



**PARENT/LEARNER ELEMENTARY HANDBOOK  
2020-2021**



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*Educate, Empower, and Prepare All Our Learners for Success.*

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## Message from the Principals

Welcome to the 2020-21 school year! A new school year is upon us and the elementary staff would like you to view this as an opportunity for a positive and successful year for your child. Our main concern is the education and wellbeing of your child.

**We want you, as parents/guardians, to be actively involved in your child's educational process. We believe home and school must work together cooperatively for education to be the best it can be.**

How can parents/guardians help their children?

1. Review this handbook with your child. Talk about the rules and procedures explained. This handbook outlines rules and procedures that will provide a workable atmosphere for everyone. Your cooperation in reading the handbook and assisting your child with the included school procedures will be greatly appreciated.
2. Show an interest in your child's work and read the materials sent home from school throughout the school year. Check your child's book bag daily.
3. Join the elementary staff in forming a partnership to provide a quality education for your child. Consider joining the PTO! Parents/guardians are our partners in the important job of educating the children of this community. We welcome your suggestions and encourage you to be an informed parent/guardian in your child's educational process. Your interest, involvement, and encouragement throughout the year will certainly enhance your child's school experience and development. For PTO meeting dates, check the Waynesboro Area School District website under each school.

General dates are:

- Fairview PTO meets 3<sup>rd</sup> Thursday every month except December.
- Hooverville PTO meets 1<sup>st</sup> Thursday every month.
- Mowrey PTO meets 1<sup>st</sup> Monday every month unless conflict, then 2nd Monday.
- Summitview PTO meets 1<sup>st</sup> Tuesday every month.

The goal of WASD is to achieve excellence in education. We know this requires hard work, high expectations, and people working together. We look forward to an outstanding year of working and learning in our elementary schools and solicit your thoughts and energies to make this a reality. Please call the school at any time when you have questions or concerns. The staff is anticipating a very successful year and is eager to guide your child's continued growth and progress.

Throughout this handbook you'll notice that the term "student" is absent and has been replaced with the term "learner." At WASD, we believe that the term "learner" applies to anyone actively engaging in the learning process, whereas the term "student" implies that learning is passive and can only take place with a teacher.

\*Please note that in light of COVID-19, some components of this handbook may be changed or adjusted.

**Mr. Matthew Jenkins**

*Fairview Elementary Assistant Principal*

**Mrs. Dianne Eberhardt**

*Hooverville Elementary Principal*

**Mrs. Megan McGuire**

*Fairview Elementary Principal*

**Dr. Diane McCallum**

*Summitview Elementary Principal*

**Mrs. Emily Goodine**





# Waynesboro Area School District 2020-2021 School Calendar



Approved 2/25/2020

July 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Teacher Days = 0 Student Days = 0						

August 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	NTI	TI	TI	MA/A	14	15
16	NTI	18	F	20	21	22
23	24	25	26	27	28	29
30	31					
Teacher Days = 12 Student Days = 9+1						

September 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	N	8	9	10	11	12
13	14	15	16	E	18	19
20	21	22	23	24	25	26
27	28	29	30			
Teacher Day = 21 Student Days = 21						

October 2020						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	PT	10
11	N	13	14	15	16	17
18	19	20	21	E	Q	24
25	26	27	28	29	30	31
Teacher Days = 22 Student Days = 20						

November 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	TI	12	T	14
15	16	17	18	19	20	21
22	23	24	E	N	N	28
29	N					
Teacher Days = 18 Student Days = 17						

December 2020						
S	M	T	W	T	F	S
		TI/A	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	E	18	19
20	21	22	P	N	N	26
27	N	N	N	N		
Teacher Days = 16 Student Days = 15+1						

January 2021						
S	M	T	W	T	F	S
					N	2
3	4	5	6	7	8	9
10	11	12	Q	14	TI	16
17	N	19	20	21	22	23
24	25	26	27	E	29	30
31						
Teacher Days = 19 Student Days = 18						

February 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	P	16	17	18	19	20
21	22	23	24	T/E	26	27
28						
Teacher Days = 19 Student Days = 19						

March 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	E	N	20
21	P	Q	24	25	26	27
28	29	30	31			
Teacher Days = 21 Student Days = 21						

April 2021						
S	M	T	W	T	F	S
				P	N	3
4	N	P	7	8	9	10
11	12	13	14	E	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
Teacher Days = 18 Student Days = 18						

May 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	QTR	29
30	N					
Teacher Days = 20 Student Days = 20						

June 2021						
S	M	T	W	T	F	S
		TI	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
Teacher Days = 1 (127th Day) Student Days = 0						

**PSSA Testing Dates**  
ELA Apr. 19-23  
Math Apr. 26-30  
Science Apr. 26-30  
Makeups May 3-7

**AP Testing**  
May 3 - May 14

**Last Day of Marking Period (Gr. 6-12)**  
1st Quarter- Oct 23 2nd Quarter- Jan. 13  
3rd Quarter- Mar. 23 4th Quarter - May 28

**Last Day of Trimester (Gr. K-5)**  
1st Trimester - Nov. 13 2nd Trimester- Feb. 25  
3rd Trimester - May 28

**2021 Graduation Date (Tentative)**  
May 28, 2021

**Keystone Testing Dates**  
Alg, Bio & Lit. May 17-28

**New Teacher Induction**  
August 10 & August 17

**August 13 is A MANDATORY Work Day For ALL STAFF**

**Early Dismissal Times**  
Secondary (6-12) - 11:50  
Elementary (K-5) - 12:50

**Code Definitions**  
A- Act 80 Day/ No School  
E- Early Dismissal  
EP- Early Dismissal/ Professional Development  
F- First Day of School  
L- Last Day of School  
M- Make-Up Day  
MA- Mandatory Work Day - All Staff  
N- No School  
NTI- New Teacher Induction  
P- Possible Snow Make-Up Day  
PT- Parent Teacher Conferences/No School  
Q- End of Quarter (6-12th)  
SD- Snow Day  
T- End of Trimester (K-5th)  
TI - Teacher Inservice Day/ No School

Please subscribe to push notifications on your building's website, follow your school on Twitter, and "like" the building's Facebook page for regular updates and changes to school calendars and programs.

## ELEMENTARY LEARNER CODE OF CONDUCT AND DISCIPLINE

The administration, faculty, and staff of the Waynesboro Area School District (WASD) strive to provide a quality education for all learners in a caring and safe environment. We are committed to a positive and active relationship with parents/guardians and community, and it is our goal that each learner be prepared intellectually, physically, and emotionally for life in a global society.

This Code of Conduct establishes rules for maintaining an educational environment that allows the teacher to communicate effectively with all learners in the class, allows all learners in the class to learn, has consequences that are fair and developmentally appropriate, and considers the learner and the circumstances of the situation.

This Code of Conduct meets the legal requirements of Section 12.3 of the Pennsylvania Code as this is disseminated to learners and parents/guardians in the district schools' learner handbooks, meets the requirements of Act 26 of 1995 as relates to the possession of weapons, establishes a rational standard of behavior for all learners in achieving the objective of providing a safe environment for the pursuit of knowledge, helps prepare learners for life in a democratic society where adopted laws govern and maintain a measure of protection and security for all citizens within the framework of freedom, and supports the school district's mission statement.

### **TEAMology Mission Statement:**

Create a school climate where every person in the school works toward a common goal. Our goal is to instill a sense of belonging in our learners, decrease bullying, teach proactive social skills, and create future leaders.

**Helping Others ~ Problem Solving ~ Anti-Bullying ~ Resiliency ~ Leadership ~ Positive Change**

### **Code of Conduct Philosophy:**

We believe the image a school portrays is often determined by the behavior of its learners and the physical appearance of the building. We must all – learners, teachers, administrators, support staff, and community members – show pride by doing our share to make our school a better place in which to learn and work.

Accordingly, we believe every learner attending Waynesboro Area Elementary Schools has the right to:

- Undisturbed teaching and learning, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, sexual orientation, national or social origin, property, birth, or other status.
- Pursue an education in a climate of mutual trust, respect, and interpersonal concern where openness and academic honesty and integrity prevail.
- We also believe this educational environment should be safe, reassuring, and free from drugs and alcohol, violence, weapons, harmful remarks, and vandalism.
- In order to make these beliefs a reality, we have developed a Code of Conduct that includes
- behavioral expectations and discipline policies and procedures that create the best possible environment to promote learning and to protect and develop the physical, social, intellectual, and emotional growth of each learner. These policies and procedures limit the opportunity of an individual to interfere with the educational rights of other learners, as well as those of the individual.
- We will create a caring environment that encourages mutual respect and cooperation, while providing opportunities for learners to make positive choices regarding their behavior. We believe as learners develop and mature, they will develop more self-direction and self-discipline; our policies encourage that development.

### **Academic Honesty:**

Learners enrolled in WASD elementary schools are expected to challenge themselves academically at all times. In the pursuit of your goals, we expect you to do your own work. There is no place at WASD elementary schools for academic dishonesty. Academic dishonesty is the giving, taking, or presenting of information or material by a learner that

unethically or fraudulently aids oneself or another on any work which is to be considered in the determination of a grade, the completion of academic requirements, or the enhancement of that learner's record or academic career.

### **Free Education:**

All persons residing in this commonwealth between the ages of 6 and 21 years are entitled to a free and full education in the commonwealth's public schools. Parents/guardians of all children between the ages of 8 and 17 are required by the compulsory attendance law to ensure their children attend an approved educational institution, unless legally excused. Learners who have not graduated may not be asked to leave school merely because they have reached 17 years of age if they are fulfilling their responsibilities as learners. A learner may not be excluded from the public schools or from extracurricular activities because:

- The learner is married.
- The learner is pregnant.
- The learner has a disability as identified by Chapter 15 (protected handicapped learners).
- The learner is an eligible learner identified under Chapter 14 (special education services and programs).

### **Learner Behavior and Responsibilities:**

According to the Pennsylvania State Board of Education, learner responsibilities include: attending school regularly, making a conscientious effort in classroom work, and conforming to school rules and regulations. Learners also share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No learner has the right to interfere with the education of his fellow learners. It is the responsibility of each learner to respect the rights of teachers, learners, administrators, support staff, and all others who are involved in the educational process. Learners should express their ideas and opinions in a respectful manner.

### **Flag Salute and the Pledge of Allegiance:**

It is the responsibility of every citizen to show proper respect for his country and its flag. Learners may decline to recite the Pledge of Allegiance and may refrain from saluting the flag on the basis of personal belief or religious convictions. Learners who choose to refrain from such participation shall respect the rights and interests of classmates who do wish to participate.

### **Freedom of Expression:**

The right of public school learners to freedom of speech is guaranteed by the Constitution of the United States and the Constitution of the Commonwealth of Pennsylvania. Learners shall have the right to express themselves unless the expression materially and substantially interferes with the educational process, threatens serious harm to the school or community, encourages unlawful activity, or interferes with another individual's rights.

### **Learner Discipline Plan:**

The elementary staff is committed to providing the best education for all children. We continually teach for success, not failure. We realize you, as parents/guardians, are the most important people in your child's life. You are therefore the most influential. As a cooperating team, we can both make your child's year at school a success. In order to provide an enriching educational environment which enhances learner growth, the staff has developed a School-wide Positive Behavior Support Plan. We believe it to be fair, clear, and consistent. We are also convinced this plan will create a positive, pleasant atmosphere for your child to learn. Recognizing the majority of the learners are doing an outstanding job making WASD a good place to work and learn, the following goals have been established:

- Develop each learner's respect for himself/herself and others.
- Approach discipline from a positive standpoint and reward outstanding learner behavior with positive reinforcement.
- Expect and reinforce appropriate behavior.
- Require parental involvement in solving discipline issues.
- Make discipline a school-wide priority.
- Design and use logical sequence in administering the discipline plan.

- Make consequences consistent throughout the school.
- Continue to improve learner behavior.

**Learner Responsibilities:**

No learner has the right to interfere with the education of his/her fellow learners. It is the responsibility of each learner to respect the rights of all who are involved in the educational process.

**Elementary School Rules:**

School rules apply at all times on school property and at all school events.

- Obey and respect all school staff.
- Use school appropriate language.
- Do not physically or verbally hurt others.
- Do not bully or join others in bullying.
- Do not destroy or deface school property or the property of peers.
- Walk without talking throughout the building.
- Show respect toward others
- Keep hands to yourself
- Use bathroom properly
- Do not chew gum.
- Do not bring personal items from home, including electronic devices.
- Use courteous behavior at all times.
- Do not walk through pods or through the media center when traveling through the building.
- Remove hats while in the building.

<b>Violation Behaviors: Teacher</b>	<b>Non-Negotiable Behaviors: Administration</b>
Disrespect/Non-Compliance	Class Disturbance
Disruption	Computer Misuse
Inappropriate Language	Confrontation with peer/ teacher/ administrator
Lying/Cheating	Destruction of property
Physical Aggression	Repeated code of conduct issue:
Property Misuse	Inappropriate language
Technology Misuse	Insubordination teacher/ administrator
Other	Stealing/ theft
	Bullying
	* Against Academic Code of Conduct
	* Against Learner Code of Conduct

This policy will be followed as outlined below, unless, as determined by the principal, circumstances require a change.

**Behavioral Support Options:**

- Parent/guardian/learner conference
- Team meeting
- Various discipline strategies
- Instructional support team
- Behavioral management team
- Referral to counseling services

**Types of Disciplinary Consequences:**

Classroom teachers, assistant principals, principals, assistant superintendent, and the superintendent may discipline learners. Some of the consequences that may be imposed by school personnel for an infraction of district policies and the Learner Code of Conduct are listed below.

- Verbal or written reprimands from either a teacher or an administrator
- Parent/guardian conference, which may involve the learner, teacher, administrator, counselor, and parents/guardians, as required
- Loss of learner privileges
- Restitution for property damage (The learner may be required to reimburse an individual or the school district for damage done to staff or faculty property or school property.)
- Detention: teacher-assigned or administrator-assigned
- Alternative Instruction (AI) or In-School Suspension (ISS): AI/ISS is a temporary placement to provide an alternate location for instruction to individuals who have difficulty functioning in the regular classroom and school environment.
- Referral to the WASD police officer

**Expulsion:**

An expelled learner is removed from the regular learning environment on a long-term basis, exceeding ten days, due to a series of disciplinary infractions or a serious violation of a district policy. In serious circumstances of misbehavior, the principal may recommend to the superintendent and the Waynesboro Board of School Directors that a learner be expelled or removed from the regular educational environment for a period in excess of ten days, the remainder of the semester or school year, or permanently. Learners expelled from WASD may not re-enroll in school without the approval of the Waynesboro Board of School Directors. In all cases where consideration is being given to expelling a learner, the gravity of the circumstances require particular emphasis be given to procedural fairness issues.

**Hearings:**

Education is a statutory right, and learners shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the learner is entitled to a formal hearing.

**Formal Hearings:**

A formal hearing is required in all expulsion actions. This hearing may be held before the governing board, an authorized committee of the board, or a qualified hearing examiner appointed by the board. When a committee of the board or a hearing examiner conducts the hearing, a majority vote of the entire governing board is required to expel a learner. Due process requirements shall be observed with regard to the formal hearing.

**Informal Hearings:**

The purpose of the informal hearing is to enable the learner to meet with the appropriate school official to explain the circumstances surrounding the event for which the learner is being suspended or to show why the learner should not be suspended.

**Out-of-School Suspension (OSS):**

Out-of-school suspension is the removal of a learner from the campus for a specified period of time from one to ten days. An OSS learner shall not participate in or attend any co-curricular activity until the day after the last day of the assigned period of suspension.

**Searches:**

The governing board of every school entity shall adopt reasonable policies and procedures regarding learner searches. The local education agency shall notify learners and their parents/guardians of the policies and procedures regarding learner searches. Illegal or prohibited materials seized during a learner search may be used as evidence against the learner in a school disciplinary proceeding.

**Elementary School Counselor:**

An elementary school counselor is available at each elementary school. An elementary school counselor is a liaison between home and school to expedite processes that are essential to learner wellbeing and/or academic success. The duties of the school counselor include: counseling children individually and in groups, make home visits as needed, and to develop a program of providing services for kindergarten learners which will enhance their adjustment to attending school.

**TEAMology:**

TEAMology is a school-wide anti-bullying and character development movement to help schools evolve into TEAM-oriented cultures. Through the process of implementing and practicing the TEAMology program and curriculum, a school will see a climate change that brings every person in the school together to work toward one common goal. This instills a sense of belonging in learners, decreases incidents in bullying, teaches proactive social skills, and creates future leaders. Learners involved in TEAMology have a deeper sense of doing the right thing, which aids in academics and helps learners gain important knowledge they can use in real life situations. TEAMology brings a positive change to learners, families, and communities. These changes then become a way of life.



## Academics

### Communications:

We ask parents/guardians to refrain from calling teachers during instructional time. If you need to contact your child's teacher, the secretary will leave a message for him/her to return the call at his/her earliest convenience.

If a parent/guardian needs to contact a child, the secretary will relay a message. Children will not be called from the classroom to the phone. Parents/guardians must send notes in the morning with learners regarding changes in busing or pick up at dismissal. If no note is received, the child will be sent home on his/her regular bus. In the event of an emergency, changes in afternoon transportation must be made by the child's parent or legal guardian prior to 2:00 pm.

If your child has forgotten needed materials, you may leave them at the office. Please be certain your child's name, room, and/or teacher's name appear on the items.

### Teachers' Schedule:

The teachers' scheduled day begins at 8:10 AM and ends at 3:40 PM. Teachers are available for phone calls during their planning period from 8:10-8:30 AM and 3:30-3:40 PM. Teachers are also available through district email during these times. Staff email addresses are located on the WASD website.

### Related Arts- 4-Day Schedule:

WASD is scheduling kindergarten through fifth grade learners in art, music, physical education/ wellness, and media instruction on a four day rotation. This means your child will have one related arts class every day. (Example - If Monday is Day 1 and your child has music, he will also have music on Friday.) The cycle repeats every four days. The sequence continues for school days only. You may wish to post this calendar at home. Please make sure your child wears comfortable clothing and sneakers for PE/Wellness classes.

### Homework:

Homework has been identified in almost all national and state reports on education as a vital factor in increasing learner achievement. As parents/guardians, if you have a positive attitude toward homework, then the odds are your child will too. Listed below are some ways you can assist your child:

- **Make sure your child has a quiet, well-lit place to do homework.** Avoid having your child do homework with the television on or in places with other distractions, such as people coming and going.
- **Make sure the materials your child needs are available.** Ask your child if special materials will be needed for some projects and get them in advance.
- **Help your child with time management.** Establish a set time each day for doing homework. Do not let your child leave homework until just before bedtime. Think about using a weekend morning or afternoon for working on big projects, especially if the project involves getting together with classmates.
- **Be positive about homework.** Tell your child how important school is. The attitude you express about homework will be the attitude your child acquires.
- **When your child does homework, you do homework.** Show your child the skills they are learning are related to things you do as an adult. If your child is reading, you read too. If your child is doing math, balance your checkbook.
- **When your child asks for help, provide guidance, not answers.** Giving answers means your child will not learn the material. Too much help teaches your child that when the going gets rough, someone will do the work for him or her.
- **When the teacher asks that you play a role in homework, do it.** Cooperate with the teacher. It shows your child that the school and home are a team. Follow the directions given by the teacher.
- **If homework is meant to be done by your child alone, stay away.** Too much parent/guardian involvement can prevent homework from having some positive effects. Homework is a great way for children to develop independent, lifelong learning skills.
- **Stay informed.** Talk with your child's teacher to ensure completed homework is being turned in on time.

- **Help your child figure out what is hard homework and what is easy homework.** Have your child do the hard work first. This will mean he/she will be most alert when facing the biggest challenges. Easy material will seem to go fast when fatigue begins to set in.
- **Watch your child for signs of failure and frustration.** Let your child take a short break if he/she is having trouble keeping his/her mind on an assignment.
- **Reward progress in homework.** If your child has been successful in homework completion and is working hard, celebrate success with a special event (e.g., pizza, a walk, a trip to the park) to reinforce the positive effort.

**Testing:**

Throughout their school experiences, learners are exposed to a variety of tests. School personnel use these assessments to monitor children’s academic growth, target instruction, and to provide appropriate educational programs.

- Acadience Reading & Math - Grades K-5
- Fountas and Pinnell Reading Assessment - Grades K-5
- Edmentum Reading, Math, and Science - Grades K-5
- Pennsylvania State Standardized Assessments (PSSA)-Grades 3-5

**2020-2021 PSSA Testing Dates**

Assessment	Dates	Grades
ELA	April 19-23, 2021	3-8
Math	April 26-April 30, 2021	3-8
Science	April 27-May 1, 2021	4 & 8

**\*Please do not schedule appointments. WASD will not approve educational field trips on these dates.**

**Report Cards:**

The WASD elementary report card takes into consideration individual differences and levels of achievement and evaluates them accordingly. Learners in grades 3 to 5 will follow a grading scale below. learners in grades K-5 will receive report cards three times a year.

Content Grade Key: Grades 3-5	Reading/Writing/Math Grading Key: Grades K-2
A – Excellent (90%-100%)	3 – Meets Benchmark
B – Above Average (80%-89%)	2 – Working toward Benchmark
C – Average (70%-79%)	1 – Needs Improvement
D – Below Average (60%-69%)	
E – Unsatisfactory (0%-59%)	

Learner grades, attendance, and report cards are available through our Sapphire Community Web Portal. Please refer to the WASD Parent link to create a Sapphire Community Portal account.

All reports will be shared with parents/guardians at the October parent/guardian conferences. You will have an opportunity to ask specific questions concerning your child’s educational growth at that time.

**Multi-Tiered Systems of Support (MTSS):**

Multi-Tier System of Supports (MTSS) is an educational process that provides high-quality, research-based instruction and intervention based on individual learners’ academic, social, and behavioral needs which are identified through screening and progress monitoring. Adjustments to instruction and interventions are based on learners’ performance and rate of learning success.

MTSS requires the use of research-based programs to remediate children in grades K-5 in their greatest area of need in reading and math. Through the routine assessments, we gain insight into the skills children have already mastered and skills where they continue to need assistance. If they show weakness in certain reading skills during these school wide assessments, they are placed in MTSS and we monitor their progress through monthly or weekly assessments.

MTSS has three levels. Those levels and the services a child might receive are listed below.

### **Tier I**

All learners receive Tier I instruction in the five components of reading. These components are phonemic awareness, phonics, vocabulary, fluency, and comprehension. This core instruction is given entirely in the classroom and includes the WASD English Language Arts Modules, and 100 Book Challenge.

### **Tier II**

A child at Tier II would receive the entire core reading instruction in the classroom and then receive additional support or remediation in their deficit area. This remediation could include small literacy groups or one of the many research-based programs the district has available. These learners are assessed at least once a month for a period of five months to monitor whether or not they are making progress.

### **Tier III**

Learners at Tier III have already been identified for Tier II services, but continue to struggle following the five-month intervention period. These learners can then be provided with additional interventions, flexible grouping, or small remediation groups. These learners are assessed once a week for a period of ten weeks.

If a child has received targeted remediation in their deficit area and has not made adequate progress during the thirty-week intervention period, they may be assessed for learning support services through the school district. This would be supported by the quantitative data that has been collected during Tier II and III remediation. However, the school district will continue to provide a learner with any or all available support services deemed necessary regardless of whether or not they have an individual education plan (IEP).

Using MTSS, the school makes every attempt at early intervention to teach and remediate children with focused instruction so that they experience success at school. If you have any questions regarding MTSS, feel free to contact your building instructional support teacher (IST). The IST can provide you with information regarding tier placement, assessment results, and other information regarding learning support services. A parent/guardian has the right to request an evaluation through the district at any time during this process.

### **A Guide to Special Education Services and Programs:**

This guide lists and explains the Special Education Services and Programs available in the District. The Learning Support, Emotional Support, Autistic Support and Gifted program are operated by the School District. Other special education services and programs are provided in conjunction with the Lincoln Intermediate Unit #12.

- **Instructional Support:** Every effort will be made to adapt a regular education program to your child's needs before he is evaluated for special education services. Classroom adjustments may include curricular adaptations, modifications in assignments, changes in instructional approaches, and/or changes in instructional or behavioral management approaches.
- **Due Process:** The Fourteenth Amendment to the United States Constitution ensures everyone "due process" and "equal protection" of the law. Due process is a series of steps to guarantee each pupil a free, appropriate public education. At each step in determining your child's need for specially designed instruction, parents are involved in the decision-making process. An explanation of your due process rights is available upon request in our schools.

- **Confidentiality:** The District ensures the confidentiality of learner records in the following ways:
  - Limited access to authorized school personnel for the purpose of aiding the learner.
  - Obtaining parental approval for release of information to all other sources.
- **Autistic Support/PDD:** Services and programs for exceptional pupils with a diagnosis of autism or pervasive developmental disorder (PDD).
- **Emotional Support:** Services and programs for pupils with inappropriate behavior and inability to develop interpersonal relationships that adversely affect educational performance over a long period of time.
- **Hearing Impaired Support:** Services and programs for pupils with hearing loss, ranging from mild to severe, interfering with communication.
- **Learning Support:** Services and programs for exceptional pupils whose primary identified need is academic support.
- **Life Skills Support:** Services and programs for exceptional pupils where instruction is focused primarily on functional academics and daily living.
- **Multiple Disabilities Support:** Services and programs for exceptional pupils who are identified as having a combination of physical and mental disabilities.
- **Physical/Occupational Therapy:** Services and programs for exceptional pupils with orthopedic and/or fine motor skill difficulties.
- **Speech and Language Support:** Services and programs for exceptional pupils whose language, voice, fluency or articulation impairments, affect communication.
- **Visually Impaired Support:** Services and programs for exceptional pupils with loss of vision, affecting educational performance.
- **Gifted Support:** Services and programs for gifted identified learners who need curriculum enrichment and/or advancement.

### **The Special Education Consult Line 1-800-879-2301**

#### **How To Access Special Education Services And Programs**

Parents, guardians, teachers, counselors or others identify learners who may have special needs. Forms requesting screenings can be obtained at the school anytime. Assessment data will then be collected and reviewed with the parent and building-level instructional support team (IST). Classroom interventions begin. Recommendations will be made for either continued classroom interventions or formal evaluations. Written parental permission is required for a formal evaluation. At any time during the process a parent has the right to request an evaluation through the school district. A multidisciplinary team (MDT), which includes the parents, collects and analyzes data from the evaluation. A Comprehensive Evaluation report is developed by a certified school psychologist who determines the nature and degree of the impairment. An individual education program (IEP) team reviews the recommendations from the MDT and determines if the learner needs specially-designed instruction. If the learner is eligible for services, the team develops an IEP. IEP's are reviewed and updated annually. Reevaluations are conducted bi-annually.

## ANNUAL PUBLIC NOTICE

### To Parents of Children Who Reside in Waynesboro Area School District

In compliance with state and federal law, the Waynesboro Area School District conducts ongoing identification activities as part of its school program for the purpose of identifying learners who may be in need of special education and related services (eligible learners). If your child is identified by the District as possibly in need of such services, you will be notified of applicable procedures. Individual services and programs are available for children who are determined to need specially designed instruction due to the following conditions:

1. Autism / Pervasive Development Disorder
2. Visual Impairment, including Blindness
3. Hearing Impairment, including Deafness
4. Emotional Disturbance
5. Specific Learning Disability
6. Speech and Language Impairment
7. Deaf / Blindness
8. Other Health Impairment
9. Orthopedic Impairment
10. Traumatic Brain Injury
11. Mental Retardation
12. Multiple Disabilities
13. Deafness

If you believe that your school-age child may be in need of special education services and related programs, screening and evaluation processes designed to assess the needs of the child and his/her eligibility are available to you at no cost, upon written request. You may request screening and evaluation at any time, whether or not your child is enrolled in the District's public school program. Requests for screening and evaluation are to be made in writing to your child's building principal. The Lincoln Intermediate Unit #12 also provides early intervention services for eligible preschool children, ages three to five, with developmental delays. For more information on Early Intervention Services, contact Mrs. Jody Bering, (717) 624-6502.

### Learners Who are Intellectually Gifted

All Franklin County School entities, except charter schools, also offer special education services, in the form of acceleration or enrichment, for learners who are identified by a gifted multidisciplinary team ("GMDT") as "mentally gifted." A child is considered mentally gifted when his or her cognitive ability or other factors, as determined by a multidisciplinary team evaluation, indicate that he or she has outstanding intellectual ability the development of which requires special programs and services not ordinarily available in the general education program. The school entity engages in screening activities during regular classroom instruction and uses the data thus generated to determine whether a GMDT evaluation is warranted. In addition, parents may request gifted screening or a GMDT evaluation at any time. Parents are part of the GMDT and, if their child is determined to be mentally gifted, are part of the development and annual review and revision of their child's gifted individualized educational program ("GIEP") as a member of the GIEP team. The GIEP describes the present levels, annual goals and measurable objectives, and specially designed instruction and related services through which the District will provide the enrichment or acceleration, or both, that is needed to develop the outstanding mental ability of the child. Parents of learners who are mentally gifted have the right to request a special education due process hearing or to file a compliance complaint with the Pennsylvania Department of Education at the above address. Details concerning the procedures governing hearing requests can be found on the Website of the Office for Disputed Resolution as <http://www.pattan.k12.pa.us>.

A child can be identified as both a child with a disability and mentally gifted. In such cases, the rights of the child and his or her parents are governed by the rules applicable to children with disabilities and their parents, as described above.

**Confidentiality:**

In accordance with federal and state law, information obtained regarding a specific child is maintained in a confidential manner. The district ensures the confidentiality of learner records in the following ways:

- Limited access to authorized school personnel for the purpose of aiding the learners
- Obtaining parental approval for release of information to all other sources.

**Due Process Rights:**

Due process is a series of steps to guarantee each pupil a free, appropriate public education. At each step in determining a child's need for specially designed instruction, parents are involved in the decision-making process. An explanation for due process rights is available upon request in our schools.

For additional information regarding special education and services in the Waynesboro Area School District, contact Sherri Sullivan, Director of Special Education, at (717) 762-1191, extension 1126.

Consult Line is a toll-free parent helpline for special education questions and concerns. Advisors will answer questions and provide information about the special education process and the laws governing such programs for parents of children with disabilities and educational agencies that serve them. 1-800-222-3353, or <http://odr.pattan.net>

**Public Notice for Chapter 15:**

In compliance with state and federal regulation at C.F.R. Part 104, the Waynesboro Area School District will provide to each protected handicapped learner without discrimination or cost to the learner or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the learner's abilities. The identification, evaluation and education of learners who are qualified disabled persons within the meaning of Section 504 of the Rehabilitation Act of 1973 will be provided in accordance to the regulations. In order to qualify as a protected handicapped learner, the child must be school age with a physical or mental disability which substantially limits or prohibits participation in, or access to, any aspect of the school program. These services and protections for "protected handicapped learners" (Section 504 of the Rehabilitation Act 1973) cover learners who are disabled but do not need special education services. For additional information regarding chapter 15 service contracts (Section 504 of the Rehabilitation Act 1973) in the Waynesboro Area School District, contact Sherri Sullivan, Section 504 Coordinator, at (717) 762-1191, extension 1126.

The Pennsylvania Department of Education ("PDE") will destroy or have destroyed all test booklets for the Pennsylvania System of School Assessment ("PSSA"), Keystone Exams, and Pennsylvania Alternative System of Assessment ("PASA") one year from the date on which learner results are delivered. PDE will also destroy or have destroyed all answer booklets for the PSSA and Keystone Exams and all media recordings for the PASA three years from the date on which the assessment is completed.

A comprehensive Annual Notice of Special Education Services can be found on the Waynesboro Area School District's website: [www.wasdpa.org](http://www.wasdpa.org).

**English as a Second Language (ESL):**

For learners whose primary home language is not English, testing and instruction in English as a Second Language is required, dependent upon proficiency. ESL services for learners in kindergarten are provided within their homebuilding. Services for grades 1-5 is provided at Summitview Elementary. The instruction will be delivered utilizing classroom pull-out and co-teaching. ESL instruction is core-academic instruction. The ESL Program Plan is available for review upon request.

## **McKinney-Vento Act: Homelessness / Displaced Youth or family**

A family or student is considered homeless under the **McKinney-Vento** definition if they are in any of these places or situations:

- Public or private shelters
- Public or private places not designated for, or ordinarily used as, regular sleeping accommodations such as vehicles, parks, motels, campgrounds, etc.
- Living with a parent in a domestic violence shelter
- Living with relatives or friends due to lack of housing
- Living in transitional housing programs
- Runaway children (under 18 years of age) and children and youth who have been abandoned or forced out of their home by parents or other caretakers (unaccompanied youth). These children may be in temporary shelters awaiting assistance from social service agencies, or may live alone on the street or move from place to place among family members, friends or acquaintances.
- Children of migrant families who lack adequate housing
- Children abandoned in hospitals or awaiting foster care
- Youth awaiting foster care placement include those who are placed in:
  - Emergency, interim or respite foster care
  - Kinship care
  - Evaluation or diagnostic centers
  - Placements for the sole purpose of evaluation

When necessary, local school officials should consult with their county children and youth agencies to determine if a child meets the definition of “awaiting foster care placement,” including, on a case-by-case basis, whether a child who does not clearly fall into one of these categories is nevertheless a child “awaiting foster care placement.” Frequently, unaccompanied youth become homeless after leaving abusive or destructive home environments. In turn, their homelessness, which often involves “couch surfing” (staying temporarily with friends or relatives), or living on the streets, places them at risk of further victimization, including robbery and assault, or human trafficking. School personnel must understand that although youth may hesitate to admit it, home may be an unhealthy or dangerous environment for them. Judgments regarding why a youth left home fall outside the purview of the public education system. Schools are required to enroll any unaccompanied youth who fits the definition of homelessness. The district is responsible for identifying and reporting all learners under McKinney-Vento Act.

For additional information, please visit our district website at [www.wasdpa.org](http://www.wasdpa.org) .

### **Conferences:**

Scheduled conferences are held in October of each year for parents/guardians of all children in grades kindergarten through fifth. Winter conferences will be scheduled for those parents/guardians who desire a conference or for learners whose teachers request that a conference be held. Other conferences may be arranged by sending a note requesting a conference to your child’s teacher or by calling the building secretary.

### **Field Trips:**

Each school year educational field trips are planned as an integral part of the total school program. These trips enhance each grade level’s curriculum. Some field trips have a per pupil cost which is the responsibility of the family. Please contact the building principal if your family has financial difficulty. The planned field trips for each grade level are as follows:

- Kindergarten – Dairy Farm
- Grade 1 – Maryland Theatre
- Grade 2 – Children’s Safety Village

- Grade 3 - Baltimore Aquarium & Wellness Days
- Grade 4 – Harrisburg, Farmfest & Maryland Symphony
- Grade 5 - Outdoor School & Gettysburg

In addition, all grade levels attend Renfrew Park for environmental education. \*\*Please note field trips are subject to change.\*\*

### **Parent/Guardian Chaperones:**

Parent/guardian participation as a chaperone enables field trips to be successful and safe. All parent/guardian chaperones are required to present photo ID to the front office and be issued a visitor's pass. The following guidelines have been developed to provide common standards of expectations for chaperones.

- Volunteers are required to obtain background checks, including the Child Abuse History Clearance, issued by the DHS and the Criminal History Record Check, issued by the PSP. More information about clearances required under the Child Protective Services Law can be found at [www.keepkidssafe.pa.gov](http://www.keepkidssafe.pa.gov). Individuals seeking clearances can go directly to [www.compass.state.pa.us/cwis](http://www.compass.state.pa.us/cwis) to create an individual account and apply for their child abuse clearance electronically. Parents/guardians who want to chaperone on field trips should contact their child's teacher and let the teacher know of their desire to serve as a chaperone. If there are more chaperones than are needed, all interested parents'/guardians' names will be placed in a hat for a drawing. Often we are limited to a certain number of chaperones due to available seating on buses or at the field trip site. Because of this, chaperones may not take other children on field trips.
- If you have not been asked to be a chaperone and still want to participate in a field trip, please consider taking the field trip as a family outing at another time. Please do not arrive at the field trip as an unexpected guest.
- Parents/guardians need to ride the bus to and from the trip.
- Supervision is needed on the bus as well as during the field trip.
- Parents/guardians are expected to follow all school rules. Smoking is not permitted.
- As a chaperone, you will be responsible for the safety and welfare of your child and several other children assigned to your group. You may not leave the group for any reason unless directed to do so by the teacher.

We are appreciative of the parent/guardian support we have received regarding field trips. Parents/guardians are an important part of the supervision provided for learners during field trips. learners have many fond memories of their field trip experiences.

### **Fundraisers:**

Over the past several years there has been a dramatic increase in the type and number of fund raising activities. The faculty and administration are not able to evaluate each and every one of the solicitations. Therefore, we are asking that learners do not bring items or descriptions of items to school to sell to staff or learners. The PTO fundraisers are the only exceptions to this policy.

### **School Pictures:**

Individual pictures are taken in the fall and spring according to a predetermined schedule. The fall picture will appear in the school yearbook. A class composite is included in the packet in the spring. Purchase of the pictures is optional. Yearbooks will be available for purchase.

## **Learner Attendance**

### **Attendance:**

Once your child is enrolled in grades K-5, they are subject to attendance laws in Pennsylvania. When a child is absent from school, he/she misses a day of learning. Since each day's learning builds upon previous information, it is essential children attend school regularly. As a parent/guardian, you can help your child to see attendance as an important part of his/her education in the following ways:

1. Do not keep your child home for minor ailments.
2. Show an active interest in your child's activities.
3. Encourage your child to develop good time management habits.
4. Compliment your child on his/her accomplishments.
5. Refuse to write false excuses.
6. Discuss your child's school day with him/her.
7. Encourage your child to be involved in school activities.
8. Participate in school activities yourself.

When a child is absent from school, he must present a written excuse signed by the parent or legal guardian, within 3 days, indicating the child's full name, date(s) of absence(s), and reason for being absent. When a child is absent for three or more consecutive days, a medical excuse is required. \*\*COVID-19 precautions and exceptions will be applied accordingly.\*\*

If no excuse is received, the absence will automatically be coded unexcused/illegal. All unexcused/illegal absences that total 3 days and beyond are referred to the school district attendance secretary/principal. Act 29 of the Pennsylvania Public School Code makes the following provisions for any or all of the consequences for unexcused/illegal absence from school:

- Payment of fine not exceeding \$300, plus costs
- Required community service for a period of up to six (6) months (This applies to parents/guardians of a child 12 years of age or younger.)
- Completion of a mandatory parenting education program

Ten days absence will generate a letter home indicating a learner's attendance status and stating that a doctor's excuse will be required for future absences to be excused/legal.

### **Chronic Absenteeism:**

Rates of chronic absenteeism will be reported as "Regular Attendance" on the Future Ready PA Index, and will be calculated at the building level, as well as for any group of twenty (20) or more learners in a building. Chronic absenteeism will be calculated based on the number of learners who have missed more than ten (10) percent of school days across the academic year. Learners enrolled for fewer than sixty (60) days of school will be excluded from that school's calculation, as there has not been sufficient opportunity for the school to apply intervention strategies.

Frequently asked questions about chronic absenteeism/regular attendance and associated answers appear below.

### **Attendance at School Sponsored Events:**

If a learner is not in school during the day, they are not permitted at school-sponsored events that evening.

### **Tardiness:**

Children arriving after 8:50 AM will be considered tardy. A child is permitted four (4) unexcused tardies per year. An unexcused tardy is defined as one in which a child is not signed in by a parent/guardian, does not have an acceptable written excuse from a parent/guardian, and/or does not have a doctor's excuse for an appointment that day.

If there are an exceptional number of tardies, even with a parent/guardian sign-in or excuse, WASD reserves the right to begin coding these days as illegal at our discretion. They will then be subject to the above stated consequences, including referral to the building principals.

**Arrival/Dismissal:**

Breakfast learners arriving by car must be dropped off between 8:20 and 8:30 AM. For safety reasons, learners are not permitted to arrive prior to 8:40 AM unless they are involved in the breakfast program or early band. A learner's arrival to school between the hours of 10:30 AM and 1:30 PM is considered a half day absence. A learner arriving at school after the hour of 1:30 PM is considered a full day absence. learners leaving school for scheduled appointments will be given a Dental/Medical form that will need to be signed by the doctor or dentist and handed in to the office upon the learner's return to school. If the form is not returned within 3 school days, the day will be coded illegal or unexcused.

**Emergency Closing of School:**

When inclement weather necessitates the closing of school, local radio stations will broadcast the information. A phone call will also be sent out to parents/guardians via the school district messenger system. Parents/guardians are requested NOT to telephone the school or the radio stations. Emergency arrangements should be made by you, and your child should be familiar with what is expected on these days.

**Make Up Days:**

In the event that school has been closed because of inclement weather, days designated as vacation may have to be used to make-up missed school days. Make-up days will be used in the following order:

- December 23, 2020
- February 15, 2021
- March 22, 2021
- April 1, 2021
- April 6, 2021

These dates will be used unless the date of cancellation is seven days or less from the next snow make-up day.

**Excuse for Religious Reasons:** Parents/guardians who desire to have their child excused from school to observe religious holidays, conferences, etc., should make this known in writing to the principal. In addition, parents/guardians who desire to have their child excused from parties, celebrations, etc., due to religious reasons should submit a written statement to have their child excused.

**Release from School for Trips:**

Parents/guardians who wish to obtain the release of their children from school for family trips, family business, or other family activities must request permission from the principal at least ten (10) days PRIOR. This request must be made in writing using the Educational Trip Form which is available in the office or online at [www.wasdpa.org](http://www.wasdpa.org). It should be returned for the principal's approval. (See sample.) Parents/guardians must define the nature of the activity, its duration, and its purpose. According to school board policy, only those activities which are an emergency or which are educational in nature will be excused. *WASD will not approve more than 5 days in one school year.*

## Health

### Head Lice:

WASD is committed to providing a healthy and safe environment for each of our learners. In an effort to maintain the health and welfare of all learners, we wish to inform you of a preventative measure we will be performing that involves head lice and head lice checks. Head lice are fairly common among school-aged children. It is not a sign of poor health habits or being dirty, but it may be difficult to eliminate the problem once infested. After a child has been sent home three times for head lice, the school nurse will check the learner once a week until they have been cleared for two consecutive weeks in a row. We are hopeful by staying vigilant and working together as a team, we can help reduce the number of learners being infested with head lice.

### Emergency Health Data:

Parents/guardians are requested to provide the school with the name, address, and telephone number of a relative, friend, or neighbor to be used in case of emergency. If parents/guardians work, the telephone number at the place of employment should be on file in the school office and health room. ***Please make every effort to keep the information on the form current.*** All changes of address and telephone numbers should be reported to the school office for recording or submitted on the Community Portal.

### Learner Use of Medication in the Schools:

#### Board Policy

1. **Definition:** For purposes of this policy, the term: “medication” shall include all medicine prescribed by a physician and any over-the-counter medication.
2. **Purpose:** WASD asserts parents/guardians have the primary responsibility for the health of their children. The district strongly recommends any necessary medications be given in the home. Parents/guardians should arrange with the child’s physician for medication time at intervals to avoid school hours. We realize, however, that the medical condition of some children requires them to receive medication during school hours. When medication absolutely must be given during school hours, certain procedures must be followed.

#### Medication Policy - This applies to prescription and over-the-counter medications (including cough-drops):

- Physicians should be encouraged to avoid prescribing medications to learners that would require administration during school hours if possible. Parents/guardians are asked to arrange medication administration time intervals with the child’s physician to avoid school hours. We do realize, however, that the medical conditions of some children requires them to receive medication during school hours. When medication absolutely must be given during school hours, certain procedures must be followed.
- Any medications to be given during the school (including cough drops):
  - A new doctor’s order and action plan (if applicable) is needed each school year and with any medication change
  - A school medication administration order is available in the health office or on the WASD website.
  - Medication needs to be delivered directly to the school nurse, principal, or the designee by the learner’s parent or a designated adult.
  - Medication needs to be brought to school in the original pharmaceutically dispensed and properly labeled container.
- If the child’s condition requires that the prescription medication be kept with the learner, such as an inhaler or EpiPen, this must be indicated by the physician annually.
- Learners who require medication on a field trip should have a parent or a designated adult attend the trip if at all possible.
- The learners are not permitted to carry medications with them at school, unless directed by a physician. This applies to all over-the-counter medications, including cough drops.

\*The school nurse has analgesics, antiseptics, and other mildly palliative non-prescription medications available according to the school physician's standing orders and parent permission given on emergency card. The WASD Medication Administration Form is located under Health Services on our school district webpage: [www.wasdpa.org](http://www.wasdpa.org)

**Learners will be sent home from school for:**

- Fever over 100 degrees F
- Vomiting
- Diarrhea
- Head lice - learner must be lice and nit free prior to returning to school
- Rash of unknown cause - rash letter will be sent home to be filled out by a doctor.

**When to keep your child home from school and when they may return:**

- Fever over 100 degrees F- can return after fever free for 12-24 hours without fever-reducing medication
- Cough and shortness of breath
- Pink eye - can return after 24 hours of treatment or as directed by provider
- Vomiting & Diarrhea - can return after symptoms have resolved for approximately 12 hours and learner can keep food down.
- Strep Throat- can return after 24 hours of antibiotics or as directed by provider
- Rashes - after diagnosed as non-contagious by physician or as directed by physician
- Ringworm - Must stay home until treatment has been started or if the lesion cannot be covered. If on the scalp, child should remain home until 24 hours after treatment has been started. Any child with ringworm should not participate in gym, swimming, and other close contact activities that are likely to expose others until 72 hours after treatment has begun or until the lesions can be completely covered.

**If you have questions concerning if your child should come to school or can return to school call your school nurse or family physician.**

## Safety/Transportation

### **Drills and Exercises:**

WASD has implemented the District All Hazards School Plan and individual School Emergency Plans. Public School Code requires all public schools to conduct fire drills not less than once a month. In addition, two emergency bus evacuation drills are held annually. Severe weather and crisis lockdown and evacuation procedures are conducted as part of WASD's All Hazards School Plan.

Fire drills are held regularly to ensure the safety of all learners and staff in the event of a fire emergency. Time is of the essence, but panic should be avoided at all cost. Learners are instructed in understanding signals, exits to use, procedures for leaving rooms, areas in which to assemble, methods of checking attendance after evacuation, and procedures for returning to the building.

### **Active Shooter Protocol**

The Waynesboro Area School District is committed to keeping our learners safe and preparing our faculty, support staff, and learners to be prepared for emergency situations. This year we have implemented the Run, Hide, Fight program. WASD high school and middle school learners will be presented this information through a learner assembly in November. Our elementary learners will be trained using a PowerPoint presentation conducted by elementary staff. Learners will have an opportunity to ask questions following the presentation.

#### **Run and escape if possible**

- Getting away from the shooter or shooters is the top priority.
- Leave your belongings behind and get away.
- Help others escape, if possible, but evacuate regardless of whether others agree to follow.
- Warn and prevent individuals from entering an area where the active shooter may be.
- Call 9-1-1 when you are safe and describe the shooter, location and weapons.

#### **Hide if escape is not possible**

- Get out of the shooter's view and stay very quiet.
- Silence all electronic devices and make sure they won't vibrate.
- Lock and block doors, close blinds and turn off lights.
- Don't hide in groups. Spread out along walls or hide separately to make it more difficult for the shooter.
- Try to communicate with police silently. Use text message or social media to tag your location or put a sign in a window.
- Stay in place until law enforcement gives you the all clear.
- Your hiding place should be out of the shooter's view and provide protection if shots are fired in your direction.

#### **Fight as an absolute last resort**

- Commit to your actions and act as aggressively as possible against the shooter.
- Recruit others to ambush the shooter with makeshift weapons like chairs, fire extinguishers, scissors, books, etc.
- Be prepared to cause severe or lethal injury to the shooter.
- Throw items and improvise weapons to distract and disarm the shooter.

Please know that although Run, Hide, Fight may appear to be sequential steps to follow, they are not. The steps are to help

people under stress to remember the options available to them in an active-shooter scenario.

### **Visiting and Volunteering in the Building:**

Parents/guardians are not permitted to go into the classroom area while school is still in session. This includes escorting children to their classroom at any time during the school year.

WASD uses **The School Gate Guardian** as a tool for school safety. The software quickly scans and processes a visitor's state issued identification and dates and timestamps every visit. The system archives all the details of the visit, including date and time, photograph of the visitor, who they are there to see, and what their destination is in the school.

WASD welcomes the active interests and visits of parents/guardians, community members, and others with valid public school business. Since schools and school grounds are a place of work and learning, policies and procedures for visits must be followed. The building principal is responsible for all persons in the building and on the grounds. Any person who is not a regular staff member or learner of the school will be termed a "visitor." Any visitor of the school must report to the main office upon arrival to the school to sign in and receive a visitor's pass. **Visitors are not permitted to enter the classroom area of the building unless they have valid clearance on file at the WASD district office, present photo ID, and obtain a visitor's pass from the office.** This pass needs to be completed and worn at all times while in the building.

All teachers are expected to stop and question any adult who is in the school without proper identification. Parents/guardians or citizens who wish to visit a classroom while school is in session are required to arrange such visits in advance with the teacher, so class disruption may be kept to a minimum. Teachers should not take class time to discuss individual matters with visitors.

### **Volunteers:**

A good volunteer program in an elementary school can be helpful to the learners, staff, and parents/guardians. A successful volunteer program consists of cooperation, good communication, and an understanding of purpose and goals.

Each volunteer, including those assisting in classroom parties, should be completely trained by school personnel to follow guidelines for our total school volunteer program as listed below. All volunteers will sign a volunteer contract each year reviewing WASD expectations.

- Maintain confidentiality of information.
- Follow WASD and school building policies, rules, and regulations.
- Refrain from discussion of learners with parents/guardians, staff, and administration.
- Please make child care arrangements for younger siblings when assisting in the classroom or attending classroom parties.
- Receive and comply with the instructions of the teacher.
- Volunteers should refrain from disciplining learners.
- Sign-in when arriving at the school.
- Wear a visitor's badge.
- Sign-out when leaving.
- Do not talk on cell phone while volunteering.
- Follow school dress code policy.

Any questions regarding school volunteers should be directed to the building principal.

**Transportation:**

Mrs. Malissa Baer is responsible for all bus routes and assignments. No changes, either temporary or permanent, are to be made without her approval due to the overcrowding of buses and safety of our learners. If you have any questions relating to bus matters, please contact her office for assistance by calling 717-762-1191, ext. 1264.

**Surveillance on School Buses:**

To ensure the safety of all learners on the bus and to assist the driver in maintaining proper bus behavior, camera surveillance has been installed on district school buses. Video records of learner misbehavior can be used as evidence should a learner misbehave on the school bus. Due to confidentiality laws, parents/guardians may not view videos or snapshots recorded from the video surveillance equipment.

**Teamology on the School Bus:**

Teamology is a whole-school program which supports fostering appropriate behavior and school community in all areas including the school bus. Teamology aims to create a climate of respect and cooperation among learners and the bus driver and teaching learners to take responsibility for their “bus route group” and what happens on the bus. The program also teaches learners about bullying and their role in preventing it.

**Goals of Teamology on the School Bus:**

The Teamology goal is to foster a positive and safe environment in all areas of the school community, including the school bus for all learners. This main goal is achieved by addressing these sub-goals:

- Encourage appropriate, positive behavior on the bus by being an upstander and responsible reporter
- Issue consistent consequences for negative behaviors on the bus, including bullying
- Increase the sense of responsibility of learners for what happens on the bus through problem solving and positive change
- Create a cooperative and supportive relationship between the school and the school transportation department by being a leader
- Create greater trust among all stakeholders in the school bus: learners, parents/guardians, school
- Improve communication among all stakeholders

**Elementary Bus Consequences:**

- **Warning:** The principal shall issue a verbal warning to learner with paperwork sent to parent/guardian.
- **First Offense:** The principal may suspend riding privileges of the learner for a period of three (3) days with notification to the parent/guardian and bus driver.
- **Second Offense:** The principal may suspend the riding privileges of the learner for up to five (5) days with notification to parent/guardian and bus driver.
- **Third Offense:** The principal may suspend the riding privileges of the learner for ten (10) days or longer with notification to the parent/guardian and bus driver.
- **Fourth Offense:** The principal may suspend the riding privileges of the learner for a period of up to one year with notification to the parent/guardian and bus driver.

**Required Transportation Notification:**

All changes in transportation must be submitted in writing to the office on the day of the change. This includes all modes of transportation: bus riders, walkers, car riders, and daycare changes. Per WASD Policy #, all learners are to have one consistent morning pick-up and one consistent drop-off each week. Exceptions may be made due to written custody orders, which must be on file in the school office. If such notification is not received for each time a change is to take place, the learner will be sent home their normal way. Last minute requests by parent/guardian for changes in transportation will only be accepted in an emergency situation and must be requested before 2pm. This is for the safety of your children.

Transportation needs are based on your learner's home address unless otherwise specified with the transportation office. If there is a need for a transportation change (ie: family move, before or after school care, custody change, etc), the parent/guardian needs to make the change via the Sapphire Community Web Portal under learner Data Forms.

Please note: if transportation is being changed due to a family move or a change in learner custody, updated proof of residency/custodial paperwork is required before transportation can be changed. Transportation changes can take up to 5 school days before being implemented.

### **WASD Transportation Guidelines (Policy 810)**

- All learners are assigned to a specific bus and stop for morning and afternoon and will be in accordance with custody orders from the court.
- Learners are not permitted to transfer to other buses without approval by the Transportation Coordinator or designee.
- Learners are required to ride their assigned bus. *Learners are not permitted to ride a bus for which they are not assigned at any point during the school year.*
- Emergency exceptions must be approved by the building principal.

### **Other District Policies**

Learners enrolled at WASD elementary schools are responsible for adhering to all WASD policies including, but not limited to the following:

#### **Dress Code Policy 221:**

Although learners exhibit different styles of clothing, it is important that our dress reflects good taste and is appropriate for school. The clothing of the learner shall not be disruptive, cause unnecessary comments, or bring undue attention to the wearer. If a staff member feels a learner's apparel is distracting to the educational process, the learner will be sent to an administrator who will make the final judgment. If a learner is dressed in an unacceptable manner, as determined by the administration, the learner may be asked to go home to change. Notification to parent/guardian will occur, if necessary, to obtain a change of clothing and appropriate discipline will be administered should the dress code violation persist.

#### **General:**

- Jeans and pants with rips and tears are acceptable as long as they are located at or below the knee. Rips and tears above the knee are only acceptable if skin is NOT showing.
- Yoga pants are acceptable, but cannot be sheer or see through. Leggings are acceptable. They cannot be sheer or see through and the buttocks must be covered. Skinny Jeans are acceptable.
- Undergarments must not be exposed in any way.

#### **Unacceptable School Attire:**

- Tank tops and muscle shirts are not acceptable for male or female learners.
- Spaghetti strap/halter/mesh tops are not acceptable.
- See-through blouses or shirts cannot be worn without an undershirt or tank top.
- Tube tops and crop tops are not acceptable.
- Any top that is skin-tight or allows the stomach, cleavage or undergarments to be exposed it not permitted.
- Coats, jackets or garments designed for protection from the outside weather are not to be worn in school.
- Hooded sweatshirts are acceptable but wearing the hood is not.

#### **Pants/Shorts/Skirts/Rompers:**

- Pants and shorts must be secured and worn above the hip and no undergarments be shown.

- Tear-away pants (snap pants) and boxer shorts worn as outerwear is not permitted.
- Shorts, skirts, and rompers shall be of sufficient length. The length of these articles of clothing shall be no shorter than four (4) inches above the tops of the knee when standing.
- Cut-off pants or shorts are permitted as long as they are of appropriate length.

Offensive Dress:

- Clothing, patches, buttons, pins, jewelry, and backpacks are not permitted if they:
- Have suggestive writing/pictures.
- Advocate violence.
- Advertise or promote the use of tobacco, alcohol or drugs.
- Have double meaning wording or obscene language.

Footwear:

- Shoes must be worn at all times.
- Flip flops and high heeled shoes (heels greater than one inch) are not permitted for K-5 learners.

Jewelry: Spiked jewelry, chains or any jewelry that could cause injury, constitute a hazard or disrupt the learning are not permitted.

Head Wear:

- Hats, caps, bandanas, sunglasses, visors, and sweatbands are not permitted, unless medically necessary or for religious reasons.
- Hoods from sweatshirts, sweaters, and hoodies cannot be worn.

Health and Hygiene:

- Any apparel that is judged to be unhealthy or unsanitary (e.g. clothing that is dirty and/or gives off a foul odor) is not permitted.
- Each learner is expected to maintain good personal hygiene.

**School Wellness Policy 246:**

WASD recognizes that learner wellness and proper nutrition are related to learners' physical well-being, growth, development and readiness to learn. The Board is committed to providing a school environment that promotes learner wellness, proper nutrition, nutrition education and promotion, and regular physical activity as part of the total learning experience.

In accordance with this policy, the elementary school will:

- Provide nutrition education.
- Promote positive lifelong eating habits.
- Provide opportunities for daily, developmentally appropriate physical activity during the school day for all learners. As such there will be two (2) 15-minute recesses, or one (1) 30-minute recess per day for learners in grades K-5.
- Ensure that safe drinking water shall be available and accessible to learners, without restriction and at no cost to the learner, throughout the school day.
- Ensure that foods and beverages provided through the National School Lunch or School Breakfast Programs shall comply with established federal nutrition standards.

Please note:

- Fundraising activities held during the school day involving the sale of competitive foods shall be limited to foods that meet the Smart Snacks in School nutrition standards, unless an exemption is approved.
- Food and beverages shall not be used as a reward or incentive in district schools without administrative

approval.

- The following guidelines will be followed for classroom parties and celebrations:
- Food/snacks supplied by parents/guardians or by the district for classroom treats/activities will be store bought (pre-packaged and/or sealed).
- Food/snacks supplied by parents/guardians or by the district in classrooms with identified food allergies will be required to follow specific guidelines for that classroom (e.g., peanut/tree nut, dairy wheat [gluten], colored dye, egg, shellfish).
- Food and beverages should only be brought in when requested for scheduled parties.

### **Teacher Requests:**

The school district discourages parents/guardians from requesting particular teachers for their children because our teachers take pride in getting to know each child as an individual learner. In knowing your child and the other teachers in the building, our teachers carefully consider placements for success. However, there are circumstances where a certain learner should/should not be placed with a given teacher for legitimate reasons that may not be known to the parties drawing up class assignments. If you feel you have legitimate reasons to request a particular assignment, please write a letter to the building principal. Please return to the office by April 1. *Careful consideration will be given to all requests, but that does not guarantee a particular assignment will be made for your child.*

### **Party Invitations/Flowers/Birthday Treats:**

Birthday party invitations are not permitted to be given out at school unless the whole class is invited. Flowers, balloons, and other gifts should not be delivered to school for learners.

Birthday treats are welcome but are required to be store bought or prepackaged (Board Policy No. 246). If you wish to supply a treat for the class on your child's birthday, please contact the classroom teacher in advance for a suitable time and a list of allergy concerns. Treats should be simple to pass out and mess free, such as cupcakes, cookies, individual ice cream/popsicles, etc. No cakes or other items requiring cutting and serving are permitted.

Classroom teachers will notify parents at the beginning of the school year if there is a learner in the class with a life-threatening food allergy. Any party or birthday treats sent in for such classrooms must be safe for all learners in the class. Unsafe treats will not be served to the class.

### **Pets on School Property:**

Due to safety concerns, pets of any type are not permitted on school premises at any time, including arrival/dismissal, without prior permission.

### **Personal Property:**

WASD is not responsible for items that are lost or stolen while in school. Parents/guardians should not allow learners to bring valuables and excessive amounts of money to school. Learners are not permitted to bring/use personal items such as toys, electronic devices, etc. on the bus and to school without permission. WASD understands that some learners may need a cell phone before and after school hours due to safety reasons. In such cases, the parent/guardian must notify the building office in advance. It will be the learner's responsibility to bring the cell phone to the office each morning and pick it up each afternoon during dismissal. As a reminder, WASD is not responsible for lost, damaged, or stolen devices, even those turned in to the office.

### **Computer/Internet Policy:**

WASD has the ability to enhance your child's education through the use of the Internet. The district's goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. The school board policy supports access by learners to information resources along with the development of appropriate skills to analyze and evaluate such resources by staff. The Internet is a collection of interconnected computer networks around the world that makes it possible to share information in a matter of minutes. The Internet expands classroom and

media center resources by making information, images, and conversing with people and places otherwise impossible to reach available to learners, teachers, librarians, and media specialists. Access to these resources can yield individual and group projects, global collaboration, curriculum materials, and idea sharing. Your child will need your authorization for the use of the Internet as a supervised activity. Internet access makes contact with people all over the world possible, bringing experts into the classroom in every content area. With this educational opportunity also comes RESPONSIBILITY. *Internet access for district staff and learners is a privilege, not a right.*

WASD believes the benefits to community, educators, and learners in the form of informational resources and opportunities for collaboration far exceed any disadvantage of access. Ultimately, parent(s)/guardian(s) of minors are responsible for setting and conveying the standards their child or ward should follow. To that end, WASD supports and respects each family's right to decide whether or not to allow learner access to the Internet.

**Confidential Communications:**

Use of a learner's confidential communications to school personnel in legal proceedings is governed by statutes and regulations appropriate to the proceeding. See, for example, 42 Pa.C.S. § 5945 (relating to confidential communications to school personnel). Information received in confidence from a learner may be revealed to the learner's parents/guardians, the principal, or other appropriate authority when the health, welfare, or safety of the learner or other persons is clearly in jeopardy.

**Building a Positive School Culture and Safe Learning Environment for learners and Parents**

We the learners/parents of the Waynesboro Area School District agree to join together to eliminate bullying and cyberbullying at our school. We believe that everybody should enjoy our school equally, and feel safe, secure, and accepted regardless of color, race, gender, popularity, athletic ability, intelligence, religion, and nationality.

**Bullying/Cyber Bullying Policy 249:**

The school board is committed to providing a safe, positive learning environment for district learners. The school board recognizes bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for learner learning, and may lead to more serious violence. Therefore, the school board prohibits bullying by district learners.

**Bullying** means an intentional electronic, written, verbal, or physical act or series of acts directed at another learner or learners which occurs in a school setting; is severe, persistent, or pervasive; and has the effect of doing any of the following:

- Substantial interference with a learner's education
- Creation of a threatening environment
- Substantial disruption of the orderly operation of the school

**Bullying**, as defined in this policy, includes cyberbullying.

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

WASD prohibits all forms of bullying by district learners.

WASD encourages learners who have been bullied to promptly report such incidents to the building principal or designee.

WASD directs that complaints of bullying shall be investigated promptly and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying.

Each learner shall be responsible to respect the rights of his/her fellow learners and to ensure an atmosphere free from bullying.

The superintendent or designee shall develop administrative regulations to implement this policy. Each staff member shall be responsible for maintaining an educational environment free from bullying. Staff members who observe or become aware of an act of bullying shall take immediate, appropriate steps to intervene unless the intervention would be a threat to staff members' safety. In that case, or if the bullying persists, she/he shall report the bullying to the school principal for further investigation. This investigation may include interviews with learners, parents/guardians, and school staff; review of school records; and any other appropriate means of investigation.

The superintendent or designee shall ensure this policy and administrative regulations are reviewed annually with learners.

The superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the school board.

District administration shall annually provide the following information with the Safe School Report:

1. Current bullying policy
2. Report of bullying incidents
3. Information on the development and implementation of any bullying prevention, intervention, or education programs

The Code of learner Conduct, which shall contain this policy, shall be disseminated annually to learners.

This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website, if available.

A learner who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:

1. Counseling within the school.
2. Parental conference.
3. Loss of school privileges.
4. Transfer to another school building, classroom or school bus.
5. Exclusion from school-sponsored activities.
6. Detention.
7. Suspension.
8. Expulsion.
9. Counseling/Therapy outside of school.
10. Referral to law enforcement officials.

**Education:**

The district may develop and implement bullying prevention and intervention programs. Such programs shall provide district staff and learners with appropriate training for effectively responding to, intervening in, and reporting incidents of bullying.

**Bullying and Cyberbullying Include...**

- Intentional harm-doing
- Happens repeatedly over time

- Unequal power (size, ability, popularity, money, clothing)
- Verbal: name calling, threatening, rumors and/or malicious teasing
- Physical: hitting, kicking, pushing, spitting, and getting someone else to hurt someone.
- Emotional: making faces, isolating others, gestures
- Misuse of technology: harassing, teasing, intimidating, threatening, or terrorizing another learner or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings such as Instagram, SnapChat, Facebook (including blogs) which has the effect of:
  - Physically, emotionally or mentally harming a learner, or staff member;
  - Placing a learner or staff member in reasonable fear of physical, emotional or mental harm
  - Placing a learner or staff member in reasonable fear of damage to or loss of personal property
  - Creating an intimidating or hostile environment that substantially interferes with a learner's educational opportunities or a staff member's work environment.

All forms of bullying are unacceptable and, to the extent that such actions are disruptive of the educational process of the School District, offenders shall be subject to appropriate staff intervention, which may result in administrative discipline. School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.

**Drug Policy 227:**

School Board Policy, #227, Section: Pupils, Title: Drug/Alcohol Abuse states that a learner who on school grounds, during school session (this includes bus transportation), or anywhere at a school activity is under the influence of alcohol, drugs, look-alike drugs, or mood altering substances (including prescription and non-prescription medication not registered with the school nurse, annotated within the learner's health record, and given in accordance with district policy for the administration of medication to learners in school) or who possesses, uses, dispenses, sells, transfers, or aids in procurement of alcohol, narcotics, restricted drugs, mood altering substances, or any substance purported to be a restricted substance shall be subjected to discipline under the provisions and procedures outlined in the school board policy.

**Harassment Policy 103, 104, and 248:**

WASD is committed to maintaining a positive learning and working environment that is free from discrimination and harassment based on a person's sex, race, color, age, religion, disability, ancestry, or national origin.

In accordance with the provisions of WASD Policy 248, Sexual and Other Discrimination and Harassment, the term harassment includes but is not limited to slurs, jokes, or other verbal, graphic, or physical conduct relating to an individual's race, color, religion, ancestry, sex, national origin, age, or handicap/disability.

No one may harass or discriminate against anyone because of that person's race, color, age, religion, disability, ancestry, or national origin.

Any person, male or female, learner or employee who feels he/she or another learner or employee has been discriminated against or harassed is requested and encouraged to make a complaint to a teacher, counselor, or administrator. A substantiated charge of harassment or discrimination against a learner in the district shall subject that learner to disciplinary action that may include suspension, filing charges with the local law enforcement agency, or expulsion consistent with the Code of Conduct and pursuant to school board policy.

**Tobacco Policy 222:**

Act 145 of 1996 of the Pennsylvania Crimes Code prohibits the possession or use of tobacco in schools, stating that a pupil who possesses or uses tobacco including vapes and Juules or smokeless tobacco in a school building, a school bus,

or on school property owned by, leased by, or under the control of a school district, commits a summary offense and upon conviction will be sentenced to pay a fine of not more than \$50 and to pay court costs. School district policy adopted March 25, 1997, provides for these consequences: 1st offense and 2nd offense – issue citation; 3rd offense – issue citation, plus 3 day suspension; 4th offense – issue citation, plus 5 day suspension.

### **Weapons Policy 218.1:**

Weapons on school property or at school functions present a direct disruption to a safe and orderly environment. For this reason, learners will not be permitted to possess, handle, transmit, or use any weapon in any school district building, on school property, or on any public conveyance providing transportation to a school or school-sponsored activity at any time, or at any school-sponsored activity or function. For purpose of this policy, weapons shall include but not be limited to knives, razors, cutting instruments or tools, firearms, shotguns, air guns, nunchakus, black jacks, daggers, metal knuckles, look-a-likes, and any other instruments or implements capable of inflicting serious bodily injury.

### **Cafeteria Policy 808:**

A well-balanced breakfast and lunch are an essential part of a successful school day for your child. The cafeteria offers meals that are economical, nutritious, and meet all USDA requirements. Menus are sent home with learners each month and are available on our website under Food Services.

If your child received free and reduced price meals last year, a new application must be submitted annually. Please visit [www.paschoolmeals.com](http://www.paschoolmeals.com) or visit the link on the district website under Food Services to apply for benefits. WASD will no longer be using paper applications to apply for free and reduced meals, however, arrangements can be made for those without Internet access to complete the application at the school or a paper copy can be made available upon request. ***If a new application is not submitted, your child's status will be full price and you will be responsible for all meal charges until a new application is submitted and approved.*** You will receive a letter after your application has been processed. If you have submitted an application and have not received notification within two weeks, please contact the food service department at ext. 1208.

The WASD cafeteria recognizes the need to make accommodations for those learners with special dietary needs. However, we are only required to make changes for special dietary needs that are certified by a physician. A medical form must be completed, signed by a physician, and returned to the administration office in order for any substitutions to be made. Forms are available at each school office and on our school district webpage.

All learners are given a pin number to enter in a keypad when purchasing meals and/or a la carte items. We encourage parents/guardians and teachers to help their child memorize their pin numbers. The pin number is the learner's school identification number without the beginning zero. When your child enters his/her pin number, a photo of your child appears on the computer screen; this procedure eliminates a learner using someone else's account.

learners who receive free/reduced lunches will also enter their pin numbers. The computer accounting system and the use of the keypad for all learners prevents learners from knowing the free/reduced status of their peers.

If at any time you have any questions regarding the cafeteria program, please contact Ruth Helman, Supervisor of Food Services, at ext. 1171.

Breakfast begins being served at 8:25 AM. learners are not permitted to arrive before this time. Please note, if there is a one-hour delay, breakfast WILL be served. If there is a two-hour delay, breakfast will NOT be served.

The lunch period consists of 45 minutes (30 minutes for lunch and 15 minutes for playground activities). Learners are expected to bring or buy their lunch and eat in the cafeteria. Parents/guardians are asked to avoid sending sodas. Lunch and milk may be bought in the cafeteria during the lunch hour for grades kindergarten through 5. Parents/guardians may apply for free or reduced lunches for learners, following the district's guidelines, as distributed the first day of school.

## Payment Options

- **Option #1** Cash on Account – money will be placed on your child’s account and can be used for meals and a la carte items.
- **Option # 2** Pre-paid Meals only – money will be placed on your child’s account for meal purchases only.
- **Option # 3** Cash on Account and Pre-paid Meals – money will be placed on your child’s account for meals and a la carte items as specified on the envelope.

## Payment Methods

- Checks are the preferred form of payment and should be made payable to WASD Cafeteria Account.
- Send payment in a preprinted envelope on the first school day each week.
- Send payment in a plain envelope clearly marked with learner’s name, grade, pin number (learner ID), amount, and payment option.
- Send cash on a daily basis. (Not preferred) Cashiers will ask if learners want to put their change on account.
- Payment can also be made through the line each day, however we ask payment be sent in a preprinted envelope for documentation.
- Add money to your child’s account online through MySchool Bucks which can be accessed through the WASD website.

## 2020-21 Meal Prices

Elementary Breakfast: \$1.65

Reduced Price Breakfast: 30 ¢

Elementary Lunch: \$2.65

Reduced Price Lunch: 40 ¢

Adult Lunch: \$4.15

Milk: 60 ¢

## Notification to Parents/Guardians of Teacher Qualification

COMPLIANCE WITH L.P. 107-110, SECTION 1111 (H) (6) (A)

The Federal *No Child Left Behind* Act of 2001 requires school districts that receive federal Title I funding to notify parents/guardians of their right to know the professional qualifications of the classroom teachers who instruct their child.

As a recipient of these funds, WASD will provide you with this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your children’s classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subject he or she teaches
- Whether the teacher is teaching under emergency or provisional status because of special circumstances
- The teacher’s college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree

WASD is committed to providing quality instruction for all learners and does so by employing the most qualified individuals to teach and support each learner in the classroom. If you would like to receive any of the information listed above for your child’s teacher, please contact the building principal.

WASD is an equal opportunity educational institution and will not discriminate on the basis of race, religion, national origin, sex, age, and disability in its activities, programs, or employment practices as required by Title VI, Title IX, Section 504 and the Americans with Disabilities Act. For information regarding civil rights, grievance procedures or accessibility issues, contact Sherri Sullivan, Title VI, Title IX and Section 504 Coordinator; or Dr. Rita Sterner-Hine, ADA Coordinator, at 210 Clayton Avenue, Waynesboro, PA 17268 (717-762-1191; T.D.D. 1-800-654-5984).

**Public Records Policy 801:**

The school board recognizes the importance of public records as the record of the district's actions and the repository of information about this district. The public has the right to access and procure copies of public records, with certain exceptions, subject to law, school board policy, and administrative regulations. The WASD Public Records Policy is available at our website: [www.wasdpa.org](http://www.wasdpa.org)

**Record Destruction Policy 800:**

The proper disposal of information and data is important to maximize the use of valuable space, promote efficiency, assist in the day-to-day operations of WASD, reduce the cost of storage of unneeded records, and reduce the risk of identity theft and/or breaches of privacy, computer fraud, and related harms. The school district employees must take reasonable measures to protect against unauthorized access to or use of records and information/data and properly dispose of paper and electronic records, information, and data. A secure shred-it bin is located in the office of every elementary school for sensitive documents.

**Record Retention Policy 800:**

It is the policy of WASD that its records, including both paper and electronic, be retained only as long as determined necessary to meet legal, audit, and management requirements. In each case, the official retention periods shall be as short as possible in order to minimize the use of valuable space, promote efficiency, assist in the day-to-day operations of the school district, and reduce the cost of storage for unneeded records inventory. The WASD Record Retention Policy is available on our website. If you do not have access to the Internet, please call for a paper copy.



# PARENT/GUARDIAN ACKNOWLEDGMENT FORM

Please fill out, detach and return this form by Friday, August 28, 2020

WHEN PARENTS/GUARDIANS AND SCHOOLS WORK TOGETHER, LEARNERS DO BETTER IN SCHOOL!

I have read, understand, and will support the **PROCEDURES AND RESPONSIBILITIES** as outlined in the Parent and learner Handbook.

Learner Name: \_\_\_\_\_

Learner Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Comments: \_\_\_\_\_

## Anti-Bullying and Anti-Cyberbullying Contract:

By signing this pledge, we the agree to:

1. Value learner differences and treat others with respect.
2. Not become involved in bullying incidents or be a bully.
3. Be aware of the school's policies and support system with regard to bullying.
4. Report honestly and immediately all incidents of bullying to a faculty member.
5. Be alert in places around the school where there is less adult supervision such as bathrooms, corridors, and stairwells.
6. Support learners who have been or are subjected to bullying.
7. Talk to teachers and parents about concerns and issues regarding bullying.
8. Work with other learners and faculty to help the school effectively deal with bullying.
9. Encourage teachers to discuss bullying issues in the classroom.
10. Provide a good role model for younger learners and support them if bullying occurs.
11. Participate fully and contribute to assemblies dealing with bullying.

I acknowledge that whether I am being a bully or see someone being bullied, if I do not report or stop the bullying, I am not being a problem solver.

\_\_\_\_\_  
Learner Signature

\_\_\_\_\_  
Grade

\_\_\_\_\_  
Homeroom Teacher

By signing this pledge, we the **PARENTS** agree to:

- Keep themselves and their children informed and aware of school bullying definitions and policies
- Work in partnership with the school to encourage positive behavior, valuing differences and promoting sensitivity to others.
- Discuss regularly with their children their feelings about school work, friendships, and relationships.
- Inform faculty of changes in their children's behavior or circumstances at home that may change a child's behavior.
- Alert faculty if any bullying has occurred in a timely manner.

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Signature Date

**\*\*DETACH AND RETURN BY Friday, August 28, 2020\*\***



Detach and Return