

Waynesburg Central Elementary School



2026-2027

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WCES Administration/Office Staff

Principal	Dr. Kelly Lombard
Assistant Principal	Mrs. Edie Woods
School Counselors	Mr. Michael Blasinsky, Miss Andrea Buchanan
School Nurse	Mrs. Cara Smith
Office Staff	Mrs. Jenn Brotherton, Ms. Kim Pierson

CGSD - District Administration

Superintendent	Mr. Matthew Blair
Assist to the Superintendent	Dr. Diana Fronczek
Director of Special Education (Interim)	Mrs. Michele Burton
Transportation Supervisor	Mr. Bob Stephenson
Athletic Director	Mr. Chris Miner

District Website www.cgsd.org

CGSD Mission Statement: ***"To provide a comprehensive education for all students to become successful critical thinkers in a global society."***

8/20/2026

Dear WCES Families:

You are a valued member of the WCES! Each member of our school community brings positive attributes to contribute to our team and help us continue on the path to success for all learners. As a member, it is important that we all have a common understanding of the expectations for ourselves and others. Our Student and Parent Handbook helps us to develop a common understanding of these expectations, which focus on the importance of our building core values of *Safe, Responsible, Respectful, and Prepared*.

Please carefully read the handbook online and sign and return this sheet to your teacher by 8/28/2026.

Sincerely,

Dr. Kelly Lombard, Principal

Please check the applicable box below.

- ☐ We have read and understand the rules, procedures and contents of this handbook online and are looking forward to working together to further the success of my child/children at WCES.
- ☐ We are unable to access the handbook online and are requesting a hard copy.

Teachers, please forward requests for hard copies to Jenn Brotherton

Student Name (Please print below.)	Homeroom Teacher Name
Parent/Guardian Signature (Please sign below.)	Date

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SECTION 1: GENERAL INFORMATION

2026-2027 FACULTY LIST

Bamberger, Alexis	School Social Worker
Basinger, Melissa	Grade 5
Benke, Traci	Reading & Math Interventions
Blair, Natalie	Grade 2
Blasinsky, Mike	Gr 3-6 School Counselor
Bochna, Amanda	Grade 1
Bonin, Melanie	Grade 3
Brant, Melissa	Grade 1
Brooks, Maddie	Kindergarten
Buchanan, Andrea	Gr K-3 School Counselor
Cipoletti, Brenna	Grade 3
Clutter, Keri	Kindergarten
Cossick, Diane	Grade 6
Cole, Melanie	Autistic Support
Dugan, Camryn	Speech
Echegaray, Tracy	Grade 6
Eddy, Danielle	Learning Support Grade 5
Falvo, Jason	Music/Band
Faris, Leah	Music/Chorus
Fowler, Dave	Grade 3
Gillin, Linzee	Speech
Guiddy, Zachary	Grade 2
Hacker, Stephanie	Transitional Kindergarten
Hall, Holly	Reading & Math Interventions
Heather, Rachel	Grade 1
Holoka, McKayla	Life Skills Grades 3-6
Howard, Michele	Grade 2

Huffman, Laura	Learning Support Grade 4
Kelly, Rachael	Art
Kmetz, Tricia	Grade 6
Kovach, Jordan	Kindergarten
Krupitzer, Sydney	Learning Support Grades K-2
Lahew, Alisha	Learning Support Grade 5
Lapkowicz, Kelly	Grade 4
Loughner, Cathy	Grade 5
Makel, Rachael	Grade 5
Marshall, Stacey	School Social Worker
Miske, Lauren	Grade 2
Nicholls, Hannah	Speech
Onderko, Nikki	Kindergarten
Rafferty, Kelly	Grade 5
Rhoades, Abby	Grade 3
Richardson, Juliann	Grade 1
Savage, Jeff	Physical Education
Scherrick, Kelly	Grade 1
Schloemer, Katie	ESL/Learning Support Grade 3
Shaffer, Ashton	Grade 6
Shannon, Michelle	Grade 4
Sibert, Amy	Physical Education
Simmons, Dawn	Art
Smith, Cara	School Nurse
Smith, Joey	Grade 6
Stevenson, Myra	Grade 4
Stickles, Erin	Learning Support Grades 4-6
Stoneking, Lynn	Grade 2
Strelick, Chera	Grade 1
Taylor, Amy	Grade 3

Toothman, Tracy	Reading & Math Interventions
Tretinik, Jen	Grade 5
Tretinik, Kaylin	Kindergarten
Tretinik, Shauna	Gifted
Victor, Sydknee	Learning Support Gr 2-3
Virgin, Tina	Grade 2
Walawander, Jen	Grade 4
Wilson, Kate	Learning Support - Gr 4 & 6
Wilson, Rachael	Kindergarten
Yenchik, Lori	Grade 4
tbd	Life Skills Grades K-2
tbd	Learning Support K-2

2026-2027 WCES ASSESSMENT DATES

Acadience Reading Assessment Grades K - 3

Acadience Math Assessment Grades K - 3

iReady Diagnostic Math Assessment Grades 1 - 6

Fall: Aug. 31 - Sept. 30, 2026
 Winter: Dec. 1-17, 2026
 Spring: March 1-31, 2027

Firefly Benchmark Assessment Grades 3 - 6

ELA (grades 3 - 6), Mathematics (grades 3 - 6), Science (grade 5)

Fall: October 6, 2025 – November 30, 2025
 Winter: December 1, 2025 – February 28, 2026
 Spring: March 1, 2026 – April 17, 2026

PSSA - Grades 3 - 6

ELA April 26-30, 2027
 Math & Science (Grade 5 only) May 3-7, 2027
 Make Ups May 10-14, 2027

SECTION 2: A DAY AT WCES

Our Instruction Day is 8:00 AM - 2:45 PM. Students have a 30 minute lunch & 30 minute recess each day.

7:30-8:00 AM Student Arrival and Optional Free Breakfast

Bus Riders

- Students will arrive at school between 7:30 - 8:00 AM.
- School buses drop students off in the entry way by the gymnasium (Door B). Students enter Door B and report to the Cafeteria.
- If school buses drop students off in the front entrance, students will report to the Cafeteria.
- Cars are not permitted to be in the Bus parking area during this time. Parents must follow the campus navigation signs and must park in visitor spaces only.

Car Riders

- **Student arrival time is 7:30-8:00 AM.**
 - Staff members are **not available** to supervise students ***prior to 7:30 AM.***
 - Parents and/or guardians should remain with their students until a staff member is outdoors and indicates arrival has begun.
- If your student is eating breakfast, please arrive between 7:30 - 7:45 AM. to ensure enough time to eat. Students are sent from the cafeteria to Homerooms promptly at 7:55 AM.
- **IMPORTANT:** Car riders should remain in a single file line in the far right lane along the fence. All students should exit from the passenger side.
- ***Please remain in your vehicle. If you need to assist your child getting out of the car, please park and walk them to the building.***
- Once your children are safely on the sidewalk, you will wait to exit the drop-off lane until the cars in front of you proceed.
- Students who are not in their homeroom by 8:00 AM are considered tardy. If arriving after 8:00 AM, parents/guardians are asked to park their vehicle in a Visitor parking space and escort the student to the main office to sign in.

Any student arriving *between 8:00 - 9:00 AM or after* will require a parent or a guardian to park in a visitor parking space in the parking lot and escort the student to the main office to be signed in. Students arriving between this window of time will be counted as “tardy”.

8:00 AM - 2:45 PM INSTRUCTIONAL DAY WITH LUNCH AND RECESS

2:45 PM

PRE-WAVE DISMISSAL BEGINS

BUSES 520A, 635 & 675

Students riding Buses 520A, 635 & 675 for Wave 1 - begin loading and dismiss as soon as the buses are loaded. These buses are located in the first 3 bus stalls. These buses return to pick up students for WAVE 3.

MINI BUSES/VANS THAT ALSO PICK UP STUDENTS AT WCJHSH

Students riding Mini Buses or Vans that also pick up students at the Jr.High/High School begin loading. **These vehicles will be parked along the fence/sidewalk by the GYM.**

IMPORTANT! Parents are **NOT** permitted to park where Mini Buses/Vans load until they load and leave this area. (When parents park in this area, it causes a major disruption to our dismissal procedures resulting in delays in our dismissal for the entire school as well as the Junior/Senior HS).

2:50 PM STUDENT DISMISSAL BEGINS - STUDENTS PACK UP & TRANSITION FOR DISMISSAL

3:00 PM - WAVE 1 Bus Riders begin boarding buses

- School buses pick students up in the front of the building.
- Cars must avoid this area between 2:00 - 3:30 PM

3:03 PM - WAVE 2 Bus Riders begin boarding buses

3:03 PM - PARENT PICK UP (PPU) DISMISSAL BEGINS

Parents must park and walk to the appropriate door where you will tell your child's name to the staff at the door. Stay near but step aside so that other parents can notify staff that they are present to pick up their child. **PARKING IS NOT PERMITTED ALONG ANY SIDEWALK**, this will be enforced and you will be asked to move. Lining up early on the sidewalk **IS NOT PERMITTED** due to students loading pre-wave buses. Please remain in your car until 3:00 pm. Parent Pick Up will **BEGIN** at approximately 3:03 pm.

1) Door B - Gym Lobby Door

- Students who are NOT everyday PPU
- Students with their High School siblings picking them up

2) Door C - Gym Door exit

- Students with Last Name A-L (daily PPU)
- Families with multiple last names (daily PPU)

3) Door D - Other side of Gym

- Students with Last Name M-Z

***Please note:** If you have a situation that is not represented by any of the above Door Dismissal Assignments, please contact the office so that we can accommodate your situation with one assigned door.

3:10 PM - WAVE 3 Bus Riders begin boarding buses

IMPORTANT! Dismissal Changes

- If your child's dismissal routine is going to change, even for a day, please be sure to update your child's Homeroom Teacher first thing in the morning. It is important that changes be submitted in writing either in a note submitted to the Homeroom Teacher or can be emailed to your child's Homeroom teacher and Jenn Brotherton (jbrotherton@cgsd.org) to ensure that all parties are aware of the change (office staff, teacher, and student).
- If a change occurs after this time, parents **must call** the School Office **before 2:15 PM** to be sure dismissal changes are communicated to all parties.

SECTION 3: ATTENDANCE

Age for Entering School

Children who are 5 years old by September 1st may enter Kindergarten.
Children who are 6 years old by September 1st may enter Grade 1.

The following documents/information is required to enroll a child in school: 1) birth certificate; 2) immunization records; 3) proof of residency

Attendance Policy

Research has proven that the academic performance of a child is closely related to school attendance. It is expected that you will make every effort to keep your child in school and to work toward perfect attendance. Students who have perfect attendance will be recognized.

CGSD School Board requires that school age students enrolled in district schools attend school regularly, in accordance with state laws as per Policy 204: Attendance.

22 PA Code 12.1 **outlines that students are REQUIRED to attend school from ages 6-18 according to the compulsory attendance laws.** The educational program offered by the district is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress. The attendance guidelines shall apply to all students registered at WCES including Kindergarten.

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

Definitions of Terms Pertaining to Attendance

IMPORTANT!

Absences shall be treated as illegal (unlawful) and unexcused until the district receives a written excuse explaining the absence, to be submitted within three (3) days of the absence. A maximum of ten (10) days of cumulative legal (lawful) absences verified by parental notification shall be permitted during a school year. All absences beyond ten (10) cumulative days shall require an excuse from a licensed practitioner or medical doctor.

A. Legal/Excused Absences

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

- Illness, including if a student is dismissed by designated district staff during school hours for health-related reasons
 - Obtaining professional health care or therapy service rendered by a licensed practitioner of the licensed practitioner or medical doctor in any state, commonwealth or territory
 - Family emergency
 - Recovery from accident
 - Required court attendance
 - Death in family
 - Participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group, upon prior written request
 - Observance of a religious holiday observed by bona fide religious group, upon prior written parental request
 - Non school-sponsored educational tours or trips, if the following conditions are met:
 - a) The parent/guardian submits a written request for excusal prior to the absence.
 - b) The student's participation has been approved by the Superintendent or designee.
 - c) The adult directing and supervising the tour or trip is acceptable to the parents/guardians and the Superintendent.
- (See **F. Guidelines for Educational Trips - Not School Sponsored**).
- College or postsecondary institution visit, with prior approval.
 - Quarantined

B. Temporary Excusals

Students may be temporarily excused from the requirements of attendance at district schools if meeting the following conditions:

1. Students receiving tutorial instruction in a field not offered in the district's curricula from a properly qualified tutor approved by the Superintendent, when the excusal does not interfere with the student's regular program of studies.

2. Students participating in a religious instruction program, if the following conditions are met:
 - a. The parent/guardian submits a written request for excusal. The request shall identify and describe the instruction, and the dates and hours of instruction.
 - b. The student shall not miss more than thirty-six (36) hours per school year in order to attend classes for religious instruction.
 - c. Following each absence, the parent/guardian shall submit a statement attesting that the student attended the instruction, and the dates and hours of attendance
3. School age children unable to attend school upon recommendation of the school physician and a psychiatrist or school psychologist, or both, and with approval of the Secretary of Education.

C. Illegal/Unexcused Absences

Absences which do not meet the criteria indicated above shall be considered an unexcused/unlawful absence.

An out-of-school suspension may not be considered an unexcused absence.

All absences should be treated as unlawful until the school or nonpublic school receives a written excuse explaining the reason(s) for an absence. Pursuant to the school's or nonpublic school's attendance policy, parents and students should submit the written explanation within the defined time period delineated in the attendance policy. Parents should further be informed that if a written excuse is not provided within the defined time, the absence will be permanently counted as unlawful. If a parent is neglectful in providing a written excuse for an absence or fails to provide the notification in a timely fashion, reasonable allowance should be made to accept the parent's explanation for the child's absence prior to the initiation of any compulsory attendance proceeding.

Procedures when a student accumulates illegal/unexcused absences:

- **3 illegal/unexcused absences:**
Letter sent home. Offer School Attendance Improvement Conference (SAIC). Phone call home.
- **4-5 illegal/unexcused absences:**
Letter sent home. SAIC scheduled if not already (Building secretaries call home to schedule). School Attendance Improvement Plan (SAIP) created for student and invites sent to attend the SAIC meeting. Invite CYS truancy case worker to meeting. School Attendance Improvement Plan (SAIP) completed at conference (Social Worker for Truancy/Designated school personnel).
- **6 illegal/unexcused absences:**
Letter sent home. Lunch detention or other school discipline will be

assigned. SAP referral. CYS referral.

- **10 illegal/unexcused absences:**

Letter sent home and phone call made. Citation filed with Magistrate. Mandatory Doctor's note required. Loss of privileges for 9 weeks.

- **15 illegal/unexcused absences:**

Letter sent home. SAIC scheduled. SAIP created for student. CYS invited to SAIP meeting. Loss of privileges for the remainder of the school year.

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

D. Accumulated Absences for Elementary Students

After a total of eight (8) tardies (after 8 AM unless bus-breakfast student) and/or early dismissals (before 3:00), the student is counted as 1 day absent.

This attendance information is also recorded on the report card. Once tardies and dismissals accumulate to four (4) tardies, they will count as a half day absence, either excused or unexcused depending on the reasons for the late arrival to school.

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

E. Tardy versus Half-Day Absences

Students who come to school and report to the office AFTER 8:00 a.m. but before 9:00 a.m. will be counted as "tardy".

Students who arrive at school AFTER 9:00 a.m. will be counted as absent for one-half (1/2) day.

Students who leave school AT or BEFORE 2:00 p.m. will be counted as absent for one-half (1/2) day.

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

F. Guidelines for Family Educational Trips - Not School Sponsored

In accordance with School Board policy, it is necessary that family trips for educational purposes be considered within the context of school purpose and school law. Parents

who are planning to take their children on an educational trip during the time that school is in session may request an excused absence for the student. Consideration of such a request is dependent on these conditions:

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

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

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

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

If approval is granted before the trip is taken, the student's absence will be excused. If prior approval is not received, the absence will be classified as unlawful and/or unexcused absence.

Should the student's absence extend beyond the approved time, such days will be classified as unlawful and/or unexcused.

The student is expected to complete all school work that is assigned during the approved absence. Such assignments will be given to the student immediately prior to the absence. It will be the student's responsibility to contact teachers and make-up assignments missed.

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

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

SECTION 4: CODE OF STUDENT CONDUCT

We expect our students to display good behavior. At the beginning of the year, we teach students what is expected from their behavior. The student then must begin

making appropriate choices and be willing to accept the consequences if poor decisions are made. The following school rules will be enforced:

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

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

Positive Behavioral Interventions & Support (PBIS)

We use a school-wide framework called **Positive Behavioral Interventions & Support (PBIS)** which emphasizes an instructional approach where behavioral expectations are directly taught, practiced, and acknowledged – just like academics. This approach focuses on providing additional support instead of just disciplinary consequences to meet a student's behavioral needs.

Behavioral expectations are taught in explicit ways by clearly defining what is expected rather than assume that students know what to do. We utilize positive reinforcement to acknowledge and reward students when they display the desired behaviors. We do this in both the classroom and in a large group setting. We track the discipline and behavior trends to evaluate how well our school-based interventions are working and adjust as necessary.

Core Values

Our behavioral expectations at WCES are aligned with our core values: **Responsible, Safe, Respectful, and Prepared.**

Behavioral Expectations - Grade Level Rubrics

Grades K-3				
Area	Safe	Responsible	Respectful	Prepared
Classroom	Keep hands, feet, and objects to self; Use materials correctly; Follow classroom safety rules.	Complete assignments; Follow directions the first time; Take care of classroom materials.	Use kind words and actions; Listen when others are speaking; Respect personal space.	Bring needed supplies; Be ready to learn; Follow classroom routines.
Hallways	Walk at all times; Keep hands and feet to self; Stay in assigned areas.	Travel directly to destination; Follow hallway procedures.	Use quiet voices; Allow others to pass; Hold doors when appropriate.	Have materials needed for next activity; Move promptly.
Stairwells	Walk carefully; Use handrails when appropriate; Stay to the right.	Follow traffic patterns; Move safely and efficiently.	Give others space; Use quiet voices.	Move directly to destination.
Gym	Follow game and equipment rules; Use equipment safely.	Participate appropriately; Return equipment properly.	Encourage others; Show good sportsmanship.	Wear appropriate shoes/clothing when required; Listen for instructions.
Playground/Recess	Stay within boundaries; Use equipment safely.	Follow playground rules; Clean up equipment.	Include others; Use kind words and fair play.	Line up quickly when signaled; Follow recess procedures.
Cafeteria	Walk at all times; Keep food and utensils to yourself.	Clean up your area; Follow cafeteria procedures.	Use good table manners; Use appropriate voice levels.	Have lunch materials ready; Know lunch number/account information.
Library/Large Instructional Space	Handle books carefully; Walk at all times.	Return materials on time; Follow library procedures.	Use quiet voices; Respect shared spaces.	Bring library materials when needed; Be ready to learn.
Bus	Remain seated facing forward; Keep hands, feet, and objects to yourself.	Follow driver directions; Keep track of belongings.	Use kind language; Respect others' space.	Be at the stop on time; Have belongings ready.
Restrooms	Wash hands; Use facilities appropriately.	Keep restroom clean; Report problems to an adult.	Respect privacy; Wait your turn.	Return promptly to class.
Offices	Follow adult directions; Wait calmly.	Sign in/check in when required; Use time appropriately.	Use polite language; Respect confidentiality and privacy.	Have a pass when needed; Know the reason for your visit.

Grades 4-6				
Area	Safe	Responsible	Respectful	Prepared
Classroom	Follow safety procedures; Use materials and technology appropriately; Keep hands, feet, and objects to self.	Stay on task; Complete work to the best of your ability; Take ownership of choices.	Listen actively; Use appropriate language; Value different perspectives.	Arrive on time; Bring required materials; Be ready to participate.
Hallways	Walk at all times; Keep pathways clear.	Move directly to destination; Follow transition expectations.	Maintain appropriate voice levels; Respect personal space.	Have materials for the next class/activity; Arrive on time.
Stairwells	Stay to the right; Walk safely.	Follow traffic flow; Move efficiently.	Allow others to pass; Keep noise levels low.	Proceed directly to destination.
Gym	Use equipment safely; Follow activity rules.	Participate fully; Care for equipment and facilities.	Demonstrate sportsmanship; Encourage teammates and classmates.	Be dressed and ready when required; Follow directions promptly.
Playground/Recess	Use equipment appropriately; Remain within designated areas.	Follow playground expectations; Solve minor conflicts appropriately.	Include others; Demonstrate fairness and kindness.	Line up promptly and transition appropriately.
Cafeteria	Walk and remain seated appropriately; Keep food and belongings to yourself.	Clean up after yourself; Follow lunchroom procedures.	Use conversational voices; Respect others and staff.	Have lunch materials and identification ready; Be on time.
Library	Handle books, technology, and resources carefully.	Return materials on time; Use resources appropriately.	Maintain a learning environment; Respect shared spaces.	Bring required materials; Be ready to work independently.
Bus	Stay seated facing forward; Keep aisles clear; Follow safety rules.	Follow driver expectations; Take responsibility for belongings.	Use appropriate language and behavior; Respect peers and driver.	Arrive at the stop on time; Be ready to board and exit efficiently.
Restrooms	Use facilities appropriately; Wash hands thoroughly.	Keep areas clean; Report concerns to adults.	Respect privacy and personal space.	Return promptly to assigned area.
Offices	Follow office procedures and adult directions.	Check in appropriately; Use visits for intended purposes.	Communicate respectfully; Maintain confidentiality.	Have a pass when required; Bring necessary information or materials.

In addition to these behavioral expectations, there are additional detailed rules and expectations that help students stay responsible, safe, respectful and prepared. These rules are outlined throughout this handbook where appropriate.

Tiered Supports

To ensure students can meet the school's behavior expectations, we offer 3 levels of Tiered Support:

Tier 1 - our Universal support tier which includes our school-wide and classroom-wide systems for ALL students, establishing core behavioral values (Safe, Respectful, Responsible & Prepared) to prevent problem behavior.

Characteristics of Tier 1 – *Universal or Primary Prevention:*

- Schoolwide
- For all students, staff members, and settings
- Designed to reduce problem behaviors
- Increases instructional time

Tier 2 - our Targeted tier that is applied when a student requires additional support to follow through with the school's behavioral expectations. **Tier 2 level of support addresses at-risk behavior and is usually only required for some students** (roughly 15%) who struggle with the Tier 1 interventions and supports. The specialized interventions and supports at the Tier 2 level help to prevent the worsening of problem behaviors. These efforts focus on specific groups of students and the underlying issues that may be causing the behavior. Disruptive students may be dealing with social, emotional, or academic issues that result in poor behavior in the classroom. Tier 2 interventions parse out the hidden causes behind negative behavior and provide support in changing those behaviors.

Characteristics of Tier 2 – *Secondary Prevention:*

- Group supports for some students
- Specialized interventions for students demonstrating at-risk behavior
- Prevents worsening of problem behaviors

Tier 3 - our most intensive level of support required for students needing highly individualized, specialized plans with significant or chronic behavioral needs. Students who do not respond to the interventions and support in Tier 2 receive further individualized supports in Tier 3. These interventions target students who exhibit high-risk behavior. Such interventions might take the form of an individual plan created to address specific academic or behavioral concerns. The individualized plan for each student at this level may include efforts by special education teachers or school psychologists. Typically, less than 5% of students require Tier 3 interventions.

Characteristics of Tier 3 – *Tertiary Prevention:*

- Individual support for a few students
- Specialized interventions for students with high-risk behavior
- Designed to reduce severity of ongoing problem behaviors

Acknowledgement Systems

School Wide Reward System Grades K-3: At Waynesburg Central Elementary School, students in **Kindergarten through Grade 3** are explicitly taught our school-wide expectations of being **Responsible, Safe, Respectful, and Prepared**. Throughout the school year, staff members recognize students who demonstrate these positive behaviors by "catching them doing good." Individual classrooms and grade levels celebrate students in developmentally appropriate ways through incentives and positive reinforcement. In addition, each month every classroom recognizes a student who consistently models our WCES expectations and serves as a positive example for others.

School Wide Reward System Grades 4-6: Students in **Grades 4-6** also receive ongoing instruction and reminders about our school-wide expectations of being **Responsible, Safe, Respectful, and Prepared**. Staff recognize students who go above and beyond by awarding tickets for outstanding citizenship and positive behavior. Students who earn tickets are entered into monthly prize drawings, and each month grade levels participate in a friendly **Battle of the Grade Levels** to build school spirit, teamwork, and a strong sense of community.

While the recognition activities differ between our primary and intermediate students, both programs are designed to reinforce positive behavior in developmentally appropriate ways and create a safe, respectful, and supportive learning environment for all students.

District Disciplinary Policy

Board Policy 218

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

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

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

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

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

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

The building principal shall have the authority to assign discipline to students, subject to the policies, rules and regulations of the district and to the student's due process right to notice, hearing and appeal. Teaching staff and other district employees responsible for students shall have the authority to take reasonable actions necessary to control the conduct of students in all situations and in all places where students are

within the jurisdiction of this Board, and when such conduct interferes with the educational program of the schools or threatens the health and safety of others.

Disciplinary Guidelines

Level I Offenses

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

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

Possible Interventions Include: Verbal reprimand; loss of recess; parental notification/conference; referral to school counselor; behavior modification plan; recess school, restorative practice activity; student contract; and/or restitution.

Level II Offenses

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

- Cutting class - entirely or portion of
- Use of profanity or obscene language and/or gestures
- Verbal intimidation of students and/or school personnel
- Throwing snowballs on school property
- Continuation of Level 1 Infractions
- Other

Possible Interventions include: A discipline referral is made to the appropriate principal; verbal reprimand, loss of recess; parental notification/conference; loss of privilege; restorative practice activity; restitution; referral to school counselor; behavior management plans.

Level III Offenses

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

- Property destruction
- Unauthorized departure from school grounds
- Theft/attempted theft
- Breaking/entering another person's locker
- Falsely activating the fire alarm
- Indecent exposure
- Physical abuse/fighting
- Smoking/use of tobacco while on school property
- Continuation of Level 2 Infractions
- Other

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

Level IV Offenses

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

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

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

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

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

Disciplinary Consequences Explained

Notification of Parents

In most cases the administration or teacher will notify the parent of the offending student. Parental cooperation is essential to a smooth-running school.

Lunch and Recess Detention

Students who exhibit multiple unexpected behaviors throughout a school day and have not adjusted their behavior with prior redirection may be referred to lunch and/or recess detention. The primary goal of the detention is to reteach expected behaviors so as to improve behavior. Detention time is staffed by building teachers. However, in some cases, students may serve detention under the supervision of the Principal or Assistant Principal in the office. When a student is referred to the detention, they will be retaught expected behaviors and make a plan for how they can exhibit the expected school behaviors. While in detention, students will work with a teacher/administrator to complete an action plan for improved behavior. Parents will be notified and receive a copy of the action plan that the student completed.

Suspension

The principal or assistant principal may suspend a student from participating in regular classes and activities due to fighting, disruption of school, or other serious offenses. The suspension may be “in-school” or “out-of-school.” In-school suspension

assignments will depend on the severity of the behavior and availability of supervisory staff. Out-of-school suspensions may be assigned for one day up to ten days, depending on the severity of the offense. Suspension days are considered excused absences and students are permitted to make up missed work.

Students should never bring any item to school that could be considered hazardous to their health and well-being and/or the health and well-being of others. Examples include: cigarettes or tobacco products, vapes, any kind of knife regardless of the size, sticks, sharp objects, toy guns/swords/knives, etc., or any item that can be interpreted as a weapon. Students who bring any type of weapon, sharp object, or look-alike weapon to school are subject to district discipline procedures.

Expulsion

Where following the suspension of a student a recommendation is made for further action by the Board of School Directors, the student shall be entitled to a formal hearing before the Board of School Directors. This hearing may be held before the entire Board of School Directors, or a duly authorized committee of the Board or before a duly qualified hearing examiner who need not be a member of the Board but whose adjudication must be approved by the Board. In all cases, however, the affirmative vote of the majority of the Board of School Directors present at the hearing shall be required to expel a student. The following due process requirement shall be observed with respect to a formal hearing:

- The student's parent or legal guardian shall be notified by certified mail of the charges pending against the student.
- The student and his/her parent or legal guardian shall be provided with sufficient notice of the time and place of the hearing.
- The hearing shall be held in private unless the student or his/her parent or legal guardian specifically requests a public hearing.
- The student shall have the right to be represented by legal counsel.
- The student shall have the right to be presented with the names of witnesses against him/her and copies of any statements and/or affidavits of such witnesses.
- The student shall have the right to request that any such witnesses appear in person at the hearing and be subject to cross-examination.
- The student shall have the right to testify and present witnesses on his/her own behalf.
- A recorder or stenographic record shall be kept of the hearing, and the student shall have a right to a copy of the transcript, at his/her own expense.
- The hearing shall be held with all reasonable speed.
- During the period, if any, between the student's suspension from school and any formal hearing as described above, the student shall be permitted to participate in normal classroom work and activities. However, if following an informal hearing, the Administration determines that the student's presence in his/her normal class could constitute a threat to the health, safety, morals, or welfare of others, the student may be excluded from school for more than ten (10) days if the formal hearing is not unreasonably delayed. Any student so excluded shall be provided alternative education, which may include home study.

POLICIES RELATED TO BEHAVIOR AND DISCIPLINE:

Bus Rules and Regulations

Board Policy 810

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

The bus driver is responsible for the safety of all students on the bus. If any student is found to be in violation of one or more of the activities deemed improper, the driver will complete a Bus Conduct Report. A copy will be provided to the building principal or the Transportation Supervisor for distribution, investigation, and action. **Transportation Supervisor: Mr. Bob Stephenson** can be reached by calling (724) 852-1050

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

First Offense

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

Second Offense

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

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

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

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

Bus Rules

Board Policy 810

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

1. Use of foul language or boisterous noise that may distract the attention of the driver.
2. Harassment of the driver in any manner whatsoever.
3. Annoying, striking or fighting with the driver or any passenger on board.

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

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

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

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

Bullying Prevention and Intervention

Board Policy 249

WCES utilizes the 7 Mindsets to address Bullying Prevention. The [7 Mindsets](#) curriculum addresses bullying prevention by shifting away from reactive punishments and focusing entirely on proactive, mindset-based Social-Emotional Learning (SEL). Rather than just teaching students how to respond to an isolated incident, the curriculum reshapes the default perspectives, attitudes, and behaviors that cause bullying in the first place. The 7 Mindsets approach builds underlying positive behavioral traits to stop aggressive behaviors before they start. By explicitly teaching individual expectations and social accountability, the curriculum cultivates an environment where positive social behavior becomes the norm, inherently reducing bullying and disciplinary referrals. Students learn how to manage and regulate their emotions effectively and are equipped with tools to peacefully resolve peer-to-peer disputes on their own. The curriculum utilizes tactile classroom activities and community-building exercises that encourage students to support those in need, speak up against mistreatment, and build collective accountability making our school one that promotes a responsible, safe, learning environment.

What is Bullying?

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

Definition of Bullying

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

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

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

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

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

Retaliation Prohibited

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

Central Greene School District Weapons Policy

Board Policy 218B

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

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

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

The school district shall expel for a period of not less than one (1) year any student who violates this weapons policy. Such expulsion shall be given in conformance with formal due process proceedings

required by law. The Superintendent may recommend modifications of such expulsion requirements on a case-by-case basis.

Terroristic Threats/Acts

Board Policy 218.2

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

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

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

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

Discrimination, Harassment and Sexual Harassment

Board Policies 103, 103.1, and 104

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

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

It is the policy of the Central Greene School District not to discriminate on the basis of race, color, religion, sex, ancestry, national origin, age, handicap or disability or status as a Vietnam-era or special disabled veteran in accordance with applicable federal and state laws, including the Equal Pay Act of 1963, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Age Discrimination in Employment Act of 1975, Title II of the Americans with Disabilities Act of 1991, Pennsylvania Human Relations Act and the Pennsylvania Equal Pay Act. For information about your rights or grievance procedures contact Matt Blair, Superintendent, 590 Rolling Meadows Road, Waynesburg, PA 15370 or call 724-627-8151.

Student Expression/Distribution and Posting of Materials

Board Policy 220

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

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

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

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

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

Definitions

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

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

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

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

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

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

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

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

Distribution of Non School Materials

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

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

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

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

Manner - All nonschool materials must bear the district disclaimer.

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

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

Posting of Non School Materials

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

1. All requests to post nonschool materials must be submitted to the building principal, who will forward such information to the Superintendent or designee for approval, no later than twenty-four (24) hours prior to the planned posting.
2. Identification of the individual student or at least one (1) responsible person in a student group will be required upon submission for approval. The person wishing to post such material must provide in writing his/her name, address, telephone number and organization, if any. This information will be filed in the building principal's office.
3. The Superintendent or designee will review the material, determine if it constitutes unprotected expression, and inform the building principal or designee of his/her decision. The building principal or designee will notify the student(s) planning to post nonschool material of the decision to grant or deny permission to post the material as planned. If the decision is to not permit the posting, the building principal or designee will specify the reasons for the decision and will specify the changes in the content of the material, if any, in order to secure such permission. If the student(s) desiring to post such material make(s) such changes in a manner satisfactory to the Superintendent or designee prior to the planned posting, the building principal or designee may then grant permission to post.
4. Any materials that have not been approved for posting will not be posted on school property.
5. All approved materials will be posted in an area designated by the building principal for students to post non school materials.
6. All material approved to be posted will contain the date it was first posted.
7. All materials approved to be posted must be removed after the specific number of school days given at approval to assure full access to the bulletin boards.
8. No student will remove or otherwise interfere with the posting of approved nonschool material by student(s).
9. All non school materials must bear the district disclaimer.

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Disciplinary Consequences

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

Student Handbook

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

Safe2Say Something (S2SS)

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

SECTION 5: HEALTH AND WELLNESS

Illness At School

When a pupil becomes ill at school, an effort will be made to contact the home. If you plan to be away from home, please inform your child of the person to be contacted should he/she become ill at school. Do not

send your child to school if he/she is sick. Your cooperation in this matter will be greatly appreciated. Please keep emergency card information updated.

Immunizations

Board Policy 203

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

Health Examinations/Screenings

Board Policy 209

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

Elevator Use and Physical Education Excuses

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

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

Use of Medications by Students

Board Policy 210

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

Tobacco Use

Board Policies 222 and 323

CGSD considers smoking to be harmful to the health of our students. As a result, the building has been designated as smoke-free. Any incidents of smoking will be treated in a serious manner and will receive disciplinary action. Students found in possession of any type of tobacco, including but not

limited to any nicotine product, electronic cigarettes, vaping mechanisms, other electronic devices or look alike devices may receive a three (3) day suspension and be referred to the local Magistrate.

Use and Possession of Vaping Device

Board Policy 222

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

Violations of this policy shall result in:

- First Offense - Three day suspension and referral to the district magistrate.
- Second Offense - Ten day suspension and referral to the district magistrate.
- Third Offense - Expulsion Hearing

Controlled Substances

Board Policy 227

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

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

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

SECTION 6: SCHOOL INFORMATION

Arrival Procedures

Student arrival time is 7:30-8:00 AM. *Staff members are **not available** to supervise students **prior to 7:30 AM**.* Students **WILL NOT** be permitted to be dropped off until 7:30 am.

Bus Riders

- Students will arrive at school between 7:30 - 8:00 AM.
- School buses drop students off in the entry way by the gymnasium (Door B). Students enter Door B and report to the Cafeteria.
- If school buses drop students off in the front entrance, students will report to the Cafeteria.
- Cars are not permitted to be in the Bus parking area during this time. Parents must follow the campus navigation signs and must park in visitor spaces only

Car Riders

- Arrival begins at 7:30 AM. Parents and/or guardians should remain with their students until a staff member is outdoors and indicates arrival has begun.
- If your student is eating breakfast, please arrive between 7:30 - 7:45 AM. to ensure enough time to eat. Students are sent from the cafeteria to Homerooms promptly at 7:55 AM.
- **IMPORTANT:** Car riders should remain in a single file line in the far right lane along the fence. All students should exit from the passenger side.
- ***Please remain in your vehicle. If you need to assist your child getting out of the car, please park and walk them into the building. Walking children to the door is not permitted due to safety concerns.***
- Once your children are safely on the sidewalk, you will wait to exit the drop-off lane until the cars in front of you proceed.

Late Arrivals

- Students who are not in their homeroom by 8:00 AM are considered tardy. If arriving after 8:00 AM, parents/guardians are asked to park their vehicle in a Visitor parking space and escort the student to the main office to sign in.

Birthday Celebrations

1. Contact your child's teacher well in advance.
2. Only store bought prepackaged snacks are permitted.
3. Items are distributed at lunch time in the cafeteria.

PLEASE! We prefer that invitations for after school events are not passed out at school as it is often disruptive. However, if it is absolutely necessary, your child may only distribute the invitations before school starts, during recess, or after the instructional day. If girls are inviting girls they should invite all girls / boys invite all boys. Please consider children's feelings when preparing invitations for a party. Teachers are not responsible nor are they to be given invitations to pass out at any time.

Cafeteria

Parents can use the app or website: schoolcafe.com to view their child's breakfast and lunch purchases, check available balances and add funds electronically.

Student Cafeteria Accounts

Board Policy 808.1

Purpose:

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

Guidelines:

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

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

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

Payment of School Meals

Consequences for unpaid charges are as follows:

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

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

Nutrition Accountability Program

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

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

Prepayments

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

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

Meal Prices

All students receive one free breakfast and one free lunch per day during the 2026-2027 school year.

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

Milk

\$0.65

Special Messages

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

Food Allergies

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

Behavioral Expectations in the Cafeteria

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

<u>RESPONSIBLE</u>	<u>SAFE</u>	<u>RESPECTFUL</u>	<u>PREPARED</u>
<ul style="list-style-type: none"> • Clean your table area. • Pick up your items from the floor. • Sit with feet under the table. • Be aware of noise level. 	<ul style="list-style-type: none"> • Follow directions from adults. • Walk at all times. • Keep your food to yourself. • Raise your hand for help. 	<ul style="list-style-type: none"> • Respect other's space. • Stay in your area. • Use your manners. • Use an inside voice. • Keep your hands to yourself. • Use only kind words. 	<ul style="list-style-type: none"> • Know your lunch choice. • Know your lunch number. • Know where you sit. • Be on time.

Custody Matters

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

Delays, Emergency Dismissals, and Cancellations

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

WANB WVAQ WTAE/WHTX WPXI

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

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

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

Dismissal Procedures

We begin packing up for the day and transitioning for dismissal at 2:45 pm. Our dismissal process:

1. Students who ride Pre-Wave buses and vans are dismissed first.
2. Once Pre-Wave vehicles depart, we are able to begin loading Wave 1 buses for dismissal.
3. After Wave 1 buses load and depart, we begin Parent Pick Up and Wave 2 bus dismissal at approximately 3:03 pm.
4. At approximately 3:15 pm (or sooner), Wave 3 buses load and depart.

Therefore, it is imperative that parents do not park in the area where Pre-Wave vehicles park and load students which is along the sidewalk in the far right lane. When this happens, it delays our entire dismissal process.

Parent Pick Up Procedures

We begin Parent Pick Up approximately at 3:03 PM after the Pre Wave buses/vans and Wave 1 buses leave the campus. It is imperative that parents do not interfere with Pre Wave bus loading. Disruptions occur when parents park in the area where these vehicles park and load students.

- Any changes in routines **MUST** be made by **CALLING THE OFFICE**, no later 2:15 pm.
- **PARKING IS NOT PERMITTED ALONG ANY SIDEWALK**, this will be enforced and you will be asked to move.
- Lining up early on the sidewalk **IS NOT PERMITTED** due to students loading buses.
- Please remain in your car until 3:00 pm. Parent Pick Up will **BEGIN** at approximately 3:03 pm.
- Any changes in routines **MUST** be made by **CALLING THE OFFICE**, no later 2:15 pm.

Parent Pick Up Door Dismissal Assignments

Parents will need to go to the door (see assignments below) and notify the staff at the door with your child/children's name. The staff person will radio to the staff inside to send your child/children to that same door. Staff will always check with the front office if a parent/guardian is not the usual person to ensure student safety. We ask that you please stay near but step aside so that other parents can notify staff that they are present to pick up their child.

- **Door B - located at the gym foyer doors (Yellow Sign)**
 - Students that are NOT Parent Pick Up everyday
 - High School Students picking up siblings
- **Door C - located at the side door of the gym (Pink Sign)**

- Students with the last names that begin with A-L, as well as families with multiple last names
- **Door D - located on the back side of the gym (Orange Sign)**
 - Students with the last names that begin with M-Z

After 3:15 pm, all students are to be picked at Door C (Pink Sign).

*Please note: If you have a situation that is not represented by any of the above Door Dismissal Assignments, please contact the office so that we can accommodate your situation with one assigned door.

Changing Normal Routine

Any changes in routines **MUST** be made by **CALLING THE OFFICE**, no later 2:15 pm.

Early Dismissal Procedures

- If your child's dismissal routine is going to change, even for a day, please be sure to update your child's Homeroom Teacher first thing in the morning. It is important that changes be submitted in writing either in a note submitted to the Homeroom Teacher or can be emailed to your child's Homeroom teacher and Jenn Brotherton (jbrotherton@cgsd.org) to ensure that all parties are aware of the change (office staff, teacher, and student).
- If a change occurs after this time, parents **must call** the School Office **before 2:15 PM** to be sure dismissal changes are communicated to all parties.

Scheduled Early Dismissals

We have 4 scheduled early dismissals planned for the 2026-2027 school year (please see below and on the District Calendar):

EARLY DISMISSAL DATES

October 23, 2026	2 hour early dismissal students
November 25, 2026	2 hour early dismissal students
January 15, 2027	2 hour early dismissal students
March 24, 2027	2 hour early dismissal students

Emergency Dismissal Procedures

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

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

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

District Dress Code

Board Policy 221

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

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

- Bare midriffs
 - Halter tops/one-strap shirts/tank tops with straps less than 1 inch in width
 - Spaghetti straps without an over shirt
 - See-through shirts, tops, or blouses without a tank top underneath
 - Low-cut shirts, tops, or blouses
- The district will not permit clothing that displays vulgar, obscene, or otherwise inappropriate symbols, language, or wording.
 - The district will not permit clothing or accessories (i.e. book bags, jewelry, hats, etc.) that display or make reference to alcohol, tobacco, or other illegal substances.
 - Students may not wear or display gang attire, gang colors, or gang symbols on their clothing or accessories.
 - Students may not wear clothing that makes any negative reference to any organized religious group or groups.
 - Under most conditions, students may not wear hats, head stockings, or kerchiefs in buildings. Some classes require that students wear safety hats. Permission to wear headgear for medical purpose(s) must be arranged through the main office and/or the nurse's office.
 - Students must wear proper shoes at all times. (Students may NOT wear flip flops at WCES.)
 - Students may wear special dress or costumes for specific events or special occasions during the school day when approved by the principal.
 - During the regular school day, students' athletic attire must conform to all other regulations of the dress code.
 - Students may not wear accessories or clothing that could pose a safety threat to them or others. This includes heavy chains, fish hooks, multi-finger rings, studded bracelets or collars, nose/lip to ear chains, etc.
 - The district does not allow unusual body piercing that disrupts the order of school or that compromises the learning environment.
 - Students may not wear overly tight or shorter than fingertip or mid-thigh length shorts, skirts, skirts, or dresses. The district does not allow bike shorts unless worn under another pair of shorts.
 - Students must wear their pants at the natural waistline.
 - Students' undergarments must not show.
 - Students shall not wear their undergarments outside of their clothing.

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

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

Instructional Day

The instructional day is 8:00 AM to 2:45 PM.

Lockers

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

Parent Complaints

Board Policy 906

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

Parent Teacher Association - P.T.A.

We have an active parent-teacher organization which works cooperatively in the interest of your child and his/her school. *Your active support of this organization is appreciated!* **The PTA will meet periodically. Once dates are determined this information will be shared with parents.** The PTA sponsors many special events and activities for our students such as field trips, special assemblies, Read Across America Week, Celebrate the Arts Day, Career Day for Fifth Grade, and Spirit Week. Some of the items they have purchased for our students include: a climbing wall, playground equipment, school folders, No-Bully T-Shirts, and books. PTA is working diligently to raise funds to update the playground area. All help and donations are greatly appreciated.

Parent-Teacher Conferences

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

Personal Items/Toys

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

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

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

Pictures for Publications

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

Recess

Students are assigned 30 minutes of recess per day. When weather permits, students will have recess outdoors utilizing the playground and school grounds.

WCES Playground Rules

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

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

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

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

Balance Beam

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

Parallel bars

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

Slides

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

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

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

Bridge

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

Swings

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

Monkey Bars

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

Pull-up bars

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

Fireman's poles

- Make sure no one is below you before you slide down
 - One person at a time
- Climbing Pole
- One person at a time
 - Climb using spiral steps
 - Climb to the platform

Safety

Metal Detector

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

Safety Drills and Emergency Preparedness

The safety and well-being of our students and staff is one of our highest priorities. Throughout the school year, we conduct regular safety drills to ensure that students and staff are familiar with the appropriate procedures to follow in the event of an emergency.

Safety drills include **monthly fire drills, severe weather drills, and lockdown drills**. These drills provide students and staff with opportunities to practice emergency procedures in a calm and structured environment, helping everyone understand where to go, what to do, and how to respond appropriately should an actual emergency arise.

We recognize that practicing these procedures is an important part of creating a safe school environment. Our goal is to build confidence, preparedness, and a shared understanding of how to respond quickly and safely when it matters most. We appreciate the support of our families as we work together to ensure the safety and security of our entire school community.

School Property

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

School Volunteers and Chaperone Guidelines

Board Policy 916

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

One who volunteers will be required to have the FBI Act 114, Act 34, and Act 151 clearances and fill out the Volunteer Application. All clearances must be presented within one (1) year of issue. For more details

please read Board Policy 916, which can be located on the Central Greene School District Webpage (www.cgsd.org).

Visitor Guidelines

Board Policy 907

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

1. Persons wishing to visit the school should make arrangements in advance with the school office.
2. Upon arrival at the school, visitors must register at the office where they will sign in and sign out and receive a pass.
3. Please schedule conferences. Teachers are very willing to meet with you; however, the teacher should be contacted ahead of time either in writing or by phone to schedule the conference. This will provide the teacher with time to prepare your child's records for discussion. Teachers are not permitted to have a conference with parents when they are supervising children.
4. If you bring your child to school during the normal arrival time, students must exit the vehicle and walk on the sidewalk into the school. Students should not be walked into the building.
5. If you bring your child to school after arrival time (after 8:00am), you will need to escort your child into the building and speak with the front office.

Voice Levels

Level 0 - no talking

Level 1 - whisper/partner

Level 2 - table talk

Level 3 - presentation

Level 4 - outside voice

SECTION 7: INSTRUCTIONAL

Grading

K and Grade 1 utilizes the **ESGI (Educational Software for Guiding Instruction)** system which is a digital progress-monitoring and foundational skills platform designed for Pre-K through 2nd grade. This tool allows teachers to assess students in real-time.

Students in grades K-1 will receive a quarterly ESGI progress report of their child's progress.

Students in Grades 2-6 follows a traditional grading system:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 59%	F

Homework

Students should arrange time to complete their homework assignments. Students are responsible to make up class work and homework upon their return from an absence. Homework agenda books are provided for

every child in grades 2-6. Please review your child's Agenda on a regular basis. Students should complete their homework in a quiet area at home.

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

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

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

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

Report Cards

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

Physical Education

WCES Climbing Wall Information

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

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

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

A release will be provided to you and must be returned by your child in order to participate.

SECTION 8: TECHNOLOGY

Students in grades Kindergarten to Grade 2 will be limited in their use of technology. Recent research suggests that reducing screen time for young learners supports healthier cognitive, social, and emotional development. Studies indicate that parent-guided strategies and consistent

limits on screen use can decrease daily screen exposure while promoting language development, self-regulation, attention, and meaningful interactions with caregivers and peers. Rather than eliminating technology altogether, current evidence emphasizes balancing high-quality educational media with hands-on learning, outdoor play, and face-to-face experiences to support healthy early childhood development.

Students in grades 3-6 will continue to utilize Chromebooks as a learning tool that purposefully supports instruction and student engagement. Digital resources such as Google Workspace for Education provide opportunities for students to collaborate, think critically, solve problems, and create meaningful projects that deepen their understanding of academic concepts. The Chromebooks will stay in the classrooms and students will no longer carry Chromebooks from class to class. **Students at WCES will no longer be issued personal Chromebooks and will no longer carry Chromebooks to and from school.**

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

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

Chromebook Use Agreement

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

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

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

In order to login to the device, an email account—a school licensed Gmail account – has been set up. For grades K-11 students will use the following format: firstname.lastname.yearofgraduation@cgsd.org. Students in grades K-3 do not have access to email, but will use their email address to login to their device. Those in grades 4-6 can use email for appropriate academic communication with other students and staff members within the Central Greene domain only. This email is for communication within the School District and approved senders.

Student Chromebook Responsibilities:

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

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

No Privacy Expectation

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

Monitoring Software

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

Files Downloaded onto Chromebooks

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

Computer Use

Board Policy 815

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

Electronic Devices

Board Policy 237

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

SECTION 9: STUDENT SERVICES

Child Protective Services

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

English as a Second Language (ESL) Services

Board Policy 138

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

Homeless Services

Board Policy 251

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

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

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

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

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

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

Homeless Students

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

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

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

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

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

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

What if I think that I am eligible for services under McKinney Vento?—Please contact Michele Burton, Interim Director of Special Education, at 724-627-8151. You may also utilize the Basic Education Circular for Education for Homeless Youth for further information at [Education for Homeless Youth | Department of Education | Commonwealth of Pennsylvania](#) and Central Greene School District Board Policy 251 Homeless Students at <https://www.cgsd.org/district/board-of-directors/school-board/board-policies>

Multi-Tiered System of Supports (MTSS)

At Waynesburg Central Elementary School, we are committed to providing our students with personalized instruction that meets their needs to ensure that we best prepare them for success in high school and college.

Each quarter, we tier students into small groups to provide differentiated instruction. This is called MTSS (Multi-Tiered System of Supports). Small groups are beneficial because they allow us to deliver more targeted instruction and closely monitor each student's academic growth.

Here is some more information about the MTSS tiering system and supports:

Tier 1: Supports provided to all students. Tier 1 is the grade level curriculum that all students learn.

Tier 2: Supports include working with a teacher in a smaller group of students in order to provide interventions targeted to ensure students can perform on grade level. In Tier 2, students meet in a small group with their teacher and receive personalized instruction to meet their needs. Students in Tier 2 also work on personalized software programs.

Tier 3: Supports include working with a teacher in a small group multiple days per week in addition to support from the teacher targeted to meet each individual student's needs. Students in Tier 3 also work on personalized software programs.

Preschool Intervention Services

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

Positive Behavioral Interventions & Supports (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is a school-wide approach that helps create a safe, respectful, and positive learning environment for every student. At Waynesburg Central Elementary School, we teach, model, and reinforce the behaviors that help students be successful at school. Just as we teach reading and math, we also teach students how to make positive choices, solve problems, and contribute to a caring school community.

Our WCES pledge is:

"I am a WCES student who is Responsible, Safe, Respectful, and Prepared."

These four values guide our expectations throughout the school day—in classrooms, hallways, the cafeteria, the playground, on the bus, and during school activities.

How PBIS Works at WCES:

Students are recognized and celebrated when they demonstrate our PBIS expectations and go above and beyond in showing kindness, responsibility, safety, respect, and preparedness. Recognition may include praise, classroom incentives, tickets, special privileges, monthly celebrations, or other grade-level rewards.

When students have difficulty meeting expectations, PBIS focuses on teaching rather than punishing. Staff reteach expected behaviors, provide encouragement and support, practice appropriate skills with students, and work with families when additional support is needed. Our

goal is to help every child learn from mistakes, build positive habits, and become a successful member of our school community.

By working together, students, families, and staff, we help every child grow into a responsible, safe, respectful, and prepared member of the WCES community.

Raider Wellness Program

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

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

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

School Counseling

The school counseling program at Waynesburg Central Elementary School supports the academic, social-emotional, behavioral and career development of all students. Miss Buchanan (Miss B) serves students in Kindergarten through Grade 3, and Mr. Blasinsky (Mr. B) serves students in Grades 3 through 6.

School counselors visit every classroom at least once each month to teach Social-Emotional Learning (SEL) lessons on topics such as feelings and emotions, coping skills, friendship, character education, problem-solving, career awareness, study and testing skills, and other important life skills. Counselors also provide small groups for students with shared needs, including friendship skills, social skills, self-control, anger management, coping with change, and support for new students. Individual check-ins are available for students who may benefit from additional encouragement, emotional regulation, or a trusted adult to talk with during the school day.

Our school counselors are here to help every child be successful academically, socially, and emotionally. They also serve as a resource for families by answering questions, providing support, and connecting parents with helpful school and community resources. If you have concerns about your child's well-being or believe they could benefit from additional support, we encourage you to contact your child's school counselor.

Special Education Services

Board Policy 113

Chapter 14 Special Education Services

The Central Greene School District provides a free, appropriate, public education (FAPE) to exceptional students residing in the district. All children with a disability between the ages of five to twenty-one who have been identified as needing special education and related services have the right to FAPE. The determination that a child is eligible for special education and related services is made on an individual basis by a team of qualified professionals and the parent of the child following a multidisciplinary evaluation and the completion of an evaluation report. A student qualifies as exceptional if he or she is found to be a child with a disability and in need of specially designed instruction and related services under the provisions of the Individuals with Disabilities Act (IDEA) and Chapter 14 of the Pa. School Code. The following are disability categories under IDEA: autism, deafness, deaf/blindness, emotional disturbance, traumatic brain injury, hearing impairment, specific learning disability, mental retardation, multiple disabilities, other health impairment, speech and language impairment, orthopedic impairment and visual impairment including blindness. If you believe your child is in need of services, you may contact Dr. Kelly Lombard, Principal or Michele Burton, Interim Director of Special Education (724) 627-8151.

Chapter 15: 504 Service Agreement

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

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

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

If you believe your child is in need of services, you may contact Dr. Kelly Lombard, Principal or Michele Burton, Interim Director of Special Education (724) 627-8151.

Chapter 16 Gifted Education Services

Board Policy 114

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

IQ 130 or more

The term "mentally gifted" includes a person who has an IQ of 130 or higher, when multiple criteria as set forth in Pennsylvania Department Education Guidelines indicate gifted ability. Determination of gifted ability

will not be based on IQ score alone.... The determination shall include an assessment by a certified school psychologist. (22 Pa. Code §16.21(d))

No one test or measure is sufficient to determine giftedness.

IQ Lower than 130

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

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

Factors Considered When Determining Mental Giftedness:

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

If you would like your child tested for gifted education services, please send the written request to your child's school counselor or you may contact Michele Burton, Interim Director of Special Education (724) 627-8151.

SOCIAL EMOTIONAL LEARNING - 7 Mindsets

Waynesburg Central Elementary School uses the 7 Mindsets curriculum to help students develop the attitudes and life skills needed for success in school and beyond. Each week, teachers present a lesson that encourages students to build confidence, make positive choices, develop healthy relationships, persevere through challenges, and discover their unique strengths. The 7 Mindsets program supports our school's commitment to developing responsible, respectful, and resilient learners while reinforcing the social-emotional skills students need to thrive both inside and outside the classroom.

SECTION 10: POLICIES

WAYNESBURG CENTRAL ELEMENTARY TITLE I **DISTRICT POLICY**

Book	Policy Manual
Section	900 Community
Title	Title I Parent and Family Engagement
Code	918
Status	Active

Adopted May 21, 2019

Purpose

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

Definition

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

Authority

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

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

Accessibility

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

Delegation of Responsibility

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

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

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

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

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

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

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

Guidelines

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

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

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

At these meetings, parents and family members shall be provided:[1]

1. Timely information about programs provided under Title I.

2. Description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the achievement levels of the academic standards.
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

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

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

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

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

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

Post school performance data on the district's website.

Distribute and discuss the School-Parent and Family Compact.

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

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

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

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

Building Capacity for Parent and Family Engagement

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

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

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

Coordinating Parent and Family Engagement Strategies

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

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

Annual Parent and Family Engagement Policy Evaluation

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

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

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

The evaluation shall be conducted through:

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

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

School-Parent and Family Compact

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

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in Title I programs to meet the academic standards.
2. Describe the ways in which parents and family members will be responsible for supporting their child's learning; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.[\[6\]](#)
3. Address the importance of ongoing two-way, meaningful communication between parents/family members and teachers through, at a minimum, annual parent-teacher conferences at the elementary level, frequent reports to parents and family members on their child's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.[\[6\]](#)

Title I Schoolwide Program Parent Compact

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

As a student, I promise to:

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

As a parent, I promise to:

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

As a school, we promise to:

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

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

Title I Funds

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

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

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

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

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

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

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

Documentation of Parent and Family Engagement Practices

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

Legal

1. 20 U.S.C. 6318

2. Pol. 102

3. 20 U.S.C. 6312

4. 24 P.S. 510.2

5. Pol. 138

6. Pol. 916

7. Pol. 127

8. Pol. 814

9. 20 U.S.C. 7845

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

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

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

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

14. Pol. 212

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

Waynesburg Central Elementary School

School Level Title I Policy

Purpose

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

Components

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

1. Involve parents and family members in the planning, review and improvement of the school's Parent and Family Engagement Policy:
 - Parents and family members are afforded the opportunity to review the Parent and Family Engagement policy at the beginning of each school year in the WCES Parent and Student handbook.
 - Parents are also able to assist in the planning and improvement of the Parent and Family Engagement policy throughout the school year.
2. Convene an annual meeting, at a convenient time:
 - To which all parents and family members of participating children shall be invited, and encouraged to attend;
 - To inform parents and family members of their school's participation as a Title I school; and
 - To explain the requirements and the rights of parents and family members to be involved.
 - o Presentations during parent conferences
 - o Presentations during parent and family night at book fair
 - o Presenting at PTA
3. Offer a flexible number of meetings in the morning and/or the evening, and may provide Title I funds, if sufficient, to facilitate parent and family member attendance at meetings through payment of transportation, child care costs and/or refreshments.
 - As stated above, presentations will occur different times during parent conferences.

4. Involve parents and family members, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school's parent and family engagement program:
 - Provide input on educational opportunities for children, and make recommendations for strengthening the partnerships between home and school in order to improve student achievement.
 - Develop, annually review, and revise Title I family engagement policy to represent commitments within the Title I policy.
 - Develop an annual survey of the school receiving Title I funding to determine the range and effectiveness of the family engagement practices and to capture the school's efforts to overcome barriers to family engagement.

5. Provide parents and family members of participating children with timely information about the Title I program:
 - Communicate with parents and family members about the plan and seek their input and participation through the use of newsletters, the District website, email, telephone, parent and teacher conferences, and home visits if needed.
 - Train personnel on how to collaborate effectively with parents and family members with diverse backgrounds that may impede their participation, such as limited literacy or language difficulty.
 - Analyze and share the results of the Title I Parent/Family Survey.
 - Post school performance data on the District's website.
 - Distribute and discuss the School Parent and Family Compact.
 - Host various parent family nights at each school building with a Title I program.
 - Establish and support active and engaged Title I parent and family advisory councils. The council will include a majority of parents and family members of students participating in Title I programs, as well as the building principal, teachers or other appropriate staff, students and community members. The purpose of the council shall be to focus on improved student achievement, effective classroom teaching, parent/family/community engagement in the educational process, and to facilitate communications and support.
 - Actively recruit parents and family members to participate in school review and improvement planning.
 - Invite participation of parents and family members at the regular comprehensive planning committee meetings, Title I budget meetings and school improvement plan meetings to obtain input and propose school improvement initiatives.

6. Provide parents and family members of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the state academic standards.

7. Provide, if requested by parents and family members, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions.

8. Involve parents and family members in the joint development of the Schoolwide Program Plan in accordance with federal law. [Note: applies only to Title I schools operating a Schoolwide Program]:

- Parent representatives are selected annually to assist in developing the Schoolwide Program Plan.
9. Create a school-parent and family compact developed jointly with parents and family members outlining how parents and family members, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:
 - Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children in Title I programs to meet the state academic standards, and the ways in which each parent and family member will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time and
 - Address the importance of communication between teachers and parents and family members on an ongoing basis through, at a minimum:
 - o Teacher conferences with parents and family members in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - o Frequent reports to parents and family members on their children's progress;
 - o Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and ensuring regular two-way, meaningful communication between parents and family members and school staff, in a language that parents and family members can understand.
 10. Provide assistance to parents and family members in understanding the state academic standards, state and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children:
 - Assessment information shared at Parent/Teacher Conferences.
 - Progress Reports and Report Cards shared regularly to monitor student progress towards academic achievement goals.
 11. Provide materials and training to help parents and family members to work with their children to improve their children's achievement, such as literacy training and using technology including education about the harms of copyright piracy, as appropriate, to foster parent and family involvement.
 12. Educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents and family members, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school:
 - In-service training for faculty and staff members
 - Collaboration with local Parent/Teacher Association
 - Committees dedicated to increased communication with parents and family members.

13. To the extent feasible and appropriate, coordinate, and integrate parent and family member involvement programs and activities with other federal, state, and local programs including public preschool programs, and conduct other activities that encourage and support parents and family members in more fully participating in the education of their children:
 - Partnerships with local Pre-Schools
14. Ensure that information related to school and parent and family member programs, meetings, and other activities is sent to the parents and family members of participating children in a format and in a language the parents and family members can understand:
 - Ensure translations are available in all correspondence languages identified within a school for all federally required Title I communications to parents within ESEA, such as A Parent's Right to Know.
 - Ensure translated materials and ESL instructors are available for all events sponsored by Title I division funds.
15. Provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children):
 - Engage in practices to ensure a welcoming atmosphere for families of all cultures and backgrounds.
 - Offer family engagement events at times convenient to parents, ensuring childcare, refreshments, and transportation are available, as needed, to facilitate full participation.
 - Whenever possible, enlist ESL instructors to communicate with parents who have requested correspondence in another language.
 - Apply principles of nondiscrimination, as embodied within School Board policy.
16. Ensure distribution of the policy to all parents and family members with a child participating in a Title I program by the following means:
 - Distribution of the policy is accomplished electronically, unless hard copy is requested.
 - Sign-off sheets indicating the handbook was read by parents or guardians are due to administration within the first two weeks of school.

Delegation of Responsibility

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

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

1. An explanation of the reasons supporting their child's selection for the program.
2. A set of goals and objectives to be addressed.

3. A description of the services to be provided.
4. A copy of this policy and the School-Parent and Family Compact.

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

Non-Discrimination Policy

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

FERPA and Student Records

Board Policy 216

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

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

NOTIFICATION OF RIGHTS UNDER FERPA

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

1. The right to inspect and review the student's education records within forty-five (45) days of the day the school receives a request for access. Parents or eligible students should submit to the building principal a written request that identifies the record(s) they wish to inspect. The building principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. Parents or eligible students who wish to ask the school to amend a record should submit to the school principal a written request that clearly identifies the record or part of the record they want changed and specify why they feel it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

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

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

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

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

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

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

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

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

- a. The student's name, address, listed telephone number, date, and place of birth.
- b. Student's email address.
- c. Program or major field of study.
- d. Dates of attendance.
- e. Participation in officially recognized school activities and sports.

- f. Weight and height of members of athletic teams
- g. Placement on the honor roll.
- h. Certificates and awards received.
- i. The most recent previous educational agency or institution attended by the student.
- j. Grade level.
- k. Enrollment status.
- l. Photograph/School Picture.

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