

Waynesboro Area School District

Educate and Empower Students for Future Success™

www.wasdpa.org

Student & Family Elementary Handbook 2023-2024



Fairview Elementary School

220 Fairview Avenue

Waynesboro, PA 17268

Phone: (717) 762-1191, ext. 1400

Fax: (717) 762-3939

Principal: Mrs. Megan McGuire

Associate Principal: Mrs. Jennifer Preisler

Secretary: Mrs. Deborah Brown



Hooverville Elementary School

10829 Buchanan Trail East

Waynesboro, PA 17268

Phone: (717) 762-1191, ext. 1500

Fax: (717) 762-4222

Principal: Mrs. Dianne Eberhardt

Secretary: Mrs. Maria Camacho



Mowrey Elementary School

7891 Tomstown Road

Waynesboro, PA 17268

Phone: (717) 762-1191, ext. 1600

Fax: (717) 749-5856

Principal: Mr. Jason Wetherald

Secretary: Mrs. Emily Rhodes



Summitview Elementary School

840 East Second Street

Waynesboro, PA 17268

Phone: (717) 762-1191, ext. 1800

Fax: (717) 762-3764

Principal: Mr. Steve Pappas

Secretary: Mrs. Harmony Covalt



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WASD reserves the right to revise the Student/Family Handbook during the course of the 2023-24 school year. If a revision is required, students and families will receive written notification regarding the change.

Message from the Principals

Welcome to the 2023-24 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 the individual school.

General dates are:

- Fairview PTO meets 3rd Wednesday at 5pm every month except December.
- Hooverville PTO meets 1st Thursday every month.
- Mowrey PTO meets 1st Monday every month unless conflict, then 2nd Monday.
- Summitview PTO meets 1st Tuesday every month.

The goal of WASD is to prepare learners for future opportunities. 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.

Mrs. Dianne Eberhardt
Hooverville Elementary, Principal

Mrs. Megan McGuire
Fairview Elementary, Principal

Mrs. Jennifer Preisler
Fairview Elementary, Associate Principal

Mr. Jason Wetherald
Mowrey Elementary School, Principal

Mr. Steve Pappas
Summitview Elementary, Principal

Learner Code of Conduct

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 each 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.

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 School District learner 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.

District Mission Statement:

Empowering Individuals for Future Opportunities - First Choice

Academic Dishonesty:

Learners enrolled in the Waynesboro Area School District 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 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 6 and 18 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 18 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).

Discrimination:

Consistent with the Pennsylvania Human Relations Act (43 P. S. § 951–963), a student may not be denied access to a free and full public education, nor may a student be subject to disciplinary action on account of race, sex, color, religion, sexual orientation, national origin, or disability.

Learner 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/her fellow learners. It is the responsibility of each learner to respect the rights of all who are involved in the educational process.

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.

Conferences:

Scheduled conferences are held in November 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 at any time.

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.

Field Trip by Grade Level

Grade	Field Trip
K-5	<ul style="list-style-type: none">• The Institute
K	<ul style="list-style-type: none">• Dairy Farm
1	<ul style="list-style-type: none">• Catoctin Zoo
2	<ul style="list-style-type: none">• Children's Safety Village
3	<ul style="list-style-type: none">• Planetarium
4&5	<ul style="list-style-type: none">• Music in our Schools
4	<ul style="list-style-type: none">• Farm Fest• Harrisburg• MD Symphony
5	<ul style="list-style-type: none">• Career Tech• Camp Eder Day Trip• Gettysburg• Move It Up Day

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 a 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.

1. 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. Individuals seeking clearances can go directly to www.compass.state.pa.us/cwls to create an individual account and apply for their child abuse clearance electronically. Clearances are valid for five years and must be renewed accordingly. All clearances must be completed and submitted to Clayton Offices.
2. Parents must read the Volunteer Handbook. The Chaperone Promise (Appendix B) and Volunteer Agreement Form (Appendix E) must be completed and submitted to the home building.

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 students do not bring items or descriptions of items to school to sell to staff or students. 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 (elementary only) is included in the packet in the spring. Purchase of the pictures is optional in both fall and spring. Yearbooks will also be available for purchase.

Teacher Requests:

The school district discourages parents/guardians from requesting particular teachers for their children. However, there are circumstances where a certain student 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. Classroom requests to be with friends are not considered valid requests.

Flexible Instructional Days (FID Days):

A Flexible Instruction Day (FID) is a program available to public school entities to be used as an alternate approach to delivering instruction if a circumstance arises that prevents instruction in a customary manner. WASD was approved for 5 FID days for the 2023-24 school year. These days will be used for inclement weather or other emergencies once all the scheduled inclement weather days have been used.

Party Invitations/Flowers/Birthday Treats:

Party invitations are not permitted to be given out at school unless the whole class is invited. However, gender is another option for invitations (boys inviting boys only; girls inviting girls only). Flowers and balloons should not be delivered to school for learners due to transporting these items on the bus.

Birthday treats are welcome but are required to be store bought or prepackaged (reference 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.

Pets on School Property:

Due to safety concerns, we cannot permit pets of any type on school premises during arrival/dismissal of learners without prior permission. Certified and trained service animals are permitted

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 handheld video game devices, cell phones, and iPods, etc. on the bus and to school without permission.

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.



Waynesboro Area School District Violation Notice Grades K-5



Mission Statement: The mission of the Waynesboro Area School District is to 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 students, decrease bullying, teach proactive social skills and create future leaders.
Helping Others ~ Problem Solving ~ Anti-Bullying ~ Resiliency ~ Leadership ~ Positive Change

Mrs. Megan McGuire, Principal
Mrs. Jennifer Preisler, Associate Principal
Fairview Elementary School (x1400)

Mr. Steve Pappas, Principal
Summitview Elementary School (x1800)

Mrs. Dianne Eberhardt, Principal
Hooverville Elementary School (x1500)

Mr. Jason Wetherald, Principal
Mowrey Elementary School (x1600)

Student _____ Reporting Teacher _____

Date _____ Time _____ Homeroom _____ Grade _____

Time or Location		Behavior	
Arrival/Dismissal	Hallway	Class Disturbance	Continual Defiance
Bathroom	Playground	Confrontation with Adult/Student	Disrespectful Behavior
Cafeteria	Special	Inappropriate Language	Technology Misuse
Classroom	Other	Destruction of Property	Safety Violation
			Other

What happened? _____

Why is this a problem? _____

Next time I should: _____

Action Taken or Consequence Given			
Alternate Lunch	Learner/ Teacher Conference	Restitution/Apology	Alternate Work Space
Reprimand	Parent Contact	Loss of Recess Time	Other

I have discussed this with the reporting teacher.

Learner Signature _____

I have received this violation notice and discussed it with my child.

Parent Signature _____

PARENTS, PLEASE SIGN AND RETURN

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: administrator-assigned
- Alternative Lunch (AL)
- In-School Suspension (ISS): 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.
- OSS (Out of School Suspension)
- Referral to the WASD police officer

Corporal Punishment:

Corporal punishment is defined as physically punishing a learner for an infraction of the discipline policy. Use of corporal punishment is prohibited. Teachers and school authorities may use reasonable force under the following circumstances:

- To quell a disturbance.
- To obtain possession of weapons or other dangerous objects.
- For the purpose of self-defense.
- For the protection of persons or property.

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.

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.

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.

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 ([Policy 226](#)) :

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.

Social Emotional Learning

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, making home visits as needed, and developing a program of providing services for kindergarten learners which will enhance their adjustment to attending school.

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.

ESAP:

Pennsylvania's Student Assistance Program (SAP) is a program designed to identify and assist learners experiencing possible barriers to learning and success. Each school's ESAP team is made of school and agency staff who are committed to help learners and families find assistance within the school, and if needed, in the community. The teams do not diagnose, treat, or refer learners for treatment, however they can help families identify the best options to pursue. Learners can be referred by anyone for concerns about declining grades, behavior, changes in friends, withdrawal from relationships or activities, unexplained injuries, sadness, self-harm, anxious/suicidal thoughts, aggressiveness, lying, substance use, relationships, loss, bullying, or anything else that could potentially affect a learner's behavior or school performance. The ESAP team will work with parents/guardians throughout the entire process to keep them informed and to respect their vital role as a part of the team.

Second Step: (K and 1)







Learners in grade K and 1 will learn skills for everyday success. The Second Step curriculum teaches learners techniques to gain confidence, set goals, make better decisions, collaborate with others in work and play, and navigate the world more effectively. This program helps learners learn skills such as responsible decision making, working together to solve problems, managing strong emotions, and getting along with others. These skills can help learners succeed academically and socially.

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.

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.

TEAMOLOGY CHARACTERS, FOUNDATIONS, SYMBOLS, AND CAREER CLUSTERS

<p>Harper</p> 	Helping Others	Harper's symbol is her heart because she is kind, caring, and thoughtful. She uses her abilities to help or serve others in school, at home, or in the community.	<p>Human Services</p> <ul style="list-style-type: none"> Teacher Police Officer Counselor Chef Librarian Firefighter Social Worker Lawyer
<p>Paco</p> 	Positive Change	Paco's symbol is the light bulb . Paco is always looking to make positive changes. Positive change is the ability to make changes that help you be a better person. Positive change teaches students that mistakes don't define us, they help us learn and grow.	<p>Health Services</p> <ul style="list-style-type: none"> Doctor Dentist Nurse Physical Therapist Dental Hygienist Surgeon Occupational Therapist
<p>Amelia</p> 	Anti-Bullying	Amelia's symbol is a peace sign . Amelia is good at keeping the peace, helping others get along with one another, and resolving conflicts. She helps people see how important it is to stand up for each other and treat others with respect. She is assertive.	<p>Industrial Technology & Engineering</p> <ul style="list-style-type: none"> Engineer Mechanic Electrician Architect Plumber Air Traffic Controller Geographer
<p>Philo</p> 	Problem Solving and Conflict Resolution	Philo's symbol is a puzzle piece . Philo is good at coming up with solutions to problems and conflicts among others. He looks at problems from different angles and see there is more than one way to come to a resolution. Collaboration is important to him to ensure everyone's needs are met.	<p>Natural Resources</p> <ul style="list-style-type: none"> Farmer Oceanographer Landscaper Marine Biologist Chemist Forester Veterinarian
<p>Ruby</p> 	Resiliency	Ruby's symbol is her wheelchair and a bouncing ball . When faced with life's obstacles, Ruby bounces back and stays positive. She always has a smile on her face and looks for the positive in any situation.	<p>Business and Marketing</p> <ul style="list-style-type: none"> Salesperson Business Owner Hotel Management Travel Agent Manager Accountant Entrepreneur Computer Programmer Banker
<p>Lamar</p> 	Leadership	Lamar's symbol is his tie and muscles . He looks at strengths and skills in others, making him a great leader. He sets a great example for others and is a good role model. Lamar tends to do the right thing in every situation and makes the right choices. Leaders should be confident in their strengths and abilities, and confident in the strengths and abilities of everyone on their TEAM!	<p>Arts and Communication</p> <ul style="list-style-type: none"> Writer Dancer Radio & TV Broadcaster Film Producer Journalist Fashion Designer Public Relations Photographer Graphic Designer Architect Artist

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. You may also email the teacher directly with your question or concern and he/she will get back to you at his/ her earliest convenience.

Learners are not allowed to use personal cell phones during the day. The telephone in the secretary's office will be the only available phone for use by the learners. We discourage the use of the phone by learners unless the matter is urgent. If a parent/guardian needs to contact a child, the secretary will relay a message or may come to the school. Only in the case of an extreme emergency will the child be called to the phone or the office. 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.

Transportation Communication:

Transportation policy states that learners must have a consistent drop off and pick up location for bussing. Learners may not ride home on a bus on which they are not rostered at any time.

If there are needed changes for daily dismissal, parents/guardians must contact the school office via handwritten note or phone call before 2pm. If no note or phone call is received, the child will be sent home on his/her regular transportation. Dismissal changes should be requested in an emergency only and kept to a minimum to ensure learner safety.

All permanent bus transportation requests and changes must be authorized by contacting the transportation department, Malissa Baer, (717)762-1191 ext 1264, directly and require at least 24 hours notice.

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 unless meetings or training are already scheduled.

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. Failure to do so is a safety issue and may affect your child's grade.

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 (paper, pencils, and a dictionary) 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 and Assessments:

Throughout their school experiences, children 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.

- Grades K - 5 (Acadience) Reading & Math
- Fountas and Pinnell Reading Assessment- Grades K-5
- Study Island-Grades 4 Science, Grades 3-5 Reading and Math
- Pennsylvania State Standardized Assessments (PSSA)-Grades 3-5

2023-2024 PSSA Testing Dates - Please do not schedule appointments or trips during these time frames.

Assessment	Dates	Grades
ELA	April 22-26, 2024	3-8
Math & Makeups	April 29-May 10, 2024	3-8
Science	April 29-May 10, 2024	4 & 8

Report Cards and Grading:

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

Standards Based Grading Key: Grades K-2
4 Exceeds Standards/ Expectations; Learner makes connections beyond what is taught
3 Meets Standards/ Expectations; Learner consistently and accurately completes tasks without help
2 Approaching Standards/ Expectations; Learner requires some help or prompting
1 Not Meeting Standards/ Expectations; Learner requires significant support

Content Percentage Based Grade Key: Grades 3-5
90%-100% Excellent
80%-89% Above Average
70%-79% Average
60%-69% Below Average
0%-59% Unsatisfactory

Multi-Tiered Systems of Support (MTSS):

Multi-Tier System of Supports (MTSS) is a standards-aligned, comprehensive school improvement framework for enhancing academic, behavioral, and social-emotional outcomes for all students. Cross-disciplinary teams represented at the district, school, grade and individual levels use a problem-solving process to integrate evidence-based academic, behavioral, and social-emotional practices matched to student needs with fidelity of implementation.

MTSS consists of three tiers. A continuum of supports and services exists at all tiers and is supported by high-quality instruction, partnership with families and decision making that rests on the use of reliable and valid data sources.

Tier I

Tier I includes academic, behavioral, and social-emotional curriculum, instruction, and supports aligned to grade-level standards. At Tier I, teachers use instructional strategies and practices shown to be effective for the student population, meaning most students benefit from the programming and instruction. This core instruction is given entirely in the classroom.

Tier II

At Tier II, schools provide small group, standardized academic interventions or targeted supports using validated intervention programs. A child at Tier II would receive the core instruction in the classroom and then receive additional support or remediation in their deficit area. This remediation could include small 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

Tier III is individualized and intensive intervention designed to help students with severe academic, behavioral, and social-emotional needs, including students with disabilities. It is a data-driven process characterized by increased intensity and individualized support. Learners at Tier III have already been identified for Tier II services, but continue to struggle following the intervention period. These students can then be provided with additional interventions, flexible grouping, or small remediation groups. These students 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 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 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 MTSS Coordinator. The MTSS Coordinator 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 student records in the following ways:
 - Limited access to authorized school personnel for the purpose of aiding the student.
 - 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 students 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 students 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 MTSS Coordinator. Classroom interventions will 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 student needs specially-designed instruction. If the student is eligible for services, the team develops an IEP. IEP's are reviewed and updated 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 students who may be in need of special education and related services (eligible students). 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 Developmental Disorder | 8. Other Health Impairment |
| 2. Visual Impairment, including Blindness | 9. Orthopedic Impairment |
| 3. Hearing Impairment, including Deafness | 10. Traumatic Brain Injury |
| 4. Emotional Disturbance | 11. Mental Retardation |
| 5. Specific Learning Disability | 12. Multiple Disabilities |
| 6. Speech and Language Impairment | 13. Deafness |
| 7. Deaf / Blindness | |

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.

Students 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 students 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 students 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.

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 student records in the following ways:

- o Limited access to authorized school personnel for the purpose of aiding the students
- o 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 Erica McDonald, Director of Special Education, at (717) 762-1191, extension 1124.

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 student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. The identification, evaluation and education of students who are qualified disabled persons within the meaning of Section 504 of the Rehabilitation Act of 1973 will be provided in accordance with the regulations. In order to qualify as a protected handicapped student, 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 students" (Section 504 of the Rehabilitation Act 1973) cover students 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 Erica McDonald, Section 504 Coordinator, at (717) 762-1191, extension 1124.

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 student 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.

English as a Second Language (ESL):

For students whose primary home language is not English, testing and instruction in English as a Second Language is required, dependent upon proficiency. 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 of 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 <https://www.wasd.k12.pa.us/page/student-support-services>

Learner Attendance

Attendance: [Policy 204](#)

Once your child is enrolled in grades K-12, 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, a written excuse indicating the child's full name, date(s) of absence(s), and reason for being absent and signed by the parent or legal guardian must be presented to the office within 3 days. Learners absent for 3 or more consecutive days must present a note from a doctor, not a parent or guardian, to return.

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 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. These absences include the running total of all absences, including medically excused absences, educational trips, and unlawful absences. Students with ongoing medical concerns and a standing doctor's note will still receive this notification. Standing medical notes are required to be updated yearly with the school nurse.

Attendance Codes - Time Of Day - Effective January 2, 2023

Secondary	Elementary
Tardy: arrival between 7:35 am (WASHS) or 7:38 am (WAMS) and 8:50 am	Tardy: arrival between 8:51 am and 9:50 am
Half Day Absence: arriving or departing between 8:51 am and 1:15 pm	Half Day Absence: arriving or departing between 9:51 am and 2:15 pm
Early Dismissal: departing between 1:16 pm and the end of the school day	Early Dismissal: departing between 2:16 pm and the end of the school day
Arrival after 1:30 pm is a whole day absence	Arrival after 2:30 pm is a whole day absence
Please make note of the following:	
Applicable excused/unexcused/illegal codes for attendance will be used pending receipt of proper documentation.	

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 7:50 AM (Secondary) and 8:50 AM (Elementary) 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, we reserve the right to begin coding them illegal at our discretion. They will then be subject to the above stated consequences, including referral to the building principals.

Arrival/Dismissal:

Learners arriving by car may be dropped off no earlier than 8:30 for breakfast. For safety reasons, learners are not permitted to arrive prior to 8:40 AM unless they are involved in the breakfast program or a scheduled before school program. A learner's arrival to school between the hours of 9:51 AM and 2:15 PM is considered a half day absence. A learner arriving at school after the hour of 2:30 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 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's Boro Blast system and it will be posted on the school's Abre channel and website. It is requested that parents/guardians do NOT call the school or district offices. 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 22, 2023	February 19, 2024
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These dates will be used unless the date of cancellation is seven days or less from the next snow make-up day.

Flexible Instructional Days (FID Days):

A Flexible Instruction Day (FID) is a program available to public school entities to be used as an alternate approach to delivering instruction if a circumstance arises that prevents instruction in a customary manner. WASD was approved for 5 FID days for the 2023-24 school year. These days will be used, if needed, for inclement weather or other emergencies once all the scheduled inclement weather days have been used.

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: [Policy 204.1](#)

The PA Department of Education allows local school districts to approve absences legally for the purpose of educational trips. In order that a fair appraisal may be given to requests, the parent or guardian is asked to give a brief statement regarding the nature of the trip and its anticipated educational value. The student should notify his/her teachers ten (10) school days in advance by completing an educational trip form. **Trips should be limited to five (5) school days per year**, unless special circumstances warrant otherwise. Upon the student's return to school, all work must be completed by the end of one week (5 school days).

Appeal of Denial

When a request for an educational trip has been disapproved at the building level, the parent/guardian may submit a written request to the building administrator to reevaluate the issue. The written request, accompanied by a recommendation from the principal, will be submitted to the Assistant Superintendent for review.

Health

Head Lice ([Policy 209.3](#)):

Head lice are fairly common among school-aged children. It is not a sign of poor hygiene, but it may be difficult to eliminate the problem once infested. WASD is committed to maintaining a healthy environment for students and staff. To fulfill this commitment, the school nursing staff may examine students for head lice at any time during the school year. If active lice are identified the following procedures will be implemented: 1) The parent/guardian is contacted and notified of the head lice; 2) The student is excluded from school and must be picked up by a parent/guardian or an approved contact; 3) Information will be provided to the parent/guardian regarding treatment and notification will be sent home with classmates; 4) Siblings and close contacts of the student will be examined for head lice. After a child has been sent home due to head lice, the student must be brought to the nurse's office by a parent/guardian to be examined and cleared for readmission to school. Students are permitted a maximum of two (2) days legal absence for treatment. Additional days of absence for treatment of the same "case" (infestation) shall be considered unlawful for attendance purposes. The student will be checked as often as deemed necessary by the nurse due to the risk of re-infestation. We are hopeful by staying vigilant and working together as a team, we can help reduce the number of students with head lice.

Emergency Contact Information:

Parents/guardians are requested to provide the school with the name, address, and telephone number of at least one 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 with the school. All changes of address and telephone numbers should be reported to the school office or submitted through the Community Portal. ***Please make every effort to keep contact information current.***

Medical Conditions:

Parents/guardians are requested to keep the school nurse updated with new medical diagnoses and changes of medication throughout the school year. If your student does have medical diagnoses, please provide the school nurse with documentation of the diagnoses from their medical provider. ***Please make every effort to keep the school nurse up to date with medical and medication changes.***

Medication:

Medication Policy ([Policy 210](#)) - The administration of prescribed medication to a student during school hours in accordance with the direction of a parent/guardian and licensed prescriber will be permitted only when failure to take such medicine would jeopardize the health of the student or the student would not be able to attend school if the medicine were not available during school hours.

Requirements for prescription and over-the-counter medications to be administered at school:

1. Medication order from a licensed prescriber - A new order and action plan (if applicable) is required each school year and with any medication changes. *School [medication administration form](#) is available in the nurse's office or on the WASD website.*
2. All medication shall be brought to the nurse's office, or the main office if the nurse is out of the office, by the

parent/guardian or by another adult designated by the parent/guardian.

3. Prescription medication shall be delivered in its original packaging with the prescription label. Nonprescription medication must be delivered in its original packaging and labeled with the student's name.
4. Students are not permitted to possess prescription or over-the-counter medications at school, unless self-administration requirements are met for inhalers and epinephrine auto-injectors.
5. Students who require medication on a field trip should have a parent or a designated adult attend the trip if at all possible.

Standing Orders

- The school nurse has standing orders from the school physician that can be used as needed with parent permission.
- Parent/guardian permission is required yearly for administration of standing order medications. This permission is on the emergency card sent home at the beginning of the year.
- Standing order medications include: Acetaminophen, Ibuprofen, Caladryl (itch relief), Benadryl, Anbesol (oral pain reliever), Antacid (Tums), EpiPen (used only in emergencies related to anaphylactic reaction).
- Cough drops - must be provided by parent/guardian and sent with a note giving permission for their student to have them as needed.

Students may be sent home from school and should be kept home from school for the following:

1. Fever over 100 degrees F
2. Vomiting
3. Diarrhea
4. Head lice
5. Rash of unknown cause or contagious rash diagnosed by a medical provider
6. Possible or confirmed strep throat
7. Possible or confirmed pink eye
8. Untreated ringworm
9. Communicable diseases (examples: Flu; COVID; Hand, Foot, and Mouth Disease; Impetigo; Scabies; Norovirus)

Requirements to return to school:

1. Fever free for 12-24 hours without fever-reducing medication (acetaminophen or ibuprofen)
2. Pink eye - can return after 24 hours of treatment or as directed by a medical provider
3. No vomiting or diarrhea for approximately 12 hours and the student is able to keep food down.
4. No live lice - must be cleared by the school nurse
5. Strep Throat - can return after 24 hours of antibiotics or as directed by medical provider
6. Rashes - after diagnosed as non-contagious by a medical provider or as directed
7. Ringworm - Must stay home until treatment has been started or if the lesion cannot be covered. If on the scalp, the 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 primary care provider.

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 students 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.

Run, Hide, Fight:

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. WASD has implemented the Run, Hide, Fight program. 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 the police silently. Use text messages 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 improvised 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.

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 students. If you have any questions relating to bus matters, please contact her office for assistance by calling **Missie Baer in Transportation at 717-762-1191, ext. 1264**. Please note that any changes to bus transportation will require at least 24 hours notice for approval.

Surveillance on School Buses:

To ensure the safety of all students 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 student misbehavior can be used as evidence should a student misbehave on the school bus. Due to confidentiality laws, parents/guardians may not view videos or snapshots recorded from the video surveillance equipment.

Elementary Bus Expectations

- Sit in your seat. Keep your bottom on the seat and your back on the back.
- Quiet voices. No yelling, screaming, or distracting others
- Hands and feet to yourself
- Be Kind.

Elementary Bus Consequences:

Bus riding is a privilege that may be revoked. When an infraction occurs, the bus driving shall issue a verbal warning to the student with paperwork sent to the parent/guardian. Continual infractions may result in a suspension in bus riding privileges for 1-10 days. If unsafe behavior continues, privileges may be revoked for the remainder of the school year.

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. If such notification is not received for each time a change is to take place, the student 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 until 2:00pm. This is for the safety of your children. Transportation needs are based on your student's home address.

Please note: If transportation is being changed due to a family move or a change in student 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.

District Policies

Learners enrolled in the Waynesboro Area School District are responsible for adhering to all WASD policies including, but not limited to the following:

Computer/Internet Policy ([Acceptable Use Policy 815](#)):

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 students 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 students, 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 students is a privilege, not a right.***

[Drug Policy 227:](#)

School Board Policy, #227, Section: Pupils, Title: Drug/Alcohol Abuse states that a student 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 student's health record, and given in accordance with district policy for the administration of medication to students 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 substances shall be subjected to discipline under the provisions and procedures outlined in the school board policy.

[Tobacco and Vaping 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, students 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.

Bullying/Cyber Bullying Policy 249:

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

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

1. Substantial interference with a student's education
2. Creation of a threatening environment
3. 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 students. WASD encourages students 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 student shall be responsible to respect the rights of his/her fellow students 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 students, parents/guardians, and school staff; review of school records; and any other appropriate means of investigation.

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 and ensure this policy and administrative regulations are reviewed annually with students..

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 Student Conduct, which shall contain this policy, shall be disseminated annually to students. 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.

Education:

The district may develop and implement bullying prevention and intervention programs. Such programs shall provide district staff and students 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 student 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 student, or staff member; Placing a student or staff member in reasonable fear of physical, emotional or mental harm
 - Placing a student 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 student'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.

Harassment Policies [103](#), [104](#):

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. 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, student or employee who feels he/she or another student 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 student in the district shall subject that student 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.

[Dress Code Policy 221](#):

Although students exhibit different styles of clothing, it is important that our dress reflects good taste and is appropriate for school. The clothing of the student shall not cause a substantial disruption of the educational environment. If a staff member feels a student's apparel is distracting to the educational process, the student will be sent to an administrator who will make the final judgment. If a student is dressed in an unacceptable manner, as determined by the administration, parents will be contacted and asked to bring appropriate attire or the student may be asked to go home to change. Appropriate discipline will be administered should the dress code violation persist.

General:

1. Jean and pants with rips and tears are acceptable as long as they are located at or below mid-thigh. Rips and tears above the mid-thigh are only acceptable if skin is NOT showing.
2. Yoga pants and leggings are acceptable but cannot be sheer or see through.
3. Undergarments must not be exposed in any way

Attire NOT Permitted:

1. Tank tops and muscle shirts

2. Spaghetti strap/halter/mesh/ tube tops
3. See-through blouses or shirts worn without an undershirt or tank top
4. Any top that allows the stomach, chest or undergarments to be exposed
5. Coats, jackets or garments designed for protection from the outside weather
6. Hooded sweatshirts are acceptable, but wearing the hood is not

Pants/Shorts/Skirts/Rompers:

1. Pants and shorts must be secured and worn above the hip and no undergarments be shown.
2. Shorts, skirts and rompers shall be of sufficient length. The length of these articles of clothing shall be no shorter than mid-thigh.
3. Cut-off pants or shorts are permitted as long as they are below the mid-thigh

Footwear:

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

Jewelry:

1. Spiked jewelry, chains or any jewelry that could cause injury or constitute a hazard are not permitted.

Head Wear:

1. Hats, caps, bandanas, sunglasses, visors and sweatbands are not permitted unless:
 - a. Medically necessary
 - b. For religious reasons
 - c. Used for a function with the hair
2. Hoods from sweatshirts, sweaters and hoodies cannot be worn.

Health and Hygiene:

1. 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.
2. Each student is expected to maintain good personal hygiene.

Offensive Dress:

1. Clothing, patches, buttons, pins, jewelry and backpacks are not permitted if they:
 - a. Have sexually suggestive writing/pictures
 - b. Advocate violence
 - c. Advertise or promote the use of tobacco, alcohol or drugs
 - d. Have double meaning wording or obscene language
2. A tattoo must be covered if it:
 - a. Has sexually suggestive writing/pictures
 - b. Advocates violence
 - c. Advertises or promotes the use of tobacco, alcohol or drugs
 - d. Has double meaning wording or obscene language

Enforcement:

Although all staff are expected to support the dress code, homeroom/period 1 teachers – please take the time to examine and be aware of student dress in your classroom. Appropriate disciplinary actions for violations shall include the following:

First Offense: Students shall be informed that they have violated the policy. They shall be given the opportunity to change into acceptable clothing available at school or by calling a parent/guardian to bring in acceptable clothing. If neither of these options is used, the students may be placed in in-school suspension for the remainder of the day.

Second Offense: A second infraction of the policy shall be considered as defiance. In addition to the disciplinary actions available for the first offense, a parent/guardian contact will be initiated. Subsequent Offenses: Administration discretion up to and including out-of-school suspension.

School Wellness Policy 246:

WASD recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development and readiness to learn. The Board is committed to providing a school environment that promotes student 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.
- Students in K-3 will not be permitted to miss more than 5 minutes of recess for incomplete assignments/homework or behavior. Students in 4-5 will not be permitted to miss more than 10 minutes of recess for incomplete assignments/homework or behavior.
- Kindergarten–Grade 3 will have two (2) 15-minute recesses written into the daily schedule. Exceptions will be on days when classes have scheduled physical education. On these days, there will be only one (1) 15-minute recess. Grades 4 and 5 will schedule one (1) 30-minute recess daily. Teachers will be responsible for communicating with the building principal if they require accommodations to this schedule.
- Ensure that safe drinking water shall be available and accessible to students, without restriction and at no cost to the student, 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.

Title 1

In the Waynesboro Area School District, Title I is a federally funded supplemental reading program. Literacy instruction is available to all students in grades K through 5 who demonstrate a need for extra intervention strategies. Candidates for the program are identified through assessments and teacher observations. The Title I teachers work closely with classroom teachers to identify what each student needs and develop appropriate interventions specific for that student.

The purpose of the program is to provide additional instruction and practice in all facets of the reading process. Parents are kept informed of their children's progress through progress reports, assessment reports, and parent conferences. Parents are also informed about the Title I Program through parent workshops, take-home information, the district website, and planning meetings.

All parents of Title I students are invited to evaluate the Title I program, giving input into plans for the upcoming school year and how federal funds will be used in the district's Title I and Title II projects. Parents are asked to review and assist in designing strategies for increasing parent involvement. Title I encourages parents to partner with teachers by volunteering in their child's school and practicing reading with their children at home. Workshops, pamphlets or supportive materials will be offered throughout the year for parents to learn techniques on how to support their children in reading at home.

Fairview's Title 1 Plan
Summitview's Title 1 Plan

Mowery's Title 1 Plan
Hooverville's Title 1 Plan

Volunteers 916 and Visitors in School 907

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 student 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. WASD uses **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. 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.

A good volunteer program in an elementary school can be helpful to the students, 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 **MUST** have all clearances on file at the central offices, and must read the Volunteer Handbook and complete the Chaperone Promise (Appendix B) and Volunteer Agreement Form (Appendix E). These forms should be returned to the home building.

Any questions regarding school volunteers should be directed to the volunteer handbook and/or the building principal.

Confidential Communications Policy 207:

Use of a student'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 student may be revealed to the student's parents/guardians, the principal, or other appropriate authority when the health, welfare, or safety of the student or other persons is clearly in jeopardy.

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 students each month and are available on our website under Food Services.

Student/Adult meal prices are as follows for the 2023-2024 school year.

-Breakfast: \$1.80

-Learner lunch: \$2.80

-Adult lunch: \$4.30

Elementary A la Carte Policy is as follows:

Learners in grades K-3 are not permitted to purchase a la carte foods except for one ice cream item on Fridays.

Learners in grades K-3 can purchase one a la carte milk or water.

Learners in grades 4-5 can purchase one a la carte drink and one a la carte snack or menu item daily.

****Only those in grades 5 can return to the serving line for a menu item after all other learners have been served.**

The WASD cafeteria recognizes the need to make accommodations for those students 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 students are given a pin number to enter in a keypad or a scan card to use when getting meals and/or purchasing a la carte items. We encourage parents/guardians and teachers to help their child memorize their pin numbers. The pin number is the student's school identification number from Sapphire. When your child enters his/her pin number, a photo of your child appears on the computer screen; this procedure eliminates a student using someone else's account.

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 8:30 AM. Students 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 is 30 minutes. Students 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 period. Parents are invited to join their child for lunch on the following days: Fall, Winter, and Spring holiday meals. In accordance with the wellness policy, food from restaurants is not permitted.

Payment Options

- **Option #1** Cash on Account – money that can be used for 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 the student's name, grade, pin number (student ID), amount, and payment option.
- Send cash on a daily basis. (Not preferred) Cashiers will ask if students 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.

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

Record Retention and Destruction 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. 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.

Notification to Parents/Guardians of Teacher Qualification

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

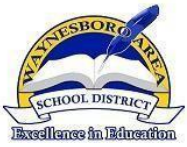
The Federal *No Child Left Behind* Act of 2001 requires school districts that receive federal Title I funding to notify parents/guardians

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 students and does so by employing the most qualified individuals to teach and support each student 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 Stephanie States, Title VI, and Section 504 Coordinator; or Dr. Rita Sterner-Hine, Title IX Coordinator at 210 Clayton Avenue, Waynesboro, PA 17268 (717-762-1191; T.D.D. 1-800-654-5984).



PARENT/GUARDIAN ACKNOWLEDGMENT FORM

Please fill out, detach and return this form by Friday, September 1, 2023

Parent and Learner Handbook Contract:

I have read, understand, and will support the procedures and responsibilities as outlined in the Parent and Learner Handbook.

Learner Name:

Parent/Guardian Signature:

Signature Date:

Anti-Bullying and Anti-Cyberbullying Contract:

By signing this pledge, we the agree to:

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

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

****DETACH AND RETURN BY Friday, September 1, 2023**

