, reading, communicating and working. The disability or condition impacts the student's access to participate in the public school program.

Through an evaluation process, if a student is identified as a protected handicapped student, a Chapter 15 Section 504 Service Agreement is drafted to provide equal access and opportunity to a Free Appropriate Public Education (FAPE).

If you believe your child is in need of services, you may contact Mr. Headlee, Principal or Edith Woods, Director of Special Education (724) 627-8151 extension 1232.

Chapter 16 Gifted Education Services *Board Policy 114*

According to 22 Pa. Code Chapter 16, the definition of mentally gifted is part of a “multiple step” criteria. Below is a listing of the criteria which will be reviewed by the school, parents and other pertinent team members when determining whether a student qualifies for the Central Greene School District’s gifted program:

IQ 130 or more

The term “mentally gifted” includes a person who has an IQ of 130 or higher, when multiple criteria as set forth in Pennsylvania Department Education Guidelines indicate gifted ability. Determination of gifted ability will not be based on IQ score alone.... The determination shall include an assessment by a certified school psychologist. (22 Pa. Code §16.21(d))

No one test or measure is sufficient to determine giftedness.

IQ Lower than 130

A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. (22 Pa. Code §16.21(d))

If a student’s IQ is less than 130, other factors, such as academic performance, demonstrated achievement and other observed skills must strongly indicate gifted ability in order for that student to be admitted to a gifted program.

Factors Considered When Determining Mental Giftedness:

1. The child performs a year or more above grade achievement level in one or more subjects as measured by a nationally normed and validated achievement test.
2. The child demonstrates rates of acquisition/retention of content and skills reflecting gifted ability.
3. The child demonstrates achievement, performance, or expertise in one or more academic areas as evidenced by products, portfolios or research, as well as criterion-referenced team judgment.
4. The child demonstrates early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest, communication skills, foreign language aptitude, or technology expertise.
5. The child demonstrates that intervening factors such as English as a second language, disabilities, gender or race bias, or socio/cultural deprivation are masking gifted abilities.

If you would like your child tested for gifted education services, please send the written request to your child’s school counselor or to Edith Woods, Director of Special Education.

English as a Second Language (ESL) Services *Board Policy 138*

In accordance with the Board's philosophy to provide a quality educational program to all students, the district shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success. Students who have limited English proficiency (LEP) will be identified, assessed and provided appropriate services.

Homeless Services *Board Policy 251*

In compliance with the federal McKinney-Vento Homeless Assistance Act, as reauthorized in 2015 by the Every Student Succeeds Act (ESSA), Central Greene School District is attempting to identify all children within the district that may be experiencing homelessness.

The term homeless children and youth is defined as individuals who lack a fixed, regular and adequate nighttime residence. This includes individuals:

- Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
- Living in a motel, hotel, trailer park or campground due to lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Living in cars, parks, public spaces, abandoned buildings, bus or train stations or similar settings;
- Living in substandard housing (no running water or working utilities, etc.).

Children who are experiencing homelessness may qualify for assistance with free school lunch, school supplies/materials, tutoring and transportation so that they can remain in their school of origin.

If you believe your child(ren) may qualify for this service, please contact the principal or school counselor of your child(ren)'s school. You may also contact Edith Woods, Homeless Liaison at 724-627-8151 x 1232

If your living situation changes during the school year, and you and your children become homeless, please be sure to contact the school. We will work with you so that your child(ren)'s education is disrupted as little as possible.

Homeless Students

Under McKinney Vento all school districts are responsible for identifying students experiencing homelessness and connecting them with the resources needed to ensure academic success.

Who is considered homeless—Children or youth living in a shelter, transitional housing, hotel/motel, vehicle, campground, on the street or doubled up with friends or family due to a lack of alternate resources are considered homeless. An unaccompanied homeless youth is a child or youth that is not in the care of their parent or legal guardian and meets the definition of homeless under McKinney Vento.

Where can students experiencing homelessness attend school?—The law indicates that homeless students have the right to remain in their school of origin (the school they attended at the time of the homeless episode or last school attended) through the end of the school year in which they find permanent housing, provided it is in the child/youth's best interest.

If through consultation between the school and the family and/or unaccompanied youth it is determined that remaining in the school of origin is not in the student's best interest, then the student has the right to immediately enroll in the school that non-homeless students living in the attendance area in which the child/youth is actually living are eligible to attend, even if they do not have all of the required documentation. Additionally, unaccompanied homeless youth have the right to immediately enroll in school, even if they do not have a legal guardian present.

What supports can school districts provide to homeless students?—Homeless students are eligible for supports and services to remove barriers to educational success. This may include transportation to the school of origin, free meals, referrals to physical/mental health providers, clothing to meet school requirements, access to school supplies and resources, assistance with credit recovery, tutoring supports, expedited evaluations and assistance to participate in school activities including parent engagement opportunities, sports, club, etc.

Homeless Dispute Process—If at any time there is a disagreement about homeless status or best interest for school placement, the district will notify the family in writing of their determination that the family/unaccompanied youth is ineligible for McKinney Vento services. At this time, the district will provide the family/unaccompanied youth with the ability to dispute their determination. Throughout the dispute process, the child/youth, including unaccompanied youth, will continue to be educated in the school of origin or immediately enrolled in the school they are seeking enrollment in until the dispute process is finalized. Transportation will continue throughout the dispute process. All disputes will be sent

to the ECYEH Regional Coordinator who will issue a determination. If any party is unhappy with the determination, they can elevate the dispute to the state coordinator.

What if I think that I am eligible for services under McKinney Vento?—Please contact Edith Woods, Director of Special Education, at 724-627-3081 extension 4285 for assistance.

Raider Wellness Program

Central Greene School District has teamed up with Intermediate Unit 1, the Care Center and Greene County Human Resources Department to provide mental health and drug/alcohol counseling services to students in the school setting.

- Intermediate Unit 1 provides Mental Health Services
- The Care Center provides Drug and Alcohol Counseling
- Drug and Alcohol Program Specialist from Greene County Human Services provides classroom prevention programs
- Engagement Specialist from Beacon/Value and Greene County Human Services that assists families with obtaining insurance
- Once a month, a Child Psychiatrist visits the school for evaluations and medication management

If you believe your child needs counseling services, please contact the school counselor at your child's school.

**WAYNESBURG CENTRAL ELEMENTARY TITLE I
DISTRICT POLICY**

Book	Policy Manual
Section	900 Community
Title	Title I Parent and Family Engagement
Code	918
Status	Active
Adopted	May 21, 2019

Purpose

The Board recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the school, parents and family members, and community.[\[1\]](#)[\[2\]](#)

Definition

Parent and Family (Family Member) - these terms are used interchangeably and shall include caregivers, a legal guardian or other person standing in loco parentis such as a grandparent or stepparent with whom the child lives, a person who is legally responsible for the child's welfare, or a legally appointed Education Decision Maker of a child participating in a Title I program.

Authority

The Board directs the district and each of its schools with a Title I program to:[\[1\]](#)

1. Conduct outreach to all parents and family members.
2. Include parents and family members in development of the district's overall Title I Plan and process for school review and improvement.[\[3\]](#)
3. Include parents and family members in the development of the Title I Parent and Family Engagement Policy. Following adoption of the policy by the Board, the policy shall be:
 - a. Distributed in writing to all parents and family members.
 - b. Incorporated into the district's Title I Plan.[\[3\]](#)
 - c. Posted to the district's publicly accessible website.[\[4\]](#)
 - d. Evaluated annually with parent and family involvement.
4. Provide opportunities and conduct meaningful collaborations with parents and family members in the planning and implementation of Title I programs, activities and procedures.

Accessibility

The district and each of its schools with a Title I program shall provide communications, information and school reports to parents and family members who are migrants or who have limited English proficiency, a disability, limited literacy, or racial and ethnic minority backgrounds, in a language they can understand.[\[1\]](#)[\[5\]](#)

Delegation of Responsibility

The Superintendent or designee shall ensure that the district's Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.[\[1\]\[3\]](#)

The Superintendent or designee shall ensure that the district and its schools with Title I programs provide opportunities for the informed participation of parents and family members by providing resources, information and school reports in an understandable and uniform format or, upon request, in another format. Such efforts shall include:

1. Providing communications in clear and simple language.
2. Posting information for parents and family members on the district's website.
3. Including a telephone number for parents and family members to call with questions.
4. Partnering with community agencies which may include libraries, recreation centers, community-based organizations and faith-based organizations to assist in sharing information.
5. Provide language access services to families with limited English proficiency through on-site or telephonic translation and interpretation services, as appropriate.[\[5\]](#)

The building principal and/or Title I staff shall notify parents and family members of the existence of the Title I programs and provide:

1. An explanation of the reasons supporting their child's selection for the program.
2. A set of goals and expectations to be addressed.
3. A description of the services to be provided.
4. A copy of this policy and the School-Parent and Family Compact.[\[1\]](#)

Parents and family members shall actively carry out their responsibilities in accordance with this policy and the School-Parent and Family Compact. At a minimum, parents and family members shall be expected to:[\[1\]](#)

1. Volunteer in their child's classroom.[\[6\]](#)
2. Support their child's learning.
3. Participate, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time.

Guidelines

Each district school operating a Title I program shall hold an annual meeting of parents and family members at a convenient time, to explain the goals and purposes of Title I programs and to inform them of their right to be involved. Parents and family members shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents and family members shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.[\[1\]](#)

The schools with Title I programs shall offer a flexible number of meetings which shall be held at various times of the morning and evening. Title I funds may be used to enable parent and family member attendance at meetings through payment of transportation, child care costs or home visits.[\[1\]](#)

The schools shall involve parents and family members in an organized, ongoing and timely way, in the planning, review and improvement of Title I programs, the Title I Parent and Family Engagement Policy and the joint development of the Title I Plan.[\[1\]\[3\]](#)

At these meetings, parents and family members shall be provided:[\[1\]](#)

1. Timely information about programs provided under Title I.
2. Description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the achievement levels of the academic standards.
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

To ensure the continuous engagement of parents and family members in the joint development of the Title I Plan and with the school support and improvement process, the district shall:

Establish meaningful, ongoing two-way communication between the district, staff and parents and family members.

Communicate with parents and family members about the plan and seek their input and participation through the use of newsletters, the district website, email, telephone, parent and teacher conferences, and home visits if needed.

Train personnel on how to collaborate effectively with parents and family members with diverse backgrounds that may impede their participation, such as limited literacy or language difficulty.

Analyze and share the results of the Title I Parent/Family Survey.

Post school performance data on the district's website.

Distribute and discuss the School-Parent and Family Compact.

Host various parent and family nights at each school building with a Title I program.

Actively recruit parents and family members to participate in school review and improvement planning.

Invite participation of parents and family members at the regular comprehensive planning committee meetings, Title I budget meetings and school improvement plan meetings to obtain input and propose school improvement initiatives.

If the Title I Plan is not satisfactory to parents and family members, the district shall submit any parent or family member comments with the plan when the school makes the plan available to the Board.[\[1\]\[3\]](#)

Building Capacity for Parent and Family Engagement

The district shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve academic achievement and school performance through:[\[1\]](#)

1. Providing assistance to parents and family members in understanding such topics as the academic standards, state and local academic assessments, the requirements of parent and family involvement, how to monitor a child's progress and work with teachers to improve the achievement of their children.[\[2\]\[7\]](#)
2. Providing material and training to help parents and family members work with their children to improve academic achievement and to foster parent and family engagement, such as:
 - a. Scheduling trainings in different locations on a variety of topics including how to support their child in school, literacy, school safety, cultural diversity and conflict resolution.
 - b. Using technology, including education about the harms of copyright piracy, as appropriate.[\[8\]](#)
 - c. Providing information, resources and materials in a user friendly format.
 - d. Providing, as requested by a parent or family member, other reasonable support for parent and family engagement activities.
 - e. Training on how to use the Parent Portal as a tool to monitor grades and achievement, when needed.

3. Educating teachers, specialized instructional support personnel, principals and other school leaders and staff, with the assistance of parents and family members, on the value and usefulness of contributions of parents and family members and in how to reach out to, communicate with, and work with them as equal partners, implement and coordinate parent and family programs, and build ties between parents and family members and the school.
4. To the extent feasible and appropriate, coordinating and integrating Title I parent and family involvement efforts and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents and family members in more fully participating in the education of their children.[\[1\]](#)[\[5\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)
5. Engage community-based organizations and businesses in parent and family engagement activities.

Coordinating Parent and Family Engagement Strategies

The district shall coordinate and integrate Title I parent and family engagement strategies with other parent and family engagement strategies required by federal, state, and local laws by:[\[1\]](#)[\[5\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)

1. Involving district and program representatives to assist in identifying specific parent and family member needs.
2. Sharing data from other programs to assist in developing initiatives to advance academic achievement and school improvement.

Annual Parent and Family Engagement Policy Evaluation

The district shall conduct, with meaningful participation of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all district schools with a Title I program.[\[1\]](#)

The evaluation shall identify:[\[1\]](#)

1. Barriers to parent and family member participation, with particular attention to those who are migrants, are economically disadvantaged, have a disability, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.
2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.
3. Strategies to support successful school and parent and family interactions.

The evaluation shall be conducted through:

A parent and family member and teacher survey designed to collect data on school level and district-wide parent and family engagement outcomes.

The district shall use the findings of the annual evaluation to design evidence-based strategies for more effective parent and family engagement, and to revise, if necessary, the district's Title I Parent and Family Engagement Policy.[\[1\]](#)

School-Parent and Family Compact

Each school in the district receiving Title I funds shall jointly develop with parents and family members a School-Parent and Family Compact outlining the manner in which parents and family members, the entire school staff and students will share responsibility for improved student academic achievement and the means by which the school and parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:[\[1\]](#)

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in Title I programs to meet the academic standards.
2. Describe the ways in which parents and family members will be responsible for supporting their child's learning; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and

positive use of extracurricular time.[6]

3. Address the importance of ongoing two-way, meaningful communication between parents/family members and teachers through, at a minimum, annual parent-teacher conferences at the elementary level, frequent reports to parents and family members on their child's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.[6]

Title I Schoolwide Program Parent Compact

Waynesburg Central Elementary School is a Title 1 school. The goal of the Title 1 program is to help every child get a high-quality education. The administration, staff, parents and students each have responsibilities they must meet in order to accomplish this goal.

As a student, I promise to:

- Come to school every day on time and be prepared to learn and participate;
- Ask for help when I need it;
- Respect and cooperate with other students and adults;
- Do my homework and take pride in my work;
- Be responsible for my own behavior;
- Read for fun!

As a parent, I promise to:

- Help my child attend school every day and be on time;
- Find a quiet place for my child to read and complete homework;
- Read to and with my child on a regular basis;
- Attend Parent Teacher Conferences;
- Communicate regularly with the school;
- Participate in decisions related to my child's education and achievement;
- Make an effort to be involved in school activities;
- Encourage my child to read for fun!

As a school, we promise to:

- Provide a safe and healthy learning environment;
- Respect and value the uniqueness of each child;
- Promote and enhance learning;

- Deliver a challenging academic curriculum;
- Maintain ongoing assessments on students' progress;
- Seek ways to involve parents in school programs;
- Communicate regularly with parents.

Title I Funds

Unless exempt by law, the district shall reserve at least one percent (1%) of its Title I funds to assist schools in conducting parent and family engagement activities. Parents and family members shall be involved in the decisions regarding how the Title I reserved funds are used for parent and family engagement activities.^[1]

Not less than ninety percent (90%) of the reserved funds shall be distributed to district schools with a Title I program, with priority given to high need schools. The district shall use the Title I reserved funds to conduct activities and strategies consistent with this policy, including:^[1]

Supporting schools and nonprofit organizations in providing professional development for the district and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.

Supporting programs that reach parents and family members at home, in the community, and at school.

Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

Collaborating or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.

Engaging in any other activities and strategies that the district determines are appropriate and consistent with this policy.

Documentation of Parent and Family Engagement Practices

Documentation to track the implementation of this policy is an essential part of compliance and may include, but not be limited to, sign-in sheets at workshops, meetings and conferences; schedules, training and informational materials; communications and brochures; and meeting notes.

Legal

1. 20 U.S.C. 6318

2. Pol. 102

3. 20 U.S.C. 6312

4. 24 P.S. 510.2

5. Pol. 138

6. Pol. 916

7. Pol. 127

8. Pol. 814

9. 20 U.S.C. 7845

10. 29 U.S.C. 3271 et seq

11. 29 U.S.C. 701 et seq

12. 42 U.S.C. 11301 et seq

13. 42 U.S.C. 9831 et seq

14. Pol. 212

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

Waynesburg Central Elementary School

School Level Title I Policy

Purpose

The Board recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. This policy, developed by Waynesburg Central Elementary School in collaboration with and agreed to by parents and family members, describes how parents and family members will be engaged at the school level.

Components

The school complies with federal law related to the engagement of parents and family members by detailing how the school will:

1. Involve parents and family members in the planning, review and improvement of the school's Parent and Family Engagement Policy:
 - Parents and family members are afforded the opportunity to review the Parent and Family Engagement policy at the beginning of each school year in the WCES Parent and Student handbook.
 - Parents are also able to assist in the planning and improvement of the Parent and Family Engagement policy throughout the school year.
2. Convene an annual meeting, at a convenient time:
 - To which all parents and family members of participating children shall be invited, and encouraged to attend;
 - To inform parents and family members of their school's participation as a Title I school; and
 - To explain the requirements and the rights of parents and family members to be involved.
 - Presentations during parent conferences
 - Presentations during parent and family night at book fair
 - Presenting at PTA
3. Offer a flexible number of meetings in the morning and/or the evening, and may provide Title I funds, if sufficient, to facilitate parent and family member attendance at meetings through payment of transportation, child care costs and/or refreshments.
 - As stated above, presentations will occur different times during parent conferences.
4. Involve parents and family members, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school's parent and family engagement program:
 - Provide input on educational opportunities for children, and make recommendations for strengthening the partnerships between home and school in order to improve student achievement.
 - Develop, annually review, and revise Title I family engagement policy to represent commitments within the Title I policy.
 - Develop an annual survey of the school receiving Title I funding to determine the range and effectiveness of the family engagement practices and to capture the school's efforts to overcome barriers to family engagement.
5. Provide parents and family members of participating children with timely information about the Title I program:

- Communicate with parents and family members about the plan and seek their input and participation through the use of newsletters, the District website, email, telephone, parent and teacher conferences, and home visits if needed.
 - Train personnel on how to collaborate effectively with parents and family members with diverse backgrounds that may impede their participation, such as limited literacy or language difficulty.
 - Analyze and share the results of the Title I Parent/Family Survey.
 - Post school performance data on the District's website.
 - Distribute and discuss the School Parent and Family Compact.
 - Host various parent family nights at each school building with a Title I program.
 - Establish and support active and engaged Title I parent and family advisory councils. The council will include a majority of parents and family members of students participating in Title I programs, as well as the building principal, teachers or other appropriate staff, students and community members. The purpose of the council shall be to focus on improved student achievement, effective classroom teaching, parent/family/community engagement in the educational process, and to facilitate communications and support.
 - Actively recruit parents and family members to participate in school review and improvement planning.
 - Invite participation of parents and family members at the regular comprehensive planning committee meetings, Title I budget meetings and school improvement plan meetings to obtain input and propose school improvement initiatives.
6. Provide parents and family members of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the state academic standards.
7. Provide, if requested by parents and family members, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions.
8. Involve parents and family members in the joint development of the Schoolwide Program Plan in accordance with federal law. [Note: applies only to Title I schools operating a Schoolwide Program]:
- Parent representatives are selected annually to assist in developing the Schoolwide Program Plan.
9. Create a school-parent and family compact developed jointly with parents and family members outlining how parents and family members, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:
- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children in Title I programs to meet the state academic standards, and the ways in which each parent and family member will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time and
 - Address the importance of communication between teachers and parents and family members on an ongoing basis through, at a minimum:
 - Teacher conferences with parents and family members in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - Frequent reports to parents and family members on their children's progress;
 - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

- o Ensuring regular two-way, meaningful communication between parents and family members and school staff, in a language that parents and family members can understand.
10. Provide assistance to parents and family members in understanding the state academic standards, state and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children:
 - Assessment information shared at Parent/Teacher Conferences.
 - Progress Reports and Report Cards shared regularly to monitor student progress towards academic achievement goals.
 11. Provide materials and training to help parents and family members to work with their children to improve their children's achievement, such as literacy training and using technology including education about the harms of copyright piracy, as appropriate, to foster parent and family involvement.
 12. Educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents and family members, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school:
 - In-service training for faculty and staff members
 - Collaboration with local Parent/Teacher Association
 - Committees dedicated to increased communication with parents and family members.
 13. To the extent feasible and appropriate, coordinate, and integrate parent and family member involvement programs and activities with other federal, state, and local programs including public preschool programs, and conduct other activities that encourage and support parents and family members in more fully participating in the education of their children:
 - Partnerships with local Pre-Schools
 14. Ensure that information related to school and parent and family member programs, meetings, and other activities is sent to the parents and family members of participating children in a format and in a language the parents and family members can understand:
 - Ensure translations are available in all correspondence languages identified within a school for all federally required Title I communications to parents within ESEA, such as A Parent's Right to Know.
 - Ensure translated materials and ESL instructors are available for all events sponsored by Title I division funds.
 15. Provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children):
 - Engage in practices to ensure a welcoming atmosphere for families of all cultures and backgrounds.
 - Offer family engagement events at times convenient to parents, ensuring childcare, refreshments, and transportation are available, as needed, to facilitate full participation.
 - Whenever possible, enlist ESL instructors to communicate with parents who have requested correspondence in another language.
 - Apply principles of nondiscrimination, as embodied within School Board policy.
 16. Ensure distribution of the policy to all parents and family members with a child participating in a Title I program by the following means:

- Distribution of the policy is accomplished electronically, unless hard copy is requested.
- Sign-off sheets indicating the handbook was read by parents or guardians are due to administration within the first two weeks of school.

Delegation of Responsibility

The Superintendent or designee shall ensure that the Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.

The building principal and/or Title I staff shall notify parents and family members of the existence of Title I programs and provide:

1. An explanation of the reasons supporting their child's selection for the program.
2. A set of goals and objectives to be addressed.
3. A description of the services to be provided.
4. A copy of this policy and the School-Parent and Family Compact.

Each school with a Title I program shall provide communications, information and school reports to parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, in a language and format they can understand.

Non-Discrimination Policy

Central Greene School District will not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, union membership, or any other legally protected classification. Announcement of this policy is in accordance with state and federal laws, including Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Employees and participants who have an inquiry or complaint of harassment or discrimination, or who need information about accommodations for persons with disabilities, should contact the Office of the Superintendent at 627-8151 or P.O. Box 472, Waynesburg, PA 15370.

FERPA and Student Records

Board Policy 216

The Central Greene School District recognizes the need to protect the confidentiality of personally identifiable information in the education records of children. They aim to insure the privacy rights of both the parents and their children in the collection, maintenance, and release of such records. A copy of the records policy is available on the district website www.cgsd.org.

The following information is provided to notify you of your rights and privileges under the Family Educational Rights and Privacy Act (FERPA), a federal law which protects the confidentiality of student educational records by limiting their disclosure. FERPA guarantees parents and "eligible students" (students eighteen years of age or older) certain rights which are described below.

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over eighteen (18) years of age ("eligible students") certain rights with respect to the student's education records. These rights include:

1. The right to inspect and review the student's education records within forty-five (45) days of the day the school receives a request for access. Parents or eligible students should submit to the building principal a written request that identifies the record(s) they wish to inspect. The building principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. Parents or eligible students who wish to ask the school to amend a record should submit to the school principal a written request that clearly identifies the record or part of the record they want changed and specify why they feel it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One (1) exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his/her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Criteria for determining whether the official has a legitimate interest include, but are not limited to, whether particular information concerning the student is: (a) presently or potentially relevant to the provision of education, education-related services, or extracurricular activities or experiences, or (b) necessary to protect the health, safety, or welfare of school officials and/or other students with whom the student might have contact.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

5. The district is permitted by law to disclose appropriately designated "directory information" without obtaining the prior written consent of the parent or eligible student unless you have advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the district to include this type of information from your child's education records in certain school publications. Examples include:
 - A playbill, showing your student's role in a drama production;
 - The annual yearbook;
 - Honor roll or other recognition lists;
 - Graduation programs; and Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two (2) federal laws require the district to provide military recruiters, upon request, with the following information on its junior and senior class students – names, addresses and telephone listings – unless parents have advised the district that they do not want their student's information disclosed without their prior written consent.¹

If you do not want the district to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing by August 20th prior to the start of the school year. The school district has designated the following information as directory information:

- a. The student's name, address, listed telephone number, date, and place of birth.
- b. Student's email address.
- c. Program or major field of study.
- d. Dates of attendance.
- e. Participation in officially recognized school activities and sports.
- f. Weight and height of members of athletic teams
- g. Placement on the honor roll.
- h. Certificates and awards received.
- i. The most recent previous educational agency or institution attended by the student.
- j. Grade level.
- k. Enrollment status.
- l. Photograph/School Picture.

Questions regarding this notice or your rights under FERPA should be directed to the building principal.

SECTION 5: IMPORTANT DATES

AUGUST	19-20	NEW TEACHER INDUCTION
	21-23	INSERVICE DAY (ACT 80)- NO SCHOOL
	26	CLERICAL- NO SCHOOL
	27	STUDENTS' FIRST DAY
SEPTEMBER	2	LABOR DAY- NO SCHOOL
	13	KONA ICE
OCTOBER	11	KONA ICE
	28	INSERVICE DAY (ACT 80)- NO SCHOOL
	29	RECORDS DAY - NO SCHOOL
NOVEMBER	8	KONA ICE
	11	VETERANS' DAY NO SCHOOL
	27	1: 00 EARLY DISMISSAL
	28- 12/2	THANKSGIVING BREAK-NO SCHOOL
	28	STUDENTS RETURN TO SCHOOL
DECEMBER	6	KONA ICE
	20	1:00 EARLY DISMISSAL
	23-1/2	CHRISTMAS HOLIDAY- NO SCHOOL
JANUARY	3	TEACHER IN-SERVICE - NO SCHOOL
	17	RECORDS DAY - NO SCHOOL
	20	MARTIN LUTHER KING JR.- NO SCHOOL*
FEBRUARY	17	PRESIDENTS DAY- NO SCHOOL*
MARCH	10	TEACHER IN-SERVICE - NO SCHOOL*
	24	1:00 EARLY DISMISSAL
	28	KONA ICE
	28-29	EASTER HOLIDAY
APRIL	16	1:00 EARLY DISMISSAL
	17-21	SPRING BREAK
	18	KONA ICE
MAY	2	TEACHER IN-SERVICE - NO SCHOOL
	2	KONA ICE
	26	MEMORIAL DAY - NO SCHOOL
	30	LAST DAY DISMISSAL: 10:00 A.M.
	30	GRADUATION



IMPORTANT DATES CONTINUED

END OF THE GRADING PERIOD

1ST NINE WEEKS: October 25

2ND NINE WEEKS: January 16

3RD NINE WEEKS: March 25

4TH NINE WEEKS: May 30

WAYNESBURG CENTRAL HIGH GRADUATION

MAY 30, 2025

*WEATHER MAKE-UP DAYS

1ST- DECEMBER 2,, 2ND- DECEMBER 23, 3RD- JANUARY 20, 4TH- February 17, 5TH- March 24, 6TH-APRIL 21,
7TH- JUNE 2

PARTY DATES

HALLOWEEN- 10/31, CHRISTMAS 12/19 or 12/20

PSSA TESTING WINDOWS

APRIL 21 - 25, 2025 ELA GRADES 3-6

APRIL 28 - MAY 2, 2025 MATH GRADES 3-6

APRIL 28 - MAY 2, 2025 SCIENCE GRADE 4

MAY 5 - 9, 2025 MAKEUPS

OPEN HOUSE

NOVEMBER 12 WCES GRADES K-1 OPEN HOUSE

NOVEMBER 13 WCES GRADES 2-3 OPEN HOUSE

NOVEMBER 14 WCES GRADES 4, 5, 6 OPEN HOUSE

CENTRAL GREENE SCHOOL DISTRICT ASSESSMENT CALENDAR 2024-2025

DATE	ASSESSMENT	GRADE LEVEL
8/30/2024 -9/30/2024	Acadience (Dibels) Assessment	Reading Grades K, 1, 2
8/30/2024 -9/27/2024	iReady Diagnostic Math Assessment	Math Grades 1-6
9/16/2024-9/27/2024	iReady Diagnostic Math Assessment	Math Grade K
9/17/2024	ASVAB Test (Military Battery Test)	Grades 11 and 12 as assigned

10/1/2024-10/11/2024	IXL Diagnostic Snapshot CDT Diagnostic Snapshot	Grades K-2 Grades 3-11
10/14/2024-10/31/2024	PASS	Grades K-12
10/16/2024	PSAT	Grade 10/11 (may Sign Up/Fee)
10/30/2024	SAT School Day	Optional to any student
11/13/2024-03/12/2025	Pilot Benchmark Testing	Grades 3 -11
12/4/2024-12/18/2024	Keystone Exam (Winter Wave 1) Window <i>Algebra 1, Literature and Biology</i>	Any Grade 11 student who has completed the Keystone Exam Courses and <u>did not score proficient or did not take the exam.</u>
1/13/2025-1/31/2025	IXL Diagnostic Snapshot CDT Diagnostic Snapshot	Grades K-2 Grades 3-11
1/6/2025-1/31/2025	Acadience (Dibels) Assessment	Reading Grades K, 1, 2
2/3/2025-2/28/2025	iReady Diagnostic Math Assessment	Math Grades K-6
DATE	ASSESSMENT	GRADE LEVEL
2/4/2025-2/5/2025	ASVAB Test (Military Battery Test)	Optional to any student and assigned students needing pathway
3/11/2025-3/28/2025	IXL Diagnostic Snapshot CDT Diagnostic Snapshot	Grades K-2 Grades 3-11
03/12/2025	SAT School Day	Optional to any student
3/31/2025-4/16/2025	PARSS	Grades K-12
4/21/2025-4/25/2025	PSSA English Language Arts	Grades 3-8

4/28/2025-5/2/2025	PSSA Math, Science, and Makeups	Math: Grades 3-8 Science: Grades 4 and 8
5/5/2025-5/9/2025	PSSA Math and Science Makeups (Optional)	Math: Grades 3-8 Science: Grades 4 and 8
5/5/2025-5/23/2025	Acadience (Dibels) Assessment	Reading Grades K, 1, 2
5/5/2025-5/23/2025	iReady Diagnostic Math Assessment	Math Grades K-6

Note: Changes may be made based on instructional needs or state requirements.

Section 5:

Central Greene Chromebook Program Handbook

Grades K-12

2024-2025

Central Greene School District continues to prepare its students with 21st century college and career ready skills. This year we will integrate technology, where every student in grades K and 1 will utilize iPads and students in grades 2-6 will utilize Chromebooks for learning. The Chromebooks will stay in the classrooms and students will no longer carry Chromebooks from class to class. **Students at WCES will no longer be issued personal Chromebooks and will no longer carry Chromebooks to and from school.**

Chromebooks are laptop devices which run the Chrome OS (operating system) by Google. They are “thin client” devices and have virtually no hard drive storage. Essentially they are web browsers, designed to be used to connect to the Internet. These devices require most applications and data to run in the cloud, or on remote web servers. Chromebooks automatically update their OS ensuring they remain current with the latest improvements. To store or access personal files with a Chromebook, a user must have access to cloud-based storage, like Google Drive, or attach a USB flash drive.

The Central Greene School District has a Google management license that connects our staff and students via Google Drive and its productivity suite. This license provides our learners with all of the Google Apps for Education and their available features. Google offers thousands of educational apps that teachers and students can use to enhance learning. Wherever students go, when they sign into Google Chrome with their account, these apps are instantly available.

In this handbook you will find the district’s expectations, for students in grades K-12, of proper handling of Chromebooks, describes students’ responsibilities and ways they can best take care of the devices, and includes an agreement for them and their parents. Understanding and abiding by this agreement is necessary in order to provide the best use of Chromebooks to our students. Its regulations, along with the District policy on Internet Acceptable Use and Student Handbooks, provide safeguards to ensure students have a positive experience, as we provide the integration of educational technology for all.

Chromebook Use Agreement

A Chromebook and accessories in good working order are being provided during class time to each student. Each student's use of the equipment indicates the student's and parent/guardian's acceptance of the responsibility to care for the equipment and ensure that it is kept secure and functional, as expressed in this document.

This equipment remains at all times the property of the Central Greene School District and is lent to the student for educational purposes only. The student may not deface or destroy this property in any way. The equipment is for the use of the student during school hours. Inappropriate use of the device may result in the student losing his or her right to the use of the Chromebook.

The student may not make or allow others to make any attempts to add, delete, access, or modify District owned information on any Chromebook or any school owned computer. The Central Greene School District network is provided for the academic use of all students and staff. The student agrees to take no action that would interfere with the efficient, academic use of the school network.

In order to login to the device, an email account—a school licensed Gmail account – has been set up. For grades K-11 students will use the following format: firstname.lastname.yearofgraduation@cgsd.org. Students in grades K-3 do not have access to email, but will use their email address to login to their device. Those in grades 4-7 can use email for appropriate academic communication with other students and staff members within the Central Greene domain only. This email is for communication within the School District and approved senders.

Responsibilities

Student Responsibilities:

The Chromebook is an important learning tool and is to be used for educational purposes only. In order to take the Chromebook home each day, you must be willing to accept the following responsibilities.

- When using the Chromebook at school I will follow the policies of the Central Greene School District, particularly the Student Handbook and the Internet Acceptable Use Policy, and abide by all local, state, and federal laws.
- I will treat the Chromebook with care by not dropping it, getting it wet..
- I will not remove District-owned programs or files from the Chromebook.
- I agree that email (or any electronic communication) should be used only for appropriate, legitimate and responsible communication.
- I will keep all accounts and passwords assigned to me secure and will not share them with anyone.
- I will not attempt to repair the Chromebook. If it is not working properly, I will notify teachers or administrators.
- I will bring the Chromebook to an administrator if it needs repair. If it needs repair, the student's record will be checked, a loaner may be checked out if the student is eligible and a device is available, and appropriate fees will be charged to the student.

No Privacy Expectation

No one should have any expectation of privacy or confidentiality with regard to any usage of a Chromebook issued by the District, regardless whether the usage happens for school-related purposes or not. At any time, without prior notice of consent, the District may access, supervise, view, monitor, log, and record student use of Chromebooks at any time for any reason related to the operation of the District. At any time, the District may inspect the contents and condition of Chromebooks. By using a Chromebook, students agree to such access, monitoring, and recording of their use.

Monitoring Software

School administrators, teachers, and instructional technology staff may use monitoring software that allows them to view screens and activity on student Chromebooks at school.

Files Downloaded onto Chromebooks

All images, documents, files, and apps downloaded onto the Chromebook become the property of the Central Greene School District as allowable by law.

Policy Notice Requirements

Below, please find a list of the policies that require or recommend either annual notification or periodic notification, as indicated—this could be notification to students, staff, parents/guardians, or all of the above. The list is based on PSBA’s policy guide language, and your own board policies may differ slightly if language has been modified, but we hope this will provide a good starting point for you to review what should be included in notifications. A link to School Code section 510.2 is also included at the very bottom, which lists the legal requirements for policies, rules and regulations that the district must post on your publicly accessible website.

PSBA Policy Notice Requirements

Here is a list of PSBA policy guides that require or recommend notification. Not all of these policies require “annual” notification; some recommend periodic notification or notice through posting, as indicated below.

Policies Requiring/Recommending Annual Notice:

006. Meetings

103. Discrimination/Title IX Sexual Harassment Affecting Students

103.1. Nondiscrimination – Qualified Students With Disabilities

104. Discrimination/Title IX Sexual Harassment Affecting Staff

105.1. Review of Instructional Materials by Parents/Guardians and Students

113. Special Education

114. Gifted Education

123. Interscholastic Athletics

123.1. Concussion Management

123.2. Sudden Cardiac Arrest

138. Language Instruction Educational Program for English Learners

142. Migrant Students

143. Standards for Persistently Dangerous Schools

144. Standards for Victims of Violent Crimes

146. Student Services

200. Enrollment of Students

203. Immunizations and Communicable Diseases

204. Attendance

- 209. Health Examinations/Screenings
 - 209.1. Food Allergy Management
 - 209.2. Diabetes Management
- 210. Medications
 - 210.1. Possession/Administration of Asthma Inhalers/Epinephrine Auto-Injectors
- 216. Student Records
- 218. Student Discipline
 - 218.1. Weapons
- 222. and 323. Tobacco and Vaping Products – Students and Employees
- 226. Searches
- 235. Student Rights and Responsibilities
 - 235.1. Surveys
- 237. Electronic Devices
- 246. School Wellness
- 247. Hazing
- 249. Bullying/Cyberbullying
- 250. Student Recruitment
- 312. Performance Assessment of Superintendent/Assistant Superintendent
- 604. Budget Adoption
- 619. District Audit
- 621. Local Taxpayer Bill of Rights
- 705. Facilities and Workplace Safety
- 707 Use of School Facilities (Boy Scouts Act)
- 716. Integrated Pest Management
- 805. Emergency Preparedness and Response

- 806. Child Abuse
- 808. Food Services
- 810.2. Transportation – Video/Audio Recording
- 823. Naloxone
- 824. Maintaining Professional Adult/Student Boundaries
- 904. Public Attendance at School Events
- 906. Public Complaint Procedures
- 918. Title I Parent and Family Engagement

Policies Requiring/Recommending Notice (based on “posting,” for specific reasons, or specific time frame not given):

- 100. Comprehensive Planning (plans must be made available for inspection for 28 days)
- 105. Curriculum
- 108. Adoption of Textbooks
- 109. Resource Materials
- 113.4. Confidentiality of Special Education Student Information
- 115. Career and Technical Education
- 122. Extracurricular Activities
- 127. Assessment System
- 137.1. Extracurricular Participation by Home Education Students
- 140.1. Extracurricular Participation by Charter/Cyber Charter Students
- 203.1. and 314.1. HIV Infection – Students and Employees
- 217. Graduation
- 218.2. Terroristic Threats

218.3 Discipline of Student Convicted/Adjudicated of Sexual Assault

- 220. Student Expression/Distribution and Posting of Materials
- 227. Controlled Substances/Paraphernalia

233. Suspension and Expulsion

236.1 Threat Assessment

251. Homeless Students

252. Dating Violence

302. Employment of Superintendent/Assistant Superintendent

309.1. Telework

332. Working Periods

333. Professional Development

335. Family and Medical Leaves

340. Responsibility for Student Welfare

351. Drug and Substance Abuse

610. Purchases Subject to Bid/Quotation

626. Federal Fiscal Compliance

718. Service Animals in Schools

801. Public Records

810. Transportation

810.1. School Bus Drivers and School Commercial Motor Vehicle Drivers

810.3. School Vehicle Drivers

815. Acceptable Use of Internet, Computers and Network Resources

816. District Social Media

819. Suicide Awareness, Prevention and Response

827. Conflict of Interest

830. Breach of Computerized Personal Information

901. Public Relations Objectives

916. Volunteers

Safe2Say Something Procedures

Additional Website Posting Requirements: School Code section 510.2 also specifies requirements for policies, rules and regulations that must be published on the school district's publicly accessible Internet website.