

# Waynesburg Central Elementary School



## Faculty and Staff Handbook

2023-2024

*"Nothing Greater than a Raider"*

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## Notable Routines and Information for the 2022-2023 School Year

Below is a listing of some routines and changes. Please be sure to peruse the entire Faculty Handbook because information is contained on your instructional and duty pages.

- Teachers will submit daily online attendance by 9am through the new ALMA Student Information System.. If you have a substitute teacher or technology issues, blue attendance slips will be in the attendance folders.
- Lesson Plans are due each Friday by 3:00pm to Mr. Headlee.
- **All grade level programs will continue to be scheduled in the AM only.**
- Teacher Evaluations – This is year 3 of the 3 year rotation. Random walkthroughs and clinical observations
- PSSA Scores – Scores will be reviewed schoolwide when available.
- Grades K-2 data meeting will occur on a weekly rotating basis as announced via priority each Wednesday.
- Grade 3-6 Data Meetings will be scheduled 3x throughout the school year utilizing prep times. We will review the following: iReady, Acadience, IXL benchmark data, and PSSA Data.
- PCAs and Teacher Aides will be using the **Faculty and Staff** Lounge for their lunches.
- New Policy – Please review new policies under “Our District” on the cgsd.org webpage.
- A.L.I.C.E. – We will continue to drill various scenarios. First drill within the first 90 days of school.
- VIP Folders should be kept in the top drawer or on a desk where substitutes can find them.
- Grade Books–You are asked to keep up with your Pacing Charts and Scope and Sequence Charts. They will be monitored from time to time. Each class should reflect one grade per week minimum.
- Dr. appointments and scheduled events affecting duties – Email Mr. Headlee your request.
- Notes from parents/doctors/physical therapists that excuse a student from P.E. or require elevator use must go **directly to the nurse** first thing in the morning, not to the office in the attendance folder.
- The Sensory Room is located in what was the library book nook.
- The Book Room has moved to the library..
- The SmART Space STEAM classroom is relocated in room #206 (Mrs. Kelly’s art room) and is now part of the Related Arts Rotation (Students will have one semester of art with Ms. Kalsey and one semester with Mrs. Kelly).
- Website: You will need to update your classroom pages (Name, email, Phone, Schedule, prep).
- Intervention and Enrichment times will occur throughout the academic day for all grade levels. We will be able to focus interventions on the five essential elements for reading in grades 2 and 3. The essential elements are: fluency, comprehension, vocabulary development, phonics and phonemic awareness. Grades 4-6 assess later literacy skills, which are: vocabulary, sentence and passage comprehension, fluency and listening comprehension.
- Parent Request for Testing – Must go through Mr. Headlee prior to the evaluation process to make sure we’ve exhausted all interventions. This must be communicated to the parents by Mr. Headlee or Mrs. Woods. The RTII Sheet, found at the end of the schedule section of the handbook, must be completed fully.
- Teacher Input – Initial Evaluations and Re Evaluations for special services, such as Gifted, Learning Support, etc. require input from teachers. Please complete requested forms asap when you receive them.
- Sprinkling for Related Arts will occur in grades 4-6 this school year.
- Teachers, Instructional Aides and PCAs will have cafeteria duties.
- Cafeteria Duties – Grade level teachers will need to arrange lunch coverage rotations according to schedule.
- Morning announcements will be announced over the intercom at 8:00am and via video by News Crew/Mr. Headlee..
- Reading Intervention and other specific Pull-Out Interventions where reading specialists prepare individualized plans for specific students is a High Priority at WCES, especially during Tier 2 and 3 times.. Teachers are to always send students to these interventions and are not to cancel without notifying the building principal.
- Any time a faculty or staff member leaves the building, they must sign out in the office. If you are taking your students out of the building but not leaving WCES property (with the exception of gym class) you must also sign out and take a walkie talkie (at WCES) in case of an emergency. Make sure the secretary has been told that your class is leaving. Test the walkie talkie that you are taking before leaving, to be sure it is functioning properly. (This also applies to PE teachers.)
- Parent Communication Requirements – Maintain phone log with at least one phone call per week. Please keep available for administrator review.
- Faculty Meetings - See dates and times on page 8 of this handbook.
- The Attendance Monitoring Team will continue this school year.
- The SAP Team will continue to meet weekly.

- New Faculty and Grade level Changes:
  1. Welcome Kaylin Tretinik, Kindergarten
  2. Welcome Madison Brooks, Kindergarten
  3. Welcome Sydknee Victor, LS Third Grade
  4. Welcome Dawn Baird, Art

## **Truancy 204.2**

The Board requires that school age students enrolled in district schools attend school regularly, in accordance with state 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.

Attendance shall be required of all students enrolled in district schools during the days and hours that school is in session, except that a principal may excuse a student for temporary absences when receiving satisfactory evidence of 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.

1. In compliance with the BEC 24 P.S. 13-1327 Compulsory Attendance and Truancy Elimination Plan (TEP), Greene County CYS seeks to work collaboratively with the Central Greene School District to intervene appropriately regarding truant youth.
2. The following protocol establishes Greene County CYS as an active participant in decreasing truancy in the County. Greene County CYS has developed this protocol to hold the agency responsible for truancy referrals. However, in order for the agency to be held responsible for processing truancy referrals, the school districts must report truant youth to the agency in a timely fashion. The agency will work with the districts to actively combat truancy in Greene County.
3. Upon identifying a child as truant, the following protocol is recommended:
  - Upon 3 unexcused absences, the school will notify parents and schedule a Truancy Elimination Plan (TEP) conference. CYS should also be notified of this TEP conference, and will attend if available.
  - Non-compliance with the TEP if the child is of compulsory school age, which is 8 years to 17 years of age, shall be sent to Greene County CYS. Please send the referral form and a copy of the TEP.
  - Greene County CYS will process all referrals received as General Protective Services intakes and notify the parents of such.
  - Greene County CYS has up to 60 days to make a determination as to whether or not the intake will be open for services. During this time, attendance will be closely monitored through communication with the school and referrals to service providers will be made.
  - Upon 10 days of unexcused absences, the school shall refer the child and/or parents to the local District Magistrate.
  - The District Magistrate will notify CYS of the hearing and CYS will attend if available.
  - The District Magistrate will notify CYS of non-compliance with the magisterial consequences.

### SECTION 1: Pennsylvania's Code of Professional Practice and Conduct for Educators

#### **Section 1. Mission**

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

#### **Section 2. Introduction**

- (a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251 - 12-1268), known individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).
- (b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth,

they make a moral commitment to uphold these values.

### **Section 3. Purpose**

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

### **Section 4. Practices**

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

(2) Professional educators shall be prepared and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases for discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

### **Section 5. Conduct**

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § § 235.6-235.11 may constitute an independent basis for private or public reprimand and may be used as supporting evidence in cases of certification suspension and revocation.

### **Section 6. Legal obligations**

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251-12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P. S. § § 1-101-27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401-413), known as the Public Official and Employee Ethics Law.

(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

### **Section 7. Certification**

The professional educator may not:

- (1) Accept employment, when not properly certificated, in a position for which certification is required.
- (2) Assist entry into or continuance in the education profession of an unqualified person.
- (3) Employ or recommend for employment, a person who is not certificated appropriately for the position.

### **Section 8. Civil Rights**

The professional educator may not:

- (1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
- (2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

### **Section 9. Improper personal or financial gain**

- (1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
- (2) Exploit a professional relationship for personal gain or advantage.

### **Section 10. Relationships with students**

The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.
- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

### **Section 11. Professional relationships**

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

The Code of Professional Practice and Conduct for Educators can be found at 22 Pa. Code §§235.1 - 235.11.

All questions should be directed to the Professional Standards and Practices Commission at (717) 787 -6576.

<http://www.teaching.state.pa.us/teaching/cwp/view.asp?a=15&O=76982&teachingNav=|5474|&teachingNav=|1906|>

**Please review all CGSD policies, which can be found online at the [www.cgsd.org](http://www.cgsd.org) homepage:**

**Policies of interest include:**

- 345 Employee Badges
- 448 Unlawful Harassment
- 425 Dress and Grooming
- 451 Drug and Substance Abuse
- 624 Conflict of Interest Policy

## **Section 2: The First Day of School and Important Dates**

### **First day procedure at WCES**

**BUS DROP OFF- Students will begin the year reporting directly to their rooms.**

Cafeteria:	Carrie Anderson, Karen Hoy, Billie Burge
Foyer Runners:	Tracy Toothman
Classroom:	Homeroom Teachers
First Grade Hallways:	Holly Evans, Traci Benke
Kindergarten Hallways:	Melanie Kijowski, Kelsee Wilttrout, Camryn Dugan

Class lists will be provided with bus information included on it. **However, keep in mind that some children may have moved or will be going to different childcare after school! Call or send students with questions to the office EARLY!**

**TO DO's and Info**

- Send home the **Student Information Form/Nurse's Emergency Card** and stress the importance! Due September 2nd. Collect, alphabetize and send the emergency card to the office when you have **most** of them. Keep a list of the outstanding cards for yourself and the office.
- Send home Free and Reduced Lunch Forms.
- Student handbooks will be available for download and viewing on the WCES website. Copies of the Student Handbook will be made available upon request only, found on the Student Information Form.
- Practice fire drill and ALICE drill procedures. Various drills will be conducted monthly.
- Teach bus rules along with the school rules and procedures. Teach all kindergarten children to tell the driver if no one is at the bus stop to meet them. If a child forgets to get off (sleeps...) they are to tell the driver, but stay on the bus and NOT to get off at another stop. The driver will bring them back to school, take them back home or to the bus garage to call home.
- All buses have a video camera running the entire time the bus motor runs. Tell children that their bus behavior will be monitored. Students who receive bus tickets may also receive a broken arrow upon administrative decision.

## 2023-2024 Forms/ Due Dates

September 1

- PCA requirements - Special Education teachers are to notify Mrs. Woods and Mr. Headlee in writing of any changes in the needs specified in any of their student's IEP.

September 1

- Special Education teachers share IEP information with all teachers who have an educational need to know.
- Behavior Management Plans: **Special Education teachers** are to provide copies of the Behavioral Management Plan for any of their students to the appropriate teachers.
- If a regular education teacher finds a Behavior Management Plan for a non-identified child please check with the Guidance Office to authenticate its usefulness.

August 29, 30, 31

- Attendance Survey: Fill out the form and send it to the office each morning

Sept. 8

- Class bus roster: Keep your list of bus riders and daily pick-ups updated on a consistent basis. Notify the office of any "permanent" changes.
- Code of Conduct, I Care Rules, Rules for Fighting Fair Posters to be displayed. Review them regularly.
- *Classroom Management Plan as assigned:*
- *Attendance Monitoring Team Grade Level Representative Name to office*
- Curriculum Council Representatives: Turn names into Mr. Headlee. Forms and information are posted in the faculty room on the first day of school. Names will be approved at the September board meeting.
- Please put student information sheets in alphabetical order and forward them to Mrs. McCollum.

September 15

- Email your daily instructional schedule (received via email attachment) to the office. Additionally print and post this schedule outside your classroom. Include refinements such as exact time of handwriting, spelling, etc.

First Two Weeks of School

- All homeroom teachers are to review pertinent parts of the Parent & Student Handbook with your students such as principal and counselor assignment, Student Rights and Responsibilities, Code of Conduct, School Rules, Weapons Policy, Playground Rules, etc.
- Physical Education teachers teach playground equipment rules and safety lessons to all children.
- All teachers are to review the rules with their class and each grade level is expected to enforce written rules. Additional rules may be added by the grade level to maintain the safety of the children.
- Continue to teach playground and equipment rules throughout September and review through the year if you see an increase in accidents.

YEAR 2023-2024: Dates to Remember

**END OF THE GRADING PERIOD**

1ST NINE WEEKS: OCT. 31  
2ND NINE WEEKS: JAN. 19  
3RD NINE WEEKS: MAR. 25  
4TH NINE WEEKS: MAY 31

**REPORT CARDS SENT HOME**

NOVEMBER 7  
JANUARY 26  
APRIL 5  
MAY 31

**REPORT CARDS WILL BE SENT VIA EMAIL**

**WAYNESBURG CENTRAL HIGH GRADUATION**

MAY 31, 2024

**\*WEATHER MAKE-UP DAYS**

1ST- NOVEMBER 27,, 2ND- DECEMBER 22, 3RD- JANUARY 15, 4TH- February 19, 5TH- March 28, 6TH-APRIL 1, 7-27  
- JUNE 3-20

**PARTY DATES**

HALLOWEEN- 10/31, CHRISTMAS 12/20 or 12/21

**PSSA TESTING WINDOWS**

APRIL 22 - 26, 2024 ELA GRADES 3-6  
APRIL 29 - MAY 3, 2024 MATH GRADES 3-6  
APRIL 29 - MAY 3, 2024 SCIENCE GRADE 4  
MAY 6 - 10, 2024 MAKEUPS

**Grade level party announcements go home by October 7th. Submit copy of letter for administrative approval.** No costumes on bus. No straw for kindergarten and first grade. 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 of September and October. Please send a warning note home to give parents ample notice for potentially "ineligible" students.  
**Grade levels may opt to have their Christmas Parties on the 20 or 21.**

**CONFERENCES / OPEN HOUSE**

NOVEMBER 14 WCES GRADES K-1 OPEN HOUSE  
NOVEMBER 15 WCES GRADES 2-3 OPEN HOUSE  
NOVEMBER 16 WCES GRADES 4, 5, 6 OPEN HOUSE

**Parties:**

Halloween: Friday, Oct. 31  
Christmas: Mon. Dec. 20 or 21 (2 Hr Early Dismissal)

**Faculty Meetings:** All meetings will be in the Library unless otherwise announced.

	<b><u>7:30 (3:00)/8:00 (3:30)</u></b>	<b><u>7:45 (3:15)</u></b>
September	9/20	9/21
October	10/18	10/19
January	1/24	1/25
February	2/21	2/22
March	3/20	3/21
April	4/17	4/18
May	5/22	5/23

**New Teacher Induction:** August 22 and 23

**WCES PTA Meetings:** Mondays at 6:00pm on the following dates: TBA



**Picture Day:** September 15 starting at 8:30 in the WCES Gym (will call rooms when ready)

**Picture Retakes:** October 30

**Curriculum Council Dates:** Each month beginning in October from 3:00 - 5:00. Dates TBA

**100<sup>th</sup> Day of School:** February 8

## CENTRAL GREENE SCHOOL DISTRICT ASSESSMENT CALENDAR 2023-2024

DATE	ASSESSMENT	GRADE LEVEL
8/29/2023 -9/29/2023	Acadience (Dibels) Assessment	Reading Grades K, 1, 2
8/29/2023 -9/29/2023	iReady Diagnostic Math Assessment	Math Grades 1-6
9/18/2023-9/29/2023	iReady Diagnostic Math Assessment	Math Grade K
9/20/2023	ASVAB Test (Military Battery Test)	Grades 11 and 12 as assigned
10/2/2023-10/12/2023	IXL Diagnostic Snapshot	Grades 2 -11
10/16/2023-10/20/2023	PASS	Grades K-12
10/16/2023	PSAT	Grade 10/11 (may Sign Up/Fee)
12/4/2023-12/15/2023	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 <b>did not score proficient or did not take the exam.</b>
1/16/2024-1/31/2024	IXL Diagnostic Snapshot	Grades 2-11
1/3/2024-1/31/2024	Acadience (Dibels) Assessment	Reading Grades K, 1, 2

2/1/2024-2/29/2024	iReady Diagnostic Math Assessment	Math Grades K-6
3/11/2024-3/26/2024	IXL Diagnostic Snapshot	Grades 2-11
<b>DATE</b>	<b>ASSESSMENT</b>	<b>GRADE LEVEL</b>
4/8/2024-4/12/2024	PASS	Grades K-12
4/22/2024-4/26/2024	PSSA English Language Arts	Grades 3-8
4/29/2024-5/3/2024	PSSA Math, Science, and Makeups	Math: Grades 3-8 Science: Grades 4 and 8
5/6/2024-5/10/2024	PSSA Math and Science Makeups (Optional)	Math: Grades 3-8 Science: Grades 4 and 8
5/1/2024-5/24/2024	Acadience (Dibels) Assessment	Reading Grades K, 1, 2
5/1/2024-5/24/2024	iReady Diagnostic Math Assessment	Math Grades K-6
5/6/2024-5/17/2024	A.P. Testing	Sign Up/Fee
5/13/2024-5/24/2024	Keystone Exam (Spring Window) <i>Algebra 1, Biology, Literature</i>	Any 11 <sup>th</sup> grade student who has completed the Keystone Exam Courses and <b>did not score proficient</b> on the Winter Keystone Assessment will retake it.  Any 7-11 <sup>th</sup> grade students who are completing Keystone Exam Courses this year will take the exam.

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

### **SECTION 3: STUDENTS**

#### **Attendance**

**These attendance guidelines will apply to all students registered at WCES, including kindergarten.**

**Monthly Attendance Sheet** - Please follow the following guidelines when completing your daily attendance:

- The office will assume that all absences are **unexcused** unless we hear otherwise from you. Initial all excuses you receive. Send all excuses to the office daily in the pocket folder provided. They will be recorded and filed in the office. **When sending any excuse to the office be sure it has the student's full name, grade, teacher and date received on it. Teachers are to initial all excuses sent to the office as well as bus and pick up notes.**
- **Send your attendance online to the office by 9:00 am**
- The instructional day begins at 8:00. **Students arriving at school after 8:00 require a tardy slip from the office unless they ride a late bus and/or are delayed eating breakfast.**
- Students who arrive at or before 9:00 AM are counted as tardy. Students who arrive at or after 9:01am are counted as absent for one-half (1/2) day. Students who leave school at or before 2:00pm are 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. Exception: Students who leave early on party/special event days are not counted as an early dismissal.
- **After 10 days excused absences (not excused by a doctor) a letter is sent home requiring a doctor's excuse for subsequent absences by the office.**
- After three unexcused absences a "**3 Day Letter**" is mailed home by the office. After we have proof of receipt charges may be filed after further unexcused absence.
- After three unexcused absences, a meeting will be scheduled with administration in order to complete a Truancy Elimination Plan.

#### **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 with 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

Once a student accumulates three (3) illegal/unexcused absences a letter known as the "3 Day Letter" will be mailed to the parent/guardian by the Principal. Any further illegal/unexcused absence is considered a "summary offense" and the Principal may file charges with the District Justice. Penalties for Violation of Compulsory Attendance may include 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 he/she may be sentenced to jail for a maximum of five (5) days.

### **Attendance Codes Used in Pro Soft**

<b>AE</b> absent all day -excused	<b>DIF</b> death in family
<b>AU</b> absent all day-UNEXCUSED (mark NE in red))	<b>HDF</b> absent half day/death in Family
<b>AME</b> absent half day AM - AM excused	<b>TR</b> absent/transportation
<b>PME</b> absent half day PM - PM excused	<b>HTR</b> absent half day/transportation
<b>AMU</b> absent half day AM - UNEXCUSED	<b>RDY</b> religious event
<b>PMU</b> absent half day PM - UNEXCUSED	<b>HRD</b> half day/religious
<b>EDT</b> educational trip	<b>LGL</b> legal appointment
<b>HET</b> absent half day/educational trip	<b>HGL</b> half day/legal
<b>ETU</b> educational trip- UNEXCUSED	<b>TE</b> absent/tardy-excused
<b>HB</b> present on homebound	<b>TU</b> absent/tardy-UNEXCUSED
<b>MED</b> student hospitalized	<b>EAR</b> early dismissal after 1:30

**DR** doctor's excuse  
**HDR** absent half day/Dr. excuse  
**EXC** excluded/nurse  
**HXC** excluded/nurse/half day  
**HHB** half day homebound  
**ETH** Tardy half day excused  
**TDR** Tardy doctors' excuse

**ADM** administrative approval  
**P/S** present/Suspended  
**ISS** In School Suspension  
**OSS** Out of School Suspension  
**MAG** Magistrate  
**UTH** Tardy half day unexcused  
**EDR** Early dismissal doctor

### **The Guidelines for Family Educational Trip**

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 seventeen (17) 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. Forms are available from the attendance secretary as well as the district's website.

### **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/trips for which excused absences may be granted during the school term.

### **STARS - "Super Terrific Attendance in-R School"**

STARS is an incentive program to encourage good attendance.

Here is how it works:

When a classroom has perfect attendance for the day (no one tardy or no early dismissal) the classroom gets a star on their poster. When the classroom receives 30 stars, they get 30 minutes. This 30 minutes can be in the form of a video, extra recess, games, a special craft, or anything educationally sound.

Just turn the graph with the stars in to "new coordinator to be determined" and your classroom will be included in the Gazette. Your classroom will receive a special "star" in the school foyer and a new graph for your poster. Now you can begin to work on your next 30 days of perfect attendance.

Your poster can be found in your grade level IPC today. Please display it in the hall for all to see. Any questions, see "New Coordinator".

### **School-Wide Behavioral Plan**

#### **Code of Conduct, School-Wide Manners and Incentive Programs**

WCES will be implementing a number of strategies for helping our students select appropriate behavioral choices through school-wide implementation of the Code of Conduct, Manners Instruction, Lions Quest, Olweus Bullying Prevention and our Incentive Program. Agendas are provided for ALL students in grades 2-5 which promote positive study skills and attitudes. (See also "agenda" in Section 5: School Procedures)

The school wide recognition program is designed to identify students that are modeling appropriate behavior and citizenship. This program will acknowledge students in the following areas:

#### **Character Education / Our School**

<b>MONTH</b>	<b>THEME</b>
September	"RESPECT"
October	"COURAGE "
November	"LOYALTY"
December	"KINDNESS"
January	"HOPE"
February	"LOVE"
March	"JUSTICE"
April	"HONESTY"
May	"RESPECT"

*Weekly Focus:*

1. *How did I show (monthly theme) in relation to myself?*
2. *How did I show (monthly theme) to others?*
3. *How did I show (monthly theme) in my school?*
4. *How did I show (monthly theme) in the community?*

*Each week teachers should hold a weekly class meeting that focus on the monthly theme or a need in the classroom.*

#### **Grade Level Incentive Program**

For the ARROW program to have consistency everyone at a grade level must follow the same guidelines. The Arrow symbol represents students working toward a goal, not a weapon. A.R.R.O.W.S. is an acronym for Appropriate, Responsible, Respectful, Organized, Working, Students. **Students may not earn ARROWS back once they have lost them.** Each new incentive period provides students with a new opportunity to be recognized for good behavior and participate in the grade level incentive.

The administration has set forth the following guidelines for a broken arrow program: The individual grade level incentives are to be based on the developmental age of the children.

### **Number of Incentive Events**

- Incentive events are not to occur during uninterrupted reading time.
- Kindergarten students will have monthly incentive events.
- Students 1-6 will have quarterly incentive events.
- Building-wide, three (3) broken arrows result in missing an incentive event.
- Grade levels may divide the arrows as they wish (1/2 or 1/3), as long as it is defined at the beginning of the school year.
- 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 of September and October. Please send a warning note home for potentially "eligible" students.
- Field trips paid by sources other than the incentive fund are not to be denied due to broken ARROWS. (A contract stating behaviors which would cause a student to lose a specific trip must be signed by parent, child, teacher and principal at least one month in advance before a student is in jeopardy of being denied a field trip.)

### **Homework**

Grades K-2 Due to the inability of young children to control their home environment or guarantee the help of their parents, a lack of homework assignments will not contribute to a loss of arrows.

Grades 3 –6 Three cumulative days without homework constitutes 1 (one) arrow. For example, if three assignments are missed in one day, this would constitute 1 (one) day without homework.

Teachers may use discretion in establishing a "broken arrow homework policy" for students, i.e. some children have special learning needs which result in it taking them much longer than their peers to complete tasks. Such a child is often asked to take as homework the incomplete work from the day at school, as well as a standard homework assignment given to all children. This creates an overwhelming situation for the child. The amount of homework a child with learning problems is being asked to complete is MUCH greater than that for the more capable, efficient student. Possible adaptations which may make it more fair for the struggling student: reduce the amount of writing, provide a Xerox copy for answers to be written on, reduce the amount of work the child is to complete, utilize volunteers and monitor agenda use. The learning support teachers or the counselors may be able to assist you in establishing procedures which increase the likelihood of assignments being done.

### **The following has been placed in student handbooks:**

"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. In third through sixth grades, children can benefit from 30 to 60 minutes a 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 his teacher and learn about her homework policies. <http://www.ed.gov/print/parents/academic/help/homework/part4.html>"

### **Recess**

A teacher adds up the minutes of recess lost for a child due to BEHAVIORAL reasons (not lack of homework/class work). When they accumulate to one hour (60 minutes) that will constitute the loss of one arrow.

### **Written disciplinary referral for Level II through IV Offenses**

It is the responsibility of the classroom teacher to evaluate the seriousness of the infraction which results in a written disciplinary office referral. The classroom teacher must review the results of the administrative investigation and the facts. The teacher may then designate whether the action will or will not result in 1 (one) broken arrow. Students suspended from school give up at least one arrow per incident of out of school suspension. *Teachers may be asked to incorporate behavior plans/contracts prior to or immediately following the referral.*

### **Bus Ticket**

Due to the variability of drivers and bus circumstances, a bus ticket which is a punishment, will not result in broken arrows unless the administrator or transportation director decides otherwise.

*\*Bus Video: A video recording of the actions of students may be used by the district as evidence in any disciplinary action.*

### **Events**

Events that are organized for students to learn from (e.g. assemblies, Celebrate the Arts, fire dept. visits, career day, field trips, music programs, etc.) are not subject to restriction due to broken arrows alone. Please keep in mind that assemblies are educational and should not be taken away from students. If a loss of a field trip is eminent, then the classroom teacher must have notified the parent in writing at least one month in advance. The letter should include the contracted criteria that would result in the child's loss of the field trip. The teacher, child and parent should sign the contract. Alert your grade level principal of who these students are.

### **Parties**

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 of September and October. Please send a warning note home for potentially "eligible" students. The Christmas party is for all children to participate unless their behavior is extreme. If a child's behavior is extreme, the parent and student must be notified at least a week in advance of the seasonal party with conditions of behavior which must be met in order for the child to participate in the party. Notification should be signed and returned. Alert your grade level principal of who these students are. Parties should be no longer than an hour. Please encourage the use of healthy snacks.

### **Incentive Funding**

*Money will be allocated from the "Parent Teacher Association" in order to fund incentives.* This money may be used for program/event costs or incentive awards. It cannot be used for classroom instructional materials/equipment. It can be used to purchase special event materials for children, i.e. books to keep, pencils, etc. Each WCES grade level should prepare a year's budget for up to \$400 for this purpose, which can then be presented to PTA for approval. Only pre-approved purchases (by Principal and PTA) with receipts can be paid / reimbursed.

### **Student Empowerment**

Students will be recognized for their achievements in academic and physical fitness, the arts, and attendance. Each nine weeks, students in grades three through six will be recognized on the honor roll for academic achievement and conduct.

#### **Honor Roll requirements:**

##### **Academics**

- All As - all Satisfactory, no checks, no bus tickets
- As and Bs - all Satisfactory, no checks, no bus tickets
- Bs - all Satisfactory, no checks, no bus tickets

##### **Code of Conduct**

- All Satisfactory with no checks, no bus tickets

##### **Each Nine Weeks**

- Eligible students may have their names posted in the cafeteria on the wall of honor.

##### **End of Year 6th Grade Awards - last week of school**

- Presidential Academic Award - 6<sup>th</sup>
- Presidential Physical Fitness Award (3-6)
- Perfect Attendance award certificates
- Citizenship/Homeroom Heroes
- Grade Level subjects
- Related Arts Honors



## Discipline

Please direct disciplinary referrals accordingly, if possible: Please do your best to follow the Discipline Flow Chart. When appropriate, refer to Mr. Headlee, Principal

Procedures for handling classroom behavior problems are the basic responsibility of the classroom teacher. Through the effective implementation of classroom rules and procedures as well as our school wide behavior plan we can strive to minimize and redirect inappropriate behaviors. Our children need to proactively be taught the social skills necessary to get along with one another. When determining consequences the developmental stages of your children should also be considered. Teachers are encouraged to work collectively with their children's parents as well as with our guidance counselors to help meet the behavioral needs of our children.

When inappropriate behaviors continue or are of a Level II through IV, teachers are to electronically complete a written disciplinary referral before sending any student to the office. You are expected to exhaust your classroom management plan prior to sending to the office. (You are to alert the secretary if you are sending a student to the office.) The principal will send for the student after reviewing the referral. We attempt to interview children during non-instructional times when possible. However, circumstances do not always permit this. Should circumstances prevent your submission of the disciplinary referral in advance, the form should follow the student as soon as possible. Your written documentation is very important. Your written referral with the principal's comments will be returned to you.

If health and safety are threatened by a child's actions, a principal is to be summoned immediately. Notify the secretary of the nature of the emergency and the immediate need of a principal.

If a referral is based on actions in the cafeteria or playground, the teacher who witnessed the event or to whom the event was reported will write up the incident. A good plan is for teachers to take a clipboard containing accident and discipline forms with them to the playground. ***If a child has a physical injury complete an accident report and send it to the nurse's office with the child or adult that may be accompanying the student to the nurse's room immediately.***

Students are assigned to the Time Out room **by the principals** unless other arrangements have been made. Whenever possible, **Restorative Practices** will be utilized whenever appropriate and applicable. We want to teach our students acceptable behavior whenever possible.

### District Disciplinary Policy

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 or 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. *Board Policy 218*

### **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; and minor defacement of school property, taking small items without permission.

*Possible Interventions Include:* Verbal reprimand; loss of recess; parental notification/conference; time-out in classroom; student contract; and/or restitution. Students should not lose recess for failure to return school forms. Inform the office after several failed attempts to obtain forms from home.

#### **Level II Offenses**

Level II offenses encompass misbehavior 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; throwing snowballs.

*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; and physical abuse/fighting

*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/or 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: extortion; arson; bomb threats; incitement of riot; possession/use/transfer of dangerous weapons or fire-crackers; and assault/battery. 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.***

### **Weapons in School**

“Weapons” 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.

Any student found to be in possession of or harboring an item which could be defined or thought to be dangerous or threatening to themselves or other students, on school grounds, at school sponsored activities or on school buses, will be immediately be subject to suspension of up to ten school days. Expulsion proceedings may also be initiated through the Superintendent.

Remind students **NOT** to bring **any look-alike weapons, including toy guns and plastic knives or tools to school.**

### **No Bullying Staff Responses**



Through implementation of the Olweus Bullying Prevention Program, our school-wide program designed to teach everyone in our schools how to deal with bullying and engage students to be part of the solution. Students need to learn to develop empathy, distinguish between tattling and reporting and realize that consequences will be given for bullying behaviors. By establishing a school wide tone everyone will know that those behaviors will not be tolerated. It can be difficult to determine if a child’s actions are normal peer conflict or are indeed bullying behavior. Teacher intervention is crucial in identifying bullying behaviors and taking steps to change it as well as provide support to students who are affected by it. Efforts should be made to engage the parent and counselor to make an impact with the student. All consequences should be non physical and non-hostile. Educational support groups may also be considered. If bullying behaviors persist or are of a severe nature, complete a Disciplinary Referral along with prior intervention information to the appropriate principal. Please refer to your BRAVE training manual for additional information.

### **Unlawful Harassment**

The Central Greene School District strives to provide a safe, positive learning climate for students in the schools. Therefore, it shall be the policy of the district to maintain an educational environment in which harassment in any form is not tolerated. The Central Greene School District encourages students who have been harassed to promptly report such incidents to the designated employees. The Central Greene School District directs that complaints of harassment shall be investigated promptly and corrective action taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district’s legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith charges of harassment.

Harassment of a student consists of verbal, written, graphic or physical conduct relating to an individual’s race, color, national origin/ethnicity, gender, disability, sexual orientation or religion when such conduct:

- Is sufficiently severe or pervasive that it affects an individual’s ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment.
- Has the purpose or effect of substantially or unreasonably interfering with an individual’s academic performance.
- Otherwise adversely affects an individual’s learning opportunities.

Sexual harassment of a student shall consist of unwelcome sexual advances, requests for sexual favors or other inappropriate verbal, written, graphic or physical conduct of a sexual nature.

**Students may choose to report harassment complaints to building principals, teachers, counselors, nurses or other administrators. All employees who receive harassment complaints from a student shall report the complaint to the building principal who shall notify the Superintendent.** If the investigation results in a substantiated charge of harassment, the district shall take prompt corrective action to ensure the harassment ceases and will not recur. If the complainant or accused is not satisfied with the principal’s decision, the student may file a written appeal to the Superintendent.

A substantiated charge against a district student shall subject such student to disciplinary action, consistent with the Student Code of Conduct and may include educational activities and/or counseling services related to unlawful

harassment. If it is concluded that a student has made a false accusations, such student shall be subject to disciplinary action, consistent with the Student Code of Conduct. *Board Policy 248*

### **Central Greene School District Student Dress Code**

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 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. **WCES recommends that students do not wear flip flops.**
- Students may wear special outfits 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 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 and families 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.

### **Guidance and Student Services**

Andi Buchanan will work with grades K, 1, 2, and 3(3rd grade first semester) and Michael Blasinsky will work with grades 3(3rd grade second semester), 4, 5, and 6. Counselors will work with special education classes corresponding to grade levels. Life skills will be determined by the student composition.

Board Policy 112 states that a guidance counseling program is an integral part of the instructional program of district schools. Such a program can:

1. Assist students in achieving their optimum potential.
2. Enable students to significantly benefit from the offerings of the instructional program.
3. Identify intellectual, emotional, social and physical needs.
4. Aid students in recognizing options and making choices in vocational and academic educational planning.

5. Assist students in identifying career options consistent with their abilities and goals.
6. Help students learn to make their own decisions and to solve problems independently.

The Board directs that a program of guidance and counseling shall be offered to students which involves the coordinated efforts of all staff members, under the professional leadership of certificated guidance and counseling personnel.

The district's program of guidance counseling shall:

1. Be an integral part of the instructional program at all levels of the school district.
2. Involve staff members at every appropriate level.
3. Honor the individuality of each student.
4. Be coordinated with services provided by locally available social and human services agencies.
5. Cooperate with parents/guardians and families and address their concern for the development of the student.
6. Provide means for sharing information among appropriate staff members in the best interests of the student.
7. Be available equally to all students.
8. Establish a referral system that utilizes resources offered by the school and community, guards the privacy of the student and monitors the effectiveness of such referrals.

Guidance Counselors will be coming into each regular and special education classroom for one lesson per grade approximately once every three weeks. We would like to see these lessons have carry-over and extensions beyond the time the counselor is in the room. Therefore, teachers are to remain in the classroom during the lesson. Additionally, our counselors will have some small groups, seeing students on individual basis and assisting students experiencing difficulties. Please update them on specific children as needed. It is the responsibility of each classroom teacher to check the records of any student with a disability (or possible disability) to determine whether an IEP exists and to provide any specially designed instruction listed. Students who were tested but not placed have recommendations for general education teachers developed at an IEP conference.

Mrs. Nicole Rohanna is the full-time guidance secretary. The secretary will assist you by locating the special education or confidential folder of any student in your class for your review in the guidance office. Sign the signature page of each folder you review.

#### **Student Records' Color coding**

Orange:	A special education folder exists
Green:	<i>Behavior Plan (Guidance)</i>
Yellow:	Custody letter is on file
Blue:	A "non-exceptional" confidential folder exists
Black:	Speech folder

#### **Progress Notes**

Progress notes are sent to the parent or guardian of any child whose grade(s) are unsatisfactory at the middle of a grading period. Provide a list of students who received a progress note to the assigned guidance counselor immediately. Keep the copy signed by the parent throughout the year and give it to the counselor at the end of the year to file in the student's cumulative file.

#### **Suicide Threats**

Central Greene School District Board Policy 819 states, "Students who communicate suicidal ideation (an indication, either verbal or written, of a student's thoughts about committing suicide) must be viewed with the utmost seriousness. Such information must be reported to the building administrator, nurse, counselor or Core/IST Team **immediately** by any Central Greene School District employee."

#### **Confidentiality**

All student records are confidential. These records should only be shared or released to authorized school personnel who have an educational "need to know". A parent, eligible student or their designated representative shall have access to the student's educational record by submitting a written request to inspect and/or review an educational record. Both natural parents have the right to review their child's educational records unless evidence has been submitted that there is a legally binding instrument, state law or court order that provides the contrary. Administrators should be consulted if there are questions of custodial rights.

The following guidance is provided by attorneys Sweet, Stevens, Tucker & Katz, LLP.

**A. "What faculty members may repeat without parental permission:**

1. Can repeat information from educational records to colleagues in the school who have a legitimate educational interest in the information.
2. Legitimate Educational Interest-purposeful educational involvement with the student with direct responsibility for instructional or other supportive services.
3. Sharing information from educational records which is necessary for the health and/or safety of the student or others can be shared with emergency personnel such as EMTs or police officers in an emergency situation. Example: When an ambulance comes to pick up a student who is HIV positive, you can tell the paramedics about the diagnosis. On the other hand, you cannot tell the parents of the other students in your classroom unless there has been a specific incident where there was a heightened risk of exposure to the virus. In that case, you should have your building supervisor be the one to make the phone call.
4. To the parents-including natural parents, guardian or one acting in place or an absent parent-or student age 18 or older.

**B. What faculty members may not repeat without parental permission:**

1. Cannot tell the class a student is disabled or that they have such and such diagnosis.
2. Cannot tell the class that a student has to go and take his or her "Ritalin" now.
3. Cannot ask a student in front of the class, did you take your "Ritalin" today-even if the answer may be obvious.
4. Cannot tell parents of another student that a second student has such and such disability or illness.
5. What educators should not write down in educational records:
  - a. When creating an educational record, remember that it may eventually be shared.
  - b. Do not give opinions unless specifically called for by the document. Say things like "I observed".
  - c. Do not speculate or report rumors in an educational record. If it is necessary that the information from another person be written down, say that "it has been reported by so and so that such and such occurred" and make sure that they did make that report.
  - d. Do not mix information about one student in another student's educational record. Example: Say "I have observed the student having difficulty resolving difference with his/her peers," not John fights with Sarah.
6. Confidential communications pertain to oral communications as well.
7. Ethical responsibility-Counselor/psychologist has a formally recognized standard defined by their professions, while teachers really do not. Nonetheless, teachers and other school personnel still must respect a student's and their parents' right to privacy.
  - a. All school personnel must keep confidential things a student tells you in confidence unless there is a threat to the health, safety or welfare of that student or others. In that case you should tell your building principal and/or the parent - not the person at the grocery store. If possible, go to the principal first and make the decision together.
  - b. If a student confides in you, tell the student up front you may have to disclose the information.
  - c. You MUST report suspected child abuse, crimes, a threat made regarding another person - always report threats to your building supervisor.
  - d. Encourage students to talk to their parents.
  - e. Teachers and other professionals should encourage students to talk to school counselors.
8. Discretion when speaking outside of school.
  - a. Keep confidential information that might end up in an educational record. Examples: Do not talk about your observations regarding a student's performance in school, i.e. so and so is not very smart.  
If you do say these things, the District could have problems defending an alleged FERPA violation.
  - b. Do not make disparaging or unflattering remarks about a student. You might be sued civilly for a tort such as defamation or false light.
  - c. If you do tell a story, do not tell the name or otherwise give enough information to identify the student.
  - d. Be judicious when making comments in the community - you are a representative of your school district.
9. Communicable disease and confidentiality.
  - a. Tips - be careful about sending confidential information via fax.
  - b. Knowledge about communicable disease usually comes from parents.
  - c. Need to know - standard for sharing information within the district.

- d. Stay put - general rule for students and employees.
- e. Parents of other students do not have a right to know about student/employee with a communicable disease.
- f. If person with communicable disease engages in dangerous activity that makes chance of transmission high, we can take action against them, i.e., student who is a biter.

### **C. Duty to warn**

- 1. Specific and immediate threat of bodily injury and
- 2. Specifically or readily identified victim

### **English as a Secondary Language (ESL)**

Students who speak another language should be evaluated to determine whether they may be eligible for and need supplemental services. Contact the guidance counselor to arrange for an ESL evaluation.

### **Federal Programs**

Sean Van Eman is the Director of Academic Accountability and Innovation and he is the district's Federal Coordinator. Mr. Headlee is the Title I coordinator for the district. Mrs. Barb Moore is the Federal Programs secretary.

### **PCA (Personal Care Assistants)**

A PCA is a district employee with specific responsibilities for designated students. The PCA's responsibilities are determined by the student's IEP. They are guided by the special and regular teachers of that student. PCA's are to follow the rules established by the classroom teacher. (PCA's should facilitate the completion of classroom work, not do the work for their students.)

### **Non-District Employees**

TSS (Therapeutic Support Staff) and other outside agency employees are present at the invitation of the school district. If you have a problem or concern, notify a counselor and/or principal immediately.

### **Special Education**

Special education teachers are to coordinate with Mrs. Rohanna to ensure that all behavior support plans for their students are copied with their IEP Category B folder which is housed in the guidance office. Additionally, special education teachers are to provide the teachers with the specially designed instruction portion of the IEP and any behavioral support plan. This combined effort should guarantee that no child "falls through the cracks." Both the regular and special education teachers are responsible for providing an appropriate education program for each 'special education student'.

### **Special Education Referral**

Teachers may obtain an "Initial Request for Assistance" packet from the Guidance Office once approved by Mr. Headlee. RTII Action Plans must be completed. We must ensure first that all phases of the intervention process have been exhausted.

### **Homeless Students**

Under McKinney Vento all school districts are responsible for identifying students experiencing homelessness and connecting them with the resources need 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 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 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.

### **Volunteers and Chaperones**

A volunteer may be approved when, in the opinion of the building principal, the addition of a volunteer will enhance the program which the regular staff is providing to students. A record of their names, application, and clearances will be maintained in a central database at Central Office. All buildings will maintain volunteer logs. High school and adult volunteers are under the direct visual supervision and responsibility of the classroom teacher. They provide supplemental assistance. This assistance does not replace the requirement for the classroom teacher to provide primary and supportive instruction to struggling students. Volunteers are not to administer student discipline or first aid, except in the case of an emergency.

Minimal requirements for Volunteers:

1. Application
2. TB exam
3. Specific Training
4. All Clearances – FBI, Child Abuse/Criminal History
5. School Board Approval

## **Health**

### **Severe Peanut Allergies**

The number of children in the United States who are allergic to peanuts has doubled from 1984-1994. The American Academy of Allergy, Asthma and Immunology (AAAAI) recommends all school personnel develop a system of identifying children with life threatening allergies and be prepared to deal with life-threatening reactions.

In order to minimize the incidence of life threatening allergic reactions, Waynesburg Central Elementary School will maintain a school-wide procedure for addressing life threatening allergic reactions and maintain an Emergency Health Care Plan (EHCP) for any student(s) whose parent/guardian and physicians have informed the school in writing that the student(s) has a potentially life threatening allergy.

In order to minimize the incidence of life threatening allergic reactions, the Waynesburg Central Elementary School will provide training and education for all Waynesburg Central Elementary School employees. In conjunction with the student's parent/guardian and primary care provider and/or allergist, WCES will maintain an Emergency Health Care Plan (EHCP) for any student identified with a potentially life-threatening allergy. We will also encourage parents/families to participate in the support and implementation of this policy.

If accidental contact or ingestion is suspected:



Call school nurse @ extension 4203. If lines are busy call the school office @ 4400 or 4401.

Rinse contact area with water if appropriate.

An adult will accompany the child to the nurse's office. At the same time the nurse will leave nurse's office to meet them with Benadryl and Epipen Jr.

Epipen Jr. is also to be stored in the following locations for quick access:

Classrooms for students with severe allergies

Nurse's Office

Cafeteria Closet on top of the sound system cabinet

Child's School bus

### **AED**

Automated External Defibrillators can be found in AED Cabinets in two locations: (1) the nurses' office and (2) outside the gymnasium. This simple to use machine can save a life should someone's heart stop. It does not require "certification" to use. I urge you all to stop by the nurses' office and familiarize yourselves with this device.

### **Guidelines for Handling Beestings**

In most cases, a nurse will be available and can render care. All students with bee stings should be seen by the school nurse. A child may escort non allergic students, however, any child suspected or known to have bee sting allergies should be escorted to the nurse by an adult.

#### **CATEGORY: HIGHLY ALLERGIC REACTIONS TO BEE STING-WASP-YELLOW JACKET**

1. Student will have own bee sting kit or have one dose of medication ordered by a doctor. Medication must be labeled clearly with the student's name and amount of medication to be given.
  - a. Medication will be kept with the homeroom teacher.
  - b. High school students will report to the nurse.
2. After determining the student has been stung make a restriction above bite with hand. The student can do this.
3. NOTIFY THE NURSE IMMEDIATELY!!!!
4. Take student, kit or medication to nearest medical center.
5. DO NOT give injection (shot) unless the student is reacting to the sting, e.g., swelling difficulty in breathing. This may happen enroute to the doctor. At this time only, give the injection.
6. Have someone calling the parents to notify them of the situation.
7. Teachers should try to keep calm, also keep the student as calm and quiet as possible.
8. **Anytime a student is stung regardless of being allergic or not, the parent is to be notified.**
9. An accident report is to be completed for each bee sting.

### **HIPAA**

The Federal "Health Insurance Portability and Accountability Act of 1996" provides additional guidance and emphasizes once again the legal requirements of confidentiality. School employees who break confidentiality and discuss children's medical history or medications may incur personal liability. For more info: [www.hhs.gov/ocr](http://www.hhs.gov/ocr)

### **Medical Information**

All medical information is to be kept confidential except on a "need to know" basis.

### **Medication**

The district's medication policy has been sent home to every parent. The nurses work with parents and doctors to obtain a prescription, properly labeled bottle and parent permission before administering medication at school. Children may not take medication unless under the supervision of the school nurse. Medication is kept in the nurses' office.

### **CGSD Nursing Staff**

We are fortunate to have an excellent team of registered nurses! **School Nurse:** Cara Smith **Health Room Assistants:** Corinne Mcle and Heidi Blair

### **Child Abuse and Neglect Reporting Procedures**

School Board Policy 806 sets forth the reporting mandate and procedures to be used by school personnel for any child who they have reason to believe is abused or neglected. All cases of suspected child abuse/neglect are to be reported to the principal or designee (nurse or counselor) **immediately**.

### **Playground Safety**

Walkie Talkies (office) and emergency supplies have been packed and located for ready access for playgrounds. Contact a nurse when supplies need refilled . Know where these are! **Do not move a student who you suspect may have a head, neck, back or broken bone injury. Contact a nurse! Teachers are to take a walkie talkie with you when going out for recess.**

## **SECTION 4: CURRICULUM AND INSTRUCTION**

### **Assessment Folders/Portfolios – Students will carry portfolios to their new teachers on Move-up Day in May**

Assessment folders will continue to be used and contain district assessments and other items delineated by that grade level and indexed on the title page attached to the grade level's work. In addition to DIBELS and other grade specific items to be maintained, a writing sample is to be collected for each student in grades K -2 in January and May. A final copy of a narrative, informational and persuasive writing piece are to be collected for the assessment folder of each student in grades 3-6. These filed samples are not to be "published" with teacher editing. However, "publishing" may occur after this sample is filed and used for instructional purposes.

- (A) Assessment folders will be forwarded to MBM for 7th grade. They will be turned in to the office in May.
- (B) Portfolios are used throughout the year by the student and teacher to collect work samples reflective of the student's accomplishments. Students should be given opportunities to select work of which they are proud to put in their portfolio. Portfolios will be sent home yearly by the classroom teacher.

### **District Assessment**

These assessments will be used to meet the Federal Title I school-wide assessment requirements and preliminary "benchmark" assessment. The results are to help "drive" classroom instruction. These assessments are a vehicle to prepare Central Greene students for the PSSA. They correlate with the Pennsylvania Standards.

All students except those in Life Skills classes are to take the district assessment for their grade placement unless an IEP indicates otherwise. Scores are to be recorded on the homeroom sheet. Administration procedures are guided by the student's IEP. (Materials and prompts are to be sent to the school office. Check, keep and record, multiple-choice responses. Send responses to be scored by the grade level team to the Director of Curriculum and Instruction at the Central Office.)

### **Ready Math**

Ready Math prepares students for mastery of the rigorous Pennsylvania Core Standards and the Assessment Anchors through a balance of conceptual understanding, procedural skills, fluency and application.

Ready's clear, thoughtful pedagogy and research-based instructional model supports a rich classroom environment in which mathematical reasoning, mathematical discourse, and a range of mathematical practices thrive.

Remember to trust the philosophy of the program.

- (A) Ready Math instruction books address every PA Core Standard and all Eligible Content with clear, thoughtful instruction. Instruction books provide a step-by-step guide and point-of-use support on every page to support teachers. Practice and Problem Solving Books provide games, practice, performance tasks, vocabulary and fluency worksheets for every unit.
- (B) Ready Math is a researched based mathematics program. Every teacher is to teach the Ready Mathematics program as designed by the publisher. Lessons are to be paced according to a pacing schedule which enables every teacher to complete the grade's program each year. Each Ready Math lesson provides approximately one week of instruction. A day of instruction assumes 45-60 minutes of mathematics instruction.

- (C) Ready Math Minimal Grading Requirements – Please be consistent within your grade level. All classes should be teaching the same curriculum with fidelity and employing similar research based strategies. Grade books should contain scores agreed upon by grade levels in Curriculum Council. Possible scores:
1. Lesson Quizzes
  2. Unit Tests
  3. Independent Practice Assignments based on Points Rubric
- (D) Online Teacher Toolbox and iReady Math Online Diagnostic – A K-8 Online Teacher Toolbox offers virtual filing cabinet of resources to support teaching throughout the year. Also, iReady Diagnostic Assessment is also available to help monitor student progress and guide responsive instruction.

**Handwriting** Grades K-6 use the Peterson Handwriting Program.

### **Lesson Plans**

**Lesson plans are to be electronically turned in each week in advance on Friday.** Teachers may request in writing to submit their lesson plans on Monday to Mr. Headlee. **All lesson plans are to include** teacher name, date, subject, time, (1) the number of the PA Standard(s) addressed, (2) objective(s) of the lesson, (3) activities and instructional strategies, (4) text/materials and (5) assessment/evaluation. Your lesson plans for differentiated reading instruction are to be turned in as well and can be the prior week’s guided reading plans.

### **Central Greene School District Board Policy 111 states:**

To ensure continuity of instruction, the Board requires lesson plans. To facilitate more effective instruction, lesson plans must be prepared at least one (1) week in advance. Lesson plans will be inspected and must conform to the guidelines established by the Principal. Teachers shall make thorough preparation for all daily lessons and shall prepare written plans reflecting such preparation. Guidelines for the implementation of this policy shall include:

- The format(s) for lesson plans shall be decided at the building level, i.e. school-wide formats, departmental formats or individual formats—or any combination thereof—are acceptable.
- Lesson plans shall include information pertinent to the effective implementation of a lesson. When commercially prepared plans are in use, lesson plans shall simply refer to the appropriate phase or aspect of the program under study.
- While teachers are required to be thoroughly prepared for each daily lesson, plans may be prepared for each lesson or on a long-term basis, i.e., unit of work – whichever is most appropriate. Material to be used in a lesson(s) – such as duplicated material, reading texts, video and other technology—may serve as an integral part of the plan.
- Lesson plans for individualized programs should reflect a general overview and purpose of the instructional program; individual student records may serve as an integral part of the lesson plan.
- Teachers are to provide adequate directions for substitutes—the purpose of which shall be to continue, if possible, the ongoing program or, if more appropriate, a meaningful educational alternative that relates to the subject area.

Plan books must be provided for substitute teachers at all times.

## **COMPONENTS TO LESSON PLANNING**

Classroom Teachers must identify all PA Standards for Reading, Math and Science. Related Arts must identify their discipline area standards. Components include: Teacher, Date, Subject, Time, Objective(s), Standard Code, Procedure(s)/Activities, Text/Materials/ Assessment/Evaluation

### **SAMPLE ELEMENTARY LESSON PLAN**

**Teacher:** YOUR NAME  
**Subject:** MATH

**Day 1-2-3-4-5-6-7-8-9-10**  
**Period(s)/Time:** CLASS TIME

**Date:** ENTER DATE  
**Standard Code:** CC.2.4.4.A.1

**Objective:** Students will review the metric and U.S. Customary units of weight; to examine different kinds of scales; to read weights on scales.

**Procedures:** Class discussion of the meaning of weight. Review vocabulary. Small group activity identifying uses

of different types of scales. Independent activity using Math box 11.7.

**Text/Materials:** Everyday Math Lesson 11.7, Math Journal (could possibly use scales too)

**Evaluation:** Class participation, group observation, math boxes, home links

Below is a small sample of acceptable instructional activities, forms of assessment and adaptations:

## **INSTRUCTIONAL STRATEGIES**

Class Discussion	Jigsaw	Peer Editing
Cooperative Learning	Journals	Portfolios
Creative Projects	Learning Centers	Small-Group Instruction
Differentiated Instruction	Lecture	Writing
Graphic Organizers	Multiple Intelligences	
Homework	Oral Presentations	

## **FORMS OF ASSESSMENT**

Benchmarks	Group Work	Quizzes
Checklists	Interviews	Research Projects
Class Participation	Observations	Role Play
Computer Products	Math Boxes	Rubrics
Conferences	Performance Tasks	Simulations
Criterion- Referenced Tests	PSSA Assessment Anchor	Speeches
Demonstrations	Portfolios	Student Self-Evaluation
Diary/Journals	Projects	Teacher-Made Tests
Final Tests	Publisher Tests	Unit Tests

## **ADAPTATIONS**

Acceleration	Independent Study	Study Guide
Additional Practice	Individual Assistance	Tiered Assignments
Advanced Organizers	Key Words	Wait Time
Alternative Assessments	Mentorship	Word Bank
Computation Aides	Note Taker	
Extended Time	Peer Tutors	
Hands-On Activities	Preferential Seating	

## **READING**

### **Reading Series**

Grades K-5 uses the Literacy by Design Series

Grade 6 uses the Collections Series

### **Reporting of Instructional Reading Levels:**

Teachers of children who are reading at levels below third grade are to report these levels as correlates of Literacy By Design reading levels as determined by performance on running records. Benchmark Assessments are to be attached to quarterly reports to principals. Reading Recovery levels are for the use of the Reading Recovery Teacher only.

### **Literacy By Design Guided Reading Benchmark Assessments**

Benchmark assessments must be administered when a teacher believes that the student has secured the reading behaviors at a given level in guided reading (not just completed reading all of the books in the bin).

**Process to be followed:**

1. Using the LBD Benchmark Assessment Tool, the student will read a selection (orally/silently).
2. The student will retell the story.
3. The student will answer multiple choice comprehension questions for the passage.
4. \*\*Teachers in grades 3-6 no longer need to complete the response to reading prompt for the benchmark passage provided there is adequate documentation that the student can successfully respond to passages at each level.  
Note: Evidence Meaning: A Response to Reading notebook/journal that administrators will have access to at all times (stored in the classroom and may be asked to hand in for review at random).

**Book Room**

The Book Room is located in the library. You may request materials through Mrs. Toothman or locate them yourself. Please be sure to return materials to the book room so they can be replaced appropriately.

**Title I/Reading Intervention**

Reading services are supplemental: Children who receive Title I intensive small group or MTSS Reading Intervention services must also continue to receive the full complement of reading instruction from the classroom teacher, including small group instruction.

**Components of Effective Literacy Instruction**

For the purposes of this initiative, the U.S. Department of Education has defined "effective literacy instruction" as age-appropriate, explicit, evidence-based, and systematic instruction that provides students with--

- (i) Early development and grade-level mastery of (A) oral language skills, both listening and speaking, (B) phonological awareness, using a wide vocabulary, (C) conventional forms of grammar, and (D) academic language;
- (ii) The ability to read regularly spelled words and high-frequency irregularly spelled words with automaticity and to decode regularly spelled unfamiliar words accurately, using phonemic awareness, print awareness, alphabet knowledge, and knowledge of English spelling patterns;
- (iii) The ability to read texts accurately, fluently, and with comprehension, relying on knowledge of the vocabulary in those texts and of the background information that the students possess;
- (iv) The ability to read with a purpose and the capacity to differentiate purposes and to select and apply comprehension strategies appropriate to achieving the purpose;
- (i) An understanding of, and ability to adapt to, the varying demands of different genres, formats, and types of texts across the core content areas in order to comprehend texts of appropriate levels of complexity and content, including texts necessary for mastery of grade-level standards;
- (ii) The ability to effectively access, critically evaluate and appropriately synthesize information from a variety of sources and formats;
- (iii) The development and maintenance of a motivation to read and write, as reflected in habits of reading and writing regularly and of discussing one's reading and writing with others; and
- (i) The ability to write clearly, accurately, and quickly so as to communicate ideas and deepen comprehension in ways that fit purpose, audience, occasion, discipline, and format; adhere to conventions of spelling and punctuation; and benefit from revision so as to improve clarity, coherence, logical development, and the precise use of language.

With respect to programs serving children birth through age five, the term "effective literacy instruction," means supporting young children's early language and literacy development through developmentally appropriate, explicit, intentional, and systematic instruction, in language- and literacy-rich environments, that provides children with foundational skills and dispositions for literacy, such as--

- (i) Rich vocabulary development;
- (ii) Expressive language skills;
- (iii) Receptive language skills;
- (iv) Comprehension;
- (v) Phonological awareness;

- (vi) Print awareness;
- (vii) Alphabet knowledge;
- (viii) Book knowledge;
- (ix) Emergent writing skills;
- (x) Positive dispositions toward language and literacy-related activities; and
- (xi) Other skills that correlate with later literacy achievement.

### Reading

**The five essential components of Effective Reading Instruction are:**

- (1) Phonemic Awareness; (2) Phonics; (3) Fluency; (4) Vocabulary; (5) Text Comprehension.

**Four types of assessments:**

1. Screening: Our screening assessment will be the DIBELS (K-3).
2. Diagnostic: Informal Reading Assessments, Running Records, pre-tests, initial writing prompts and surveys.
3. Progress Monitoring: Progress monitoring assessments will be the DIBELS, classroom assessments and Benchmark Assessments.
4. Outcome: The outcome assessments will be the DIBELS (K-3) and PSSA (Grade 3).

**Reading Guidelines for WCES**

1. Core-reading program
2. Assessment system
3. Literacy Team (K-6) or School Improvement Team
4. District Leadership Team
5. 90 minute Reading block
6. Explicit instruction in the 5 essential components
7. Differentiated instruction based on data

WCES is committed to providing our students with 90 minute reading block for instruction of the core program. Every K-3 classroom teacher must use the 90 minute reading block to provide differentiated small group instruction for ALL students. Writing instruction and intervention for strategic and intensive level students must be scheduled beyond the 90 minute reading block.

The administration will try to minimize the scheduling of disruptions/ special programs during the reading block.

### **What is Reading Instruction?**

The framework for literacy lessons used at WCES consists of a number of elements that provide many opportunities for reading and writing. These opportunities include reading and writing across the curriculum. Teachers provide direct, research based instruction to guide students in acquiring strategies for maintaining fluency, text comprehension and vocabulary development. Phonemic awareness and phonics instruction are provided as students engage in reading, writing, listening and speaking. Instruction moves from demonstration and explicit teaching, to guided practice, to independent problem solving.

#### Primary Grades (K-2)

##### **Reading Instruction**

- **Interactive Read Aloud**

#### Intermediate Grades (3-6)

##### **Reading Workshop**

- **Independent Reading**

- Shared Reading
  - Guided Reading
  - Independent Reading
- Writing Instruction**
- Interactive Writing
  - Shared Writing
  - Writing Workshop
  - Independent Writing

- Guided Reading
- Literature Study

- Writing Workshop**
- Independent Writing
  - Guided Writing
  - Investigations

- Language/Word Study**
- Interactive Read Aloud
  - Word Study
  - Modeled or Shared Reading/Writing
  - Readers' Theater/Process Drama
  - Choral Reading
  - Poetry Sharing/Response
  - Interactive Edit/ Vocabulary
  - Test Reading and Writing

### **Special Needs Students**

All students listed on classroom rosters are equal members of the classroom. The regular class teacher is to provide learning experiences for special needs students mainstreamed into their rooms. At no time should these children wait outside the classroom or to sit idly waiting for a meaningful task in their regular classroom. Special needs students are to be included in classroom special events. Special and regular classroom teachers are to communicate with each other to insure that all students have appropriate educational activities at all times.

## **WCES's Response to Instruction and Intervention Model**

### **What is RTII?**

Response to Intervention and Instruction (RTII) is a school wide plan to advance the learning of all students.

RTII is a process of implementing high-quality scientifically validated instructional practices within the general education program based on learner needs, monitoring student progress, and adjusting instruction based on the student's response.

At WCES, **ALL** teachers and staff will work together and be responsible for providing appropriate instruction, through the RTII process. In order for success, collaboration among staff is essential. Each homeroom teacher will receive a binder of student Action Plans.

*RTII Action Plan Sheets will be updated continually throughout the school year and forwarded along with the child from grade level to grade level. These sheets should be updated throughout the school year regularly. Please review the RTII attachment located in the back of this handbook for further information.*

### **Technology for the Classroom**

**Digital Streaming** Discovery Education STREAMING (formerly unitedstreaming) is the most comprehensive digital teaching resource available today. Educators and students receive access to over 100,000 multi-media assets, including over 45,500 concept specific video clips, all designed for easy integration into curriculum and correlated to state standards. Discovery Education STREAMING is the only digital video-based learning resource scientifically proven to increase student achievement.

Here are the directions for existing users and NEW users. Please use the passcode for the building at which you are assigned. You can sign up anytime and go in a begin investigating or using the system.

Go to [www.unitedstreaming.com](http://www.unitedstreaming.com)

Existing Users: Enter your username and password in the Existing User Log In section.

New Users:

Step 1. Enter your school's eight-digit passcode in the New User

Passcode section. This will allow you to create your own account. WCES PASSCODE IS: CAE9-58D2

Step 2. Create your own username and password.

Step 3. Log in with your username and password.

### **Computers and Chromebooks**

Students must understand that they will be held accountable and must act in a responsible manner. Each student must sign a Computer Usage Agreement form.

### **Workbooks/materials**

If you have extra workbooks please send them to the principal. The extra workbooks will be returned to the storage closet. This permits us to maintain an efficient inventory and budgeting procedure. We will be able to provide additional copies for new students quickly. If you have a new student and require additional texts, please send a note to the assistant principal.

## **SECTION 5: SAFETY**

Visitors to the building must have a visitor or volunteer badge at all times unless entering the gym door and going directly into the gym to sign in (2:50 to 3:30) to pick up their child.

It is the responsibility of each staff member to enforce the visitor policy. Parents are welcome in our school with submission of all required clearances and school board approval. Some visitors do not like to follow rules. However, when approached with courtesy and with the explanation that procedures are in place to promote their child's safety, as well as the safety of the entire school, most will comply. Notify the office of any who do not and follow up in writing.

1. A metal detector is available for the elementary school.
2. Mounted cameras record activities throughout the building. Visitors must be admitted by the office during the school day.
3. All doors will be locked at 8:00. The front door which has a buzzer is used to gain entrance. The gym/foyer door will be used for drop-offs from 7:30-8:00 and for pick-ups from 2:50 to 3:30.
4. **All exterior doors** are to be kept shut and locked (including gym doors).
5. Emergency access through the cafeteria doorway during recess is available via code. Code changes are placed on the office file. This entrance MAY NOT be used to bring classes in or out of the building. Teachers must supervise students in this emergency situation.



### **School Crisis Response Handbook/Safety Pages**

- Notify the office immediately if you do not have one.
- Keep it in V.I.P. (Very Important Procedures) red folder.
- It is very important that you review this folder periodically.

### **V.I.P (Very Important Procedures) Red Folder**

Lesson plans must be available for substitutes at all times. Principals may review these at any time. The following information must appear in the V.I.P. Folder: Located on the desk or in middle drawer of desk.

1. List of students
2. List of students with medical problems
3. List of students with custody problems
4. List of children who are dependable (to help substitute)
5. Special class schedule
6. A section for substitutes describing routines, etc.
7. Emergency procedure forms
8. Bus procedure forms
9. Emergency medical cards
10. Red, Yellow and Green construction paper

### **Wheelchairs and Disabilities**

Students on the TOP FLOOR who are unable to use the steps are not to board an elevator in the event of a fire alarm. Instead, they are to be escorted to the **top of the stairs above the office foyer** by the classroom teacher. In the event of a real emergency, they will be assisted or carried down the stairs. The school nurse is to report to this location after sending sick students outside with Mrs. Yenchik's class. Physically disabled students in the middle floor are to exit through the office foyer, while those on the lower floor will exit through the stair tower exit doors closest to them.

### **Information Envelope**

At times we may need to circulate information privately to teachers. Passing a "Read and Pass Envelope" may facilitate this. After reading the information and taking any appropriate action, the teacher forwards it to the next person. Finally, the last person returns it to the office

### **Faculty Access to Building During Non-Instructional Hours**

No one should be in the building at times when a custodian is not on duty without the specific approval of the principal. The principal will call the high school security and leave your name and time of access. If access is approved, the employee must notify the security guard on duty at the high school when visiting by calling 724-852-1050 ext. 6. This will eliminate the embarrassment caused if the state police are called to investigate "an intruder". This rule is for the safety of the employee and security of the building.

### **Procedures to Evacuate or Shelter in Place**

In an emergency we would be directed by a select variation of "Shelter in Place" or "Evacuate".

### **A.L.I.C.E. Evacuation - Within first 90 days of school**

- Evacuate as per normal fire drill procedures with students facing away from the building.
- Evacuate to Golden Living, Raider Field, Central Greene Professional Center, and Lions Club Park.
- Reunification Site: Fairgrounds

### **Fire Drill -Post signs.**

- Review fire drill rules with students:
  1. Teachers assign a student to close all windows and doors. Keep the lights on. Take attendance information.
  2. No talking while walking in line.
  3. Walk quickly in line, but do not run or push.
  4. When outside, face away from the school building.
  5. Students must be quiet so that they may hear any instructions.

- 6. Teachers take roll and advise the fire captain of attendance.
- 7. If using the front entrance, please utilize all available doors to expedite the evacuation.
- Remind students who may be out of the room during a fire drill to exit the building via the nearest exit and go to a teacher.
- If there is a fire alarm and there is snow on the back steps, first grade will come up the front stairs out the middle doors through the parking lot to the fence. **Right hall (Scherrick) up right side of first grade steps, Left hall (Brant) up the left side of first grade steps.** Go to the green fence. Miss Scherrick's side of the hall turns right and travels along the fence toward the high school. Ms. Brant's side travels left toward the WCES gym.
- A faculty/staff member "Fire Captain" will check with each teacher to verify if you have accounted for all of your students. Notify the office if no one checks with you. Fire Captains will give their students to a teacher. Fire Captains must check with their teachers and report an "all clear" to the principal.
  - Sidewalk beside baseball field- Guidance secretary
  - Grade 1- Mrs. Strelick
  - Kdg/Art- Ms. Kovach
  - Front Parking Lot- Andi Buchanan and Michael Blasinsky

**Fire Drill Exit Locations**

Rooms 100-115	Exit through the kindergarten entrance. Stay on the sidewalk.
Rooms 118-122	Exit through the main entrance. Move into lane 6 of the bus area.
Rooms 126-133	Exit the stair tower. Climb the wooden stairs to the playground.
Rooms 203-204 & 209-220	Exit through the main entrance. Move into lanes 8 and 9 of the bus area.
Rooms 205-206	Exit through room 205. Move to the sidewalk.
Rooms 223 -234 & 242	Exit through the gym entrance. Move into lanes 0, 1 and 2 of the bus area.
Room 243	Exit through the gym entrance. Move into lane 3 of the bus area.
Rooms 245 – 247	Exit through the main entrance. Move into lane 4 of the bus area.
Rooms 302-309	Exit through the main entrance. Move into lane 10 and lane 11 of the bus area.
Rooms 316- 327	Exit through the main entrance. Move into lane 5 and lane 6 of the bus area.
Library 313	Exit through the main entrance. Move into Lane 7 of the bus area.
Cafeteria (Wall) and Gym	Exit through the rear doors of the gym. Turn right and walk on the sidewalk to the basketball court area.
Cafeteria (Windows)	Exit through the rear door of the cafeteria and out the double doors in the rear of the building. Move onto the sidewalk to the basketball court area or onto the grass adjacent to the basketball court area.

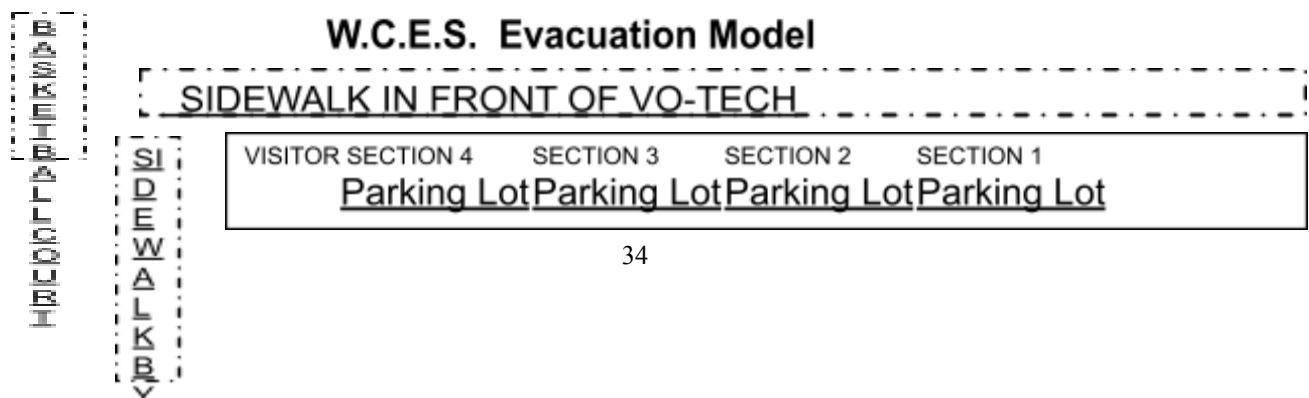
**Red-Yellow-Green**

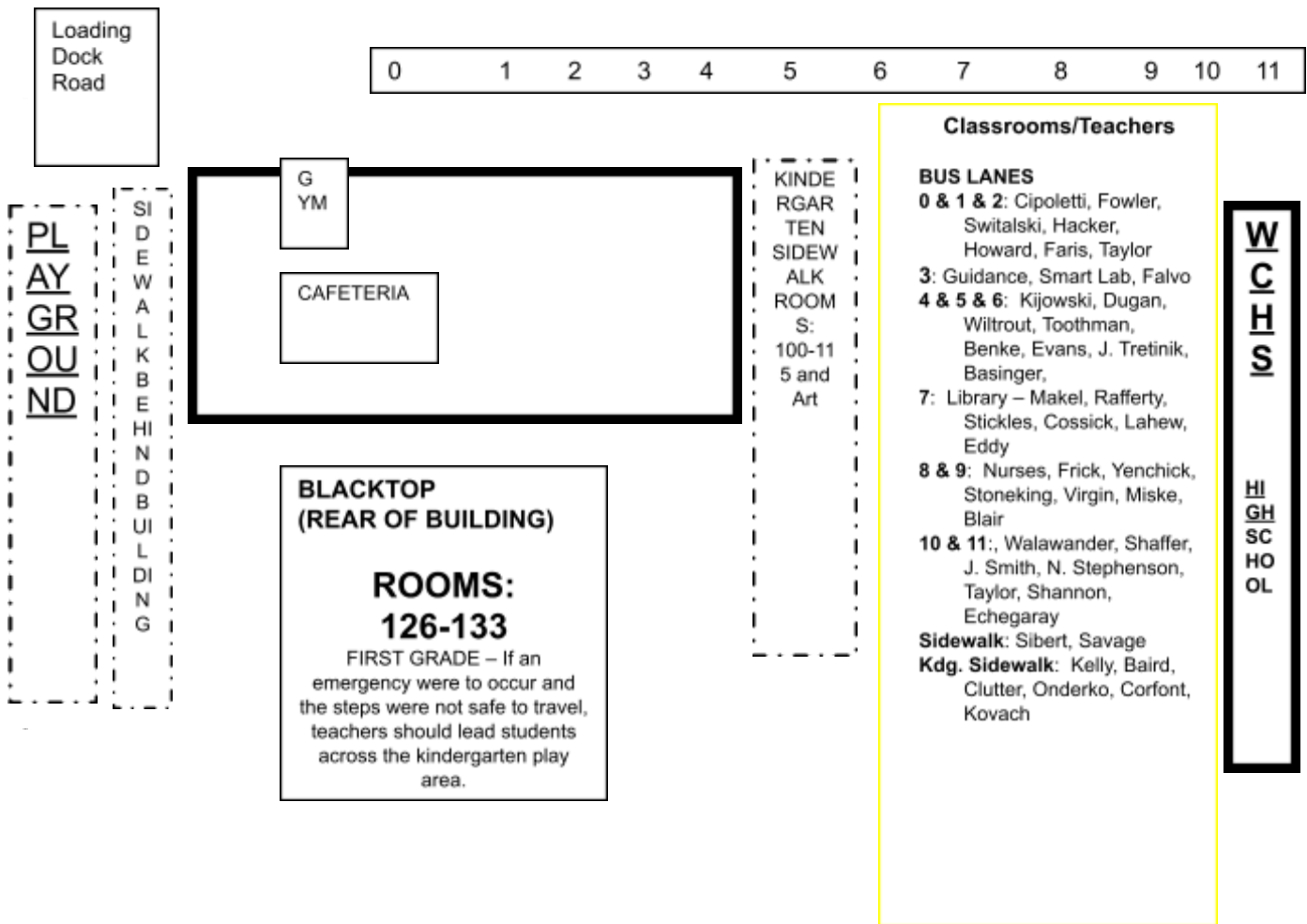
Each teacher will keep one sheet of red, yellow and green construction paper with the VIP folder and class list. In an emergency or drill (i.e. fire, severe weather), hold the appropriate card up for the "fire captain" once you have taken roll. Slide the appropriate card into the hall under the door if there is a "Shelter in Place"

"Red" means STOP we are MISSING someone.

"Yellow" means CAUTION we have an EXTRA child(ren).

"Green" means "GO ON" we have everyone





If we **EVACUATE** to **WCHS** or **Greene County Career and Technology Center**:

**A.L.I.C.E.** inspired Evacuation Rally Points will be

- 1) Big Lots
- 2) Fairgrounds
- 3) Trail behind **WCES** leading to Golden Care Living Center
- 4) Lions Club Pavilion
- 5) Franklin Twp building
- 6) Waynesburg Health Care and Rehabilitation Center

**BUS LANES:** Classrooms lined up in bus lanes 6-11, beginning with lane 11, follow crosswalk to the high school, entering the main doors. Bus lanes 0-5, beginning with lane 0, follow the sidewalk towards GCCTC proceeding to WCHS and enter the left art room doors.

**SIDEWALK/GRASS AREA BY BASKETBALL COURTS:** Follow the sidewalk towards the GCCTC, go down the steps and continue towards the sidewalk to the right leading to the high school.

**KINDERGARTEN SIDEWALK/ART:** Follow the sidewalk straight up the hill beside the driveway following the sidewalk beside the bus lanes. Continue through the crosswalk by the stop sign and follow to the high school.

**BLACKTOP/REAR OF BUILDING:** Proceed around the back of the building following the sidewalks behind the building to the sidewalk nearest the basketball courts. Follow the sidewalks toward the GCCTC, go down the steps and continue towards the sidewalk to the right leading to the high school.

The principal will designate the alternate paths and location, i.e. WCHS, GCCTC, Central Plaza, practice field or baseball field.

### **WCES Cafeteria Evacuation**

Side A (**Wall**) Walk to the wall, then the table closest to the faculty lounge goes first toward the gym foyer and out the doors into the basketball courts.

Side B (**Window**) Walk to the middle aisle, the table closest to the serving line goes first toward the kitchen and exit out the double glass doors to the loading dock road.

### **Protocol for Evacuating Building During State Assessments**

The recent focus on the All State assessments has prompted some changes in testing preparation and procedures. One area of concern that needs to be addressed is, what do we do if there is a need to evacuate the building during testing (fire, bomb threat, etc)? Please know, safety of students and staff is always our top priority! However, should there be a need to evacuate during testing, please implement the following procedure.

1. Have students place the bubble sheet inside of the test books and close their books
2. Leave books on student desk
3. Have students leave room ahead of teacher
4. The teacher will lock the room behind them
5. Keep discussions to a minimum between students
6. Follow exit procedures
7. Upon re-entering the building, the teacher is the first person to enter the classroom
8. The teacher will ensure that each student sits in same seat as prior to the evacuation

### **Protocol for Test Irregularities/Security Breach for State Assessments**

Our protocol for test irregularities, unruly student, and/or security breach or technology issues:

1. Test administrators must report any test irregularities/security breaches to the Principal and School Assessment Coordinator.
2. The School Assessment Coordinator and Principal will report it to the District Assessment Coordinator.
3. The District Assessment Coordinator will then report it to PDE immediately.
4. The District Assessment Coordinator will take direction from PDE from this point forward.

**Shelter in Place** ...is locking up the building and either:

- (a.) Keep students in room, close and lock doors and windows, lay on floor away from doors and windows, turn off light, close blinds, account for all students and report missing ones to the office, await further instructions from the office.
- (b.) Everyone is to get in the kneeling and covered head position.
- (c.) In the event of a suspected air-borne threat: we will turn off the ventilation system by turning off the electricity (until unit-ventilators in classrooms have been turned off by the custodians) and we will have everyone evacuate to the second floor classrooms. Reason – many chemicals are heavier than air and our top floor seems to have more outside airflow. Shelter in place procedures are temporary solutions to temporary problems (minutes or hours, not days). SEE BELOW

Fourth, fifth and sixth grade classes come down the front stairway as they do for severe weather drills. Kindergarten and first grade classes go up the back stairways staying close to walls in the upstairs wing. Special teachers are to take their students to designated areas.

<b><u>242 - Faris</u></b> <b>213/Conference</b>	grades 5 and 6	<b><u>243- Falvo</u></b> <b>(Music Room)</b>	<b><u>220</u></b> 119- Pre K 313 J. McDowell	grades 4 and 6	<b>Nurse in 203</b> <b>Life Skills in 204</b>	<b>205 Rooms</b> <b>for Student Dismissal</b>
<b><u>234 - K. Wilson</u></b> 322-Smith 323-Shaffer 316 – IU Psych.		<b><u>Heldreth – 227</u></b> 324-Kmetz 325-Echegaray	<b><u>Virgin - 216</u></b> 304 - Rafferty 305-Makel		<b><u>Yenchick – 209</u></b> 307-Basinger 306-J. Tretinik	<b>206 Rooms</b> <b>for Student Dismissal</b>
<b><u>233 - Cipoletti</u></b>  321-Johnson 326 - Cossick		<b><u>Taylor – 228</u></b> 242-Falvo 327- Wilson 320- Lahew	<b><u>Stoneking– 215</u></b>  303-Maute 302 - Shannon		<b><u>Miske – 210</u></b> 308- Bland 309- Stephenson	*Homerooms report to the underlined room number. That number is both <u>room</u> number and <u>phone</u> ..number.
<b><u>232 - Hacker</u></b> 129-Strelick 131-Victor	1st	<b><u>Howard – 229</u></b> 130-Richardson	<b><u>Walawander- 214</u></b>  104-Kovah	<b><u>Lapkowicz - 211</u></b> 108-Clutter 109-Onderko		
<b><u>231 - Fowler</u></b> 118-RR/lab 126 - Scherrick 121 - R. Heather		<b><u>Switalski – 230</u></b> 132-Bochna 133-Brant	<b><u>Schloemer - 213</u></b> 102-Sielski	<b><u>L. Stoneking-212</u></b> 111-Speech 112 - Speech		

**A.L.I.C.E. LOCKDOWN PROCEDURES** - Lock Down for Intruder, Weapons or Hostage Situations. Teachers will:

1. Notify the office immediately of all potentially dangerous situations.
2. The situation will be specifically announced by the Principal and teachers are to “Lock Down” or “Evacuate”
3. Remove students from danger, IF POSSIBLE do so quietly, without attracting attention.
4. Proceed to the nearest classroom.
  - a. Pull the door shut and make sure it is locked.
  - b. Utilize strap or best method for further securing entrance.
  - c. Barricade if necessary.
  - c. Students are standing and ready behind their chairs with objects to throw in case of breach.
  - f. Await further instructions from the office.

**“Bucket List” Suggestions- For use in extended lock-down period**

- |                              |                         |
|------------------------------|-------------------------|
| Class list                   | Medication list         |
| Custody lists                | Emergency numbers       |
| Flashlight                   | Garbage bags/twist ties |
| Snacks                       | Gallon of water         |
| Little plastic or paper cups | Latex gloves            |
| Whistle                      | Pencil and paper        |
| Toilet paper                 | Hand sanitizer          |
| First aid kit                | Hand wipes              |

Feel free to add items you think would be helpful to you and your class to get through an extended lock-down period. Be sure to share your ideas with the principals.

**“Go Bags”**

Please include the Emergency Lists and Information Sheets in your Go Bags. If a student's contact information and/or emergency contact information changes, you should receive a revised sheet from the office. Please replace the old information with the new. You will receive email notification from the nurse in regards to medical changes. Please remember to update this information on your student information pages as you receive it.

### **Severe Weather Drill**

- A. Building wide announcement. "We have received a severe weather warning and everyone must go to the basement for shelter."
- B. All grade levels move to the 1st floor hallways.
- C. Refer to the Severe Weather Procedures listed below.
- E. Take your grade book/attendance information.
- F. Don't delay taking action by worrying about lights or windows in classrooms.
- G. Close doors only on the 1st floor. Don't worry about doors on the 2nd and 3<sup>rd</sup>.
- H. Go into the hallway away from doors, windows and glass.**
- I. Classes travel down their side of the hall, steps and downstairs.
- J. Have children face walls, kneel and cover heads.
- K. Fill in spaces to create rows 3-4 students deep facing each wall with a path in the middle of the hall.

***If a class is not in place, fill up available spaces. Those "late" classes will fill in wherever an opening exists when they arrive. Warning signs of tornadoes may include dark, greenish sky; wall cloud, large hail, loud roar (similar to a freight train).***

### **WCES Severe Weather Procedure:**

- **Second and Third Grade Classes go down their back stair tower, unless in Specials Class.**
- **All other classes either go out their door into the hall (K & 1) or go down the front stairway.**
- **All special classes go down the front stairways and move into the wing of the grade level – Left side of building K, 2, 4, 6 and Right side of building: 1, 3, 5, 6.**
- **The shelter areas are the hallways at the end of the ramp near Kindergarten rooms 104 & 109 to the front and the entire first grade hallway.**
- **Attempt to leave an open row in the middle of each hallway for the last groups to fill in. We want to avoid a bottleneck situation.**

### **A.L.I.C.E. Drill**

*(Mandated School Safety Drills: Requires schools swap 1 fire drill annually within the first 90 days of the school year with a school security drill. Also, it permits schools to swap out 2 fire drills with security drills annually after the first 90 days of the school year.)*

<b>Alert</b>	Get the word out! Armed Intruder in building instead of Code Red. Use clear, concise language to convey the type and location of the Event.
<b>Lockdown</b>	Good starting point. We will continue to lockdown students in secure areas.
<b>Inform</b>	Communication keeps the shooter off balance and allows for good decision making.
<b>Counter</b>	Apply skills to distract, confuse and gain control.
<b>Evacuate</b>	Reduce the number of potential targets for the shooter, and reduce chances of victims resulting from friendly fire when help arrives.

In short using the above ALICE method we will teach our students and staff that in the event an armed intruder/active shooter evades their secure area they;

1. Listen carefully to the location and type of event.
2. Get to and /or remain in a secure area until it is safe to evacuate.
3. Should an armed intruder/active shooter evade their area, apply skills to Distract, confuse and gain control.
4. As soon as it is safe to do so, Evacuate.

In closing in **NO WAY** are we asking or teaching students or staff to make any attempt to subdue an armed gunman outside of their secure area. However, we will provide them the knowledge that if faced with a life or death situation there are methods that can be applied to greatly enhance their chance of survival. The methods that will be taught in the event they are directly confronted by an armed gunman are:

- Cause distractions to interfere with the ability to shoot accurately
- Cause as much chaos in the room as possible to create sensory overload
- Do not be a stationary target
- How to control the attacker using body weight, not strength
- How to interact with responding Law Enforcement

Training will emphasize that the best way to survive an active shooter is to escape. When that is not possible being mentally prepared and having been given the authority and ability to act will save lives.

### WCES Playground Safety Rules

Playground rules have been included in the student handbook and will be taught by our physical education teachers during the first few weeks of class. These rules are to be enforced. Children who do not follow them may be denied access to that equipment for a specified period of time. Teachers may impose additional playground rules to improve safety and to meet the developmental needs of their students. Please teach the following playground rules to your class. These rules are to be enforced by all teachers when children are using the playground. **Teachers are to spread out on the playground, so that all areas are well supervised.**

The teacher supervising the area of an accident or disciplinary incident is to write it up and send it with the student or adult accompanying the student to the nurse's room. Grade level teachers must work together to insure that all children are well supervised and that safety rules are followed. **Do not move a student who you suspect may have a head, neck, back or broken bone injury. Contact a nurse.**

When using the front blacktop bus lanes for recess, a supervising teacher is to be located on each of the four sides of the parking lot area. When children are on the back playground at WCES, one teacher is to stand on the snake end, one near the monkey bars and one on each side of the ball field so that all play areas and children are adequately supervised.

The following are **minimum playground equipment-use standards**. Grade levels may impose additional rules to improve safety and to meet the developmental needs of their students. Teachers should bring the students back into the building should conditions warrant – bees' nests, strangers, faulty equipment, etc. **Students are not permitted to play football at recess.**

The fitness trail stations are not for WCES student use during recess.

### **Teach the following playground rules to your class.**

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 balance 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 can not “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

## **SECTION 6: SCHOOL PROCEDURES**

### **AV/Computer Equipment**

Multimedia Carts are available from the library for your use. Please see Mrs. Menarcheck to check them out. Do not tamper with any settings. If equipment needs assistance, complete a work order on the district website.

### **Act 48**

#### **REQUIREMENTS UNDER ACT 48**

As you know, on November 23, 1999, Gov. Tom Ridge signed into law House Bill 8, now known as Act 48, which changes the requirements for maintaining an active Pennsylvania professional educator certificate. Act 48 requires ongoing studies throughout each educator's career for all Educators holding Pennsylvania Public School certification, including Instructional I and II, Educational Specialist I and II, Letters of Eligibility and all vocational certificates, to participate in ongoing professional education.

The requirements under Act 48 are that all professional educators must obtain six credits of collegiate study; six credits of continuing professional education courses; 180 hours (6/6/180) of continuing professional education programs, activities or learning experiences; or any combination of credits or hours equivalent to 180 hours every five years to maintain active status. One credit equals 30 hours. All credits and hours must be related to an educator's certification, professional education assignment in Pennsylvania public schools or potential administrative certification.

It is important that all individuals holding a PA teaching certificate maintain and verify their continuing professional education hours/credits, which are reported to PDE by approved agencies. You may receive Act 48 hours/credit only once for a workshop or conference. Therefore, if you have two or more workshops/courses listed under the same title with Act 48 hours, at the end of the five years the hours will only be counted once by PDE even though it may be listed more than once on the records.

To check your hours/credits the website is as follows: <https://www.perms.ed.state.pa.us/Screens/wfPublicAccess.aspx>

You must enter your personal identification number to access your record. At the top of the page, it will display the Continuing Education period for the teacher (*Note: for Newly Certified Teacher, the 5-year period may be different. As stated in the previous paragraph, if you have duplicate entries PDE will only count the hours/credits for one entry even though it may be listed more than once*). The website also shows a list of current course offerings and a list of approved providers including the contact information.

Please check the status of your hours/credits. If you have concerns, need more information or assistance, please notify the administration office and speak with Michelle Bintrim at 724-627-8151 ext 230 or email her at [mbintrim@cgsd.org](mailto:mbintrim@cgsd.org). Once again, substitutes are welcome to attend the In-Service Days throughout the year to earn some of your Act 48



requirements. If you are a substitute and plan on attending, please contact Annette Vietmeier, Director of Academic Accountability and Innovation at the beginning of the year, so that she can schedule you into appropriate workshops.

**Updated information from the Act 48 committee will be available at the beginning of the school year.**

### **Acquiring a Substitute**

It is the responsibility of each person employed at Central Greene to account for their absences using the AESOP system.

***Secretaries are not permitted to make changes for a staff member so please do not ask them to do so.***

Teachers may enter their absences using the AESOP system by dialing 1-800-942-3767 or online at <http://www.aesoponline.com>. Please request your absences as much in advance as possible.

### **Agenda Books**

Agenda books have been purchased for each student in grades 2-6. **Teachers are encouraged to get an extra one from the office to use as a classroom “job” and “model”.** Different students can be assigned the job of recording the day’s assignments in the agenda book. This can be used by absent students, as a teaching aide, in parent conferences and for students who need assistance in getting assignments recorded properly. Second grade teachers are to teach the use of the agenda in incremental stages to increase the success of students.

**Animals** are not permitted in the building unless prior approval has been granted by Mr. Headlee. Service animals and Therapy animals are permitted.

### **Announcements**

The daily PA announcements will include the daily lunch menu. They will begin promptly at 8:00. Announcements must be approved by a principal.

### **Arrival and Departure of Students**

Classroom teachers are responsible for helping students with the dismissal process. You cannot assume that older students do not need your help. Please check with students early in the day to verify their dismissal procedure. Notify the office as early as possible of any questions or concerns. Notes are to be sent to the office with attendance sheets before 9:00. Students will not be permitted to be signed out in the office from 2:40 – 3:10 p.m. unless an early dismissal note has been received prior to the dismissal. After 2:40 p.m. students will be sent to the parent pick-up room for dismissal at 3:05 p.m.

### **AV Repairs**

Complete an online computer work order.

### **Badges / Identification**

All staff are required to scan in and out of the building with their magnetic identification card. This process will **NOT** take place of signing in and out of the building. You will also be able to access the building during select times using your card. Badges must be worn on breakaway lanyards displayed above the waist. Lost badges can be replaced with a \$5 fee.

### **Birthday “parties”**

Birthday parties are not permitted to be held in the classrooms. Cupcakes can be brought to lunch.

### **Birthday “Cupcakes” and “Treats”**

WCES no longer allows homemade treats to be distributed to students. Treats brought to school for birthdays and events must be store bought or pre-packaged. Cupcakes must be eaten at the lunch table. Cupcakes should not be shared between cafeteria tables.

### **Building Representative Meetings**

Teacher Cabinet has been replaced by building union representative meetings with building administration. Meetings will be held on an as needed basis beginning at 3:00.

### **Cleaning Supplies and Other Chemicals**

Only approved supplies are permitted in the school. Cleaning supplies are not to be stored in classrooms or IPC’s.

### **Care of Building/Rooms**

1. Window screens are not to be removed. Windows are not to be opened.

2. Tape **may not** be put on marker and chalkboards, carpets, windows, bulletin boards, heating units or window trims or drywall painted surfaces. (If you put it on cabinet doors or other “wood” grain doors YOU are ACCEPTING the responsibility to clean adhesive residue from the surface.) Tape on carpets leaves a sticky residue which cannot be removed and which attracts and holds dirt for years to come.
3. Tape is permitted on the glossy painted concrete block wall surfaces. **Do not place tape on painted doors, door trim or non-glossy painted surfaces as it pulls paint off. Spray adhesives and glue guns are not permitted to adhere items to any surface.**
4. The side window panels may have taped items or “clings”. Your door window should have some kind of covering during lockdown drills.
5. No nails, screws or other construction are permitted in the room. Nothing is to hang from the ceiling. (Things hanging from the ceiling are a fire safety hazard,)
6. Painting of room surfaces is not permitted.
7. Painting and glitter are not permitted in the classroom. Please make arrangements to use the cafeteria or an art room by contacting the principal. Glitter is very difficult to remove from carpet.
8. Classroom doors should be kept shut. The heating and cooling system is designed to work with the doors closed. Keep materials off and away from unit ventilators and thermostats. It not only blocks air, but makes cleaning very difficult.
9. Furniture may not be left in the hallway (chairs, desks, tables, recess equipment, etc.). This is a fire safety hazard.
10. WCHS volunteers should not chew, eat or drink while at WCES. Gum will only be allowed on special occasions as determined by the administration. **Adults are not to chew gum when responsible for students.**
11. If you put signs up (after principal approval) please remove them when their usefulness is over.
12. No physical changes may be made in the room or building without the written permission of the principal.
13. Sticky hooks are not permitted.
14. Storage and mechanical rooms are not for teacher storage.
15. **Glue guns are not permitted!** They can cause burns and the glue can cause damage to doors.
16. Stair tower doors are to stay closed. Do not prop them open.
17. Grade level ladders are to be stored in the maintenance closet or temporarily in the IPC. They may not be kept in stair towers or in the hallway unattended. You are creating a safety hazard and liability if you do not follow this rule!

### **Cafeteria Bulletin Boards**

Administration discretion. This year we have a Board Game theme.

### **Cafeteria Choices**

The cafeteria will offer entrée choices again this year. Please take lunch counts as a part of your classroom morning routines. This does not need to be exact! Teachers are encouraged to pre-order their selections. Counts are to be sent to the office with your attendance.

### **Cafeteria Lunches for Students - FREE FOR 2023-2024 Breakfast and Lunch**

Paid Breakfast \$1.20, Reduced Breakfast \$ .30, Paid Lunch \$2.40, Reduced Lunch \$ .40, Milk \$.65, Adult Lunch \$3.65, Adult Breakfast \$2.10

### **Cafeteria Teacher choices:**

Adults are expected to pay in advance or at point of service. However, an adult’s charges (amount owed) are not to exceed the cost of one meal.

### **CGSD Student Cafeteria Charge Policy**

#### **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 a lunch.

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 will have the responsibility of knowing his/her student number at the point of service (cashier). Security measures exist to ensure confidentiality of student numbers.

Students in grades K-6 and special needs students (who are unable to take full responsibility for their money) will be provided with an alternate breakfast/lunch should they not have funds in their account or money for meals that day. Accounts will be charged for alternative meals.

Only complete meals (consisting of three (3) 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.

Students in grades 7-12 will not be permitted to charge meals.

Parents/Guardians of students in grades K-6 that have an account with a negative balance will receive a monthly statement sent home via the student's folder.

Cashiers will verbally notify students in grades 7-12 when their accounts are at a positive \$5.00 balance.

All money deposited in the SNAP account(s) is to be used for purchases in the cafeteria only. All funds presented to Cashiers will be deposited to students' accounts. No change will be provided. 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 SNAP account at the end of the year will be transferred to the next grade level.

Before a student graduates or transfers to another district, the Food Service Director or Assistant must sign off that the student's account is paid in full before records will be released.

### **Cell Phones/Personal Listening Devices**

Students are not permitted to use cell phones while in school. Students caught breaking this rule may receive disciplinary action and the parent or guardian will be notified on the first offense and the student will take the item home. For further offenses involving electronic device the parent will need to come to the school to retrieve it. Disciplinary action may occur. The school district is not responsible for listening devices, cell phones or any other electronic device stolen at school.

### **Acceptable Use of Computer Network/Internet**

#### **ACCEPTABLE USE OF COMPUTER NETWORK/INTERNET AS ESTABLISHED BY THE CENTRAL GREENE SCHOOL BOARD**

**Prohibitions:** Use of the computer network/Internet for illegal, inappropriate or unethical purposes by students or employees of the school district is prohibited. More specifically, the use of the computer network for the following is prohibited:

- to facilitate illegal activity
- for commercial or for profit purposes
- for non-school or non-work related communication (NO EMAIL or AIM)
- for product advertisement or political lobbying
- to develop programs that harass other users or infiltrate a computer system and/or damage the software components of a computer or system
- hate mail, harassment, discriminatory remarks and other antisocial communications on the computer network
- illegal installation, distribution, reproduction or use of copyrighted software
- to submit or access obscene or pornographic material
- to transmit material likely to be offensive or objectionable to recipients
- to intentionally obtain or modify files, passwords or data belonging to other users
- to misrepresent themselves or other users on the network
- for the fraudulent copying, communications or modification of materials in violation of the law
- loading or use of unauthorized games, programs, files or other electronic media
- to disrupt the work of others and the hardware or software of other users shall not be destroyed, modified or abused in any way
- copyright violation

### **Computer Problems**

Report computer repair issues using the “CGSD Faculty Computer Repair Web Tag” – go to [www.cgsd.org](http://www.cgsd.org)

1. Click on the link on the website under Staff Resources
2. Type in your username and password
3. CGSD as the domain name
4. Then look for the NEW REQUEST button on the right
5. Type in the information
6. At the bottom -- click on ADD REQUEST

### Computers

- Diligently protect the anonymity of our students. Children’s pictures are not to appear on the internet.
- When your students use the internet, you must supervise them closely. Teachers will review the district’s Computer/Network/Internet Usage policy with their students. Students in grades 3-5 will be required to sign a document indicating that they understand, accept and will follow the guidelines set up by the district and
- Three multimedia carts containing a laptop Dell computer, projector and printer are set up and may be borrowed by teachers for use in their classrooms. They can be connected to the internet. You may borrow them for a couple of weeks at a time. See Mrs. Menarcheck for its location and to sign it out.
- A projector is installed in the computer lab. A computer has been connected. Additional projectors are available for loan.
- It is the responsibility of each class to leave the lab in the same or better condition than what they found. Rules are posted. Problems with the general care of the computer lab should be reported in writing to one of the principals and via a computer work order.
- **Xerox printers are available in the building. You may designate your printing location. However, if you are going to print, please make sure the printer has paper in it BEFORE you print. Sometimes repeated print requests are made to an empty printer. The printer doesn’t print and eventually, the person gives up. Later, the printer is filled with paper and it prints these duplicate requests. These unfulfilled repeated requests also prevent the computer from shutting down properly. Please keep the printers filled with paper.**
- Teachers who bring their own printers to school are responsible for maintaining their own ink cartridges.

### Conference Requests

All conference requests must be submitted to Mr. Headlee for preliminary approval. If it is an overnight conference then board approval is needed. Please provide for as much lead time as possible. Act 48 evaluations are to be submitted to Mr. Headlee prior to being sent to the Central Office. Act 48 requests will receive prior approval from the Central Office using the “Conference Request Form”. Teachers are to complete an Act 48 Professional Evaluation form following Act 80 days and professional development activities.

### Copyright

Any teacher or staff member who violates the copyright laws using school district equipment or through submission to the copy center is solely liable for any copyright infringement. A principal’s signature on a submission form does not assume any of the teacher’s responsibility/liability for verifying the legality of copying the material.

### Custodial Services

If your room has heating or air conditioning problems, please notify the custodian (extension 4235) and put the problem in writing noting time, day and problem for the office if it is not resolved. If you cannot reach a custodian, ask one of the secretaries to do so.

### District Website

The following items are required to be on each teacher’s website: Teacher name, room number, email address, phone number with extension, and best time to call. Other items to consider are a picture of yourself, brief bio of your education and experience, brief overview of your classroom or classes taught, motivational quote, raider image.

### Energy Drinks and Soft Drinks/Sodas

Students are Not permitted to consume them on school property.

### Expense Sheets

Expense sheets are available in the office. The principal must sign before it is forwarded to the business office. Please fill in completely.

**Electronic Devices**

Electronics, specific to playing music and games, are not permitted while students are in school, unless provided as an incentive/reward from the administration. If found they will be confiscated and sent home with the child at the end of the day (first offense). 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.

**E-Mail**

Each CGSD employee will have an email account. Generally, it is the first initial of the first name and last name followed by: cgsd.org. To access the email account go to: [www.cgsd.org](http://www.cgsd.org). Type: cgsd/username and then password. Remember, each person in the district is issued a certain amount of space for emails – once that space is full – you will not be able to receive emails until you have cleared your mailbox.

**Ellison and VeriQuest Machines**

An Ellison machine is located in the 2<sup>nd</sup> grade IPC and a VeriQuest is in the 2<sup>nd</sup> grade IPC and is available for use by all faculty members. The machines are used to make cut-outs or objects and shapes. Using more paper than recommended damages the machine.

**Faculty and Staff Newsletter: The WCES Gazette**

A faculty newsletter will be sent out electronically by administration. Any items that need to be shared with the staff can be given to Mr. Headlee and will be added to the Gazette.

**Field Trip Lunches and Planning**

The organizing teacher must complete a field trip request form for board approval at least one month prior to the month of the trip. This is necessary for any trip such as going to WCHS or Rolling Meadows Nursing Home, etc. The school nurse is to be contacted with the date. The organizing teacher is to ensure that a permission form is created which explains the trip, seeks permission and identifies food choices. **Trips which leave Greene County require parents to complete an additional permission form provided by the nurse which identifies medical conditions and insurance information.** Classroom teachers are responsible to collect the forms for all HR students. If some students are not attending, it is the responsibility of the classroom teacher to notify the principal in charge of that grade level to arrange for coverage. Each classroom teacher is to collect and turn into the cafeteria a lunch count at least one week prior to the trip so supplies can be ordered by the café. Please include this choice on your permission slip. Typical Field Trip Lunch Choice: (Contact food services manager for menu.)

**#1 Hoagie Lunch**

- Lunch Meat Hoagie
- Carrot/Celery Sticks
- Dressing Packets
- Fresh Apple, Cookie
- 100% Fruit Drink

Also, provide a grid identifying classrooms on each bus, cell phone numbers and a sign identifying the school and bus. This is helpful in packing lunches, finding students and contacting a person if the need arose. In any case, it is helpful for cell phone numbers to be exchanged on trips and provided the office.

Bus departure time	Grade	Teacher	CELL PHONE NUMBERS Please destroy list after the trip - CONFIDENTIAL	BUS	Students	Adults
8:10	5	D. Bland	724-555-2222	1	24	1
	2	J. Nelson	724-555-1111	2	18	1 & nurse

## **Food**

We love it and so do critters! Any edible items must be stored in a **sealed, durable plastic container**. At no time should candy, cookies or other enticements be left out.

## **Furniture in Hallway**

Furniture is not to be left in the hallway (i.e. chairs, desks, recess equipment, tables). This is a fire safety hazard.

## **Hallway Rules**

Classes are to walk throughout the building in line (on the right side of the hallway) with no talking. This practice is to be followed when leaving for recess and dismissal as well. Teachers should designate "stopping points" along routes, so that their class or grade level knows where to stop and regroup. This enables the teacher to locate him/herself where extra supervision is needed, rather than leading an entire line with the teacher's back to the students.

## **Keys**

Faculty and staff have keys for their use throughout the school year. Keys are to be picked up each morning from the teacher mailbox and returned before leaving at the end of the day. Please try to access your mailboxes from the hallway as much as possible. Teachers should know where their keys are at all times. This is especially important in the event that we need to "lock down" the school. (WCES now requires all classroom doors to be locked at all times.) All keys must be returned at the end of the school year. School keys may not be duplicated. Loss should be reported to the principal. Keys are for use during the workday.

## **Ladders**

Ladders are provided to the wing. These should be stored in a maintenance closet. They may NOT be stored in stairwells or locations accessible to students.

## **Laminators**

Please follow the directions. High school volunteers are not to use the laminator. Student teachers and parent volunteers may use the laminator **if given approval by a principal and they are properly trained**. If you mess it up, please fix it up! Turn the machine off when you finish.

## **Library Procedures for Overdue, Lost and/or Damaged Books**

It is our goal to teach our students to care for all property, including their own, the property of others and the property of the school. To that end, library books should be honored as valuable property not only as "property" but as valuable life-long learning resources.

We count on parents and families to help us teach our children the value of books.

Therefore, any books borrowed from our school library must be valued, borrowed in earnest and monitored closely.

## **Lost and Found**

Items for lost and found are kept on the racks inside the cafeteria. Small items and eyeglasses are kept in the office. These items will be discarded when overflowing, which is approximately every two months.

## **Mailboxes**

Check your mailbox at the beginning and end of each day to collect your mail. Mailboxes should be accessed from the hallway as much as possible. When the office is closed mailboxes are always accessible from the hallways. Only approved items/signs are permitted to be placed into mailboxes. Due to the variety of items that are placed in mailboxes students should not be sent to the office to pick up your mail.

**Mileage Rates (Pre-Approved):** .58 cents per mile - Changes as of July 1, 2020 as per IRS.

## **Making Information Available to Students**

The school is frequently asked to make materials or flyers available to students. Our standard procedure is that it must be reviewed and approved by the superintendent prior to the secretaries placing it in your mailbox. **Any information placed in your mailbox other than from the school (district) or PTA notices and forms is to simply be MADE AVAILABLE FOR STUDENTS.** Please designate a "place" in your room where you will set such materials after announcing their availability to students. Students may pick them up when they are getting ready to go home or at some other time you designate.

### **Non Custodial Parent**

Sometimes the teacher or school receives written requests from non-custodial parents who wish to receive copies of school notices, report cards, parent conference forms, picture orders, etc. directly from the school. Contact the custodial parent and a principal to verify the appropriateness of any such request. The school secretaries can make you labels and the school will pay postage.

### **Paper Rolls/art supplies**

The rolls of craft paper in the faculty lounge are stocked by volunteers in 5<sup>th</sup> grade. Do not go into the art rooms to get paper. Materials in the art room are specifically for the art teacher's use only.

### **Parking**

Please see visual parking assignments in section 8 of the handbook.

### **Personal Items**

The district has no liability for personal items and valuables a teacher or student brings to school. Money should not be kept in the classroom overnight. Teachers are encouraged to take personal items home during long holidays and vacations.

### **Pest Management**

A notebook is kept in the office for the documentation of pest sightings by all building users. If you see a pest, log it in the book. (No specimens, please!) The pest management worker who is trained in safe, legal and effective methods for pest management reviews the notebook upon entry to the building. If there is an immediate safety issue, (i.e. bees) notify the school custodian immediately.

### **Picking up students during the day**

Parents are not permitted to visit the classroom wings during dismissal. Parents must sign children out in the office. The office will call and notify the classroom teacher to dismiss the child. They will either have an early dismissal note or the office will call you.

### **Public Relations**

The principals are to be notified in advance of any publicity. Teachers should review classroom lists and letters from parents which state objections to publicity or photos involving their child.

### **PTA**

Our PTA provides valuable contributions to our students and school. Parents and teachers are encouraged to join, attend any meetings possible and/or help in any way they can. If your grade level has a special request of the school's parent organization, please write up that request and give it to the principal. The principal will make the initial contact with the PTA. Please make sure that school and PTA notices or forms go home with every student.

### **Reckless Driving**

Please give the license plate number and vehicle description along with a description of the incident to a principal if you observe a dangerous situation.

### **Grade Level Retention**

WCES *does not* support retention based on student maturity and social factors alone. Retention decisions are based primarily on academic need.

Basic Criteria:

1. Each referral for retention shall be considered individually.
2. A teacher must provide evidence through the use of the RtII Action Plan of ongoing conversations and interventions regarding any child being considered for retention. The frequency and duration of sessions, specific interventions used, as well as resultant data must be documented.
3. Retention should not be used to supplant other educational services. Therefore, special populations of students—Bilingual/ESL, Special Education, Title 1—may not be good candidates for retention.
4. Final decisions regarding grade placement reside with the Principal.

### **School Funds**

Supplies, books and equipment are budgeted and ordered prior to the beginning of each academic year. Equipment should be requested through the bid process in January. Forms are available in the office. Make sure quantities, prices, order number, description, addresses, etc. are copied correctly. Copy the catalog page and include it with your order.

### **Sign-In Sheets For Entering the Building**

All teachers must sign-in when entering the building. The sign-in book will be in the main office. You'll be expected to enter your name and time entering the building.

### **Sign-Out Sheets For Leaving the Building (with and without students)**

Any time a faculty or staff member leaves the building, they must sign out in the office. If you are taking your students out of the building but not leaving WCES property (with the exception of gym class) you must also sign out and take a walkie talkie (at WCES) in case of an emergency. Make sure the secretary has been told that your class is leaving. Test the walkie talkie that you are taking before leaving, to be sure it is functioning properly. (This also applies to PE teachers.)

### **Student Custody**

Teachers receive current custody lists and updates throughout the year. Please keep this information readily available—particularly during classroom parties or special events when parents are invited to the classroom.

### **Student Pictures**

Student pictures may not appear in any publication including newspapers unless the current "Photograph/Video Release Form" has been signed by the parent and is on file at the school.

### **Social Committee**

The social committee is independently operated by the school's faculty and staff. If you are interested in serving on WCES's committee or volunteering, please notify Jennifer Tretinik at WCES.

### **Social Media**

If you are communicating with students using social media, make sure that you are following the principles below:

- » All social media communications between staff and students must be related to school activities only — coursework, school events, athletic activities, etc.;
- » All social media communications between staff and students must include another adult (parent, other school staff, etc.);
- » Staff members are prohibited from "friending" or otherwise connecting with individual students on social media sites or platforms;
- » Unsolicited communications from students that do not relate to legitimate school matters must be reported to superiors in the district;
- » Staff use of social media for personal communications unrelated to their employment must be kept completely separate from employment-related social media use;
- » Texting with students is discouraged except when absolutely necessary and should always include third-party adults;
- » Social media posts intended for students should be formal and professional in tone and language and should not include photos or images unrelated to the professional purpose of the communication; and
- » Social media communications may never include confidential information about other students or staff.

Violation of these principles may result in disciplinary action.

### **SmArt Space**

STEAM Classroom located in room 206.

### **Smoking**

The board prohibits smoking and tobacco use (cigars, cigarettes, pipes, e-cigarettes and smokeless tobacco) by students, parents, administrative, professional and classified employees in school buildings and on school property. Penalties are detailed in school board policy and shall be punishable by a civil fine of not more than fifty dollars.

### **Supervision of Students**

From the time students enter the building in the morning, they are required to be orderly and supervised. At no time are the students to be unsupervised. Volunteers should not be permitted to work with students outside of the teacher's view and direct supervision.



### **Supplemental Pay**

Supplemental pay records are available in the office. The principal is to sign before they are forwarded to the business office. Place requests in the "Time Sheet" tray. Rates are determined as per contract.

### **Telephones/Cell phones/Voice Mail**

A building directory is provided. To call another classroom, enter the desired extension number. Students must have permission from the teacher to use a telephone. Phone calls will be transferred to the teacher's classroom if received during their preparation period. Otherwise, a message will be placed in the teacher's mailbox unless we are told it is an emergency. School personnel must use credit cards or collect procedures for personal long distance calls. Teachers are not to accept or make personal calls while supervising students unless it is an emergency.

### **Toys**

The student handbook states: "Toys are not permitted in school or on buses. Examples: 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." If **every** teacher at a grade level agrees students may bring toys for indoor or outdoor recess, a specified list of permitted toys per grade level may be brought for RECESS ONLY. ***Under no circumstances are toys permitted in the cafeteria, out of backpacks on buses or in bus rooms.***

### **TV Viewing**

Any use of the television during the instructional day must be included in the lesson plan. In all cases, programs watched must be within the appropriate rating category. Teachers control the remote and therefore determine what the children watch. Television programs and videos that are selected for viewing during the instructional day (8:00-3:00 at WCES) must be a part of your lesson plans and related to the planned course. Television and video selections viewed during recess need to fit into the educational category and occur on a limited basis. Age appropriate ratings should ALWAYS be followed. Cartoons are not permitted.

### **Video's and Movies**

Teachers must examine the educational purpose versus entertainment value when wanting to include a movie or video in their instructional day. **Watching any video or movie must be pre-approved by an administrator regardless if the video is from our library or one brought from home.**

### **WCHS Volunteers**

WCHS students and other regular volunteers will have a volunteer badge worn around their neck, which identifies them by name. WCHS volunteers are monitored by selected high school teachers. Notify the designated supervisor immediately of any concern about your volunteer. Please also inform Mrs. Woods and Mr. Headlee.

### **Xerox**

Teachers will have access to a copier in their IPC to be used sparingly. Xerox orders may still be placed in intrasystem envelopes and delivered to the Xerox tray in the guidance office and will be approved and forwarded to Xerox regularly. (Warranty contracts stipulate amounts of usage.) Be sure to give yourself adequate lead time for your order to be processed at xerox.

Full year orders. Hidden word puzzles and crossword puzzles will not be sent to Xerox.

The Xerox machine in the Principal's office is for office business only. The Xerox machine in the Guidance Office can be used by special education teachers to copy IEP's and evaluation related items, otherwise other building machines can be used. Students, parents and volunteers are not to use the Xerox machines. Report error messages that appear on the machines to Mrs. Brotherton in the office and we will provide assistance.

Colored paper and card stock will only be provided when absolutely necessary. A limited amount of these items are ordered at the Central Office and when they are depleted no more are ordered. Please request two-sided copies whenever it is possible on all jobs. Only items that are directly related to the approved district curriculum will be approved. Some seasonal items will be considered.

## SECTION 7: SUPERVISORY DUTIES

**Please see attached Supervisory Duty Spreadsheet**

**Duties are subject to change as building needs and instructional interventions are developed.**

### Arrival Duty

Children are not to arrive at school prior to 7:20 A.M. Breakfast is served beginning at 7:30.

1. Children will get off buses at the front door and cars at the stop sign near the gym.
2. All students arriving before 7:30 go to the cafeteria. Students eat breakfast and/or wait to be sent to class. At 7:30 students will go to their grade level wings.
3. After 7:30, arriving students enter the cafeteria if they need to eat breakfast. After eating breakfast, they go to their assigned grade level wing. Otherwise children in grades K-6 go directly to the classrooms upon arrival. They are to ask permission of the grade level supervisors if they wish to go to the restroom.
4. Children who are dropped off before 8:00 are to enter the school by the gym corridor. All children who ride buses are to enter through the office entrance.
5. The instructional day begins at 8:00. Parents who bring their children after 8:00 are to sign them in at the office. Children who arrive at class after 8:00 need a tardy slip from the office unless the child rides a late bus and/or breakfast is slow. The child may be late but due to circumstances out of his control. Please notify the breakfast aide or teacher(s) on duty if you have concerns about a specific student wasting time.

### AM DUTIES - Homerooms

**All Teachers Will Greet Students At Their Doors.**

Teachers monitoring classrooms 7:45-8:00 are to provide differentiated instruction—tutoring and enrichment.

All homeroom teachers are responsible for their own students at 8:00 when the instructional day begins.

### Dismissal Duty

**Every teacher will be involved in the dismissal process.** Please keep a roster in your classroom of the buses your children are to ride. Each teacher is responsible for getting Wave I organized. Grade level teachers are to hold any Wave 1 and 2 students for teachers who have a 3:00 ending time. Wave I, Wave 2 and Mt. Morris buses are dismissed by “wave”. Wave 3 buses are called by number. A teacher, who has a 3:00 ending time, from each wing in grades 1-5 is to escort Wave I at 2:55 to buses. At 3:05, a teacher from each wing in grades 1-2 will escort Wave II to loading areas. Students in grades 3-6 will be dismissed from their classrooms. After most of Wave III has departed, Mr. Brotherton will call for all remaining students to report to their designated areas (library or cafeteria). This will be at approx. 3:10. A teacher from each wing is to walk them to the library or cafeteria. **Teachers remain in the school (or bus loading area) until their workday ending time.** They are to help supervise students loading and assist in finding “missing” students. Teachers who work until 3:30 supervise remaining students in the cafeteria or library.

### Dismissal Procedure

- Kindergarten children will be organized on the left and right sides of the Kindergarten hallway for buses. Signs will be put on the walls in the halls to assist you in organizing students according to the lanes their bus is in. Bring one “wave” into the hallway at a time. Children line up according to their bus lane and are escorted to the bus area. Remaining kindergarten teachers supervise their children and load them onto buses until 3:30. Kindergarten students attending after school programs or parent pick-up remain under the kindergarten teachers’ supervision until designated time. Parents are not to pick up kindergarten children in the cafeteria. Cafeteria monitors assist in loading kindergarten and in supervising students. Teachers escorting kindergarten students will receive a copy of any bus notes which change the routine of a child they are to escort to a bus.
- First and second grade students in the first wave are to be organized on the left and right sides of their hallway and walk to the bus. Signs will be put on the walls in the halls to assist you in organizing students according to the lanes their bus is in. Bring one “wave” into the hallway at a time. Children line up according to their bus lane and are escorted to the bus area. Students in grades three through six may depart directly from their homerooms.

- Wave 1 kindergarten and first grade are loaded onto the buses prior to the Wave being announced. When a wave is called, escorting teachers walk their students to the buses. To increase safety, we are asking that students in fourth and fifth grade wait for the second and third grade to exit before coming down the stairs and going out the doors. Fourth, fifth, and sixth grade students will be safest if they wait at the top of the stairs rather than on the stairs.
- Parent Pick-Up Procedure  
Parents will wait outside the gym or doors until 3:05 p.m. when the doors will be opened after wave 2 has entered bus lanes. The PPU table (3 staff) will be near the gym entrance. Sign out procedures will continue the same as in the past. Parents will be issued a bus pass number to show staff for everyday parent pick-up. Other parents will go to table to verify. The PPU students will be seated in the bleachers. Grades K-2 closest to the gym entrance. Grades 3-5 closest to the rear entrance. Siblings from mixed grades will be seated in the center. Kindergarten will sit in the first row. First grade will sit in the next row up. Second grade will sit in the next row available. In the grades 3-5 section, Third grade will sit in the first row, fourth grade will sit in the next available seat and fifth grade will sit in the next.

Parents will hand the card with their child(ren)'s name(s) on it to the staff member stationed at the appropriate grade level/section. Staff members will call students by name.

Parents, with their children, will exit the gymnasium through the green doors closest to the parking lot.

- Wave 2 children are to be organized and escorted as above. This procedure continues through the third wave. Children must be supervised when they are in the halls.
- Shortly before 3:15 we will announce, "All remaining students report to your designated area."

### **AFTERNOON DUTY ROSTER**

#### **PM DUTIES - DISMISSAL**

Teachers from each wing escort Wave I to buses. It is expected that teachers within each grade level will work together to establish PM duties which equalize the number of students in each of the remaining classrooms and share the duties and supervisory responsibilities equitably. As much as possible, students should be able to use the time that they wait for buses for a good purpose.

### **LUNCH AND RECESS DUTY**

Duty Rosters Schedules are done by grade levels. Teachers on duty are responsible for the supervision of all children at their grade level. Please be prompt.

Each teacher is to escort his/her class to the cafeteria. Upon entering the cafeteria, one homeroom teacher per grade level is to monitor the children in the lunch line while the other monitors the children who are carrying their lunch trays to the tables. Cafeteria duty teachers are to continuously walk around the cafeteria monitoring the behavior of all students in their grade level at the tables. The aides will dismiss students upon the teacher's arrival.

Recess duty teachers assume responsibility for children at the start of the 30 minute recess period. Grade levels BEGIN their preparations to go outside and start walking outside at the beginning of the time period. Grade levels are to END recess so that they can be back in the building in their wings within the allotted 30 minute time. Grade level teachers must share recess duties in order to accommodate this. See also the playground **section**. Teachers are to be in the room with children during indoor recess. Accident and discipline forms are completed by the teacher(s) on duty.

#### **Cafeteria Rules**

1. For safety, always walk.
2. Sit facing the table.
3. Talk with those beside or across from you at your table, using inside voices.
4. If you need help, raise your hand. An adult will come to help you.
5. Keep hands and feet to yourself.

6. Your lunch is to be eaten, not used for play.
7. Keep tables and floors free of garbage and trash. If you drop it, pick it up. If you make a mess, clean it up.
8. Place your trash gently in the trash can.
9. When an adult raises their hand, stop talking, look and listen.

**Breakfast Procedures**

1. Coats, books and backpacks are to be left on the table before going to the serving line.
2. The 6 tables near the entrance are reserved for kindergarten. The 2 middle tables are for coats. Encourage students not to pile them on top of other students' coats or book bags.
3. Students can sit at the first three tables next to the wall..
4. Students are not to stop at the restroom outside of the cafeteria on their way to their classroom unless given permission by breakfast aide or teachers. Students should report to the teacher at their grade level on duty and ask permission to go to the bathroom.

**Lunch Procedures**

1. Students are permitted 2 condiments for each item on which it would be applied, i.e. 2 per hamburger, 2 per fries, etc.
2. If 4th, 5th, or 6th grade students forget condiments, they will be passed out to them.
3. Students are not permitted to be out of their seats except when dismissed for snacks or to leave the cafeteria. The aide will dismiss one table at a time for snacks. Students either go at that time or DO NOT get a snack on that day. Students who misbehave may be denied the ability to buy a snack on a given day. However, blanket threats to the entire cafeteria are not to be made. **SNACKS:** K (none), 1, 2 & 3 (1 snack), 4, 5 & 6 (2 snacks)
4. Students and staff members are assigned a debit account for cafeteria purchases. Open drink containers may not be taken from the cafeteria. This includes water bottles.

**WCES TABLE/CASHIER ASSIGNMENTS  
Lunch Table Assignments**

1=outside serving line  
2=middle serving line  
3=serving line by kitchen

<b>Kitchen</b>					
<b>10:55 - 11:30 Kindergarten</b>					
<b>Clutter-1</b>	<b>Tretinik-2</b>	<b>Kovach-1</b>	<b>Onderko-2</b>	<b>Brooks-3</b>	<b>Corfont-3</b>
<b>Peanut Free Table</b>			<b>Behavior Table / Pre-K</b>		
<b>Brant-1</b>	<b>Bochna-2</b>	<b>Heather -1</b>	<b>Richardson-2</b>	<b>Strelick - 3</b>	<b>Scherrick - 3</b>
<b>11:35 - 12:05 First Grade</b>					
<b>Gym Foyer</b>					

Kitchen					
11:45 - 12:15 Second Grade					
Miske-1	Yenchik - 2	Blair-1	OPEN	Stoneking -2	Virgin-3
Peanut Free Table			Behavior Table		
Howard-1	Taylor-2	Switalski-1	OPEN	Fowler- 2	Cipoletti- 3
12:10 - 12:40 Third Grade					
Gym Foyer					
Kitchen					
12:20 - 12:50 Fourth Grade					
Walawander-1	Stevenson-2	Shannon-1	OPEN	Lapkowicz-2	Stephenson-3
Peanut Free Table			Behavior Table		
Eddy-1	Basinger-2	J Tretinik-1	OPEN	Makel- 2	Rafferty - 3
12:45 - 1:15 Fifth Grade					
Gym Foyer					
Kitchen					
12:55 - 1:25 Sixth Grade					
Shaffer-1	Kmetz-2	Smith-1	OPEN	Echegaray-2	Cossick - 3
Peanut Free Table			Behavior Table		
Gym Foyer					