Meyersdale Area School District

309 Industrial Park Road Meyersdale, PA 15552
Phone: (814) 634-0617 Fax: (814) 634-1812
www.masd.net

Superintendent: Dr. Wayne Miller
Elementary Principal: Mr. Devin Pritts
Elementary Guidance Counselor: Mrs. Joey Emerick
School Nurse: Mrs. Amy Rough
Secretary: Mrs. Tammy Hetrick
Secretary: Miss Patron Plummer

ELEMENTARY SCHOOL STUDENT HANDBOOK

The mission of the Meyersdale Area School District, in partnership with parents and community, is committed to providing educational opportunities that allow all learners to achieve their full potential.

Welcome to the Meyersdale Area Elementary School! The purpose of this student handbook is to inform you of the policies adopted by the Meyersdale Area School District Board of School Directors, as well as expectations and procedures followed in the Meyersdale Elementary School. Every child is extremely important to us and we strive to provide an environment that supports the mission of the Meyersdale Area School District. A partnership with parents and community is crucial and we encourage parent and community participation in our school setting. By working together we can provide a high quality education for your child. Please do not hesitate to contact the school with any questions or concerns that may arise.

Have a great school year!
Devin Pritts
Meyersdale Elementary School Principal

The Meyersdale Area School District is an equal opportunity education institution and will not discriminate on the basis of sex, color, nationality, religion, marital status, age, or handicap in its activities, programs or employment practices as required by Title VI, Title IX, and Section 504. For information regarding civil rights or grievance procedures, contact Dr. Wayne Miller, Superintendent (634-5123); or the Department of Health, Education and Welfare, Washington, D.C. (Refer to Nondiscrimination in School and Classroom Practices Policy No. 103)

TABLE OF CONTENTS

PARENT TEACHER CONTACTS	1
ELEMENTARY SCHOOL WEBSITE INFORMATION	1
ELEMENTARY FLOOR MAP	2
PHOTOGRAPHY / VIDEOTAPE RELEASE	3
REVIEWING STUDENT RECORDS	3
VISITORS	3
CLASSROOM VISITATION	3
CHAPERONES	3
STUDENT PRIVACY / SOCIAL MEDIA	3
BIRTHDAY CELEBRATIONS	4
ONLINE GRADEBOOK	4
ELEMENTARY SCHOOL DAY:	4
PERSONAL PROPERTY	4
EARLY DISMISSAL - SCHOOL CANCELLATIONS - FLEXIBLE INSTRUCTION DAYS	5
HOMEWORK REQUESTS	5
FUNDRAISING	5
REGULATIONS GOVERNING ABSENCES, EXCUSES, PERMITS	5
PARENTAL REQUEST FOR EDUCATIONAL TRIP	5
ADMISSION, ATTENDANCE, DISMISSAL PROCEDURES	5
HOMEWORK GUIDELINES AND REQUIREMENTS GRADES 1-5	6
ELEMENTARY COUNSELING DEPARTMENT	8
OLWEUS BULLYING PREVENTION PROGRAM	8
SEPARATIONS / DIVORCES	9
DISABILITY SERVICES	9
STUDENT ASSISTANCE/STARS PROGRAM	9
PICK UP STUDENT DISMISSAL PROCEDURES	10
PAYMENT OF FUNDS	10
ENERGY DRINKS	10
OPEN CONTAINERS	10
SCHOOL CAFETERIA INFORMATION	11
STUDENT WELLNESS	11
HEALTH SERVICES	11
NOTICE AND INSTRUCTIONS FOR PARENTS REGARDING HEAD LICE	12
NOTICE AND INSTRUCTIONS FOR PARENTS REGARDING BED BUGS	13
MEYERSDALE ELEMENTARY SCHOOL PROCEDURES FOR GRADING / PROMOTION / RETENTION	14
HONOR ROLL AND HONORABLE MENTION	15
TITLE I SCHOOLWIDE PROGRAM	15
ACCELERATED READER PROGRAM	15
DRESS GUIDELINES	16
BEHAVIOR EXPECTATIONS	17
SCHOOLWIDE POSITIVE BEHAVIOR SUPPORT- RED RAIDER PRIDE	17
RAIDER PRIDE	18
STUDENT RIGHTS AND RESPONSIBILITIES	18
MASD DISCIPLINARY PROCEDURE GUIDELINES	19
BUS TRANSPORTATION GUIDELINES AND PROCEDURES	22

RESPONSIBILITY OF THE PARENTS / SCHOOL TRANSPORTATION **23**
EMERGENCY PREPAREDNESS **24**
UNLAWFUL HARASSMENT **24**
ACCEPTABLE USE OF INTERNET, COMPUTERS AND NETWORK RESOURCES **24**
McKinney-Vento Information for Children and Youth Experiencing Homelessness **24**
TITLE I INFORMATION SECTION **25**
SPECIAL EDUCATION SECTION **33**
Annual Public Notice **37**
Program Description 40
Philosophy 40
Student Identification 40
Screen Protocol 40
Evaluation Protocol 40
Gifted Individualized Education Plan (GIEP) 41
The Role of the Gifted Support Teacher 41
Classroom Opportunities 41
Parental Rights 42

Paper copies of the Student Handbook and referenced policies are available upon request. Please contact the elementary office to request copies.

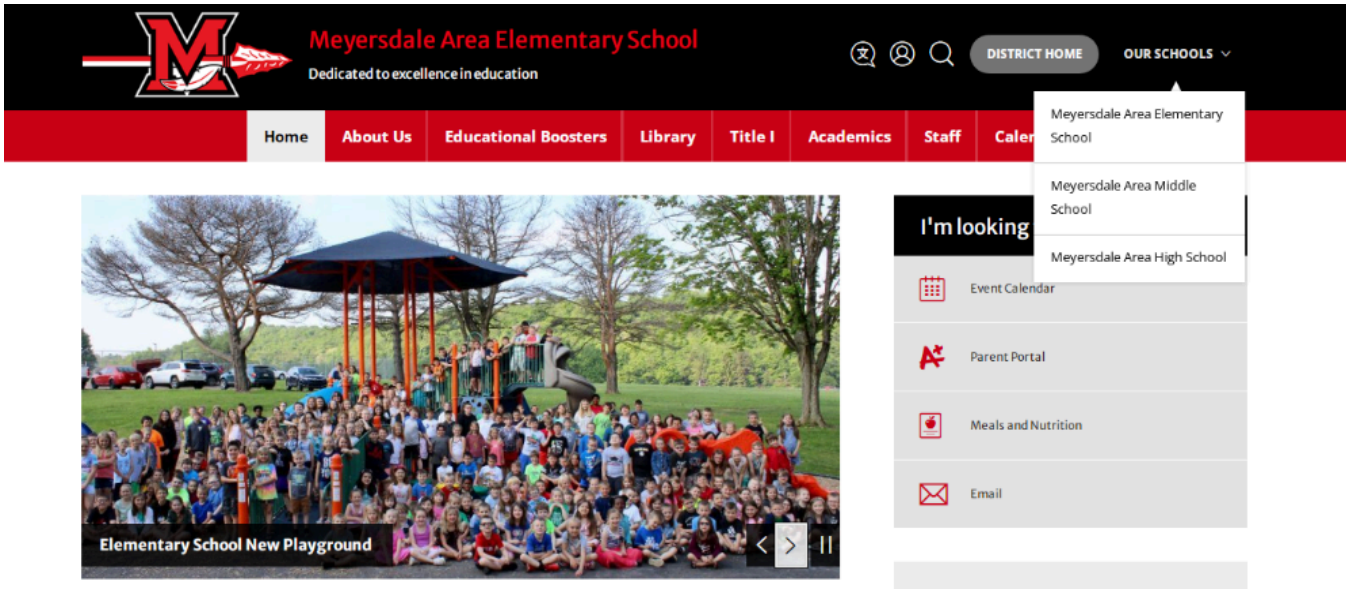
PARENT TEACHER CONTACTS

(Refer to Relation With Parents/Guardians Policy No. 908)

The Meyersdale Area Elementary School encourages frequent contacts between parents and teachers. Should a question or concern arise, we ask that you call the school office (634-0617). If the teacher is in class or not available, your message will be taken and forwarded to the teacher who will respond at their earliest convenience. You may also contact your child's teacher via email.

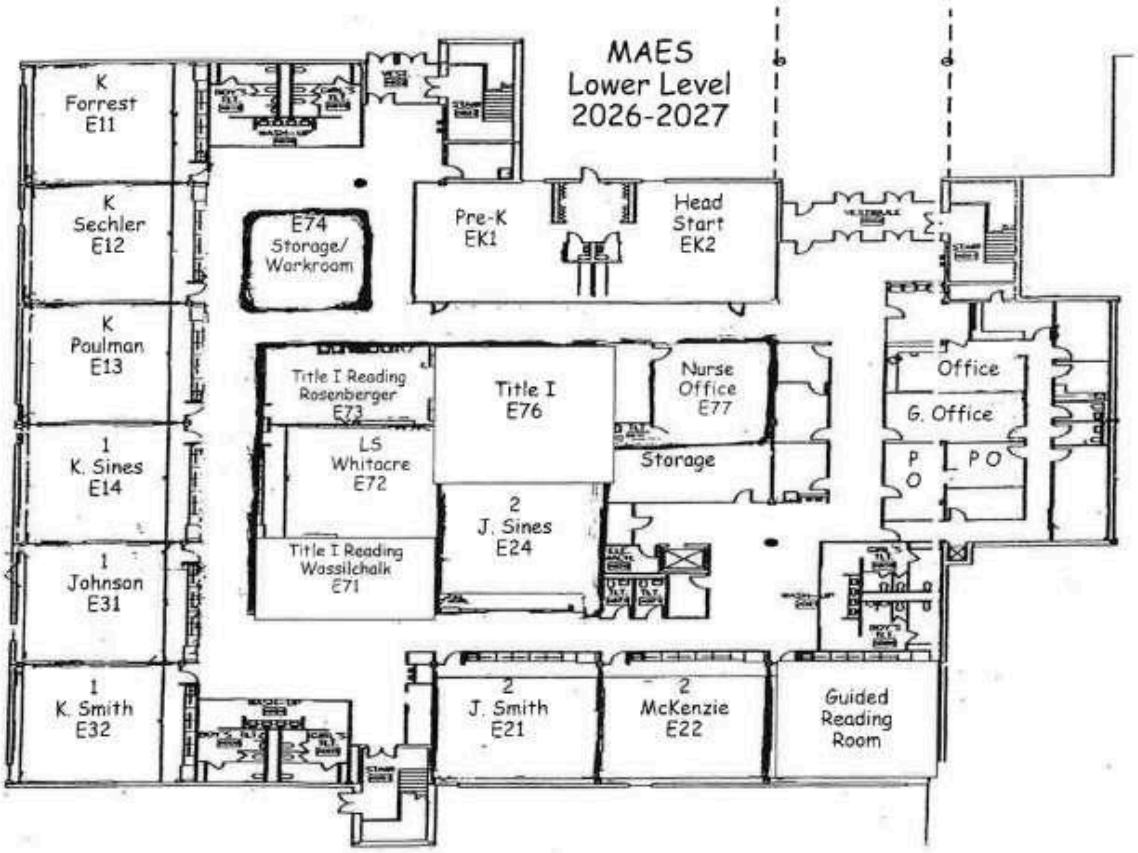
ELEMENTARY SCHOOL WEBSITE INFORMATION

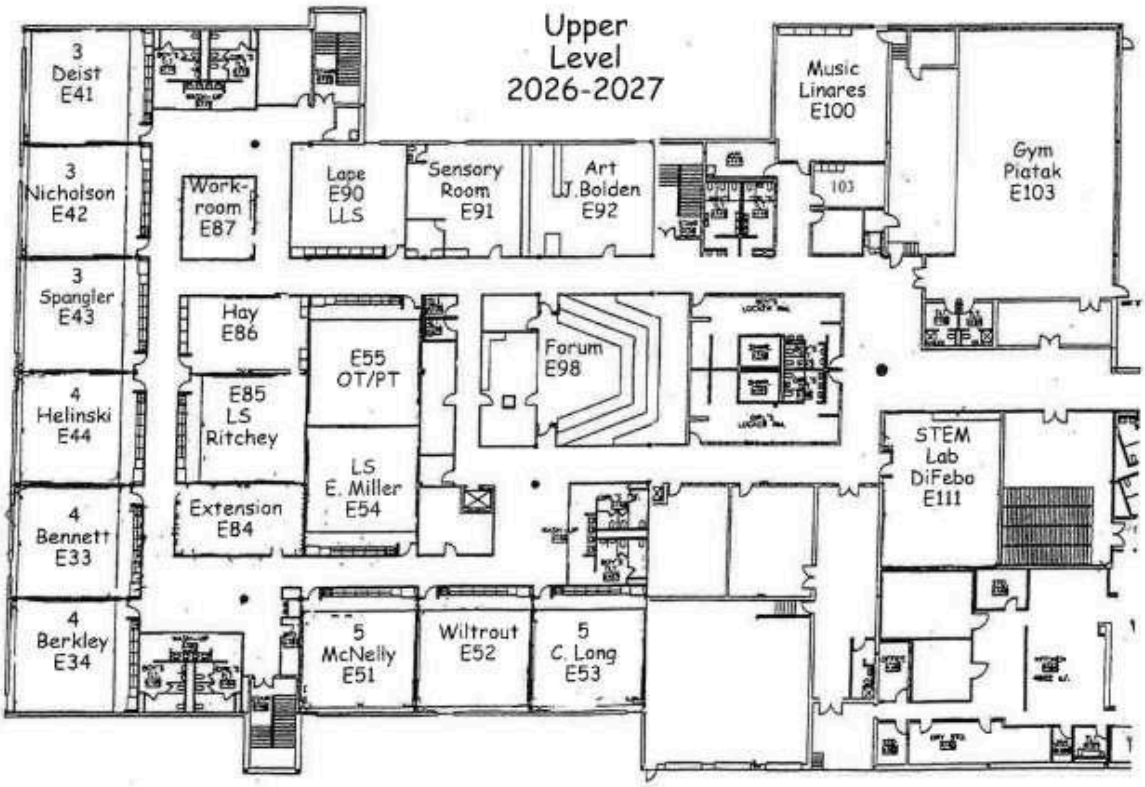
The district web page can be accessed at www.masd.net.



For information pertaining to the elementary school, select *Elementary School* from the drop-down menu in the top right hand corner . From there you can navigate to different areas of the elementary school site.
Teacher information and e-mail communication can be accessed by selecting *Staff* and navigating through the staff directory and its selections.
Lunch Account information and the current month's cafeteria breakfast and lunch menus are accessible from the Home webpage.
Always check the webpage for events, updates and other pertinent information and communication.

ELEMENTARY FLOOR MAP





PHOTOGRAPHY / VIDEOTAPE RELEASE

Students may be photographed/video-taped/livestreamed by the Meyersdale Area School District and/or by the newspaper or television stations for community projects or awards given and/or by the yearbook staff for pictures to appear in the school yearbook. Your child's name may appear along with his/her picture. Please inform the school office in writing if you do not grant permission for photo/video/livestream release of your child.

REVIEWING STUDENT RECORDS

Parents of students in attendance at the Meyersdale Area Schools, or eligible students in attendance, may inspect and review the educational records of the students. Appointments to review elementary records can be arranged by calling 634-0617 between 8:00 a.m. and 3:30 p.m.

VISITORS

(Refer to School Visitors Policy No. 907)

In order to maintain a safe school environment, all visitors are reminded to stop in the elementary office to sign in and take a Visitor Pass. Upon leaving visitors must sign out and return the Visitor Pass. We ask that you bring proper photo identification (driver's license, etc.) to expedite the check-in process.

CLASSROOM VISITATION

Parents are encouraged to be involved in the education of their children and classroom visitation is welcome. However, in order to not disrupt the educational process of the class we ask that you make arrangements in advance with the classroom teacher to establish a time that would be best and to address any special considerations that the teacher would ask of you.

CHAPERONES

Parent /guardian chaperones are utilized for some school field trips. This is dependent upon the trip, the grade level and the availability of space. When arranging for field trip chaperones, the school will make an effort to give priority to parents/guardians who have not chaperoned field trips in previous years. Extenuating circumstances, which oftentimes cannot be openly communicated for privacy reasons, will be given consideration. Chaperones will need to have proper clearances prior to chaperoning a field trip. More information will be provided by your child's homeroom teacher before each grade level field trip. Please note that when giving direction to chaperones by way of instructions or trip rules, the teachers take into consideration the health and safety needs of the students. For the safety of all students it is imperative that chaperones adhere to the guidelines presented by the teachers. We appreciate your cooperation and understanding.

STUDENT PRIVACY / SOCIAL MEDIA

Parent involvement in the school is welcome. When participating in a school event (in school or field trip), please respect the privacy of other families by not posting photos of other children on social media websites.

BIRTHDAY CELEBRATIONS

(Refer to Wellness Policy #246)

Unless communicated otherwise by the classroom teacher, birthdays will be celebrated in the homeroom class on a monthly basis, the first school day of each month. Summer birthdays will be celebrated on the last full day of the school year.

Families wishing to send a birthday treat to school are asked to contact the homeroom teacher prior to the first school day of your child's birthday month. MAES promotes healthy eating habits and requests that treats that are sent in support healthy eating styles. Snacks will be permitted in the form of pre-packaged store bought items. Pudding cups or granola bars are some examples of pre-packaged snacks. Non-food treats such as pencils, tablets, crayons, stickers, etc. are also welcome. Items such as soda, cupcakes, potato chips and candy are discouraged.

Celebrations will occur after lunch, with recognition of the birthday(s) being the focus.

ONLINE GRADEBOOK

In an effort to keep parents informed of student progress, grades 1 through 5 utilize an online grading system. These gradebooks are available for parent and student viewing through the District website. You must have an account set up to access the gradebooks. Contact the office for information on setting up an online grading account.

ELEMENTARY SCHOOL DAY:

7:45 a.m.	Student Arrival/Breakfast/Homeroom (Please Note: Doors are not unlocked until 7:45 a.m.)
8:00 a.m.	Late Bell
8:00a.m. to 2:50 p.m.	Instructional Time
2:45 p.m.	Afternoon Announcements
2:50 p.m.	Dismissal
3:02 p.m.	Bus Departure

NO VEHICLES are permitted in the parking lot in front of the elementary school between **7:30-8:00 a.m.** and **2:30-3:15 p.m.** The buses must be able to enter and leave the lot safely during these times. When accessing school parking lots, please park in designated parking spaces. Vehicles parked in fire lanes or "add-on" spaces create a safety concern. Thank you for your cooperation.

PERSONAL PROPERTY

(Refer to Electronic Devices Policy No. 237)

Personal property items not necessary for the school day should be left at home. Students are responsible for personal items brought to school. Fidget spinners, pop it fidgets, trading cards are items that are highly discouraged. Electronic devices are also discouraged. If a parent/guardian feels

that a cell phone or smartwatch is necessary, it must be turned off and left in the student's book bag. Otherwise, items will be confiscated and parent contact made.

EARLY DISMISSAL - SCHOOL CANCELLATIONS - FLEXIBLE INSTRUCTION DAYS

Almost every year, Meyersdale Area School District is confronted with inclement weather conditions which require the school to close for the day, delay the starting time, or dismiss children early. District administration will notify parents/guardians as early as 6:00 a.m. regarding school closings and/or delays. Parents/guardians will be notified by district administration via the automated calling system. In order to receive these notifications, please make sure that your contact information is up-to-date with your child(ren)'s school office.

HOMEWORK REQUESTS

Most classwork and homework can be accessed daily utilizing our online learning management system, Canvas. Please communicate with your child's teacher if you have any questions or if your child is too sick to complete work.

FUNDRAISING

(Refer to Student Fundraising Policy No. 229 and Wellness Policy No. 246)

Solicitation of funds from students will be limited and at the discretion of the administration.

REGULATIONS GOVERNING ABSENCES, EXCUSES, PERMITS

(Refer to Attendance Policy No. 204)

Absences

Students absent from school are required to bring a written excuse, signed by the parent, upon returning to school. This excuse is to be presented to the elementary office.

If an excuse from home is not presented at the office within three days after the absence occurs, an unexcused or illegal absence will be issued, depending upon the age of the student.

PARENTAL REQUEST FOR EDUCATIONAL TRIP

(Refer to Attendance Policy No. 204)

Educational trip request forms are available in the office. Please complete and submit the form one week in advance of the trip to allow for proper planning of the student's missed work. Educational trip days are counted as absent days and valuable instructional time is missed. In an attempt to give your child the maximum educational advantage, please make every attempt to schedule such trips around the school calendar.

ADMISSION, ATTENDANCE, DISMISSAL PROCEDURES

(Refer to Attendance Policy No. 204)

A child must be five years of age prior to September 1 to enter kindergarten, and six years of age prior to September 1 to enter first grade. Once a child enters school, he/she is governed by the Compulsory School Attendance Law of Pennsylvania, and is responsible for attending school on a daily basis.

TARDY/ABSENCE TIMES

- A student is considered tardy at 8:00 a.m.
- If a student is late to school and arrives before 9:00 a.m., the student is **a.m.** tardy.
- If a student is absent, arrives after 9:00 a.m., but before 11:30 a.m., the student is considered absent ½ day.
- If a student is absent, but arrives after 11:30 a.m., the student is marked absent for a full day.
- If a student leaves early from school prior to 2:00 p.m., the student is considered absent ½ day.
- If a student leaves early from school after 2:00 p.m., the student is not counted absent, but the student is considered **p.m.** tardy.

Habitual tardiness has a tremendous impact upon a child's education. Tardiness can cause absence from a large part, if not all, of the first class of the day. Kindergarten through fifth grade students, after being tardy to school on five (5) occasions, without valid reason, will be assigned to a detention.

As much as possible, please limit transportation home arrangements to one plan. Management of different plans poses a difficult situation for the children and for the school. Getting all children home safely is our priority and changes to arrangements make that more challenging. Changes made during the school day should be for emergency circumstances only.

In order to help the day run smoothly and avoid unnecessary interruptions, we are asking your cooperation in the following ways. Please help us limit classroom interruptions by following these rules.

1. All elementary students should arrive by 7:55 a.m.
2. All children should know how they are going home when they come to school.
3. The secretaries will call children to the office after school for emergency transportation only.
4. No vehicles other than buses and those authorized by the school district may load or unload in the front parking lot between 7:30-8:00 a.m. and 2:30-3:15 p.m.
5. If your child has different transportation arrangements to go home, send a note to school with your child.
6. If your child is being picked up by someone either during or after school, send a note to school with your child.
7. Children leaving during school hours for appointments are to be picked up at the office.
8. Children being picked up by someone after school will utilize the carline on the side of the building (see Page 10, Pick-Up Student Dismissal Procedures). We appreciate your cooperation in helping to keep our children safe.
9. Any parent who wishes to take a child out of school if an emergency arises must notify the office. The secretaries will call for your child. Parents are not to go to the child's class to get them.
10. During the school day the only door to enter the building is at the main office. Visitors must push the entry button, wait for identification and the secretaries will open the door to allow entry.

HOMEWORK GUIDELINES AND REQUIREMENTS GRADES 1-5

(Refer to Homework Policy No. 130)

I. Philosophy

Homework is an important part of every learning activity. The value of reinforcement is necessary for learning. Homework is part of the student's grade, required by teachers of all students. Homework in grades 1-3 should be able to be completed in 15-30 minutes maximum. Homework in grades 4-5 should be able to be completed in 30-60 minutes maximum. Some children may need additional time to complete homework depending on individual differences.

II. Objectives of Homework

To teach responsibility and a sense of accomplishment
To improve skills in basic subjects
To review important items
To increase knowledge learned in the classroom
To prepare for classroom instruction
To develop the skills of research (3rd)
To expand interest in the subject matter

III. Principal Responsibilities

1. To inform students, parents, teachers, administration and school board of the homework guidelines and requirements
2. To develop a means of evaluating the progress of the guidelines
3. To continue to monitor and up-date the homework guidelines

IV. Teacher Responsibilities

1. Insure that the students have the skills necessary to complete the assignment independently
2. Determine that the students clearly understand what is expected of them
3. Base the assignment on the students' level of maturity and academic development
4. Consider the availability of necessary materials needed
5. Use all assignments as vehicles for instruction and/or evaluation
6. Develop a means to incorporate successful or unsuccessful completion of homework into the grading process
7. Provide guidance in developing a personal system for remembering and/or recording assignments (such as student planners)
8. Maintain current lesson plans on web page

V. Student Responsibilities

1. Budget time to complete assignments made
2. Arrange to make up assignments as required by the teacher
3. Ask for further explanation of original directions if not completely understood
4. Record assignments in student planner
5. Initiate the request for help when needed.
6. Complete homework on time to avoid penalties

VI. Parent Responsibilities

1. Provide a quiet, well lit study area
2. Establish a time for homework each night
3. Limit television viewing and avoid television or radio listening during study time
4. Inquire about your child's homework and help him/her budget time for completion and ample sleep
5. If homework completion continually presents problems, contact your child's teacher
6. Check your child's assignment book
7. Check your child's completed homework
8. Check the school web page *www.masd.net*

A homework assignment book is being provided by the school for students in grades 1 thru 5. This book will be a source of daily communication. Parents should check the assignment book to be aware of assignments due.

ELEMENTARY COUNSELING DEPARTMENT

The counseling services at the Meyersdale Elementary School are designed to be a support to each child's academic, social, emotional, and behavioral development. This proactive approach includes needs assessments, Child Study Team meetings, consultations with outside agencies, preventative and developmental small group counseling and participation in Drug-Free Schools activities. In addition, the counselor accesses services through the school psychologist, nurse, social worker, speech, and occupational therapists.

Students may see the school counselor through self-referral, teacher referral, parent referral, counselor request, or administrator request. The school counselor makes every effort to respect a person's privacy, however to best serve the child it is often necessary for adults to work together. The counselor may consult with parents, teachers, administrators, and other colleagues as needed. School counselors are required by law to make referrals and disclose specific information to appropriate agencies under suspicion of abuse/neglect or suspicion that the child is in danger.

OLWEUS BULLYING PREVENTION PROGRAM

(Refer to Bullying / Cyber Bullying Policy No. 249)

In an effort to improve peer relations and make our school a safer and more positive place for students to learn and develop, the Meyersdale Area School District has implemented the Olweus Bullying Prevention Program (OBPP). This program recognizes bullying as repeated exposure to negative actions on the part of one or more students, with an imbalance in power or strength.

Our school rules against bullying are:

- ✔ We will not bully others.
- ✔ We will try to help students who are bullied.
- ✔ We will include students who are easily left out.
- ✔ When we know somebody is being bullied, we will tell an adult at school and an adult at home.

Conflict is an inevitable part of interaction. It occurs naturally as children learn the give and take of relationships, or group cooperation and social interaction. The following table highlights the main differences between normal peer conflict and bullying:

Normal Peer Conflict	**Bullying**
Equal power or friends	Imbalance of power; not friends
Happens occasionally	Repeated negative actions
Accidental	Purposeful
Not serious	Serious with threat of physical harm or emotional harm
Equal emotional reaction	Strong emotional reaction from victim and little or no emotional reaction from bully
Not seeking power or attention	Seeking power, control, or material things
Not trying to get something	Attempt to gain material things or power
Remorse—will take responsibility	No remorse—blames victim
Effort to solve the problem	No effort to solve the problem
Isolation of victim is not intent	Isolation of victim is intentional

RAIDER PRIDE

Raider Pride will be reinforced through a K-12 character education programming with emphasis placed on different character traits. The goal of this is to promote a safe school environment where all students are treated fairly and with dignity, are respectful to others and will take responsibility for their actions. MAES will stress the importance of community involvement. The following is a listing of character traits and color themes that will be reinforced and featured on a monthly basis:

September	Sportsmanship	Red/Black
October	Trustworthiness	Dark Blue
November	Citizenship	Red/White/Blue
December	Respect	Gold
January	Tolerance	Light Blue
February	Courage	Orange
March	Responsibility	Green
April	Self-Control	Yellow
May	Caring	Purple

SEPARATIONS / DIVORCES

It is the intent of the Meyersdale Area School District to remain neutral toward families split by divorce or separation. We do not want to take sides with one parent against the other where there may be possible conflict over children attending school in this district. If you have a court decree which establishes you as legal guardian, you must provide the district a copy of such document for attachment to your child's permanent record. We will use this as a legal base for working with the custodial parent.

In the absence of such a document, you must be aware that we cannot deny either parent access to his/her child. We cannot withhold information or refuse to see or work with the other parent. We cannot keep the other parent from picking up his/her child from school.

The Meyersdale Area School District wants to protect all children from emotionally upsetting situations. Whatever the parents can settle outside the school to forestall any confrontations should be pursued.

DISABILITY SERVICES

MEYERSDALE AREA SCHOOL DISTRICT ANNUAL PUBLIC NOTICE

It is the responsibility of the Pennsylvania Department of Education to ensure that all children with disabilities residing in the Commonwealth, including children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated. This responsibility is required by a federal law called the Individuals with Disabilities Education Act Amendments of 2004 (IDEA '04). The IDEA '04 requires each state educational agency to publish a notice to parents, in newspapers or other media, before any major identification, location, or evaluation activity. The IDEA '04 requires this notice to contain certain information. Another federal law, the Family Educational Rights and Privacy Act of 1974 (FERPA), which protects confidentiality, requires educational agencies to notify parents annually of the confidentiality rights (FERPA regulations have been amended 9 times). Pennsylvania special education regulations require each school district to fulfill the IDEA '04 notice requirement by providing an annual public notice.

Meyersdale Area School District is required by the IDEA '04 to provide a free appropriate public education to children with disabilities who need special education and related services. (Note: The duty to identify, locate, evaluate and provide special education services to school-age individuals incarcerated in local correctional institutions rests with the school district within whose boundaries such an institution is located.) School age children who need special education and related services are identified as children with disabilities. Please refer to the special education section of the handbook for more information.

Please refer to the Special Education section of the handbook for more information regarding the Annual Public Notice. The entirety of this Annual Public Notice can be found on the Meyersdale Area School District website by first selecting the "Services" tab and then the "Special Education" tab. Also, more information is available by contacting the Administration Office at 814-634-8311, Extension 4.

STUDENT ASSISTANCE/STARS PROGRAM 

(Refer to Student Assistance Program Policy No. 236)

The STARS (Support Team Assisting Raider Students) program is Meyersdale Elementary School's Student Assistance Program. This program coordinates access to appropriate counseling and support services for students who may be at risk due to academic, social and/or emotional problems.

The STARS program is designed to assist school personnel to identify issues which pose a barrier to a student's learning and school success. Student assistance is not a treatment program; rather, it is a systematic process using effective and accountable professional techniques to mobilize school resources to remove the barriers to learning, and, where the problem is beyond the scope of the school, to assist the parent and the student with information so they may access services within the community. The STARS team members do not diagnose, treat or refer for treatment, but they may refer for an assessment for treatment. It is the parent's right to be involved in the process and to have full access to all school records under applicable state and federal laws and regulations. Core Team Members are Devin Pritts, Joey Emerick, Bree Yoder, Stacy Kucenic, Gala Wassilchalk.

PICK UP STUDENT DISMISSAL PROCEDURES

In striving to promote a safe school environment, the following procedures will be observed when students are picked up at dismissal. Please recognize that these procedures are in consideration of the health, safety and welfare of our children. The school appreciates your cooperation as we strive to keep our children safe.

- PikMyKid software will be utilized to help make student dismissal safe for all students and families
- Parents/Guardians will designate on the student contact sheet those adults who are authorized to pick up their child(ren) from school. Individuals authorized to pick up a student will not be permitted to change the student's dismissal procedures. Only the primary contacts may change dismissal arrangements.
- Adults arriving at the school to pick up students at dismissal must utilize the carline that will be located in the side parking lot.
- Adults authorized to pick up a student from school will enter the carline and check-in utilizing their mobile devices. Parents/Guardians can also have the school support staff manually enter the student's ID number to add them to the dismissal line if they made arrangements prior to 2:00pm.
- Parents can update their child's dismissal arrangements online, by sending a note in the morning or by calling the school prior to 2:00pm.
- **Changes to dismissal arrangements can not be made online or by the office after 2:00.**
- Pick up students will be dismissed at the regular time. Order will be determined by the order parents arrive and check-in
- When your child is dismissed they will be virtually signed out.
- Please make sure to utilize the online portal to check-in once you have arrived. If you do not, the school support staff assisting will be able to add you to the system utilizing the number displayed on your dashboard or windshield.
- Arrangements for students leaving before dismissal will continue to be handled through the office; however, the dismissal will be considered as a *tardy* due to the missed instructional time.

PAYMENT OF FUNDS

Payment of funds for the benefit of a student (i.e. cafeteria account, field trip costs, club activities, athletic costs and equipment, etc.) may be made by cash, check, money order or certified check. **If such payment made on three distinct occasions results in a check returned to the Meyersdale Area School District, its agents or assigns for the reason of insufficient funds, the school district, its agents or assigns exercises the right to**

refuse to accept payment by method of personal check for the remainder of the school year. Under these circumstances payment by cash, money order or certified check will be required.

ENERGY DRINKS

Energy drinks, including soda, of any variety are not permitted in the school.
Carbonated drinks are not permitted.

OPEN CONTAINERS

Students are permitted to have/use water bottles during the school day. These bottles must be clear resealable containers, and may only be consumed with permission of the classroom teachers. Open cups, cans or cartons are not permitted. Coffee mugs, fountain drink cups, Camel/hydration packs, etc, are not permitted. If the use of a water bottle appears to impact the student's level of performance the student will be referred to the Principal and/or nurse and parents will be contacted. The use of a water bottle is a privilege and can be restricted at any time.

SCHOOL CAFETERIA INFORMATION

(Refer to Food Services Policy No. 808 and 808 attachment)

When any student account reaches a zero balance or less, students will not be allowed to purchase any a la cart items or extras. You may not want your child to purchase a la carte items through the use of his/her cafeteria account. If you choose this option, please make note of this request on your deposit slip.

We would appreciate your cooperation in maintaining a positive fund balance in your child's cafeteria account. Any remaining funds in your child's account at the close of the school year may be refunded or carried over to the next school year. If you have any questions, please feel free to contact the Food Service Director at 634-5123, Ext. 260.

Breakfast will be served between 7:45 and 8:10a.m. When the school has a one-hour delay breakfast will be served. Breakfast will not be served when there is a two-hour morning delay.

It will be assumed that a child can drink milk unless the school is given a note signed by a doctor stating the medical reasons why he/she cannot drink milk.

Students' current identification badges will be kept in the classroom. The old badge should be kept in the student's bookbag. Students must have an identification tag. Replacement tags can be purchased in the office for 50 cents.

You may access your child's lunch account information any time on the school's webpage: (www.masd.net). Funds may be deposited into your child's account electronically by logging into the parent portal. The portal can be accessed through the district website or by following the link on the cafeteria webpage. The link to the Food Services webpage and lunch account portal is: https://www.masd.net/FoodServices . After entering the portal, select School Payment Portal to access your child's cafeteria account. The online account allows you to monitor your child's account and to set individual alerts and restrictions. Following is a list of online account features:

- Deposit funds into your child's account
- Check the balance on your child's lunch account
- Set individual email alerts (i.e. set an alert to receive an email when your child reaches a balance of $5)
- Set auto replenish on your child's lunch account
- Set account restrictions (i.e. click to restrict your child from purchasing certain a la carte items)

STUDENT WELLNESS

(Refer to Student Wellness Policy No. 246)

The Meyersdale Area School District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth and development, and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.

HEALTH SERVICES

(Refer to Use of Medications Policy No. 210, Health Examinations/Screenings Policy No. 209, Food Allergy Management Policy No. 209.1 and Possession/Use of Asthma Inhalers/Epinephrine Auto-Injectors Policy No. 210.1 and Immunizations and Communicable Diseases Policy No. 203)

The school health program is an integrated part of the total school program and should be fundamentally educational in its nature and scope. While the promotion of health is one of the cardinal objectives of the school health program, no service should be performed in such a manner that it takes away fundamental privileges and responsibilities of the home in relation to its children. This health program is not set up as a diagnostic procedure since nurses cannot diagnose disease. Instead, the school nurse acts as a coordinator between the school and home in the best interest of the child.

Health examinations/screenings are offered in the school according to the School Health Code. Parents are urged to take advantage of these services. First aid will be administered for minor injuries occurring during the school day. In the event that a serious injury occurs during school hours the parent will be contacted immediately by the school nurse. If the parent or closest relative cannot be located, the school nurse will act in the best interest of the child and see that emergency care is provided.

The following is a guide for exclusion of children with communicable diseases: measles, six days from onset of rash; whooping cough, four weeks from onset; respiratory streptococcal infections (including scarlet fever) if no physician in attendance of the patient, no less than seven days from onset; head lice, scabies, or contagious conjunctivitis of the eyes (pink eye), children may return to school 24 hours after initial treatment with an antibiotic; chickenpox, 5 to 7 days after eruption of rash or until scabs are completely dry.

The school is committed to providing a safe and healthy environment for students with severe or life-threatening allergies and seeks to address allergy management in the school. At the request of a parent or legal guardian, a student shall be exempt from use of Epi-pen auto-injector. In order to request this exemption, contact the school nurse to make an appointment to discuss this decision, review and sign the opt-out form.

If you are sending medication to school with your child, please be sure to follow district procedures which are in place to protect the health and wellbeing of your child.

- If your child requires medication during school hours, a parent permission form **must** be completed
- The doctor who prescribed the medication **must** sign the permission form
- Medication must be brought to school in the **original** pharmaceutically-dispensed container
- The medication container **must** be properly labeled
- If sending over-the-counter medication, a parent permission form **must** be completed by the parent **and** your child's physician
- Over-the-counter medication must be brought to the school in its **original** package
- Medications brought in baggies or unmarked bottles will **not** be accepted

-Act 105 of 2018 Sunscreen self-carry and self-apply was signed into law October 24, 2018 Parents/students must each submit a permission form to the school for a student to self-carry and self-apply sunscreen. Students who are unable to self-apply sunscreen must have an order from the school physician or their primary care provider along with parental permission as with any other over the counter medications.

Please direct questions or concerns to the school nurse.

Speech services are provided by the Meyersdale Area School District. The services of the school psychologist, hearing, occupational and physical therapists are available to the district from the Intermediate Unit 08 Office in Somerset.

NOTICE AND INSTRUCTIONS FOR PARENTS REGARDING HEAD LICE

Head lice affect more people than all other childhood communicable diseases including the common cold, but like a cold, when children come in close contact with each other, it is easy to pass along head lice. Shared hats, clothing, brushes, pillows, and other personal articles are perfect vehicles to transfer lice from one person to another. It is important to act immediately to prevent their spread to other classmates and to other members of the family.

Head lice are small, only about 1/16" long. They are grayish-white with dark edges. While they cannot fly and do not jump, they do move quickly, that's why it's difficult to find them in a child's hair.

Diagnosis of head lice is generally made when lice eggs (called nits), which are fastened to the hair shaft are clearly evident. Nits are teardrop in shape and also very small, only about 1/32" in size. They are "glued" to the hair and cannot be washed or brushed out like dandruff.

Clusters of nits may be found in any section of the hair, but they are more apt to be found behind the ears and at the nape of the neck.

Getting rid of head lice is a matter of washing the hair with a lice-killing product and then very carefully removing all the nits. A special nit-loosening rinse is also available which makes the job easier. REMOVAL OF NITS IS IMPORTANT TO AVOID RE-INFESTATION. After having the head lice, all students must be accompanied by a parent/guardian to the office of the school nurse to be checked prior to reporting to homerooms on the morning they return to school. Your child may be asked to store personal items in a sealed container to help prevent the spread of lice.

When your child comes home with head lice...

1. Don't panic! Anyone can get head lice. It has nothing to do with cleanliness, nor does it reflect on you as a parent. The problem can be managed.
2. Examine your child's head to be sure you know what the nits look like. They are tiny grayish-white eggs attached to the hair, near the scalp, especially behind the ears and at the nape of the neck.
3. Check all other family members to see if they are infected. Any family member with evidence of head lice must also be treated.
4. Use an effective head lice treatment. Your pharmacist can recommend an effective pediculicide product. When used as directed, it will be effective in killing head lice.
5. Remove the nits (lice eggs). Because no pediculicide product kills all eggs, it is very important to remove all traces of the nits to prevent re-infestation. A special comb for this task is usually provided with the lice treatment product; however our fingernails are excellent tools for this purpose. Simply slide the nit out along the hair shaft until you have pulled it off.
6. Wash all clothes, bed linens and towels in hot water and dry on hot cycle for at least 20 minutes. Items that cannot be safely washed, such as stuffed animals, unwashable clothes etc. should be dry cleaned or stored outside the home for a minimum of two weeks.
7. Clean combs and brushes in hot, soapy water. Water should be at last 130^{o} F, and it is advisable to let combs and brushes soak in the hot water for 10 minutes.
8. Vacuum everywhere to make sure your home is free of lice. Vacuum carpets, pillows, mattresses, upholstered furniture--anything that might hold lice. Do a thorough job and discard the vacuum bag promptly.

Head lice survive only on humans and do not affect family pets. To eliminate head lice and nits from your home, follow the directions above. Doing a thorough job will prevent their spread in the school and community.

NOTICE AND INSTRUCTIONS FOR PARENTS REGARDING BED BUGS

In general, school environments are not conducive to bed bug infestations. Bed bugs prefer an environment where they can hide during the day and come out at night to feed on a sleeping host. Major infestations of schools are rare. However, bed bugs can hide in clothing or backpacks and can hitchhike to and from schools. There is no association between cleanliness

and a bed bug infestation. Anyone can experience an infestation. If bed bugs are found, then it may be necessary to investigate the school as well as the child's home setting.

1. Upon the discovery of a suspected live bug in the school, any school personnel should attempt to capture the insect on a piece of tape and tightly secure in a zip lock bag. Make every effort to keep the bug intact.
2. Discreetly send the student and their belongings up to the designated area. Identification of captured bug will be made, and if it is identified as a bed bug, designated staff will be called to closely inspect the clothing and belongings for any other bugs.
3. If a confirmed bed bug was found on a child, the school nurse will inform the child's parents and perform a screening. Depending on the nurse's assessment, a recommendation may be made for the student to be sent home. If the student is sent home, he or she should immediately report to the nurse's office for a screening upon his or her return to school. The nurse will then make a determination on whether or not the student should report to his or her regularly scheduled classes.
4. Educational materials should be sent home with the student.
5. As directed by the school principal, custodial staff will be responsible for appropriate vacuuming and cleaning of affected areas upon initial sighting of bug(s) to include classroom areas, lockers, cubbies, etc.
6. Keep communication open between family, nurses, and staff during this period. A group effort is required in this situation. The building principal, guidance counselor, social worker, school nurse, and custodial staff will continue to work together to ensure a positive outcome. Continue to educate family on the importance of obtaining PROFESSIONAL assistance in eliminating bed bugs.
7. **For children in an infested home who repeatedly come to school with bed bugs, institute CLOTHING AND SCHOOL ITEM SANITATION which requires Parents to:**
    a. Store their child's freshly laundered clothing in sealed plastic bags at home until they are put on in the morning. This prevents bed bugs from hiding in the clothing and being carried to school.
    b. Wash the student's clothing at home at the hottest recommended setting and tumble dried on high heat for at least 30 minutes before being placed in the bag.
    c. Backpacks, lunchboxes, coats, shoes, and other items that travel back and forth to school can also be inspected daily and stored in sealed plastic containers, such as a large plastic tote with a tight sealing lid at home to prevent bed bugs from getting into them.
    d. Placing and keeping all child's clothing in a large sealed Ziploc bag after washing and drying the clothing.
    e. Remind parent/guardian and child not to sit on any furniture in the home after removing clothing from dryer or sealed bag and dressing for school.
    f. Limit items going to and from the home.

8. During this time, the child's personal belongings (backpack, coat, etc..) will be placed in a plastic tote and kept in the office or other designated area away from other student proximity. The smooth interior of the container is also difficult for the bed bugs to climb so wandering bed bugs are likely to fall into the bottom of the container. Designated school employee will inspect the storage tote daily for bed bugs.
9. When the family reports that an exterminator has resolved the issue (in writing from the professional), continue bagging for one (1) week and then discontinue if no further bugs are found.
10. A reasonable attempt will be made to keep the identity of the involved student(s) and classroom(s) confidential and to preserve the student's emotional and physical health during the time of identification and remediation of the bed bug concern.

Meetings and routine communication may occur with the Principal, relevant school personnel, and social worker to identify and support the needs of the family during the period of de-infestation.

MEYERSDALE ELEMENTARY SCHOOL PROCEDURES FOR GRADING / PROMOTION / RETENTION

(Refer to Promotion and Retention Policy No. 215 and Resources Materials Policy No.109)

1. The following grading system will be used in the evaluation of student progress in the Meyersdale Elementary School:

A = 94-100	B = 84-86	C = 74-76	D = 64-66
A- = 90-93	B- = 80-83	C- = 70-73	D- = 60-63
B+= 87-89	C+= 77-79	D+= 67-69	F = below 60

2. Graded subjects include:

Grade 1	Grade 2	Grade 3	Grades 4 and 5
Reading	Reading	Reading	Reading
Language	Language Arts	Language Arts	Language Arts
Spelling/Phonics	Spelling	Social Studies	Spelling
Math	Math	Math	Math
	Science	Science	Science
		Spelling	Social Studies

- ✓ Students in danger of failing to master the required skills and knowledge to advance to the next grade level may be referred for CST (Child Study Team) and/or *STARS* (Support Team Assisting Raider Students).
- ✓ A reading and/or math failing grade may be reason for a recommendation for retention. Grades in other subject areas will be considered as well.
- ✓ Kindergarteners are assessed using a skills based report card.
- ✓ Developmental readiness may be justification for a recommendation for retention at the K-2 level.
- ✓ Placement of students governed by an Individualized Educational Program will be determined by their IEP.
- ✓ Summer programming may be implemented to address deficits.
- ✓ Documentation regarding promotion/retention concerns will become a part of the student's permanent record file.

HONOR ROLL AND HONORABLE MENTION

Honor Roll and Honorable Mention recognizes student achievement in grades 3, 4 and 5 each grading period. Honor Roll is earned with a Grade Point Average (GPA) of 3.6 to 4.0 with at least one A or A- and no D or F. Honorable Mention is earned with a 3.1 to 3.59 GPA with no D or F. All graded subjects are used in the GPA calculation, which is calculated by adding the value of each grade and dividing by the number of grades. Grade value points are: A=4 points; A-=3.67; B+=3.44; B=3 points; B-=2.67; C+=2.44; C= 2 points; C-=1.67; D=1 point; F=0 points.

TITLE I SCHOOLWIDE PROGRAM

Improving Basic Programs Operated by Local Educational Agencies (Title I, Part A) is a program of the United States Department of Education which provides financial assistance to schools with high numbers or high percentages of poor children to help ensure that all children meet challenging state academic standards. In the past, Meyersdale Elementary School has used this funding as a targeted assistance program, only providing educational services to identified individual students. Our school is now approved to operate a Title I Schoolwide program. Schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The program will no longer identify students as being eligible to participate. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I, with the primary goal being to ensure that all students,

particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. Please refer to the Title I section of the handbook, for more information.

ACCELERATED READER PROGRAM

Students at Meyersdale Elementary School participate in an exciting reading program called Accelerated Reader. It operates as follows: Students read a book of their choice and take a short quiz on the computer. The student receives immediate feedback on their results and their teacher has constant access to reports that track their achievement.

For each quiz that the students take, they receive points based on the difficulty and length of the book and how many questions they answer correctly. AR books are labeled with the book level (or reading level) and the number of points it is worth (this is based on the length of the book). STAR tests are used to determine a student's Reading Level, Grade Equivalency and Growth, and provide other useful data to the teacher.

Students and teachers will work together to set clear, consistent, reasonable AR goals for each marking period. Students will be aware of the book level that they should be reading. Book levels and book length will be adjusted so that the quiz scores stay in the 85-92% range. At that range, students will be challenged, but not frustrated. In addition to earning points, students will work through Certification Levels that continually challenge him or her to read longer and more difficult books.

The reading teacher will guide, intervene and instruct in a student's accelerated reading program and may incorporate AR scores as part of the reading grade. Classroom expectations for each marking period, as well as student progress, will be communicated to students and parents.

DRESS GUIDELINES

(Refer to Dress and Grooming Policy No. 221)

An individual's grooming, the way he/she dresses, and how he/she behaves does have a bearing on how others react to him/her.

Dress and grooming should be clean and not unkempt. Hair and dress should satisfy sanitary and safe conditions. If a style demonstrates that it is disruptive to the educational process, constitutes a threat to the safety and health of oneself or others, or is in violation of any statute, it will not be permitted in school. Garments that are perceived to cause disruption to the learning process in the classroom are not permitted. These include but are not limited to:

1. Vulgar language or vulgar innuendo.
2. Clothing which is too tight or too revealing.
3. Shorts, skirts, dresses, etc. that are shorter than the middle of the thigh while standing. Shorts will not be rolled. The principal shall determine what is unkempt, inappropriate and extreme.
4. Chains larger than fine jewelry are not permitted; in addition, jewelry that causes disruption is not permitted. Chain wallets are not permitted.
5. Pants/garments must not be unreasonable or dragging on the floor and not create a safety hazard.
6. Underclothing must be covered.
7. Belly/midriff shirts (where the body can be seen when arms and body are moving) are not permitted. All shirts and blouses must be of length to be able to be tucked in and remain tucked in when arms are raised above head or when seated.
8. Shoulder/tank tops are not permitted unless constructed with a three-inch strap.
9. Trench coats/raincoats, etc., cannot be worn during the school day.
10. Low-cut blouses are not permitted.

11. No ripped or torn clothing is permitted. This includes shirts with cut-off sleeves. An exception to this rule is an allowance for jeans that are factory ripped or torn if the holes are at knee length or below. Tears or rips above the knee will absolutely not be tolerated.
12. Any form of hair covering is not permitted. (hats, caps, scarves, bandanas, hoodies, etc.)
    Students, however, may be required to wear certain types of clothing while participating in physical education classes, or in extracurricular activities such as band, school sponsored trips or events.
    Educational disruptions caused by violations of the above will lead to removal of the student until said student is properly attired as determined by the administrator or his designee. Dress policy concerns observed by staff should be addressed and reported to the office immediately.
13. Purses, backpacks, fanny packs, etc., are not permitted to be carried without teacher or administrative approval.

Getting off on the right foot ...

As much as possible, physical activity is encouraged for MAES students, whether it be gym class, recess, classroom activities or traveling up and down the stairways. For safety reasons, shoes such as flip flops, clogs, sandals, etc. are strongly discouraged and students may be restricted from participating in activities if they do not have appropriate footwear. Students that wear 'Heely' shoes will be asked to remove the wheels while on school property.

BEHAVIOR EXPECTATIONS

(Refer to Student Discipline Policy No. 218, Weapons Policy No. 218.1 and Care of School Property Policy No. 224)

Is prompt and prepared

1. Comes on time
2. Comes with needed materials
3. Comes with assignments complete

Respects authority

1. Listens to authority
2. Follows directions promptly
3. Accepts responsibility for behavior

Respects rights of others

1. Uses appropriate voice and language
2. Listens to speaker
3. Respects opinions of others
4. Respects self
5. Refrains from harassment

Respects property

Displays a concern for learning

1. Remains on task

2. Allows others to remain on task

Displays appropriate social skills

1. Copes (disagreement, teasing)
2. Displays courtesy and tact
3. Interacts with others appropriately

SCHOOLWIDE POSITIVE BEHAVIOR SUPPORT- RED RAIDER PRIDE

Positive Behavioral Interventions and Supports (PBIS) when applied at the Schoolwide level is frequently called: SWPBS or SW-PBIS. The underlying theme is teaching behavioral expectations. The school will focus on behavioral expectations that are positively stated and easy to remember. In other words, rather than telling students what not to do, the school will focus on the preferred behaviors. Behavioral expectations and routines will be taught in classroom and non-classroom settings. Part of the PBIS implementation process is to have a clear definition of what expectations are and what procedures are in place when expectations are not followed. The PBIS team has taken those procedures and created a plan to ensure that we are more consistent schoolwide and we are all following the same steps to increasing our PRIDE behaviors!

RAIDER PRIDE

Raider Pride will be reinforced through a K-12 character education with emphasis placed on a different character trait each month. The goal of this program is to promote a safe school environment where all students are treated fairly and with dignity, are respectful to others and will take responsibility for their actions. MAESwill stress the importance of community involvement. The following is a listing of character traits and color themes that will be reinforced and featured on a monthly basis:

September	Sportsmanship	Red/Black
October	Trustworthiness	Dark Blue
November	Citizenship	Red/White/Blue
December	Respect	Gold
January	Tolerance	Light Blue

February	Courage	Orange
March	Responsibility	Green
April	Self-Control	Yellow
May	Caring	Purple

STUDENT RIGHTS AND RESPONSIBILITIES

(Refer to Student Discipline Policy No. 218, Weapons Policy No. 218.1, Terroristic Threats/Acts Policy No. 218.2 and Suspension and Expulsion Policy No. 233, Hazing Policy No. 247)

The State Board of Education adopted a document which is referred to as STUDENT RIGHTS AND RESPONSIBILITIES. Officially this document is PENNSYLVANIA CODE TITLE 22-EDUCATION CHAPTER 12. STUDENTS; REGULATIONS AND GUIDELINES ON STUDENT RIGHTS AND RESPONSIBILITIES.

Two of the requirements of the document are that Boards of School Directors define their policy on corporal punishment and list those offenses for which a student may be suspended or expelled.

The Meyersdale Area School Board at its regular meeting February 12, 1975 adopted the entire document with the proper explanations relative to corporal punishment and suspension and expulsion.

On December 3, 2005, the State Board of Education amended the Corporal Punishment provision to read:

a) Corporal punishment is defined as physically punishing a student for an infraction of the discipline policy. USE OF CORPORAL PUNISHMENT IS PROHIBITED.

b) Teachers and school authorities may use reasonable force under the following circumstances:

1. to quell a disturbance; or
2. to obtain possession of weapons or other dangerous objects; or
3. for the purpose of self-defense; or
4. for the protection of persons or property

If you have any questions concerning this matter, please contact the elementary principal (634-0617); the high school principal or the school superintendent (634-5123).

The law requires the school to show guardians its Student Rights and Responsibilities Policy. If you have a special request, please submit it in writing to the proper school person.

In accordance with Section 12.6, **Exclusions from School** (Suspension and Expulsion) the board lists as required in part (a) that the following offenses which could lead to suspension and/ or expulsion.

1. Violation contained within the Crime Code of Pennsylvania.
2. Vandalism and destruction of school property and contracted property used in the operation and maintenance of the school.
3. Fighting or assault in any form.
4. Use of tobacco, alcohol, and other dangerous drugs.
5. The use of obscene language or gestures.
6. Threatening or intimidating school personnel, school guests or fellow students.
7. Persistent violation of school rules and regulations.

Expulsion would be used only when the offense is severe in its initial enactment or when lesser offenses are repeated with such persistence that they are detrimental to the learning climate or threatening to property, employees, or other students.

The Board reserves the right to add to or delete any of the above offenses to allow for the better and more efficient operation of the schools so long as they are within the limits of State and Federal Statutes.

MASD DISCIPLINARY PROCEDURE GUIDELINES

(Refer to Student Discipline Policy No. 218, Suspension and Expulsion Policy No. 233, Controlled Substances/Paraphernalia Policy No. 227, Searches Policy No. 226, Tobacco Use Policy No. 222, Weapons Policy No. 218.1 and Terroristic Threats/Acts Policy No. 218.2

****Lists provided are not all inclusive, but meant to serve as a guide.**

LEVEL A

Misbehaviors classified in this level represent relatively minor infractions of established procedures which regulate the orderly operation of the school and its education process. The seriousness and frequency of their occurrence shall determine the appropriate disciplinary response and possible reclassification at a higher level.

Infractions:

1. Abuse of Privileges (hall/locker/restroom)
2. Academic Dishonesty
3. Bus referral
4. Class Disruption/Behavior
5. Cutting Class
6. Detention Misbehavior
7. Disobedience
8. Disrespectful
9. Dress Code Violation
10. Driving Violation
11. Electronic Device
12. Failure to be Prepared for Class
13. Failure to Complete Assignment
14. Failure to Return Form
15. Forging Note
16. Foul Language
17. Gum Chewing

18. Infraction of the Acceptable Use of Internet Computers, and Network Resources Policy*
19. Minor Altercation
20. Misbehavior at a School Sponsored Activity
21. Name-calling
22. Open Container
23. Possession of Energy Drink
24. Possession of Non-instruction Items
25. Public Display of Affection
26. Skipping School
27. Tardy to Class
28. Tardy to School
29. Throwing Objects
30. Truancy

Disciplinary Procedures:

1. There is immediate and consistent intervention by the school personnel who is supervising the student or observes the misbehavior.
2. An anecdotal record of the date(s) and location(s) of the offense(s) and the disciplinary action is maintained by the teacher and entered into the computerized student management system for administrative review and further action if necessary.

Optional Disciplinary Actions:

1. Verbal Warning
2. Parent Communication: Verbal, Email, and/or Letter
3. Recess Suspension
4. Parent Conference
5. Loss of Privileges
6. *Reference to Acceptable Use of Internet, Computers & Network Resources Policy
7. Referral to Study Group
8. Guidance Referral
9. Seating Change
10. Detention
11. Reflection Writing Assignment
12. Clean-up and/or Payment of Damage
13. Grade Point Penalty
14. Behavioral or Attendance Contract
15. Isolation
16. Other

LEVEL B

In this level are included misbehaviors whose frequency or seriousness tends to disrupt the learning climate of the school and to seriously affect the student's own education. Some of these infractions may be the result of a continuation of a misbehavior which remains unmodified by disciplinary action under Level A. As a result of their frequency or seriousness, the principal assumes the major responsibility for corrective action. The seriousness and frequency of their occurrence shall determine the appropriate disciplinary response and possible reclassification at a higher level.

Infractions:

1. Continuation or heightened severity of Level A infractions
2. Destruction of School Property
3. Excessive Referrals
4. Possession or Distribution of Pornographic Materials
5. Student Harassment
6. Theft/Stealing

Disciplinary Procedures:

1. There is immediate and consistent intervention by the school personnel who is supervising the student or observes the misbehavior.
2. The teacher or observer reports the infraction via the computer student management system for appropriate disciplinary action. If necessary, immediate contact with the office may precede the computer entry.
3. The principal meets with the student and/or the teacher and determines the most appropriate disciplinary response.
4. The parent is notified.
5. A record of the offense and the disciplinary action is maintained in the computerized student management system.

Optional Disciplinary Responses:

1. Continuation of the more stringent Level A options
2. Detention
3. Parent Conference
4. Guidance Referral
5. Loss of Driving Privileges
6. Activity Suspension
7. Athletic Suspension
8. Bus Suspension
9. In-School Suspension
10. Out of School Suspension
11. Referral to an outside agency (counseling, probation, magistrate, law enforcement, etc.)
12. Other

LEVEL C

These acts are more serious because their consequences may have a lasting effect on the individual or may pose a threat to the health and safety of others in the school. While some might be considered criminal acts, for the most part their remediation can be undertaken through the disciplinary mechanism of the school. However, in some cases law enforcement officials may have to be contacted or notified. Included are those which present a direct and immediate threat to the welfare of others or may result in violence to persons or property. Some of these acts are so serious that they in most cases require administrative action which calls for the immediate removal of the student from school and the intervention of police.

Infractions:

1. Continuation or heightened severity of Level A or Level B infractions
2. Assault
3. Bomb Threats
4. Bullying
5. Fighting
6. Indecent Exposure
7. Possession of Controlled Substance
8. Possession of Firearm
9. Possession/Use of Alcohol
10. Possession of Knife
11. Possession of Weapon
12. School Personnel Harassment
13. Sexual Harassment
14. Student Harassment

15. Threat
16. Tobacco Use
17. Vandalism
18. Other

Disciplinary Procedures:

1. The infraction is reported or detected, the principal investigates further and confers with staff members on the circumstances and immediate needs.
2. The principal meets with the student and confers with the parent about the misbehavior, the extent of its consequences, and the subsequent disciplinary action.
3. The student makes restitution for any loss or damage resulting from the misconduct.
4. A record of the offense and the disciplinary action is maintained in the computerized student management system.

Optional Disciplinary Responses:

1. Continuation of appropriate Level B options
2. Principal Collaboration with Superintendent
3. Student/Parent Conference with Superintendent
4. Hearing Before the Board of Education
5. Community Service
6. Partial or Full Loss of Privileges
7. Guidance Referral
8. In-School Suspension
9. Out of School Suspension
10. Referral to Outside Agency (counseling, probation, magistrate, law enforcement, etc.)
11. Full Restitution
12. Full Suspension
13. Expulsion
14. Alternative Education Placement
15. Charges Under Criminal Code

BUS TRANSPORTATION GUIDELINES AND PROCEDURES

(Refer to Transportation Policy No. 810 and 810.2)

Student Discipline on School Bus

The students are the first and prime responsibility of the driver, with safety as the main concern.

a. Order, discipline, and good citizenship are greatly dependent on the driver just as is attained by a good teacher in a classroom.
b. Students are to be instructed in their classroom of the needs for observance of all safety rules and bus regulations.

Responsibility of the pupils

a. To occupy the seat assigned by the driver and to refrain at all times from moving around while the bus is in motion.
b. To practice classroom conduct (except ordinary conversation) while using the school bus.
c. To obey the driver respectfully and to report promptly to the school official when instructed to do so by the driver.
d. To be in the place assigned both morning and evening—ready to board the bus at the same time shown on the schedule. The driver is responsible for the maintenance of this schedule and cannot wait for tardy pupils.
e. Anytime that a student returns home on a bus other than his/her assigned bus, a signed permission form from the parent or guardian needs to be in the office for approval by the principal as long as the bus is not overcrowded.

Personal student safety

a. To stay off the traveled roadway at all times while waiting for a bus.
b. Remain seated until the bus has come to a stop before attempting to get off. Wait until the bus stops moving before attempting to board.
c. To leave the bus only at the consent of the driver.
d. To enter or leave the bus only at the front door after the bus has come to a stop, except in case of an emergency.
e. To cross the traveled highway if necessary after leaving the bus in the following manner:
    1. Make certain the bus is stationary.
    2. When unloading, go to the front of the bus within sight of the driver, stop, look both ways and cross with care.
    3. Walk, not run, in front of the bus when crossing the highway.
f. Keep hands and head inside the bus at all times.
g. Report to the driver at once any damage to the bus that is observed.
h. Help keep the bus clean, sanitary, and orderly.

Cases of misconduct will be reported and handled appropriately.

a. If a student is reported for misbehavior, after investigating, a school official will take appropriate disciplinary action which may include, but not be limited to, reprimand, loss of classroom privileges, parents(s)/guardian(s) contact, parents(s)/guardian(s) conference, detention, suspension of transportation privileges, involvement of law enforcement.
b. Reports of misconduct shall be reported as soon as possible after the occurrence.
c. Drivers have the right to refuse boarding privileges, in consultation with the administration, at the school stop as well as the home stop if a clear and present danger occurs or is created by a student while boarding and/or exiting the bus or while the bus is in transit. Students creating a clear and present danger will be put off the bus when a problem occurs – the spot of removal will be either the home or the school, depending upon whichever is nearest.
d. Buses can and do have recording devices to allow for video and audio recording of students. The video and audio recordings will be used to assist administration in the handling of student misconduct on the bus.

RESPONSIBILITY OF THE PARENTS / SCHOOL TRANSPORTATION

(Refer to Transportation Policy No. 810 and 810.2)

Buses can and do have recording devices to allow for video and audio recording of students. The video and audio recordings will be used to assist administration in the handling of student misconduct on the bus.

The responsibility of parents whose children are transported to school at public expense:

1. To ascertain and ensure that their children arrive at the bus stop on time in the morning.
2. To provide necessary protection of their children when going to and from bus stops.
3. To accept joint responsibility with the school authorities for proper conduct of their children.
4. To make reasonable effort to understand and cooperate with those responsible for pupil transportation.

★ If a student's bus riding privilege is suspended, it is the parent's responsibility to see that the child gets to school. Otherwise, any days of school missed must be considered **illegal**.

Please note: regulations prohibit the transport of live animals on the school bus. This is a concern involving health, safety and disruption. Students should not bring any living creatures on the school bus.

SCHOOL BUS EVACUATION PROCEDURES

1. Remain calm and quiet.

2. Wait for directions from the driver (older students).
3. Leave everything in your seat.
4. Go out through the safest exit (front and/or back).
5. Use the push-out windows if other exits are blocked.
6. Help each other for a safe and orderly evacuation.
7. Move to a safe place away from the bus (100 giant steps).
8. Evacuate if there is:
   - Smoke
   - Fire
   - Danger of drowning
   - Danger of collision with other traffic
9. Know the location of emergency equipment:
   - Ignition key or engine switch
   - Emergency brake
   - First aid kit
   - Two-way radio
   - Horn

Parents: When an issue occurs on the bus, please contact either the school (814-634-0617 ext. 3) or Stewart's Bus Company (814-634-5800) to communicate the concern. Either party should be able to assist with your concerns. We encourage students to use their skills to resolve an issue. If the issue continues, the student should inform the bus driver or tell an adult.

EMERGENCY PREPAREDNESS

(Refer to Emergency Preparedness Policy No. 805)

At MASD, our first priority is the safety of our students and employees. Emergency procedures are in place and emergency drills are conducted. If there is any threat to safety, whether direct or indirect, the district may choose to call a lockdown.

UNLAWFUL HARASSMENT

(Refer to Unlawful Harassment Policy No. 248 and 248 Attachment)

MASD 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.

MASD prohibits all forms of unlawful harassment of students and third parties by all district students and staff members, contracted individuals, vendors, volunteers, and third parties in the schools. MASD encourages students and third parties who have been harassed to promptly report such incidents to the designated employees.

ACCEPTABLE USE OF INTERNET, COMPUTERS AND NETWORK RESOURCES

(Refer to ACCEPTABLE USE OF INTERNET, COMPUTERS AND NETWORK RESOURCES Policy No. 815)

McKinney-Vento Information for Children and Youth Experiencing Homelessness Refer to Policy #251 Students Experiencing Homelessness, Foster Care, and Other Educational Instability

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

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

For additional information:

Please see the Basic Education Circular distributed by the PA Department of Education - https://www.education.pa.gov/Policy-Funding/BECS/uscode/Pages/EducationforHomelessYouth.aspx

Please see the General Guide to Pennsylvania's Education for Children and Youth Experiencing Homelessness (ECYEH) Program - https://www.education.pa.gov/Documents/K-12/Homeless%20Education/ECYEH%20General%20Guide.pdf

Contact the District Homeless Liaison - Bree Yoder (School Social Worker) at yoderb@masd.net or 814-634-1437 ext. 256

TITLE I INFORMATION SECTION

TITLE I SCHOOLWIDE PROGRAM

Improving Basic Programs Operated by Local Educational Agencies (Title I, Part A) is a program of the United States Department of Education which provides financial assistance to schools with high numbers or high percentages of poor children to help ensure that all children meet challenging state academic standards. In the past, Meyersdale Elementary School has used this funding as a targeted assistance program, only providing educational services to identified individual students. Our school is now approved to operate a Title I Schoolwide program. Schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The program will no longer identify students as being eligible to participate. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I, with the primary goal being to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.

Meyersdale Area Elementary School

Meyersdale Area School District Parental Engagement Policy

(Refer to Title I Parental Involvement Policy No. 918)

* * * * *

PART I. GENERAL EXPECTATIONS

The Meyersdale Area Elementary School (MAES) agrees to implement the
following statutory requirements:

· MAES will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

· Consistent with section 1118, MAES will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

· MAES will incorporate this district-wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.

· In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

· If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

· MAES will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

· MAES will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition: *Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring -*

***(A)** that parents play an integral role in assisting their child's learning;*

***(B)** that parents are encouraged to be actively involved in their child's education at school;*

***(C)** that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*

***(D)** the carrying out of other activities, such as those described in section 1118 of the ESEA.*

· The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

PART II. PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The Meyersdale Area Elementary School (MAES) will take the following actions to involve parents in the joint development of its district-wide parental involvement plan under section 1112 of the ESEA:

· *Hold an annual meeting at the beginning of each school year to present and review the policy.*

· *Including- Title 1 kick-off (Fall), Title 1 Bingo for Books (December) and Title 1 Spring Event (Spring)*

· *Several additional meetings will be planned at flexible times throughout the year to allow parents an opportunity to attend and participate in planning and programs.*
· *Hold an annual meeting at the end of each school year to review the program, parental involvement policy and all components.*

2. MAES will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
· *Provide a variety of flexible meeting dates and times that allow parents the opportunity to participate in the process of school review and improvement.*
· *Provide childcare and transportation to parents in an effort to increase participation.*

3. MAES will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
· *Provide support through the Federal Programs Coordinator and secretary and the audio-visual technician.*
· *Provide faculty and staff with opportunities to develop skills in working with parents.*
· *Provide parents opportunities to attend state, regional, and local workshops focusing on parent involvement and student achievement.*

4. MAES will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: Head Start, Meyersdale Area Public Library, and Somerset County Technology Center by:
· *Collaborating on meetings and activities that involve parents.*
· *Providing additional opportunities for adult education.*

5. MAES will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents), its parental involvement policies.
· *The Federal Programs Coordinator will collect data throughout the course of the school year to be used in the annual evaluation of the parent involvement policy.*
· *The district will offer parents an opportunity to provide feedback about individual activities and the overall program throughout the course of the year, utilizing surveys.*
· *An annual survey will be sent to parents at the end of each year prior to the year-end policy review.*
· *The Federal Programs Coordinator will establish a Title I evaluation committee consisting of parents, faculty, staff, the elementary principal, and the Federal Programs Coordinator that will meet at the end of each school year to review survey results and feedback from interested parties in preparation for annual policy review.*
6. MAES will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. MAES will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
· the State's academic content standards,
· the State's student academic achievement standards,
· the State and local academic assessments including alternate assessments,
· the requirements of Part A,
· how to monitor their child's progress, and
· how to work with educators.
B. MAES will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Providing workshops at the Parent-Teacher-Student-United (Educational Boosters) meetings.
- Providing planned summer activities.
- Providing childcare and transportation in an effort to improve participation.

C. MAES will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Providing professional development specific to parental involvement programs.

D. MAES will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, The Family Center, the Meyersdale Area Public Library and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

E. MAES will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand in the following ways:

- Written notification
- Telephone calling systems
- School District website
- Teacher-Parent telephone calls

PART III. DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

The components list and describe additional activities that the school district, in consultation with parents, to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

Reviewed: May 2026

SCHOOL-PARENT-STUDENT COMPACT

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

The school-parent compact is in effect during the 2026-2027 school year.

School Responsibilities

The Meyersdale Area School District will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic standards
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
    a. Annual Title I meeting to be held in the Fall
    b. Parent-Teacher conferences to be held in November
    c. Title 1 Spring Event to be held in the Spring
3. Provide parents with frequent reports on their children's progress throughout the school year.
    a. Parents may access student grades at their own convenience at any time through the district's online grade system.
    b. Additional progress will be reported as needed at the beginning, middle and end benchmarks.
    c. Additional progress on annual assessments will be reported at the beginning of each school year in the following grades:
        i. PSSA (4-5)
4. Provide parents reasonable access to staff. Specifically, staff that will be available for consultation with parents as follows:
    a. Faculty and staff are available through email. Email addresses may be accessed through the district's webpage.
    b. Faculty and staff will also be able to respond to phone messages.
    c. Parent visits may be scheduled during faculty and staff planning time and before and after school.
    d. Ensure regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (ESSA, Section 1116(d)(1-2))
5. Provide parents opportunities to participate in their child's education as follows:
    a. The Meyersdale Area Educational Boosters meet monthly and provide parents with an avenue for participation.
    b. The Meyersdale Area School District encourages parent participation and involvement. Classroom lesson plans and grades are available to parents and students through the district website.
    c. Parents wishing to observe classroom activities may do so by setting up a date and time with the specific teacher involved.

Parent Responsibilities:

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance
- Making sure that homework is completed
- Monitoring amount of television my children watch
- Volunteering in my child's classroom
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Get to school on time
- Develop a positive attitude
- Be cooperative and be respectful to all school members and school property
- Do my homework every day and ask for help when I need to
- Read at least 10 to 30 minutes every day outside of school time based on grade level
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Title I Parent Resource Center
Order Form

As a Title I Parent, you may request a single copy of one or more (up to 10 titles) of the following booklets from the Resource Center completely free of charge. Please complete this form and check up to ten (10) items you would like shipped to you. Return the form to Midwestern Intermediate Unit IV, 453 Maple Street, Grove City, PA 16127.

Date_____ School District _____

Child's Name _____

Name of Title I Parent (please print) _____

Parent's Mailing Address (please print) _____

_____

I, _____, verify this request is from a Title I Parent in our school district.
(Signature of Title I Coordinator or Administrator)

Check up to ten (10) titles from the following booklets.

A. CAREER AWARENESS
- ❑ 1. Planning your Career?
- ❑ 2. Starting College

B. PERSONAL DEVELOPMENT
- ❑ 1. Time for Everything
- ❑ 2. Leadership Skills
- ❑ 3. Making Responsible Choices
- ❑ 4. Self-Esteem
- ❑ 5. How to Develop your Decision Making Skills
- ❑ 6. Raising Children of Character: a Parent's Handbook

C. PARENT/SCHOOL INVOLVEMENT
- ❑ 1. Get Ready for the Parent Teacher Conference
- ❑ 2. It's Never to Late to Get Involved
- ❑ 3. How to Work with your Child's Teachers

D. MENTAL HEALTH
- ❑ 1. Suicide Among Young People
- ❑ 2. Facts Parents Should Know About Children and Depression
- ❑ 3. Anxiety Disorders

E. CHILD SAFETY
- ❑ 1. Bicycle Safety
- ❑ 2. 11 Tips For Your Child's Online Safety
- ❑ 3. 5 Ways Parents can Manage Kids Technology use

F. TITLE I
- ❑ 1. Learn about Schoolwide Title I Programs
- ❑ 2. Every Student Succeeds Act
- ❑ 3. Title I - Your Child and You
- ❑ 4. Common Core State Standards - Academic Success
- ❑ 5. Understanding IDEA and Section 504

G. HELPING YOUR CHILD LEARN
- ❑ 1. About Your Child's Learning Style
- ❑ 2. You, Your Child, and Math
- ❑ 3. 14 Ways Parents Can Read with Children
- ❑ 4. Homework Time Made Easier
- ❑ 5. Helping Your Child Manage ADHD: A Parent's Handbook
- ❑ 6. About Children With Special Needs
- ❑ 7. What Is This Thing Called Dyslexia?
- ❑ 8. Education Programs IEP
- ❑ 9. Help your Child do Better on Tests

H. FAMILY COMMUNICATIONS
- ❑ 1. Improving Your Communication Skills
- ❑ 2. How To Resolve Conflict
- ❑ 3. About Bullying
- ❑ 4. Boosting Summer Learning
- ❑ 5. Parent and Stress
- ❑ 6. The ABC's of Discipline at Home
- ❑ 7. 10 Ways to Deal with Peer Pressure

I. MIDDLE SCHOOL
- ❑ 1. Middle School - Moving On Up

J. SUBSTANCE ABUSE
- ❑ 1. Marijuana, Other Drugs And Driving (bilingual)
- ❑ 2. Vaping: Keeping Tabs on the Hype and Health Risks

Updated 8/2022

MEYERSDALE AREA SCHOOL DISTRICT

309 Industrial Park Road, Meyersdale, PA 15552
Phone (814) 634-5123 Fax (814) 634-0832

Parent Right to Know Information as Required by The Elementary and Secondary Education Assistance (ESEA) [Section 1112(e)(1)(A)] and the Every Student Succeeds Act [Section 1112(e)(1)(A)]

June 2, 2026

Dear Parent(s)/Legal Guardian(s):

Your child attends Meyersdale Area Elementary School, which receives Federal Title I funds to assist students in meeting state achievement standards. Throughout the school year, we will be providing you with important information about this law and your child's education. This letter lets you know about your right to request information about the qualifications of the classroom staff working with your child.

At Meyersdale Area Elementary School, we are very proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-quality education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in ESEA. These regulations allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

The Every Student Succeeds Act (ESSA) which was signed into law in December 2015 and reauthorizes the Elementary and Secondary Education Act of 1956 (ESEA) includes additionally right to know requests. At any time, parents and family members can request:

- Information on policies regarding student participation in assessments and procedures for opting out, and
- Information on required assessments that include
    - subject matter tested,
    - purpose of the test,
    - source of the requirement (if applicable),
    - amount of time it takes students to complete the test, and
    - time and format of disseminating results.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals meet applicable Pennsylvania state requirements.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact Mr. Devin Pritts at Meyersdale Area Elementary School at 814-634-0617, Extension 3 or email me at prittsd@masd.net.

Sincerely,
Mr. Devin Pritts
Meyersdale Area Elementary School

SPECIAL EDUCATION SECTION

Special Education Coordinator
Mrs. Kala Loya
Email: loyak@masd.net

SERVICES FOR STUDENTS WITH DISABILITIES

The Meyersdale Area School District, Department of Special Education, is responsible for providing a Free and Appropriate Public Education (FAPE) to those students who are considered eligible under state and federal regulations. The District will provide eligible students with the appropriate programs and related services necessary to make meaningful progress within the curriculum.

SPECIAL EDUCATION PROGRAMS/EVALUATION PROCESS

Special Education programs and services are available free of cost to any child ages three through twenty-one, within the Meyersdale Area School District who exhibits one or more of the following disabilities:

Autism
Deaf/Blindness
Deafness
Emotional Disturbance
Hearing Impairment
Intellectual Disability
Multiple Disabilities
Orthopedic Impairment
Other Health Impairment
Specific Learning Disability
Speech or Language Impairment
Visual Impairment
Traumatic Brain Injury
Developmental delays for children ages three through five

Many students are referred for special education by a Child Study Team or a screening process. Parents are encouraged to work with his/her child's building principal and school staff members to determine if eligibility for special education services appears necessary. However, a parent always maintains the right to request an evaluation. The student must be determined to be eligible for services by an evaluation. A certified school psychologist will be involved in the evaluation to

determine whether the child is disabled due to autism, emotional disturbance, intellectual disability, multiple disabilities, other health impairment, specific learning disability, or traumatic brain injury, and other disability.

Documents entitled, Parental Procedural Safeguards or Pennsylvania Parent Guide to Special Education for School-Age Children may be obtained by contacting the Director of Special Education's Office: 814-634-8311 ext. 304 or by visiting the Meyersdale Area School District's Special Education Department Website. The Procedural Safeguards Notice can also be found at the PaTTAN website, at www.Pattan.net .

GIFTED SERVICES

Services for mentally gifted students are not driven by federal mandates; however, the Commonwealth of Pennsylvania requires gifted support services under Chapter 16. The District provides a process for screening and determination of eligibility for gifted services. A parent may send a letter of request to the Director of Gifted Education if the parent/guardian feels an evaluation for gifted support is needed. If you feel your child requires gifted services, the following procedures should be applied:

You may contact the Director of Gifted Education at 814-634-8311 ext. 304 or your child's building principal with questions regarding the assessment process (or) 2. Send a letter requesting an evaluation to: a.The principal of your child's school (or) b. Director of Gifted Education Meyersdale Area School District 309 Industrial Park Road Meyersdale, PA 15552

NOTE: If you would like assistance with preparing a letter that requests an evaluation, please contact the Director of Gifted Education at 814-634-8311 ext. 304.

An evaluation report will be developed as part of the legal requirements of the assessment process. Parents and/or guardians are included throughout the assessment process. Documents entitled, "Parental Procedural Safeguards" or

"Pennsylvania Parent Guide to Special Education for School Age Children" may be obtained by contacting the Director of Gifted Education's office at 814-634-8311 ext. 304.

SERVICES FOR PROTECTED HANDICAPPED STUDENTS/SECTION 504

Section 504 and its accompanying regulations protect otherwise qualified handicapped students who have physical, mental or health impairments from discrimination because of those impairments. The school district must ensure that protected handicapped students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for each individual student. In compliance with state and federal law, the school district will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities.

In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the school program. These service and protections for "protected handicapped students" may be distinct from those applicable to exceptional or thought-to-be exceptional students. The school district or the parent may initiate an evaluation if they believe a student is a protected handicapped student. For further information on the evaluation procedures and provision of services to protected handicapped students, parents should contact the Special Education Director, 309 Industrial Park Road Meyersdale, PA 15552, or call 814-634-8311 ext. 304.

Annual Public Notice

Annual Public Notice of Special Education Services and Programs 2026-2027

Notice to Parents

According to state and federal special education regulations, Annual Public Notice to parents of children who reside within a school district is required regarding Child Find responsibilities. School Districts, Intermediate Units, and Charter Schools are required to conduct Child Find activities for children who may be eligible for services via Section 504 of the Rehabilitation Act of 1973. For additional information related to Section 504/Chapter 15 Services, the parent may refer to Section 504, Chapter 15, and the Basic Education Circular entitled "Implementation of Chapter 15." Also, school districts are required to conduct Child Find activities for children who may be eligible for Gifted Services via 22 PA Code Chapter 16. For additional information regarding Gifted Services, the parent may refer to 22 PA Code Chapter 16. If a student is both gifted and eligible for Special Education, the procedures in IDEA and Chapter 14 shall take precedence.

This Notice shall inform parents throughout the School District, Intermediate Unit, and Charter School of the child identification activities and of the procedures followed to ensure confidentiality of information pertaining to students with disabilities or eligible young children. In addition to this Public Notice, the Meyersdale Area School District shall publish written information in the handbook and on the website. Children of ages three through twenty-one can be eligible for special education programs and services. If parents believe that the child may be eligible for special education, the parent should contact the appropriate staff member identified at the end of this public notice.

Children age three through the age of admission to first grade are also eligible if they have developmental delays and, as a result, need special education and related services. Developmental delay is defined as a child who is less than the age of beginners and at least three years of age and is considered to have a developmental delay when one of the following exists: (i) The child's score, on a developmental assessment device, on an assessment instrument which yields a score in months, indicates that the child is delayed by 25% of the child's chronological age in one or more developmental areas; (ii) The child is delayed in one or more of the developmental areas, as documented by test performance of 1.5 standard deviations below the mean on standardized tests. Developmental areas include cognitive, communicative, physical, social/emotional, and self-help. For additional information, parents may contact Appalachia Intermediate Unit 8.

Evaluation Process

The Meyersdale Area School District has a procedure in place by which parents can request an evaluation. Parents of preschool-age children, age three through five may request an evaluation in writing by addressing a letter to:

Appalachia Intermediate Unit 8
Amy Woomer, Director of Educational Programs and Services
4500 6th Avenue
Altoona, PA

814-940-0223

Consent

School entities cannot proceed with an evaluation or with the initial provision of special education and related services without the written consent of the parents. For additional information related to consent, please refer to the Procedural Safeguards Notice which can be found at the PaTTAN website, at www.Pattan.net . After written parental consent is obtained, the district will proceed with the evaluation process. If the parent disagrees with the evaluation, the parent can then request an independent education evaluation at public expense.

Program Development

Once the evaluation process is completed, a team of qualified professionals and parents determine whether the child is eligible. If the child is eligible, the Individualized Education Program (IEP) team meets, develops the program, and determines the educational placement. School district staff will issue a Notice of Recommended Education Placement (NOREP)/prior written notice. Parental written consent is required before initial services can be provided. Parents have the right to revoke consent after initial placement.

Confidentiality of Information

The School District maintains records concerning all children enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. Parental consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released, except as permitted under the Family Education Rights and Privacy Act (FERPA). The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

For additional information related to student records, parents may refer to the Family Education Rights and Privacy Act (FERPA).

Retention/Destruction of Student Records- Special Education

In accordance with state and federal regulations implementing the Individuals with Disabilities Education Act (IDEA), this notice is hereby given that in accordance with 24CFR 300.573, the School District may destroy the special education records of students who exited from any special education program.

Special education records, which have been collected by the School District related to the identification, evaluation, educational placement, or the provision of the Special Education in the district, must be maintained under state and federal law for a period of seven (7) years after Special Education services have ended for the student. Special education services end when the student no longer is eligible for services, graduates, completes his or her educational program at age 21, or moves from the School District, Intermediate Unit, or Charter School.

After seven (7) years, the records are no longer useful to the School District and will be destroyed in accordance with state and federal law unless the parent/guardian or eligible (adult) student contacts the district that the parent/guardian or eligible (adult) student wishes to maintain the information as a personal record. These records may be useful to the parent/guardian or former student when applying for post-secondary education/training, benefits or social services.

Records including student's name, address, grades, attendance, dates attended, grade level completed and year completed may be destroyed after seven (7) years have passed from the student's 21st birthday.

If you wish to request records or need additional information you may contact the Meyersdale Area School District.

Destruction will proceed where parents/guardians or eligible (adult) students have not requested records in accordance with school district's Notice of Destruction of Special Education Records.

Retention/Destruction of Student Records- PA State Assessments

In accordance with 34 CFR § 300.624, please be advised of the following retention/destruction schedule for the Pennsylvania Alternate System of Assessment (PASA), Pennsylvania System of School Assessment (PSSA), and Keystone Exam related materials:

- PSSA, Keystone Exam, and PASA test booklets will be destroyed one year after student reports are delivered for the administration associated with the test booklets.
- PSSA and Keystone Exam answer booklets and PASA media recordings will be destroyed three years after completion of the assessment.

This notice is only a summary of the Special Education services, evaluation and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled, and their parents. For information or to request evaluation or screening of a public or private school child, please contact:

Kala Loya, Special Education Coordinator
309 Industrial Park Road
Meyersdale, PA 15552
814-634-8311 ext. 304

The Meyersdale Area School District will not discriminate in employment, educational programs, or activities based on race, color, national origin, age, sex, handicap, creed, marital status, or because a person is a disabled veteran or a veteran of the Vietnam era. No preschool, elementary, or secondary school pupil enrolled in the School District shall be denied equal opportunity to participate in age and program appropriate instruction or activities due to race, color, handicap, creed, national origin, marital status, or financial hardship.

Support

Program Description

Gifted Support at Meyersdale Area School District follows Pennsylvania State Guidelines as set down in Chapter 16 of the School Code. The purpose is to meet the strength-based academic needs of students who are academically gifted.

At MASD, we recognize that subject area specialists can best deliver services to gifted students within the regular classroom setting with accommodations as specified in each student's GIEP. Students may access a variety of accommodations, including curriculum compacting, individualized enrichment, and acceleration. Plans are worked out individually among the gifted support teacher, the classroom teacher, the parent, and the student.

Philosophy

The Meyersdale Area School District provides gifted support to students who are eligible in accordance with Chapter 16 of the Pennsylvania School Code. In kindergarten through grade 12, strength-based, specially designed instruction is primarily delivered in the general education classroom setting. Students must have opportunities to work at a pace and depth which is consistent with their learning rates and their academic needs. When planning specially designed instruction to grow a student’s areas of strength, it is preferable to provide as much connection to the educator who has the most specialized knowledge in that content area. At the secondary level, students are encouraged to select courses which reflect their academic needs and their interests.

Student Identification

Screen Protocol

A multi-level screening process is used at MASD. The Meyersdale Area School District implements a comprehensive child find process for students in grades K-12 with a special focus on students in grades K-5. The comprehensive child find process utilizes universal screening data in literacy and math. This data is collected three times a year (September, January, and May). Students who perform at or higher than the predetermined cut-offs are identified by the grade level teams. During the universal screening process, students who meet the established cut-offs in the minimum number of areas are referred for further, diagnostic screening.

Evaluation Protocol

Requests for a gifted multidisciplinary evaluation (GMDE) may result from the comprehensive child find process or through parent referral. Parents who suspect that their child is gifted may request a GMDE of their child at any time, with a limit of one request per school term. The request must be in writing.

Gifted Individualized Education Plan (GIEP)

If the gifted multidisciplinary team (GMDT) decides the student is gifted and in need of gifted education, the gifted individualized education plan (GIEP) team writes the GIEP at a meeting within 30 calendar days from the date of the gifted written report (GWR). The GIEP is based on the unique needs of the gifted student and enables the gifted student to participate in acceleration or enrichment programs, or both, as appropriate, and to receive services according to the student's intellectual and academic abilities and needs. Parents will be invited to participate on the team and to attend the GIEP team meeting.

The Role of the Gifted Support Teacher

The gifted support teacher works collaboratively with the general education teacher to help him/her understand his/her role and function in the development and implementation of the GIEP.

The gifted support teacher will

- offer teachers support on how to differentiate for the gifted (and advanced) learners;
- collect documentation from the general education teacher to report on goal progress in the GIEP;
- collect and analyze data, coordinate assessments with appropriate professionals, communicate with student and parents to develop an academically appropriate GIEP;
- schedule and conduct GIEP meetings, monitor signature of the NORA;
- inform service providers (general education teachers) of their responsibilities for specific identified students in a timely fashion;
- provide direct instruction to gifted students in strength areas (when specifically called for and certification allows); and
- support enrichment and acceleration for the identified student (space to work, resources, managing deadlines, consulting with teachers, collecting documentation, reporting to parents, etc.).

Classroom Opportunities

Differentiated Instruction is employed in order to meet the learning needs of all students. Even in courses designated "honors" or "advanced placement," students maintain the option stated in their GIEP to compact courses, to seek individualized enrichment, or to accelerate in order to meet their academic needs.

Course compacting is a strategy whereby a student works with the classroom teacher and the gifted support teacher to develop a plan to work through the curriculum more rapidly than the rest of the class in order to provide time to focus on specific goals, on more in-depth work within the compacted area, or on an area of student interest.

Individualized enrichment can occur easily within any setting, and provides an opportunity for in-depth learning as opposed to superficial, rapid coverage of a given curriculum. The gifted teacher or the classroom teacher can provide enrichment materials for the student who wants to study a topic in depth.

Acceleration refers to the rare instances when a student tests out of an entire course by showing mastery of the material through passing the final exam for that course. Acceleration also refers to skipping an entire grade level, but this is an extreme measure that usually takes place at the elementary level.

Gifted education continuum of acceleration/enrichment opportunities (K-12) available but not limited to

- classroom-based acceleration and enrichment opportunities;
- tiered and differentiated instruction;
- curriculum compaction;
- interdisciplinary and/or arts infused curriculum;
- advanced grade or subject-level placement;
- honors, AP, dual enrollment, and independent study courses;
- self-directed projects and activities

Parental Rights

At all times, a parent has certain rights with all gifted education services received by his/her child. Parents have the right

- to be notified about a child's program and progress, and any changes that take place;
- to approve or reject programs and testing;
- to privacy and confidentiality; and
- to make a formal complaint.