

WEST MIDDLESEX AREA SCHOOL DISTRICT



ELEMENTARY

STUDENT/PARENT HANDBOOK

2019-2020

AUGUST 26, 2019 UPDATES

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1.0 HANDBOOK RATIONALE

Dear Families,

The faculty, staff and administration of Luther Low and Oakview welcome you and your child to the 2019-2020 school year. In this handbook, we hope to provide you with information to guide and support your child. In it you will find the rules and regulations that help to create an orderly school experience. Additionally, we hope to encourage a partnership between home and school because successful school experiences are supported by a strong home school connection.

We believe school should be a place where children can grow with a sense of order, predictability and a climate of respect. We want our children to feel safe enough to take learning risks and grow. This handbook will provide guidelines for behavior to create a mutually respectful environment. We encourage you to read this handbook carefully with your child and use it as a reference as needed throughout the 2019-2020 school year.

Open communication is encouraged. As questions arise we welcome you to contact your child's classroom teacher. A list of the teachers' extensions is provided for your convenience. We are thankful for the opportunity to work with the children and families of the West Middlesex school community and look forward to a productive school year with your support.

Educationally yours,

Dr. Tammy Mild
Principal
Luther Low and Oakview

2.0 WEST MIDDLESEX AREA SCHOOL DISTRICT ELEMENTARY PHILOSOPHY

The primary purpose of education is to create a safe environment where each child is able to accomplish academic growth and achievement, successful friendships, and an understanding of responsibility. These goals are accomplished through the understanding and implementation of respect for self, respect for others, and respect for environment.

Respect for self - help children to develop self-control and self-discipline.

Respect for others - develop a respectful, kind teacher-student relationship and student-student relationship.

Respect for environment - establish a calm, orderly, and safe environment where children are responsible contributing members of a democratic community.

The mission of the West Middlesex Area School District is to equip all of its students for successful futures in an ever-changing society.

3.0 SCHOOL BOARD/ADMINISTRATORS 2019-2020

Tracy Hemminger.....President
Michael Dougherty.....Vice President
Theodore Hennessy.....Treasurer
James Hughes.....Business Manager/Board Secretary

School Board Members

Dr. Jerald A. Barris
Andrew Erb
Ryan Gelesky
Rachelle M. Newton
Sue Preston
Ashley Rupert

Mr. Raymond C. OmerSuperintendent – Extension 1132
Mrs. Emily Clare..... High School Principal – Extension 3003
Dr. Tammy Mild..... Elementary Principal – Extension 2003
Mr. Scott McCaskey..... Director of Special Education – Extension 1127

Phone Number
724-634-3030
www.wmasd.k12.pa.us

4.0 2019-2020 SCHOOL CALENDAR

July 2019							August 2019							September 2019							October 2019						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7				1	2	3	4	5
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
28	29	30	31	25	26	27	28	29	30	31	29	30	27	28	29	30	31										
							5 student days/6 teacher days							20 student days/20 teacher days							22 student days/22 teacher days						
November 2019							December 2019							January 2020							February 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	1	2	3	4	5	6	7			1	2	3	4							1		
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22
24	25	26	27	28	29	30	29	30	31	26	27	28	29	30	31	23	24	25	26	27	28	29					
							14 student days/14 teacher days							20 student days/20 teacher days							19 student days/19 teacher days						
March 2020							April 2020							May 2020							June 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4							2	1	2	3	4	5	6	
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30	31	26	27	28	29	30	24	25	26	27	28	29	30	28	29	30										
							19 student days/19 teacher days							18 student days/19 teacher days							4 student days/5 teacher days						

August 7-21, 2019	Flex in-service days	December 23-January 3	Holiday break
August 22 & 23, 2019	In-service/staff development	January 20, 2020	Act 80 Day
August 22, 2019	Open House - Elementary	February 14, 2020	Act 80 Day
August 26, 2019	Act 80 Day	February 17, 2020	Presidents' Day
August 27, 2019	First day of school	March 16, 2020	Winter break
August 27-30, 2019	Staggered Kindergarten Entrance	April 9-13, 2020	Spring break
September 2, 2019	Labor Day	May 1, 2020	In-service/staff development
October 11, 2019	Act 80 Day	May 22, 2020	No school
October 14, 2019	No School	May 25, 2020	Memorial Day
November 25, 2019	Showcase Night - High School	June 1-3, 2020	HS final exams - dismissal at 12:42 PM
November 25 & 26, 2019	Elementary conferences	June 4, 2020 - half day	Last day of school/Commencement
November 27-December 2	Thanksgiving break	June 5, 2020	In-service/staff development

- First and last days of school for students: 8/27 & 6/4
- In-service/Act 80 Day - no school for students: 8/22, 8/23, 8/26, 10/11, 1/20, 2/14, 5/1, 6/5
- School closed: 9/2, 10/14, 11/27-12/2, 12/23-1/3, 2/17, 3/16, 4/9-4/13, 5/22, 5/25
- Elementary Open House - 8/22
- High School Showcase Night - 11/25
- Elementary parent-teacher conferences & HS Showcase Night: 11/25 & 11/26 - 3 hour early dismissal for all students

Snow make-up days: 1/3, 3/16, 4/13, 5/22

PSSA Testing: April 20-24, April 27-May 8

Keystone Exam Testing: December 3-13, January 6-17, May 11-21

5.0 ATTENDANCE

5.1 ATTENDANCE

Daily attendance is vital for academic achievement and growth. Parents/guardians are able to submit a maximum of ten (10) written excuses per school year. A medical excuse for each absence after the tenth (10) day absent is required. The excuse must be presented to the teacher upon returning to school. If the excuse is not received, the absence will be considered unlawful. In the excuse, please include following information:

- First and last name of the child
- Date of absence
- Reason for absence
- Signature of parent/guardian

After the 3rd unlawful absence, the parent/guardian will be invited to an attendance improvement meeting at the school. After the student receives four (4) unlawful absences, compulsory attendance charges against the parent/guardian and/or student will be filed with the district magistrate.

Anyone missing twenty-five (25) or more days of school without homebound instruction will be considered for retention.

The school will have an appeal procedure for parents/guardians to take into account extended illnesses, injuries, flu epidemics, etc. Parents/guardians can appeal to the Principal.

Students missing days with prior knowledge of the absence are responsible for alerting the homeroom teacher and meeting with each subject teacher prior to the absence to create a missing work make-up plan.

5.2 STUDENT DROP-OFF

Drop-off time is 8:20 a.m. - 8:40 a.m. Student drop off is at the library/gymnasium entrance of Oakview. Please refrain from parking and walking your children into the building. Please simply drop off and drive on; this is necessary to keep traffic flowing. In order to maintain a safe environment, students are not permitted in hallways or classrooms prior to 8:20 a.m. This is preparation time or meeting time for teachers and they are not available to supervise students.

Only buses will be permitted to enter the driveway in front of both elementary schools between the hours of 7:45 – 8:45 a.m. for drop off and 2:45 – 3:45 p.m. for pick up.

5.3 STUDENT PICK UP

All students (Kindergarten through sixth grade) who are being picked up must be signed out by a designated adult. When picking up students after school, please park in the parking lot by the library/gymnasium entrance behind Oakview and enter the building by the gymnasium entrance. Only buses and authorized vehicles are permitted to enter the Luther Low/Oakview connected parking lot between the hours of 7:45-8:45 a.m. for drop off and 2:45-3:45 p.m. for pick up. Sign-out is from 3:00 p.m. - 3:15 p.m. When you enter the gym foyer, door 7, please go to the designated sign out table and sign out your child. Students' names will be called at 3:17 p.m. Children are only dismissed to adults designated on the student information sheets. Please note: For our students' protection, adults signing out students may be asked to present identification.

If you plan to pick up your child, please send in a written note so we can make dismissal arrangements for your child. If you plan on picking up your child daily, please complete the scheduled pick up form and submit it to the elementary office. If you need to change your child's dismissal plan, please call the elementary office before 2:00 p.m. We will alert teachers accordingly. If a designated adult does not sign out a child, the child will be sent home on the school bus. In this case, please meet your child at their designated bus stop.

5.4 TARDY TO SCHOOL

When a student reports to school after 8:40 a.m. the student is considered tardy. The student accompanied by an adult should report to the main office. The adult must sign in the student and the student will receive a tardy slip to present to the teacher upon arrival to the classroom. The administration reserves the right to require a medical excuse for excessive tardiness.

Tardy incidents are recorded per nine (9) week basis. At the beginning of each nine (9) week grading period, tardy records start from zero (0). The third (3) unexcused tardy will be recorded as an unlawful absence in the permanent record. Unlawful absences as a result of three (3) or more unexcused tardies will remain on the permanent record.

NOTE: Students who arrive late, but before 11:45 a.m. will be deemed tardy. Students arriving after 11:45 a.m. will be considered absent for the full day. A student must be in class at least three (3) hours to get credit for attendance for the day. (Times apply to our regular, full-day schedule and may be adjusted for modified day).

5.5 EARLY DISMISSALS AND APPOINTMENTS

If a parent/guardian wishes for his/her child to be dismissed from school early, please send a written statement at the start of the school day to include:

1. Student's first and last name
2. Date and time dismissed
3. Signature of parent/guardian

Students leaving prior to 11:45 a.m., and not returning before the end of the school day will be considered absent for the day. A student must be in class at least three (3) hours to get credit for attendance for the day.

5.6 STUDENT MAKE-UP WORK

Students are to be given the same amount of days as they were lawfully absent to make up all missed assignments and work; however, for consecutive absences over five (5) days, students will be given a maximum of five (5) consecutive days to turn in all work and assignments. When missing days for class trips, medical appointments, etc., students are responsible for gathering assignments and working out a make-up schedule with their teachers prior to departure. Failure to take proper responsibility may result in no credit for missed work.

Note: Students missing ten (10) or more lawful consecutive days will be handled on an individual basis as they may qualify for homebound instruction.

5.7 WITHDRAWAL/CHANGE OF ADDRESS

All students and/or parents/guardians must notify the office of a change in address, phone number or withdrawal from school.

6.0 SCHOOL SAFETY – PARENT RESOURCES

The West Middlesex Area School District has a District Safety and Security Team working under the direction of the School Safety and Security Coordinator. **Act 44 of 2018 (Act 44)**, which was signed into **law** on June 22, **2018**, amends the Public School Code of 1949 by further providing for school safety and security measures.

The West Middlesex Area School District has detailed emergency plans which have been developed in collaboration with the Shenango Township Police Department and the Mercer County Department of Public Safety, using the FEMA National Incident Management System and the FEMA Incident Command System models to respond effectively and efficiently to emergency situations. Should a critical or emergency situation arise, the appropriate response will be initiated.

DURING AN EMERGENCY: RESPONSE COMMUNICATION

The best action parents can take during an emergency is to avoid the instinct to call your child or rush to the school, but rather stay close to their phone. The district will utilize the parent phone call system and email to provide directions to parents. Parents should also monitor other media resources for regular updates and instructions.

Other points of information to review:

- **DON'T** come to your child's school during emergency situations. Access to school roads and entrances must remain clear for law enforcement and emergency responders. For your and your child's safety and security, the district will follow reunification protocols when the emergency situation has been brought under control. Please be sure to provide the school with any changes to contact information and emergency contacts.
- **AVOID** calling the school or the district offices during the emergency. Please leave our lines open for emergency calls.
- **Stay Close** to the telephone listed on your child's emergency card. When possible, we will provide information via our automated telephone system and other district media resources.

Please keep in mind that our first priority is to manage the crisis and provide for the safety and welfare of our students.

- **Encourage** your child to follow the directions of school staff or emergency responders. Remaining in the designated evacuation area until properly discharged to an authorized adult is critical.

BEFORE AN EMERGENCY: PREVENTION AND PREPAREDNESS

- Report any safety issues, concerns or rumors to your school principal, School Resource Officer or through the Safe2Say Portal. Support security measures when visiting our schools by following visitor management processes when entering the buildings.
- **Regularly update your student's Emergency Card with current contact emergency information.** This information will be used to alert you. In the event of an emergency, only those persons listed will be permitted to pick up students.
- Prepare your student by encouraging them to participate in school-based drills and trainings and discussing the importance of preparedness.

FINDING YOUR CHILD AFTER AN EMERGENCY

Parents will be directed to a specific location called a *Parent Reunification Center* where they will be required to show a valid photo identification. Student will only be released to authorized individuals. We ask your help so we can reunite parents and students as safely and quickly as possible.

STUDENT RELEASE PROCEDURE IF THERE IS AN EMERGENCY:

- **Bring photo ID with you to the designated location**
- **Park only in areas designated for parents, walk to the location if possible**
- **Follow the directions of school personnel and cooperate fully with public safety officials**
- **Complete necessary documentation**
- **Only pick up student if authorized**
- **Leave location as soon as you are reunited with the student(s) released to your custody.**

AFTER EMERGENCY: RECOVERY

Following a school crisis, specially trained district personnel and community-based professionals are available to provide counseling and outside referrals to students, staff members and others who may need services.

- Monitor your student's behavior and let the school know if you think counseling or help is needed.
- The district will work as quickly as possible to restore normal operations and will inform parents of changes, if necessary.

EMERGENCY RESPONSE WHITESHEET FOR PARENTS



LockOUT - also referred to as Modified Lockdown, is initiated when there may be danger outside of the buildings or off campus. Students and staff are moved (or remain) in classrooms and perimeter doors remain locked to outsiders, including the front office. Classroom instruction continues as normal and necessary movement can take place within the building. Law Enforcement will typically determine when the LockOUT can be lifted.

LockDOWN - a lockdown is initiated when there may be an immediate threat or hazard near or on the school campus. Perimeter doors will remain locked to outsiders. The office will be closed and phones will not be answered. Students and staff are moved (or remain) in classrooms, sit away from line of sight of windows or doors. Doors and windows are locked and covered. Law Enforcement will typically determine when the LockDOWN can be lifted.

EVACUATE - An evacuation is initiated when there are conditions inside the school building that could be unsafe. Students and staff evacuate the building to an outside location and assemble at predetermined locations coordinated by the district. An off-site evacuation may be necessary depending on the incident. School district officials will coordinate bussing of students if necessary. Information on student reunification will be sent out by the district automated phone contact system and other school media resources. **PLEASE KEEP EMERGENCY INFORMATION UPDATED WITH THE SCHOOL.**

SHELTER IN PLACE - A shelter in place is initiated when students and staff need to be inside the building for safety. During Shelter in Place, student and staff are moved (or remain) in their

classrooms and normal classroom activities continue until the incident concludes. The front office is unlocked and open for anyone seeking shelter. Shelter in Place is used to provide protection against outdoor environment such as weather.

REUNIFICATION - Parent-student reunification is a process where parents will be asked to pick up their children from school or an alternate location in a formalized, controlled release. Students will be released only to parents or other adults who are listed as emergency contacts and who present a picture ID such as a driver's license, military ID or passport. PLEASE KEEP EMERGENCY INFORMATION UPDATED WITH THE SCHOOL. We appreciate your patience and understanding as we work to ensure that your child remains safe during this process.

WHAT TO DO IF THERE IS A VIOLENT INTRUDER IN THE BUILDING:

RUN - HIDE - FIGHT - Run Hide Fight is initiated when there is a violent intruder, using a weapon.

Upon realization, the students and staff must determine the best course of action to reduce injury and loss of life dependent on the scenario in which they are confronted.

- **RUN - If a safe path is available, RUN.** Do not hesitate, get out. Leave your belongings. Do not attempt to move injured people.
- **HIDE - If you cannot get out safely, HIDE.** Be quiet and silence your phone. Block entrances and lock doors. Stay out of the intruder's view.
- **FIGHT - If your life is in danger, FIGHT.** Fight as a last resort. Try to disorient or disable the intruder. Use improvised weapons (books, staplers, sharp objects). Fight like your life depends on it.

7.0 BEHAVIOR

7.1 STUDENT BEHAVIOR

The teachers and students will create classroom rules together in each class during the beginning of the school year. Each class will come up with 3-5 general rules covering:

- Respect for Self
- Respect for Others
- Respect for the School Environment

School Wide Positive Behavior Supports (SWPBS) is a team-based process including a broad range of systemic and individualized strategies for achieving important social and learning outcomes. SWPBS places focus on preventing problem behavior of all students at the school-wide, classroom, non-classroom, and individual levels. This is a proactive approach to teach, monitor, and support appropriate school behavior for all students.

7.2 BULLYING/CYBERBULLYING

The definition of bullying is: to frighten, hurt, or threaten (a smaller or weaker person): to cause (someone) to do something by making threats or insults or by using force. **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 and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:

1. Substantially interfering with a student's education.
2. Creating a threatening environment.
3. Substantially disrupting 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. For additional details, please see Board Policy 249.

The West Middlesex Area School District has a K-6 Bully Prevention Program in place (Responsive Classroom). Bullying prevention is discussed in all classrooms throughout the year. Bullying will not be tolerated and if a student displays bullying behaviors consequences will be issued.

The following will occur when an incident is brought to an adult's attention:

- 1st offense – Student(s) will receive one (1) morning detention that will be served in the Principal’s office. Phone call home to parent/guardian.
- 2nd offense – Student(s) will receive two (2) consecutive morning detentions that will be served in the Principal’s office. Phone call home to parent/guardian.
- 3rd offense – Student will receive a half (1/2) day of in-school suspension. Phone call home to parent/guardian requesting a meeting with the school guidance counselor and the Principal to develop a plan of action to stop the bullying behavior. A referral will be made to the Elementary Student Assistance Program.
- 4th offense – Student(s) will receive one (1) full day of in-school suspension. Phone call home to parent/guardian to schedule a meeting with the school guidance counselor, the Principal, and the Behavioral Health Liaison to develop a plan to stop the bullying behavior.

7.3 HAZING

The purpose of this policy is to maintain a safe, positive environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the district and are prohibited at all times.

Hazing occurs when a person intentionally, knowingly or recklessly, for the purpose of initiating, admitting or affiliating a student with an organization, or for the purpose of continuing or enhancing membership or status in an organization, causes, coerces or forces a student to do any of the following:

1. Violate federal or state criminal law.
2. Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm.
3. Endure brutality of a physical nature, including whipping, beating, branding, calisthenics or exposure to the elements.
4. Endure brutality of a mental nature, including activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that could result in extreme embarrassment.
5. Endure brutality of a sexual nature.
6. Endure any other activity that creates a reasonable likelihood of bodily injury to the student.

Aggravated hazing occurs when a person commits an act of hazing that results in serious bodily injury or death to the student and:

1. The person acts with reckless indifference to the health and safety of the student; or
2. The person causes, coerces or forces the consumption of an alcoholic liquid or drug by the student.

Organizational hazing occurs when an organization intentionally, knowingly or recklessly promotes or facilitates hazing.

Any activity, as described above, shall be deemed a violation of this policy regardless of whether:

1. The consent of the student was sought or obtained, or
2. The conduct was sanctioned or approved by the school or organization.

Student activity or organization means any activity, society, corps, team, club or service, social or similar group, operating under the sanction of or recognized as an organization by the district, whose members are primarily students or alumni of the organization.

For purposes of this policy, **bodily injury** shall mean impairment of physical condition or substantial pain. For purposes of this policy, **serious bodily injury** shall mean bodily injury which creates a substantial risk of death or which causes serious, permanent disfigurement, or protracted loss or impairment of the function of any bodily member or organ.

For additional details, please see Board Policy 247.

7.4 WEST MIDDLESEX AREA SCHOOL DISTRICT DISCIPLINE CODE

Please note that a suspension may be in school (ISS) or out of school (OSS). This will be decided by the Principal.

Infraction	1st Offense	2nd Offense	3rd Offense
Skipping detention	Parent contact Additional day added	Half day of in school or out of school suspension	
All misbehaviors that make it difficult to have an orderly school operation	Teacher discretion	Administrative discretion; ALC, OSS	Administrative discretion; ALC, OSS
Profanity, inappropriate language	Detention	Administrative discretion; (detention, ALC, or OSS depending on situation)	Administrative discretion; (detention, ALC, or OSS depending on situation)
Use of electrical/ electronic devices (tape recorders, radios, CD players, laser pointers, cell phones, cameras, iPods, etc.)**	Device confiscated	Device confiscated; Parent pick up	Device confiscated; Parent pick up; Administrative discretion
Violation of school dress code (Page 24)	Warning/clothing change after parent phone call	Clothing change after parent phone call and detention	Clothing change after parent phone call and Administrative discretion
Fighting; assault on school grounds	Teacher/Administrative discretion	Administrative discretion	ISS; OSS; Possible police involvement/citation
Theft	Pay for material/restitution; parent contact Teacher/Administrative discretion	Parent, Teacher, Administrative contact, pay for material, Principal's discretion	Parent conference; Teacher/Administrative discretion

Possession or use of firecrackers, possession or use of unsupervised firearms, knives, explosive devices, or any other dangerous weapons	See “Weapons Policy” (Title 18 of PA code of Crimes and Offenses)	See “Weapons Policy” (Title 18 of PA code of Crimes and Offenses)	See “Weapons Policy” (Title 18 of PA code of Crimes and Offenses)
Insubordination; disrespect and/or disregard of the reasonable directions or instructions by authorized school personnel	Teacher discretion	Detention	Administrative discretion
Internet computer violation; Passing or writing obscene material; unauthorized publications and/or distribution of materials (Page 59)	Parent notified; see "Internet Policy"; Teacher/Administrative discretion; loss of computer privileges	Administrative discretion	Administrative discretion
Coercion/hazing; harassment by communication, ethnic intimidation, threatening, extortion	Teacher/Administrative discretion	Possible ISS or OSS; Administrative discretion	ISS or OSS; Administrative discretion
Possession or use of alcoholic beverages, illegal drugs or drug related items	See “Drug and Alcohol Policy,” Administrative discretion; expulsion; citation	See “Drug and Alcohol Policy,” Administrative discretion; expulsion; citation	See “Drug and Alcohol Policy,” Administrative discretion; expulsion; citation
Bullying/Cyberbullying (Page 17)	Please see Bullying Policy 249		
Bus misconduct; verbally or physically endangering the welfare of students on bus, fighting on the bus	Bus driver write-up; Administrative discretion	Parent contact; Administrative discretion	3 rd offense: 3 days off bus; Administrative discretion. 4 th offense: 5 days off bus Administrative discretion
Cheating	Teacher calls parent; Teacher discretion	Teacher calls parent; zero grade	Teacher calls parent; zero grade
Vandalism, destruction of school property	Payment of damages; Principal's discretion	Payment of damages; Principal's discretion	Payment of damages; Administrative discretion

7.5 SUSPENSIONS

1. The Administration reserves the right to regulate suspension time from one (1) to ten (10) days depending on the severity of the infraction.
2. A student can be taken to a school board hearing at any time, depending on the severity of the offense.
3. Upon notification of a school suspension, students forfeit participation in extra-curricular activities until the suspension is served/completed.

Title 18: PA State code of crimes and offenses outlines natures of incidents.

PA State Board of Education Chapter 14, Section 14.35 and the PDE Standards, Chapter 342, Section 342.35 specifically delineates suspension/expulsion procedures and policy for special education students. These students will follow the District's Approved Behavioral Management Policy for Exceptional students.

7.6 DETENTION

Students who are assigned detention will be given 24 hours' notice and will be required to have a detention form signed by a parent/guardian. Those students assigned detention must arrive at 8:00 a.m. on the designated morning. Failure to serve assigned detentions will result in additional consequences. Please see Discipline Code in handbook.

8.0 BUSING

8.1 BUS DROP-OFF/PICK-UP

Delegation of Responsibility Title 22 Sec. 23.4

The school bus driver shall be responsible for the discipline of students while they are being transported. The Principal may suspend a student from bus transportation for disciplinary reasons, and the parents/guardians shall be responsible for the student's transportation.

Bus Stop Regulations

1. Five (5) minute rule – students should arrive at their bus stop five (5) minutes prior to scheduled bus arrival. Students are to wait for the bus, not the bus waiting for the student.
2. Reasonable time – students are expected to wait for a reasonable amount of time when the bus does not arrive as scheduled.
3. Safe place – students are to wait for the bus in a safe place, well off the roadway, and conduct themselves in a safe and appropriate manner.
4. Bus stop – students are to wait until the bus comes to a complete stop before boarding and enter the bus in an orderly fashion.
5. Respecting property – students are expected to respect property rights of persons residing at or near the bus stop.
6. Walk, do not run – students who must cross the roadway to board the bus must check to make sure all traffic has stopped, watch for the bus driver's signal to cross, and then proceed to walk ten (10) feet in front of the bus so the driver can see them.

Change in Student's Bus Stop

Parents/guardians may request, in writing, that a student be reassigned to a different loading zone and/or route due to special circumstances. Each written request must be filed on the appropriate form available from the transportation coordinator. Each written request shall be considered and evaluated on an individual basis. The district will not add additional buses or alter established routes to accommodate an individual transportation request. Requests for students to ride on an alternate bus, or be assigned to an alternate bus stop, shall be approved only if the following conditions are met:

1. There is space available on the alternative bus.
2. The requested stop is already designated on an established bus route.
3. The change will be long term (five (5) consecutive days or pursuant to a Custody Order issued by a court of competent jurisdiction within the Commonwealth of Pennsylvania), except under emergency conditions.
4. There must be at least forty-eight (48) hours' notice.

Emergency requests for changes to a student's bus assignment and route shall be considered, but only in the following circumstances:

1. Death in family.
2. Hospitalization of immediate family.

The District shall consider an agreement with working parents/guardians who have a babysitting arrangement. An approval would mean the child would be picked up and/or discharged at the same loading zone every day.

SCHOOL BUS DROP OFF – One statewide practice that should be brought to your attention about riding the school bus is that your Kindergarten or First grade child will not be left off the bus unless someone is there to meet him/her. You can meet the bus driver at the bus stop or wave from the door, but if the house looks deserted, your child will be taken back to the school and you will need to pick up him/her. Please contact the transportation coordinator at 724-634-3030 ext. 2068.

8.2 BUS DISCIPLINE

School bus safety is important for the well-being of our children. Students must stay in their assigned seats and talk quietly to the children in their seat. If a problem occurs, the bus driver will attempt to handle it by working with the student and the parents. If this fails to correct the situation, the Principal will be notified, and the discipline will be administered as outlined in the Discipline Code section of this handbook.

As outlined in Policy 810.3 Transportation – Video/Audio Recording - the Board authorizes the use of video and audio recording on school buses and school vehicles for disciplinary and security purposes.

9.0 WMASD DRESS CODE

9.1 DRESS CODE

We encourage students to be appropriately groomed and dressed in order to promote pride in oneself, our school and keep our students focused on learning and academic excellence.

1. Dresses, skirts and shorts must be finger-tip length or longer.
2. Undergarments must be covered at all times.
3. Garments with implications concerning tobacco, alcohol, illegal drugs, violence, racial/ethnic slurs, sexism, profanity, offensive logos, or sexual connotations are prohibited.
4. Midriff (stomach area) must be covered at all times.
5. Shoes must be worn at all times.
6. “Heelie” shoes or shoes with wheels of any sort are prohibited for safety reasons.
7. No sleepwear or spandex is permitted. If pants have rips or tears, they must be below fingertip length.
8. Sunglasses, hats, hoods and sweat bands are not to be worn indoors.
9. A special dress day (special occasion) may be decided by the WMASD Elementary staff/administration. If there is an exception, parents will be notified in writing.

Teachers or staff members will send students to the office if they are in violation of the above named items included in the code of dress. The parents of students wearing disruptive patterns of dress or adornment will be called at home or work and informed about their children’s dress. Parents will be expected to bring proper clothing to school for their children as soon as possible. The final judgment of suitability of attire will lie with the school administration.

10.0 ELEMENTARY GRADING PROCEDURES

10.1 GRADING

The following grading system has been approved by the administration, faculty and formally adopted by the Board of Education:

The grading period consists of forty-five (45) school days.

Kindergarten and First Grade:

- Checklists and/or continuums will be used for report cards:

- 1 - Beginning
- 2 - Developing
- 3 – Secure
- O – Outstanding
- S - Satisfactory
- I - Improving
- NI - Needs Improvement
- W - Working On

Second-Sixth Grades:

- Percentage guidelines for grades are:

- A...92 – 100%
- B...82 - 91%
- C...73 - 81%
- D...65 - 72%
- F...0 - 64%
- O - Outstanding
- S - Satisfactory
- U - Unsatisfactory
- I - Incomplete

Principal's List – Straight A's only Honor Roll – A's and B's only

10.2 HOMEWORK POLICY

Homework is an important tool in education. Homework serves as a way for students to practice the academics they have been taught throughout the school day. It can also serve as a way for students to learn about new concepts. Every third (3) homework assignment (per teacher) not completed will result in a detention. Detentions will be served at 8:00 a.m. in the teacher's room who assigned the detention. If you feel your child is struggling completing the homework in the specified time, please contact your child's teacher.

The table below is a general idea of what you should expect for homework:

1 st Grade.....10 minutes	2 nd Grade....20 minutes	3 rd Grade....30 minutes
4 th Grade....40 minutes	5 th Grade....50 minutes	6 th Grade....60 minutes

10.3 REPORT CARDS

Each student in grades Kindergarten through sixth will be issued a report card every forty-five (45) school days or four (4) times a year. The fourth school day following the end of the nine (9) week period will be the day report cards are issued. The report card should be reviewed, signed and returned to the classroom teacher the following day.

10.4 CONFIDENTIAL STUDENT RECORDS

The school may, without parental consent, release a student's permanent record file to:

1. Teachers within the district who have a legitimate educational interest.
2. The director of special education and special education teachers.
3. Officials of other primary school systems in which a student intends to enroll. (Parents are to be notified of the transfer).

The school will not release information to any other persons other than those listed above unless:

1. Consent from the student's parents has been obtained indicating to whom the records are to be sent.
2. A judicial order has been issued or the agency has the power of subpoena.

At any time parents or guardians may have access to a student's permanent record file. The school presumes that either parent of the student has authority to inspect and review the educational records unless the school has been provided with evidence that there is a legal binding document or a state law or court order governing the divorce, separation or custody. All requests by the parents/ guardians to review student records will be made to the Principal.

11.0 GUIDANCE SERVICES

11.1 GUIDANCE

The school counselor enhances the school experience by exploring issues that interfere with academic achievement. These issues may include but not limited to: social skills, behaviors, decision making, relationships, self-esteem, anxiety, death of a loved one, peer mediation, and conflict resolution. The school counselor addresses student's needs through individual and group counseling, classroom guidance lessons, crisis intervention, consultation with parents, teachers, administrators, and community resources, and making the appropriate referral to the Elementary Student Assistance Program. The guidance counselor is available to all elementary students. Students may be referred by the administration, faculty or parents to receive the needed support. Students are welcome to personally seek assistance by the school counselor.

11.2 ELEMENTARY STUDENT ASSISTANCE PROGRAM (ESAP)

The Commonwealth of Pennsylvania's Student Assistance Program (SAP), which is administered by the PA Department of Education's Division of Student and Safe School Services in partnership with the PA Department of Health's Bureau of Drug and Alcohol Programs, and the PA Department of Public Welfare's Office of Mental Health and Substance Abuse Services, is designed to assist school personnel in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. The primary goal of the Student Assistance Program (SAP) is to help students overcome these barriers in order that they may achieve, remain in school, and advance. While Student Assistance Programs exist in other areas of the country, the structure and operation of the program in Pennsylvania is a unique expression of an integrated model serving the needs of Pennsylvania families and their students.

SAP is a systemic process using techniques to mobilize school resources to remove barriers to learning. The core of the program is a professionally trained team, including school staff and liaisons from community alcohol and drug and mental health agencies. SAP team members are trained to identify problems, determine whether or not the presenting problem lies within the responsibility of the school and to make recommendations to assist the student and the parent. When the problem lies beyond the scope of the school, the SAP team will assist the parent and student so they may access services within the community. The student assistance team members do not diagnose, treat or refer to treatment; but they may refer for a screening or an assessment for treatment.

There are four phases to the student assistance process:

Referral - Anyone can refer a student to SAP when they are concerned about someone's behavior -- any school staff, a student's friend, a family member or community member. The students themselves can even go directly to the SAP team to ask for help. The SAP team contacts the parent for permission to proceed with the SAP process.

Team Planning – The SAP team gathers objective information about the student's performance in school from all school personnel who have contact with the student. Information is also collected from the parent. The team meets with the parent to discuss the data collected and also meets with the student. Together, a plan is developed that includes strategies for removing the learning barriers and promoting the student's academic and personal success to include in-school and/or community-based services and activities.

Intervention and Recommendations – The plan is put into action. The team assists in linking the student to in-school and/or community-based services and activities. The team might recommend a drug and alcohol or mental health assessment.

Support and Follow-Up – The SAP team continues to work with and support the student and their family. Follow-up includes monitoring, mentoring, and motivating for academic success.

It is the parent's right to be involved in the process and to have full access to all school records under the applicable state and federal laws and regulations. Involvement of parents in all phases of the student assistance program underscores the parents' role and responsibility in the decision-making process affecting their children's education and is key to the successful resolution of problems.

The student assistance process is based upon state guidelines, professional standards and policies, and procedures adopted by the local school board of directors. Professional training for team members in all phases of the student assistance process, which is consistent with state guidelines and conducted by a Commonwealth approved training provider, is required to ensure the appropriateness of the recommended services, effective interagency collaboration and compliance with state and federal laws protecting the privacy rights of parents and students.

The training of team members by a Commonwealth approved training provider, ensures the board of school directors, school administrators, parents, students, and the public that team members have received up-to-date professional training consistent with accountable standards and appropriate procedures. Guidelines for the Commonwealth Student Assistance Program training system contain training standards and competencies for SAP team professionals.

For those students receiving treatment through a community agency, the student assistance team, in collaboration with parents and the agency, can assist in helping plan in-school support services during and after treatment. The team's effectiveness in helping the student and the parent remove the barriers to learning and improve student performance depends on the training of the

individual team members, maintenance of the student assistance process, level of administrative commitment and board support, active parent and student involvement and the available resources both in school and the community.

11.3 SAFE2SAY REPORTING

Pennsylvania Act 44 of 2018, for School Safety and Security, has mandated the implementation of an anonymous reporting system for school safety, security and welfare of our students. Students are trained on how to use the anonymous system each school year. Students can anonymously report safety concerns, bullying/cyberbullying issues, and any other items of concern through the website <https://www.safe2saypa.org/tip/>, by calling 1-844-723-2729, and/or through the Safe2Say app. Additional information can be found on the parent portal.

12.0 GENERAL SCHOOL INFORMATION

12.1 STUDENT ACCIDENT INSURANCE

Student accident insurance is available to students. Students without insurance are urged to take advantage of this program. Any student planning to participate in athletics must be covered by the school insurance program or have a waiver signed by his/her parents. While participating in any school-supervised activity, a student sustains an injury, it should be reported immediately to the teacher in charge. Failure to report injuries may result in loss of benefits covered by school insurance.

12.2 AFTER SCHOOL ACTIVITIES

Please send a note to your child's teacher if your child is going to attend any after school activities on a regular basis. One note will be sufficient for the entire school year.

12.3 FIRE AND TORNADO DRILLS

Fire drills will be held nine (9) times a year. Students will be instructed by their classroom teacher on how to leave the building. Instructions will vary depending upon which room the child is in at the time. Tornado drills will be conducted in the fall and spring.

12.4 PARTIES & BIRTHDAYS

Only four (4) parties are to be held during the school year. These occur at Fall Festival, Christmas, Valentine's Day and PSSA Celebration. Parents may be called upon to help at any one of these times. Our Wellness Policy encourages physical activity, good nutrition and healthy eating habits. To comply with this policy we ask that no food treats are brought to school for

birthdays, holidays, etc. Any such treats brought in to school will have to be sent home. An exception to the policy is the four scheduled holiday parties where teachers will provide a sign-up sheet for refreshments such as water, 100% fruit juice or milk. Scheduled classroom parties must offer fresh fruits and vegetables; only 2-3 “treats” having added sugar as the first ingredient are permitted. Energy drinks (i.e., Amp, Monster, Jolt, Red Bull) contain large amounts of sugar and/or caffeine and are not to be brought to school.

- Non-edible birthday treat suggestions include: A book donation to the classroom or school library, book marks, stickers, erasers, pencils, etc.

12.5 PHYSICAL EDUCATION

It is important to come to class dressed ready to actively participate. Active wear clothing and tennis shoes are required. Proper dress allows your child to enjoy class time and keeps them safe during activities. Please know that if your child is not dressed appropriately, he/she will not be able to participate. Students will lose a point if not dressed appropriately.

12.6 PICTURES

All elementary school students and faculty will have their pictures taken in the fall. All pictures ordered will include a memory book.

12.7 RECESS POLICY

West Middlesex Elementary Schools believe it is very important for a child’s progress at school to have adequate time to run around outside and play with his/her peers. Children will go outside for recess if the temperature outside is 32 degrees or higher with no rain. Please dress your children accordingly; snow boots, winter jackets, scarves, gloves, etc.

12.8 SOLICITATION

No soliciting or selling of any kind is permitted on school property without prior approval of the administration.

12.9 TOYS FROM HOME

Students are not permitted to bring toys from home into school unless the student or parent receives permission from the teacher prior to the child bringing in the toy. Toys will be confiscated and returned to the child at the end of the school day.

12.10 VISITORS AND GUESTS

We enjoy having parents visit the school. In order to maintain a safe learning environment, Act 34 and 151 clearances, in addition to a TB tine test must be on file in the elementary office. For information on how to obtain the required clearances, please contact the elementary office or see the school website. To ensure instructional time is not interrupted and/or distractions are limited throughout the academic day, parents/guardians must sign in at the office and have the secretary notify the teacher of their arrival before the parents/guardians walk to the classroom. The secretaries do not need to notify the teachers of parents/guardians arrivals on the days of the four scheduled classroom parties.

12.11 WEATHER EMERGENCIES AND SCHOOL CLOSURES

The West Middlesex Area School District has implemented the One Call Now automated parent notification service that allows us to contact thousands of students and parents in the event of any kind of emergency and/or school closure. This system allows us to contact parents by landline phone, cell phone, text message and email. Local media will also continue to be notified in the event that school would be closed or an emergency arises.

12.12 AFTER SCHOOL EXPECTATIONS

No pupil is to remain in the building beyond dismissal time unless under the direct supervision of a staff member. If students are in the building after dismissal and are not attending a supervised event, they will be asked to leave. Supervised practices or meetings are first to be scheduled with the Principal's office before being held in the school.

13.0 GENERAL DAILY SCHEDULE

8:20 – 8:40 a.m..... Students enter the building - Breakfast

8:40 a.m..... Tardy Bell

8:40 – 8:50 a.m..... Collect lunch money, Attendance, morning work,
Announcements

8:50 a.m.....Classes begin

3:15 p.m..... Walkers dismissed

3:20 p.m.....Buses called

- LUTHER W. LOW SCHEDULE

	START	FINISH	HOURS/MINUTES
Grades K, 1, 2 and 3	8:40 a.m.	3:15 p.m.	5 hrs. 45 minutes
(excluding 30 minute lunch and 20 minute recess)			

- 4th GRADE SCHEDULE

	START	FINISH	HOURS/MINUTES
Period 1/Homeroom	8:45 a.m.	9:15 a.m.	30 minutes
Period 2	9:15 a.m.	9:55 a.m.	40 minutes
Period 3	9:55 a.m.	11:15 a.m.	80 minutes
Period 4	11:15 a.m.	11:45 a.m.	30 minutes
30 minute lunch and 20 minute recess			
Period 5	12:55 p.m.	1:25 p.m.	30 minutes
Period 6	1:25 p.m.	2:45 p.m.	80 minutes
Period 7	2:45 p.m.	3:15 p.m.	30 minutes

• 5th GRADE SCHEDULE

	START	FINISH	HOURS/MINUTES
Period 1/Homeroom	8:45 a.m.	9:15 a.m.	30 minutes
Period 2	9:15 a.m.	9:55 a.m.	40 minutes
Period 3	9:55 a.m.	10:35 a.m.	40 minutes
Period 4	10:35 a.m.	11:40 a.m.	65 minutes
30 minute lunch			
Period 5	12:20 a.m.	12:55 a.m.	35 minutes
Period 6	12:55 p.m.	1:10 p.m.	15 minutes
20 minute recess			
Period 7	1:30 p.m.	2:10 p.m.	40 minutes
Period 8	2:10 p.m.	3:15 p.m.	65 minutes

• 6th GRADE SCHEDULE

	START	FINISH	HOURS/MINUTES
Period 1/Homeroom	8:45 a.m.	9:15 a.m.	30 minutes
Period 2	9:15 a.m.	9:40 a.m.	25 minutes
Period 3	9:40 a.m.	10:35 a.m.	55 minutes
Period 4	10:35 a.m.	11:15 a.m.	40 minutes
Period 5	11:15 a.m.	12:10 p.m.	55 minutes
(30 minute lunch and 20 minute recess)			
Period 6	1:10 p.m.	1:25 p.m.	15 minutes
Period 7	1:25 p.m.	2:20 p.m.	55 minutes
Period 8	2:20 p.m.	3:15 p.m.	55 minutes

14.0 SCHOOL LUNCH PROGRAM

14.1 FEDERAL LUNCH PROGRAM

Under guidelines set up through Public Law 91-248 certain students are eligible for free or reduced price lunches. Applications for free or reduced lunches will be sent home the first day of school or may be obtained at the office.

14.2 SCHOOL LUNCH/BREAKFAST PROGRAM

To check student lunch account balances, visit www.myschoolaccount.com. If you do not have your student's ID number to check the lunch account balance, please call Mrs. Marie Popatak at 724-634-3030, ext. 3051.

The West Middlesex Area School District Food Service Department offers breakfast and lunch daily. Our school uses the FSS POSitiveID System, which identifies your child's finger image to pay for their meal. This system allows you to choose the amount you want to deposit with a minimum prepay of \$2.00 per week. Pay in advance with any amount you choose, whether daily, weekly, monthly or yearly.

- All money should be sent in an envelope with your child's name, teacher's name, and the amount written on the outside of the envelope.
- Any monies remaining on your student's account at the end of the school year will be carried over until next school year.

Elementary Lunch/Breakfast Prices (prices are subject to change)

Daily Lunch - \$1.85	Breakfast - \$.95
Reduced Lunch - \$.40	Reduced Breakfast - \$.30
Chocolate milk - \$.35	White milk - \$.35

One (1) a la carte item may be purchased daily

14.3 LUNCH RULES

The cafeteria is a place for students to have a pleasant, fun experience while eating with friends, and we are working diligently to ensure that this is a safe environment for all. We are trying to minimize distractions so lunch monitors can focus on serious safety issues, such as choking, allergic reactions, etc. This is also a great opportunity to teach our children responsibility.

Cafeteria expectations:

1. Students are to walk at all times in the cafeteria.
2. If bringing a lunch from home, please pack napkins and utensils.
3. For Luther Low students, a la carte must be purchased prior to sitting down at the table to eat lunch.
4. Please make sure your children are able to open anything that is packed in their lunch. However, if help is needed, please remind your children to ask three (3) friends before raising their hand to ask an adult.
5. Students will not be permitted to gather any items they may have forgotten once seated at the table. (For example, napkins, utensils, a la carte (Luther Low students only), unless they need a utensil for soup, apple sauce, etc.)

15.0 MEDICATIONS AND SCREENINGS

15.1 MEDICATIONS DURING SCHOOL

The school's health policy requires that all medication taken at school **MUST** be processed through the school nurse. Prescribed medication to be given during school hours **MUST** be in the pharmacy container that gives complete instructions including the patient's name, name of medication, dosage, times to be given and number of days to be given. (Ask your pharmacist to prepare two labeled containers, one for school and one for home.) The first dose of this medication for current condition/illness will not be given at school.

Any over-the-counter medication that the parent feels is necessary to be given during school hours **MUST** be in the original container and be accompanied by a written note from the parent stating the student's name, name of medication, dosage, time to be given and number of days to be given. (These medications should be kept to a minimum.) Over-the-counter medication needed for more than two (2) weeks must have review and approval of the School Nurse and may require a physician's order.

All medication will be kept in the school health room and given by the school nurse. No medication is permitted to be kept in the classroom, lockers or in student possession. An exception is the self-administration of short-acting asthma inhalers and emergency medication. These must be processed through the school nurse each year.

Medication will not be given unless this procedure is followed. Medication should be given at home unless giving a dose at school is unavoidable. When medication is prescribed three (3) or four (4) times a day, please try to work out a schedule that will avoid a school dose or limit it to one (1) dose. If you have any questions, please contact the school nurse.

We will have a standing order from our school physician for the following emergency medications, which will be administered by trained, appropriate school personnel as deemed necessary.

1. Epinephrine – for anaphylactic reactions
2. Narcan – for suspected opioid overdoses

15.2 REQUIRED EXAMINATIONS

Pennsylvania state law requires the following exams for all students:

- Dental Exam – Kindergarten or entry, Grade 3, Grade 7
- Physical Exam – Kindergarten or entry, Grade 6, Grade 11

Exams are provided by the school physician and school dentist, or may be obtained by your family physician and dentist. Private exams done within one (1) year of the required grade level are acceptable.

15.3 REQUIRED SCREENINGS

- Vision screening is provided yearly for all students.
- Hearing screening is provided for students in Grades Kindergarten, 1, 2, 3, 7, and 11 and special education.
- Scoliosis screening is provided for students in Grade 6 (part of the mandated physical exam) and Grade 7.
- Height and weight are screened yearly for all students. Growth patterns will be evaluated using BMI (Body Mass Index).

Possession and use of Asthma Inhalers

Students will be permitted to carry and self-administer medication via short-acting asthma inhalers (metered doses of prescribed medication to treat an acute asthma attack) if the following conditions are met:

1. Student must demonstrate the capability for self-administration and show responsible behavior in its use thereof, i.e., restricts availability of the inhaler from other children of school age. (An agreement contract will be signed.)
2. Student must notify the school nurse immediately following each use of an asthma inhaler.
3. A written statement is required from the physician that provides the name of the drug, the dose, the times when the medication is to be taken and the diagnosis or reason the medication is to be taken. The physician shall indicate the potential of any serious reaction and necessary emergency response and shall state whether the student is qualified and able to self-administer the medication.
4. A written request is required from the parent or guardian that the school complies with the order of the physician.

16.0 CHAPTER 14: SPECIAL EDUCATION SERVICES AND PROGRAMS

16.1 FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

West Middlesex Area School District provides a free appropriate public education for all students including students requiring special education services. This includes provision of education and related aids, services, or accommodations which are needed to afford each qualified student with a disability equal opportunity to participate in and obtain the benefits from educational programs and extracurricular activities without discrimination, to the same extent as each student without a disability, consistent with federal and state laws and regulations.

16.2 PUBLIC OUTREACH & AWARENESS SYSTEM (CHILD FIND)

The West Middlesex Area School District uses a public outreach awareness system to locate and identify children thought to be eligible for special education within the school district's jurisdiction. The district provides details of where to find out more information about the district's special education and early intervention programs through student handbook publications, via electronic communications (website), and shared with the newspapers. This public awareness effort includes information regarding potential signs of developmental delays and other risk factors that could indicate disabilities. The process includes notification to parents throughout the school district of child identification activities and of the procedures followed to ensure confidentiality of information pertaining to students with disabilities or eligible young children in accordance with this chapter.

16.3 INDICATORS & RISK FACTORS

Some indications that your child may be a student at risk for developmental, academic, adaptive, and/or physical, sensory, mental or emotional disabilities may include:

- Consistent problems in getting along with others;
- Difficulty communicating;
- Difficulty performing tasks that require reading, mathematics and/or writing;
- Difficulty seeing or hearing, which interferes with the ability to communicate;
- Health problems that affect educational performance, including attention problems;
- Lack of interest or ability in age-appropriate activities;
- Resistance to change; or
- An emotional disturbance over a long period of time which affects your child's ability to learn.

If you have questions about your child's development or disability, you may speak with your child's physician/healthcare provider, West Middlesex Area School District or the Midwestern Intermediate Unit IV.

16.4 SERVICES FOR PRESCHOOL AGED CHILDREN WITH DISABILITIES

Act 212, the Early Intervention System Act

(http://www.portal.state.pa.us/portal/server.pt/community/early_intervention/8710), entitles all preschool age children with disabilities to appropriate early intervention services. Early intervention supports and services are designed to meet the developmental needs of children with a disability as well as the needs of the family related to enhancing the child's development in one or more of the following areas:

- Physical development, including vision and hearing
- Cognitive development
- Communication development
- Social or emotional development
- Adaptive development

IDEA requires the provisions of a free appropriate public education (FAPE) to children with disabilities between three (3) years of age and the school district's age of beginners. In Pennsylvania, a child between three (3) years of age and the school district's age of beginners who has a developmental delay or one or more of the physical or mental disabilities listed above is identified as a child with a disability. Developmental delay is defined as a child who is less

than the age of beginners and at least three years of age and is considered to have a developmental delay when one of the following exists: (i) the child's score, on a developmental assessment device, an assessment instrument which yields a score in months, indicates that the child is delayed by 25% of the child's chronological age in one or more developmental areas, or (ii) the child is delayed in one or more of the developmental area, as documented by test performance of 1.5 standard deviations below the mean on standardized tests. Developmental areas include cognitive, communicative, physical, social/emotional and self-help. For additional information you may contact the Early Intervention Program Supervisor at Midwestern Intermediate Unit IV, 453 Maple Street, Grove City, PA 16127 or (724) 458-6700.

16.5 SCREENING, EVALUATION & PLACEMENT PROCEDURES

The West Middlesex Area School District employs the following procedures for locating, identifying, and evaluating specific needs of school age students requiring special programs and services. The district, as prescribed, routinely conducts screenings of children's hearing acuity (grades K, 1, 2, 3, 7, 11), visual acuity (grades kindergarten-12) and speech and language skills (kindergarten and teacher referral).

The classroom teachers assess gross motor and fine motor skills, academic skills and social emotional skills on an ongoing basis and needs from all of these screening sources and are noted within the child's official file. Screening activities includes a review of group-based data such as cumulative enrollment and health records, report cards, and ability and achievement test scores. The district has repeated assessments of achievement and/or behavior, formal monitoring of student progress and ongoing researched based interventions as needed. Identified needs from these screening sources, as well as information obtained from parents/guardians and outside agencies, are assessed, noted within student records, and discussed with parents/guardians. These school records are available to parents, and to school staff who work with the child on a direct or indirect basis. Information from the records is released to other persons or agencies only with appropriate authorization, which requires written signed permission by the parents/guardians.

If a parent/guardian or the school team feels more comprehensive assessment of a student is necessary, an evaluation may be recommended. Parental consent is required before a comprehensive evaluation may take place. Evaluations may include review of the student's records, classroom observations, gathering of parent/guardian and teacher input, individually administered assessments of achievement and ability, and other assessments as deem necessary. Parents/guardians of students who suspect that their child is exceptional and in need of special education services, may request a multidisciplinary evaluation of their child through a written request to the building Principal or school psychologist (724-634-3030). If a request is made verbally to any professional employee or administrator of the school entity, that individual shall provide a copy of the permission to evaluate form to the parents within ten (10) calendar days of the verbal request.

16.6 INDEPENDENT EDUCATIONAL EVALUATIONS

Parents/guardians have the right to an Independent Educational Evaluation (IEE) at public expense if there is a disagreement with an evaluation obtained by a District (34 CFR 300. 502). However, the district may initiate a due process hearing to show that its evaluation is appropriate. If the final decision is that the evaluation is appropriate, parents/guardians still have the right to an IEE, but not at public expense.

16.7 WORKING TOGETHER

After all the assessments are complete, an Evaluation Report that includes specific recommendations for the types of intervention necessary to deal with the child's specific needs is prepared and shared with parents/guardians. When a student qualifies for special education services, copies of the evaluation report shall be disseminated to the parents at least 10 school days prior to the meeting of the IEP team, unless this requirement is waived by a parent in writing. In accordance with state regulations, an Individualized Education Program (IEP) team meeting, with parent/guardian involvement, may be scheduled to develop an appropriate IEP for the student. Parent/guardians are then notified of the proposed placement and services with the Notice of Recommended Educational Placement (NOREP). Parents may disagree with the recommended program and may suggest alternatives. Either the parent or the school district may choose to use a mediation or due process hearing as an impartial method to determine the most appropriate program for the child.

16.8 SERVICES FOR SCHOOL AGED EXCEPTIONAL CHILDREN

All students in the West Middlesex Area School District have access to the following services which address students' needs throughout their district enrollment: school counseling, psychological services, health services, home and school visitor services, and social work services to support students in addressing academic, behavioral, health, personal, career and social development issues. The provision of special education services is governed by Chapter 14 of the Pennsylvania Department of Education. The West Middlesex Area School District provides a free, appropriate, public education to an exceptional student according to state and federal mandates. To be eligible, the child must be of school age, need specially designed instruction, and meet eligibility criteria for mentally, gifted and/or one or more of the following physical or mental disabilities as set forth in the Pennsylvania State Standards:

- Autism
- Deaf-Blindness
- Deafness
- Developmental Delay
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Specific Learning Disability
- Speech or Language Impairment
- Multiple Disabilities
- Traumatic Brain Injury
- Other Health Impairment
- Orthopedic Impairment
- Visual Impairment including blindness

Services designed to meet the needs of eligible students include: annual development of an IEP, multidisciplinary re-evaluation, supportive intervention in the general class, supplemental intervention in the general class or in a special education resource program, and placement in a part-time or full-time special education class outside of the general school. The extent of special education services and the location of the delivery of such services are determined by the parents/guardians and staff at the IEP team meeting and are based on the student's identified needs and abilities, chronological age, and level of intensity of the specified intervention. Related services are supportive services that are required for a child to benefit from special education. Related services help children with disabilities benefit from their special education by providing extra help and support in needed areas, such as speaking or moving. Related services can include, but are not limited to, any of the following:

- Assistive technology
- Counseling services
- Hearing support and audiology services/programs
- Parent counseling and training
- Psychological services
- Physical and occupational therapy
- School health services

- Social work services in schools
- Speech and language services
- Vision, orientation & Mobility Support Services/ Program
- Transportation

Prior to the initiation of the services parents/guardians are presented a “Notice of Recommended Educational Placement” (NOREP) with which they may agree or disagree. If parents/guardians disagree with the program being recommended, they have the right to request a pre-hearing conference, mediation, and/or due process hearing. For additional information about special education services and programs, contact the Director of Special Education, 3591 Sharon Road, West Middlesex, PA 16159 or via phone at: 724-634-3030 or fax: 724-528-0380.

16.9 ADMISSIONS OF SERVICE ANIMALS TO SCHOOLS

A student or an employee with a disability may submit a request to bring a service animal to school for educational or employment purposes. However, there is no automatic right to be accompanied by a service animal in the school setting. Parents/guardians of students with disabilities who believe the student needs to bring a service animal to school in order to receive a free and appropriate public education, shall notify the building Principal or the Director of Special Education or IEP team. The appropriate team shall evaluate the request to use the service animal in school, gather necessary information and determine whether the student requires the service animal during the school day or at school activities. Any service animal accompanying a student with a disability to school or school activities shall be handled and cared for in a manner detailed in the student’s IEP or Section 504 Service Agreement.

16.10 SERVICES FOR STUDENTS IN NONPUBLIC SCHOOLS

Public special education is accessible to resident students attending nonpublic schools by permitting the nonpublic school student to enroll on a part-time dual enrollment basis in a special education program operated in a public school. Special education programs are accessible to nonpublic school students through dual enrollment following the multidisciplinary team evaluation and the development of an Individualized Education Program (IEP). Parents/guardians of nonpublic school students who suspect that their child is exceptional and in need of special education may request a multidisciplinary evaluation of their child through a written request to the Director of Special Education, 3591 Sharon Road, West Middlesex, PA 16159 or via phone at 724-634-3030 or fax: 724-528-0380.

16.11 CHAPTER 15 PROTECTED HANDICAPPED STUDENTS

The West Middlesex Area School District will provide each “protected handicapped student” without discrimination or cost to the student or family those related services, aides, or accommodations, which are needed to provide an equal opportunity to participate in and obtain the benefits of the school programs and extracurricular activities to the extent appropriate to the student’s abilities. To qualify as a protected handicapped student, the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in, or access to, any aspect of the school program. Services and protections for protected handicapped students are different from those applicable to all eligible students enrolled in special education programs. Additional information about the evaluation procedures and provision of services to protected handicapped students are available to “Protected Handicapped Students,” by contacting the Director of Special Education, 3591 Sharon Road, West Middlesex, PA 16159 or via phone at 724-634-3030 or fax: 724-528-0380.

17.0 SPECIAL EDUCATION FOR GIFTED STUDENTS

17.1 DETERMINING GIFTED ELIGIBILITY

Mentally gifted is defined as “outstanding intellectual and creative ability, the development of which requires specially designed programs or support services, or both, not ordinarily provided in the general education program.” A child may be eligible for gifted education if he/she:

- Is a year or more above grade achievement level for the normal age group in one or more subjects.
- Demonstrates an observed or measured rate of mastering new academic content or skills that reflect gifted ability.
- Demonstrates achievement, performance, or expertise in one or more academic areas.
- Shows early and measured use of high-level thinking skills, academic creativity, leadership skills, intense academic interest areas, communication skills, foreign language aptitude, or technology expertise.
- Has documented, observed, validated, or assessed evidence that intervening factors are masking gifted ability.

The term mentally gifted includes a person who has an IQ of 130 or higher and other factors that indicate gifted ability. Gifted ability cannot be based on an IQ score alone. If the IQ score is lower than 130, a child may be admitted to gifted programs through multiple criteria and/or other conditions that strongly indicate gifted ability. The other factors to be considered may include: achievement test scores that are a year or more above level; observed or measured acquisition/retention rates that reflect gifted ability, achievement, performance, of expertise in one or more academic areas that demonstrates a high level of accomplishment; higher level thinking skills and documented evidence that intervening factors are masking gifted ability.

17.2 THE GIFTED MULTIDISCIPLINARY EVALUATION (GMDE)

A gifted multidisciplinary evaluation is a process to gather the information that will be used to find out if a child qualifies for gifted education and, if so, the types of programs and services needed. Part of this process includes an evaluation by a certified school psychologist. A child may be referred for the first GMDE in several ways:

- Parents may request the school to give their child a GMDE at any time, but there is a limit of one request per year.
- A child's teacher may also ask to have a child evaluated.

17.3 THE GIFTED WRITTEN REPORT (GWR)

A multidisciplinary team reviews all materials and prepares a GWR that recommends whether a child is gifted and needs specially designed instruction. As a member of the Gifted Multidisciplinary Team (GMDT), a parent may present written information for consideration. The GWR must include the reasons for the recommendations and list the names and positions of everyone who was part of the team. The entire GMDT process must be completed within 60 calendar days, excluding summer vacation, from the date the school district receives the parent's written permission on the Permission to Evaluate form.

17.4 THE GIFTED INDIVIDUALIZED EDUCATION PROGRAM (GIEP)

If the GIEP team decides the student is gifted and in need of gifted education, the team writes the GIEP at the meeting. The GIEP is based on the unique needs of the gifted student and enables the gifted student to participate in acceleration or enrichment programs, or both, as appropriate, and to receive services according to the student's intellectual and academic abilities and needs.

17.5 NOTICE OF RECOMMENDED ASSIGNMENT (NORA)

Upon completion of the GIEP, the parent will receive a NORA and a Notice of Parental Rights for Gifted Children. The NORA will indicate the educational placement for the student and requires parent approval before the school district will begin implementation. The Notice of Parental Rights for Gifted Children describes your rights and the procedures that safeguard your rights. For additional information about gifted education, contact the Director of Special Education, 3591 Sharon Road, West Middlesex, PA 16159 or via phone at 724-634-3030 or fax: 724-528-0380.

17.6 PARENTAL RIGHTS

At all times, a parent has certain rights with all gifted education services received by their child:

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

18.0 OTHER SERVICES

18.1 EDUCATION FOR HOMELESS YOUTH

Federal guidelines, as set forth in the Every Student Succeeds Act of 2015, require that the local school identify children who are experiencing homelessness. The federal mandate, and the intention of the West Middlesex Area School District is to ensure that homeless children and youth have access to free appropriate public education on an equal basis with other children. Children who are experiencing homelessness, including those living with others in emergency situations, may qualify for assistance with transportation, school lunch and/or tutoring, so that they can remain in their school of origin. If you believe your child may qualify for these services, please contact the Principal of your child’s school. You may also contact the District Homeless Liaison at 724-634-3030 or fax: 724-528-0380.

18.2 ENGLISH AS A SECOND LANGUAGE INSTRUCTION

When registering children in West Middlesex Area School District, all parents/guardians will be required to fill out a Home Language Questionnaire. Based upon the responses for this questionnaire, those children who qualify will be referred for an “English Language Learner Assessment.” The results of this assessment will determine if a student requires English as a Second Language instruction. Parents/guardians may not opt out their children of English language learner assessment or ESL instructions if found to be eligible.

18.3 FEDERAL PROGRAMS/TITLE I

According to the Title 1 Part A, West Middlesex Area School District will provide the Pennsylvania Department of Education’s written complaint procedures and information on the

professional qualification of student's teachers and paraprofessionals upon request. To request this information, please contact the Elementary Principal at 724-634-3030 or fax: 724-528-0380.

18.4 HOMEBOUND INSTRUCTION

The West Middlesex Area School District shall provide, pursuant to law and regulations, homebound instruction to students confined to home or hospital for physical disability, illness, injury, urgent reasons, or when such confinement is recommended for psychological or psychiatric reasons. The period of homebound instruction for an individual shall not exceed three (3) months. Application for homebound instruction shall certify the nature of the illness or disability, state the probable duration of the confinement. For additional information about homebound services, please contact the Elementary Principal, 3591 Sharon Road, PA 16159 or via phone at 724-634-3030.

19.0 NOTICE OF RIGHTS REGARDING EDUCATIONAL RECORDS

The Family Education Rights and Privacy Act (FERPA), in addition to Pennsylvania Department of Education regulations and School Board policy, afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to students' education records. These rights are:

1. The right to inspect and review the student's education records within 30 days of the date the district receives a request for access. Parents/guardians or eligible students should submit to the Principal of the school where the student is enrolled or was previously enrolled a written request that identifies the record(s) they wish to inspect. The Principal or his or her designee will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that a parent or eligible student believes is inaccurate. In order to request such an amendment, the parent or eligible student should make the request in writing to the school Principal and clearly identify the record they want changed. The request should also specify the reasons why the record is believed to be inaccurate. If the district decides not to amend the record as requested by the parent/guardian or eligible student, the district will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One such exception is for a disclosure to school officials who possess a legitimate educational interest in the record. A school official is a person employed by the district as an administrator,

supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. The district will also disclose education records without consent to officials of another school district in which a student seeks or intends to enroll, upon request of that school district.

A parent/guardian or eligible student may request that the district disclose educational records to a third party by submitting a written consent form to the district. Consent forms may be obtained from the building Principal's office or the district's Administrative Office.

Parents/guardian and eligible students also have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA are as follows:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

19.1 SPECIAL NOTICE REGARDING DIRECTORY INFORMATION

Aforementioned, the Family Educational Rights and Privacy Act (FERPA) requires that the district, with certain exceptions to obtain the written consent of the parent/guardian or eligible student prior to the disclosure of personally identifiable information from the student's education records. However, the district may disclose certain "directory information" without such prior written consent unless the parent/guardian or eligible student has notified the district that they do not want directory information to be disclosed.

Directory information refers to information which would not be considered harmful or an invasion of privacy if disclosed, and includes the following: name; address; telephone number; e-mail address; date and place of birth; major field of study; grade level; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; and the most previous educational agency or institution attended. [In addition, photographs and/or video footage of students may be used in articles appearing in media outlets, on the district website and/or in connection with television coverage of school events.]

If you do not want the district to disclose such directory information without your prior written consent, you must notify the district's Administrative Office in writing. Such notices should be delivered no later than September 30th of the current school year.

20.0 NONDISCRIMINATION STATEMENT

20.1 WMASD NONDISCRIMINATION STATEMENT

The West Middlesex Area School District will not discriminate in its education programs, activities, or employment practices, based on race, color, national origin, gender, religion, ancestry, disability, union membership, or any other legally protected classification. Announcement of this policy is in accordance with state and federal laws, including Title IX of the Education Amendments of 1972, and sections 503 and 504 of the Rehabilitation Act of 1973. Employees and participants who have an inquiry, complaint of harassment or discrimination, or who need information about accommodations for disabled persons, should contact the Superintendent, at 724-634-3030 or fax: 724-528-0380.

20.2 DISCRIMINATION POLICY & STEPS TO FILE A COMPLAINT

The West Middlesex Board of School Directors declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs and activities offered in the schools regardless of race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin, or handicap/disability. The West Middlesex Board of School Directors shall provide to all students, without discrimination, course offerings, counseling, assistance, employment, career information and assessments, athletics, and extracurricular activities.

The District shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with requirements of federal and state law requirements. The West Middlesex Board of School Directors directs that complaints of discrimination shall be investigated promptly, and corrective action be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith charges of discrimination. In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the West Middlesex Board of School Directors designates the Director of Special Education as the district's Compliance Officer. The

Compliance Officer shall publish and disseminate this policy and complaint procedure at least annually to students, parents/guardians, employees, and the public. Nondiscrimination statements shall include the position, office address, and telephone number of the Compliance Officer.

20.2.1 Compliance Officer Responsibilities

The Compliance Officer is responsible to monitor the implementation of nondiscrimination procedures in the following student areas:

1. Curriculum and Materials: Review of curriculum guides, textbooks, and supplemental materials for discriminatory bias;
2. Training: Provision of training for students and staff to identify and alleviate problems of discrimination;
3. Student Access: Review of programs, activities, and practices to ensure that all students have equal access and are not segregated except when permissible by law/regulation;
4. District Support: Assurance that like aspects of the school program receive like support as to staffing and compensation, facilities, equipment, and related matters; and
5. Student Evaluation: Review of tests, procedures, guidance, and counseling materials for stereotyping and discrimination.

The building Principal or designee shall be responsible to complete the following duties when receiving a complaint of discrimination:

1. Inform the student or third party of the right to file a complaint and the complaint procedure.
2. Inform the complainant that he or she may be accompanied by a parent/guardian during all steps of the complaint procedure.
3. Notify the complainant and the accused of the progress at appropriate stages of the procedure.
4. Refer the complainant to the Compliance Officer if the building Principal is the subject of the complaint.

The Compliance Officer is responsible to monitor the implementation of nondiscrimination procedures in the following employee areas:

1. Development of position qualifications, job descriptions, and essential job functions;

2. Recruitment materials and practices;
3. Procedures for screening, interviewing, and hiring;
4. Promotions; and
5. Disciplinary actions, up to and including termination.

20.2.2 Compliance Officer Responsibilities

1. Reporting: A student or third party who believes he or she has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the building Principal. A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building Principal. If the building Principal is the subject of the complaint, the student or third party shall report the incident directly to the Compliance Officer. The complainant or reporting employee is encouraged to use the report form available from the building Principal, but oral complaints shall be accepted.
2. Investigation: Upon receiving a complaint of discrimination, the building Principal shall immediately notify the Compliance Officer. The Compliance Officer shall authorize the building Principal to investigate the complaint, unless the building Principal is the subject of the complaint or is unable to conduct the investigation. The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation. The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the incident is pending or has been concluded.
3. Investigative Report: The investigator shall prepare a written report within fifteen (15) days, unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual or whether it is a violation of this policy, and a recommended disposition of the complaint. Findings of the investigation shall be provided to the complainant, the accused, and the Compliance Officer.
4. District Action: If the investigation results in finding that the complaint is factual and constitutes a violation of this policy, the district shall take prompt, corrective action to ensure that such conduct ceases and will not recur. Disciplinary actions shall be consistent with Student Codes of Conduct, West Middlesex Area School District's policies and district procedures, applicable collective bargaining agreements, and state and federal laws.

20.2.3 Appeal Procedures

1. If the complainant is not satisfied with a finding of no violation of the policy or with the corrective action recommended in the investigation report, he or she may submit a written appeal to the Compliance Officer within fifteen (15) days.
2. The Compliance Officer shall review the investigation and the investigation report and may also conduct a reasonable investigation.
3. The Compliance Officer shall prepare a written response to the appeal within fifteen (15) days. Copies of the response shall be provided to the complainant, the accused, and the building Principal who conducted the initial investigation.

20.2.4 Right to Know Procedures

1. Requests for access to public records of West Middlesex Area School District must be submitted on the West Middlesex Area School District's Right-To-Know Request Form.
2. Each request must include the following information:
 - a. Identification or description of the requested record, in sufficient detail.
 - b. Medium in which the record is requested.
 - c. Name and address of the person to receive district's response.
3. Request forms may be submitted in person at the West Middlesex Area School District's Administrative Offices, or via fax, mail or e-mail. Request forms must be submitted to the attention of the Right-to-Know Office, as follows:

Right-to-Know Officer
Administrative Office
3591 Sharon Road
West Middlesex, PA 16159
Fax: 724-528-0380

21.0 ACCEPTABLE USE OF TECHNOLOGY RESOURCES AND THE INTERNET

Use of Technology

The Board of Education supports the use of all available technology resources, the internet and other computer networks in the district's instructional program in order to facilitate learning and teaching through interpersonal communications, access to information, research and collaboration. The use of technology resources shall be consistent with the curriculum adopted by the district, as well as the varied instructional needs, learning styles, abilities, and developmental levels of students. The electronic information available to students and staff does not imply endorsement of the content by the district, nor does the district guarantee the accuracy of information received on the internet. The district shall not be responsible for any information that may be lost, damaged or unavailable when using the network, or for any information that is retrieved via the internet. The district shall not be responsible for any unauthorized charges or fees resulting from access to the internet.

A network account will be used only by the authorized owner of the account for its authorized purpose. All communications and information accessible via the network should be assumed to or disclosure to accounts in order to monitor appropriate use. The district reserves the right to log network use and to monitor fileserver space utilization by district users, while respecting the privacy rights of both district users and outside users. It is often necessary to access student accounts in order to perform routine maintenance and security tasks. Student accounts are therefore the property of the school district. The system administrator has the right to access student accounts to uphold this policy and maintain the system. The district reserves the right to remove a user account from the network to prevent further unauthorized or illegal activity if such activity is discovered.

The Board establishes that use of the internet and the district's technology resources is a privilege, not a right. Inappropriate, unauthorized and illegal use will result in the cancellation of those privileges and other appropriate disciplinary action. The district shall make every effort to ensure that all technology resources are used responsibly by students, employees and other individuals. Students and staff have the responsibility to respect and protect the rights of every other user in the district and on the internet. Administrators, teachers, and staff have a professional responsibility to work together to help students develop the intellectual skills necessary to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use the information to meet their educational goals. Administrators shall have the authority to determine what constitutes "inappropriate use" and their decisions are final.

Prohibitions

Students and staff are expected to act in a responsible, ethical, and legal manner in accordance with District policy, accepted rules of network etiquette, and federal and state law. Specifically, the following uses are prohibited:

1. Use of the network to facilitate illegal activity.
2. Use of the network for commercial or for-profit purposes.
3. Use of the network for non-work or non-school related work.
4. Use of the network for product advertisement or political lobbying.
5. Use of the network for hate mail, discriminatory remarks, and offensive or inflammatory communication.
6. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
7. Use of the network to access obscene or pornographic material.
8. Use of inappropriate language or profanity on the network.
9. Use of the network to transmit material likely to be offensive or objectionable to recipients.
10. Use of the network to intentionally obtain or modify files, passwords, and data belonging to other users.
11. Impersonation of another user, anonymity, and pseudonyms.
12. Use of network facilities for fraudulent copying, communications, or modification of materials in violation of copyright laws.
13. Loading or use of unauthorized games, programs, files or other electronic media.
14. Use of the network to disrupt the work of other users.
15. Destruction, modification, or abuse of network hardware and software.
16. Quoting personal communications in a public forum without the original author's prior consent.

Additionally, individually identified photographs of students will not be placed, nor made available for use, on any district sponsored internet site without the expressed, written consent of the student's parent or guardian. The proper consent form will be provided upon request.

Security

System security is protected through the use of passwords. Failure to adequately protect or update passwords could result in unauthorized access to personal or district files. To protect the integrity of the system, the following guidelines shall be followed:

1. Employees and students shall not reveal their passwords to another individual.
2. Users are not to use a computer that has been logged in under another individual's name.
3. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.

Network and School Resource Safety

To the greatest extent possible, users of the network will be protected from harassment or unwanted or unsolicited communication. Any network user who receives threatening or unwelcome communications shall immediately bring them to the attention of a teacher or administrator. Network users shall not reveal personal addresses or telephone numbers to other users on the network.

Consequences for Inappropriate Use

The network user shall be responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts. Illegal use of the network, intentional deletion or damage to files or data belonging to others, copyright violations or theft of services will be reported to the appropriate legal authorities for possible prosecution, and result in a loss of usage privileges. General rules for behavior and communications apply when using the internet, in addition to the stipulations of this policy. Loss of access and other disciplinary actions including suspension shall be consequences for inappropriate use. Vandalism will result in cancellation of access privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, internet or other networks. This includes but is not limited to the creation, uploading or downloading of computer viruses.

Federal Law References: USA Patriot Act, Public Law 107-56, 210, 212, 215, 216, 507; Children's Internet Protection Act, 47 U.S.C., 254(h), 254(l); Computer Fraud and Abuse Act, 18 U.S.C., 1030 et seq.; Federal Anti-Spam Act, 15 U.S.C., 7701-7713; Family Education Rights and Privacy Act, 20 U.S.C., 1232 g

21.1 CHROMEBOOKS

Before a Chromebook can be issued, the following must be completed:

1. The student and parent/guardian must attend one of the summer orientation sessions introducing the 1:1 program and proper use of Chromebooks.
2. The student and parent/guardian must agree to the terms and conditions outlined in the Acceptable Use Policy.
3. The student and parent/guardian must agree to the terms and conditions outlined in the WMASD Chromebook Handbook.
4. The student and parent/guardian must sign the Responsible Use of Technology and Equipment Agreement.

Training:

Students will be trained on how to use the Chromebook by District personnel, as well as the technology department. Training documents and videos will be available online for students to refer to when needed.

Return:

Student Chromebooks and accessories (charger and battery) will be collected at the end of each school year for maintenance over summer vacation. Any student who transfers out of SCSD will be required to return their Chromebook and accessories.

Care of Your Chromebook

Students are responsible for the general care of the Chromebook which they have been issued by the school, but should never attempt to repair damages on their own. Repairs will be handled as promptly as possible and a loaner device will be issued. Students are still responsible for all work missed. District-owned devices should never be taken to an outside computer service for any type of repairs or maintenance. Chromebooks that are broken or fail to work properly must be taken to the Tech Office during 1st period, lunch, or Activity Period. Must have a pass from classroom teacher.

General Precautions:

- No food or drink should be used/placed/located next to your Chromebook while it is in use.
- Cords, cables, and removable storage devices must be inserted carefully into the Chromebook.
- The devices should not be used or stored near pets.
- The devices should not be utilized while plugged in when the cord may pose a tripping hazard.
- The devices must remain free of any writing, drawing, stickers, and labels.
- Students should never carry their Chromebook while the screen is open unless directed to do so by a teacher.
- Chromebooks should be shut down when not in use to conserve battery life.
- Chromebooks should never be shoved into a locker or wedged into a book bag as this may break the screen.
- Heavy objects should never be placed on top of devices.
- The device should remain dry at all times.

- Do not expose your Chromebook to extreme temperature or direct sunlight for extended periods of time. Extreme heat or cold may cause damage to the Chromebook.
- Always bring your Chromebook to room temperature prior to turning it on.
- When device is in use or charging, ensure that proper airflow around device is possible.
- Do not leave device on soft/conforming surfaces

Screen Care:

The Chromebook screen can be damaged if subjected to rough treatment, some cleaning solvents/other liquids, and heavy objects. The screens are particularly sensitive to damage from excessive pressure on the screen.

- Do not lean on top of the Chromebook.
- Do not place anything near the Chromebook that could put pressure on the screen.
- Do not store a device with the screen open.
- IF placing Chromebook in a carrying case, Do not place anything in the case that will press against the cover.
- Do not poke the screen.
- Do not touch the screen with a pen, pencil, or any other sharp object.
- Do not place anything on the keyboard before closing the lid (e.g. pens, pencils, notebooks).
- Clean the screen with a soft, dry anti-static, or micro-fiber cloth. Do not use window cleaner or any type of liquid or water on the Chromebook. You can also purchase individually packaged pre-moistened eyeglass lens cleaning tissues to clean the screen. These are very convenient and relatively inexpensive.
- DO NOT spray liquid directly onto the screen.

Using Your Chromebook

Logging in to a Device:

- All students will receive a login and password to be used only by the student. If a student suspects that a password has been compromised, he/she must notify the Tech Office immediately to have their password changed.

- A student must not share his/her login information or protected information with anyone. Computer Services will never ask students for their passwords; therefore, any requests for password identification must be considered fraudulent.
- Chromebooks are assigned to each high school student. Other family members, including other students in the district, are not to use the student's assigned device, however parents are encouraged to monitor the students use.

At School:

The Chromebook is intended for use at school each and every day. Students must be responsible for bringing their Chromebook to all classes, unless specifically advised not to do so by their teacher. Students must bring their device to school fully charged. If the device is not brought to school or is not fully charged, the student will be subject to the classroom teacher's policy regarding coming to class unprepared. Repeated offenses will result in disciplinary action, including but not limited to, the loss of the equipment.

At Home/Outside of School:

Students are encouraged to use their devices at home and other locations outside of school. A WiFi Internet connection will be required for the majority of device use, however, some applications cannot be used without internet connection. Be aware that data is not secure when using an open WiFi signal. Students are bound by the Responsible Use of Technology and Equipment Agreement, administrative procedures, Acceptable Use Policy, and all other guidelines in this document wherever they use their device.

Students should be prepared to take their Chromebook home each night throughout the school year for charging. Chromebooks must be brought to school each day in a fully charged condition. Students need to charge their Chromebooks each evening. Students are expected to bring their Chromebooks to school on a daily basis. Repeat violations of this policy will result in referral to administration and possible disciplinary action.

Sound, Backgrounds, and Themes:

Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes. With teacher permission, headphones or earbuds may be used. Students should have their own set of headphones/earbuds for sanitary reasons.

Inappropriate media should not be used as device backgrounds or themes. The presence of such media will result in disciplinary action.

Internet Access:

Whether on school property or at home, users must adhere to the Acceptable Use Policy while using School District technology and equipment. Users may also be accountable for content accessed and downloaded at home and brought into the school network. Inappropriate, unauthorized, and illegal use of the Internet or district e-mail service may result in the cancellation of privileges and appropriate disciplinary action.

They can use their home wireless connection with the Chromebook to connect to the Internet. The content will still be filtered regardless of location through the school's network.

In compliance with the Children's Internet Protection Act (CIPA), WMASD filters Internet content accessed using the school district network. The filter extends to home use when accessing the Internet on a district owned device. Parental supervision is expected while the district equipment is being used at home in adherence of District's Acceptable Use Policy.

Students are encouraged to be resourceful, using study halls wisely and planning accordingly if Internet access is needed to complete an assignment and it is not available at home.

Connecting to the Internet at Home

When turned on, the district device is designed to automatically pick up any wireless Internet signal in the area. Be aware of the risk of utilizing an unsecured wireless connection. Your data is not confidential on an unsecured wireless connection.

To Connect Your Chromebook:

1. Begin by locating the Wireless Connection icon in the Status Area toolbar in the lower right hand corner of the screen and click it to bring up the Status menu.
2. In the Status menu, you can see the network you are currently connected to (if any) in the network status section. If not connected your Status icon will show
3. Click on the network status section to bring up a secondary menu to change to, or locate, a different network.
4. If you want to connect to a different network, you have two options:
5. Select it from the available networks that appear in the list under "Wi-Fi networks"
6. Networks that appear with the symbol are secure networks that require password authentication.
7. In order to manually add a network, you must know the name of the network (SSID), what type of password protection it uses (if any), and the password (if necessary).
8. If there is a password, the Security type is usually either WEP or WPA (PSK in the Security drop down).

Student violations will be addressed by teacher and/or building principal. Consequences may include, but are not limited to:

- The network user shall be responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts.
- Illegal use of the network, intentional deletion or damage to files or data belonging to others, copyright violations or theft of services will be reported to the appropriate legal authorities for possible prosecution, and result in a loss of usage privileges.
- Loss of access and other disciplinary actions including suspension shall be consequences for inappropriate use.
- Written notification and/or documentation of violation.
- Loss of or reduction of Internet/computer privileges.

Vandalism will result in cancellation of access privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet or other networks. This includes but is not limited to:

- The creation, uploading or downloading of computer viruses
- The removal of any computer program from the system.
- Changing settings on shared computers such as: file names, wallpaper, color schemes, system fonts, etc.
- Damaging the keyboards, mice, monitors, or computers themselves.

Federal Law References: USA Patriot Act, Public Law 107-56, 210, 212, 215, 216, 507; Children's Internet Protection Act, 47 U.S.C., 254(h), 254(l); Computer Fraud and Abuse Act, 18 U.S.C., 1030 et seq.; Federal Anti-Spam Act, 15 U.S.C., 7701-7713; Family Education Rights and Privacy Act, 20 U.S.C., 1232 g.

Social Media/Cyber Bullying (not to be accessed at school)

Posts made during school hours must be reported immediately. Posts made after school hours should be reported to the website immediately (click "contact "Reporting Abuse", "Report Cyber bullying", follow subsequent directions.). If necessary, contact the police immediately.

21.2 CYBER BULLYING

Posts made during school hours must be reported immediately. Posts made after school hours should be reported to the building Principal. If necessary, contact the police immediately.

21.3 INTERNET SAFETY

Recently, national and local news media outlets have reported on concerns over various websites that are frequented by young people from all over the United States. Some of these websites include online chat rooms and social networking sites such as Facebook, Instagram and Twitter. As a school district, West Middlesex also shares these concerns.

Although access to the websites in question are blocked from the school's internet server, the administration and staff of the West Middlesex Area School District feel that it is important for the parents and guardians of our students to be aware that these sites exist and to encourage parents and guardians to become educated in the types of websites that school-aged students frequently access.

The purpose of this notice is to share information that has been gathered by the school district concerning internet or cyber safety issues. The hope is that if parents become more aware of the potential dangers of the internet students, parents/guardians and school district staff can work together to keep the students of West Middlesex safe while they utilize the internet.

21.4 INTERNET SAFETY TIPS FOR STUDENTS

- Do spend more time with real life friends than virtual friends.
- Do tell an adult if someone online harasses you or asks you to talk about things that make you uncomfortable.
- Do cut off contact with anyone who pressures you for personal information like your name, age, photo, address or family information.
- Do NOT exchange pictures with strangers on the internet.
- Do NOT open e-mails/instant messages or download attachments from people you do not know.
- Do NOT fill out your information to win free stuff.
- Do NOT go to meet someone you do not already know in real life.

21.5 INTERNET SAFETY TIPS FOR PARENTS

- Do not think of the internet as a babysitter. Kids on the internet need adult supervision.
- Keep the computer in a public area of the house.
- Establish simple house rules such as time limits and where kids are allowed to go online.
- Make sure your kids understand that people on the internet are not always who they say they are, so your kids should never give out personal information or meet anyone online without permission.
- Encourage your children to bring anything strange or upsetting to your attention.
- Do not overreact to what they do (fear of losing internet privileges is why kids often use the internet in secrecy).
- Let your child teach you what they know about computers.
- Learn about filtering and monitoring software. Learn what parental controls you have on your computer.
- Do not completely rely on that software to protect your children.
- Be aware of what other computers your child may have access to and find out what they are using them for.
- Internet accounts should always be in the parent's name. Kids should never share their passwords with anyone other than their parents.
- Be cautious when buying things online. Make sure the website is secure and check that website's privacy policy before buying anything.
- Notify the police if someone your child met online attempts to call them, send gifts or lure them away from home.
- Don't guess at web addresses. If you are looking for something, use a search engine like www.yahoo.com or www.google.com to prevent finding offensive material by accident.
- Talk to your child about internet safety issues in non-threatening ways. Give your child the opportunity to make safety rules and resolutions you both can live with.

22.0 PARENT INVOLVEMENT FOR TITLE I, PART A PROGRAMS

PART I. GENERAL EXPECTATIONS

The West Middlesex Area School District agrees to implement the following statutory requirements:

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

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

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

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

If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education. The school district will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools. The school district will be governed by the following statutory definition of parental involvement, and expects that the Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that:

- (A) Parents play an integral role in assisting their child's learning;
- (B) Parents are encouraged to be actively involved in their child's education at school;
- (C) Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) The carrying out of other activities, such as those described in section 1118 of the ESEA. The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT-WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The West Middlesex Area School District will take the following actions to involve parents in the joint development of its parental involvement plan under section 1112 of the ESEA:
 - Teacher/Parent introduction meeting
 - Open House with Book Fair
 - Math/Literacy Night
 - Parent conferences as needed
 - Parent advisory meeting
 - District newsletters (as needed)

2. The West Middlesex Area School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Parent advisory meetings
 - Parent conferences

3. The West Middlesex Area School District will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Parent advisory meetings
 - Parent conferences
 - District newsletters
4. The West Middlesex Area School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under other programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs, by:
- Parent advisory meetings
 - Literacy Night
 - District newsletter
5. The West Middlesex Area School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

At the end of the year, a Parent Advisory meeting will be held evaluating the Title program. The parents will give input to the Title I teachers.

6. The West Middlesex Area School District will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- A. West Middlesex Area School District will provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this section --
- The State's academic content standards
 - The State's student academic achievement standards
 - The State and local academic assessments including alternate assessments
 - The requirements of Part A
 - How to monitor their child's progress
 - How to work with educators
 - Videos are available

- PSSA scores
 - Independent reading books are sent home
 - Title I assessment results are discussed with parents
 - Benchmark Assessment scores will be sent home
 - District newsletter (as needed)
 - Standards and Anchors are sent home
 - Parents are encouraged to attend the State Parent Advisory conferences
- B. The West Middlesex Area School District will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Math/Literacy Night
- C. The West Middlesex Area School District will educate its teachers, pupil services personnel, Principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- In-Service training
 - Videos
 - Make the professional development library available
 - Send personnel to staff development conferences and workshops
- D. The West Middlesex Area School District will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- District newsletters
 - Math and Literacy Night
 - Videos are available to the Head Start teachers for use by the parents
 - Related parental support handouts as needed
- E. The West Middlesex Area School District will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities,

is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- District newsletter
- Announcements are sent out periodically to inform parents of events and activities
- Activities calendars are sent each month
- Parent/School Compact
- IEP's
- Parent/Teacher Conferences
- Email messaging and District website with appropriate links are available

PART III. DISCRETIONARY DISTRICT PARENTAL INVOLVEMENT POLICY
COMPONENTS

NOTE: The West Middlesex Area School District Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

The West Middlesex Area School District administration and Title I faculty will, when reasonable, work to implement the following:

- Involving parents in the development of training for teachers, Principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

- Adopting and implementing model approaches to improving parental involvement;
- Establishing a district-wide parent advisory council to provide advice on all matters related to parental involvement in title i, part a programs;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

STUDENT SIGNATURE:

The signature below indicates that I, as a student of the West Middlesex Area School District, have read, reviewed and understand the Elementary Student/Parent Handbook.

Student Signature

Date

PARENT/GUARDIAN SIGNATURE:

The signature below indicates that I, as a parent/guardian of a student at Luther Low/Oakview, have read, reviewed and understand the Student/Parent Handbook. I will discuss the section on Student Behaviors with my child.

Parent Signature

Date

CONSENT FOR STUDENT PHOTOGRAPH

School Year: 2019-2020 Homeroom Teacher: _____

Student's Name: _____ Grade: _____

_____ I consent to having my child's photo, name, and/or achievement published in the school newspapers and/or newsletters, released to local newspapers, and/or posted on the school's webpage and social media sites.

_____ I do not want my child's photo, name, and/or achievements published in the school newspapers and/or newsletters, released to local newspapers, and/or posted on the school's webpage and social media sites.

Parent/Guardian Signature: _____ Date: _____

CONSENT FOR STUDENT USE OF COMPUTERS AND INTERNET

School Year: 2019-2020 Homeroom Teacher: _____

Student's Name: _____ Grade: _____

_____ I grant permission for my child to use the school district computers, the internet, and the G Suite for Education (formerly called **Google Apps for Education**).

_____ I grant permission for my child to operate school district computers.

_____ I grant permission for my child to access the internet with adult supervision.

_____ I grant permission for my child to access G Suite for Education.

Parent/Guardian Signature: _____ Date: _____

ACCEPTABLE USE POLICY AND CHROMEBOOK POLICY

STUDENT SIGNATURE:

The signature below indicates that I, as a student of the West Middlesex Area School District, have read, reviewed and understand the Acceptable Use Policy and Chromebook Policy.

Student Signature

Date

PARENT/GUARDIAN SIGNATURE:

The signature below indicates that I, as a parent/guardian of a student at the West Middlesex Area School District, have read, reviewed and understand the Acceptable Use Policy and Chromebook Policy.

Parent/Guardian Signature

Date