

# R.W. Clark Elementary Parent/Student Handbook

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# R.W. CLARK ELEMENTARY SCHOOL



August 2019

**Dear R.W. Clark Students, Parents and Guardians,**

On behalf of the faculty and staff at R.W. Clark Elementary School, I welcome you and your family to our school and learning community. We are fortunate at R.W. Clark to have a faculty and staff that is extremely dedicated to providing the students with a quality educational program within a positive and caring educational environment. We collectively anticipate a very gratifying and successful school year that will involve many new and exciting experiences and challenges.

The information documented in the student handbook is an attempt to familiarize students and parents/guardians with our school policies, procedures, and expectations. We encourage you to take the time to review this information carefully, discuss the information with your child, and then refer to the handbook as needed throughout the school year. By becoming familiar with the handbook, we can work in unison to provide a positive school environment that promotes the social, physical, and educational growth and development of our students. Specifically, please review the sections on attendance, grading, dress code, discipline, school bus procedures, and medication procedures. Once you have become familiar with the handbook, you and your child are asked to sign the final page and return the signature page to your homeroom teacher during the first week of school.

Thank you in advance for your cooperation with the faculty and staff, and for your time and efforts in this important educational issue regarding your child. Should you have any questions or concerns regarding the school, our academic programs, or the handbook, please contact the school office. I eagerly anticipate working with the faculty, staff, parents/guardians, and students to provide the students with a rewarding and successful elementary school experience.

Sincerely,

Emilie E. Kurek

Principal

# R.W. Clark Elementary School

200 Water Street ★ Uniontown, PA 15401

★ Phone—724 437-9600 ★ Fax—724 437-9688 ★

School Hours: 8:25 a.m.-3:55 p.m.

Office Hours: 8:00 a.m.-4:00 p.m.

Mrs. Emilie Kurek

Principal

Mrs. Cristina Dragone-Evans

Secretary

## Professional Staff

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Miss Cole	Kindergarten
Mr. Winkler	Kindergarten
Miss Balaz	Kindergarten
Mrs. Klein	Grade 1
Mrs. Watts	Grade 1
Mrs. Pegg	Grade 1
Mrs. Campbell	Grade 2
Mrs. Trayter	Grade 2
Mrs. Mateosky	Grade 3
Mrs. Marmol	Grade 3
Mrs. Rockwell	Grade 4
Mrs. Romeo	Grade 4
Mrs. Ward	Grade 5
Mr. McCombie	Grade 5
Mrs. Gudac	Grade 5
Mrs. Rice	Title I Math and Reading
Mrs. Braddock	Learning Support
Mrs. Riddell	Learning Support
Mrs. Gouker	Learning Support
Mrs. Berkolovich	TES
Mrs. Gilpin	TES
Miss Skoric	Art
Mr. Arnold	Technology
Mrs. Vernon	Library
Mr. Santore	Physical Education
Mr. Miller	Instrumental Music
Mrs. Zenobi	Choir and Music
Mrs. Chester-Bartok.	Guidance Counselor
Mrs. Rathway.	Nurse
Mrs. Landman	Nurse
Mrs. Novobilsky	Speech
TBA	Gifted
Mrs. Moore	School Psychologist
Mrs. Goldbach	Social
Worker	
Mrs. Tangretti	Social Worker

**Support Staff**

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Miss Attaway	IEP Aide
Mrs. Wingrove	Aide
Mr. Sims	TES Aide
Ms. Nicholson	TES Aide
Mrs. Zitney	TES Aide
Mrs. Shipley	TES Aide
Ms. Perkins	Head Custodian
Ms. Arison	Custodian
Mrs. Jordan	Custodian
Mr. Bodkin	Custodian
Mr. Masterby	Maintenance
Mrs. Raymond	Cafeteria Manager
Mrs. Eicher	Cafeteria
Mrs. Franczyk	Cafeteria
Mr. Mitchell	Security

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**Age** **Waiver** **Public**

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**Notice**

Due to the decrease of enrollment and small classes in the Laurel Highlands School District, special education maybe out of compliance due to age range according to PDE. A student with a disability eligible to receive special education services may not be placed in a class in which the chronological age from the youngest to oldest student varies beyond three years in the grades K-6 and 4 years in grades 7-12 unless an exception is determined to be appropriate by the IEP team of the student whose age is outside the age range of the program where the student would be receiving special education services. (22 Pa. School Code 14.42(f)). A statement will be written into student’s IEP’s indicating age differences. Parents will also sign a waiver informing them of the age range of their child’s special education program and their child’s IEP will not be adversely affected by this change. Their child’s needs will be met through the students IEP.

**Annual Public Notice of Child Identification Activities**

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The Laurel Highlands School District uses the following procedures for screening, identifying, and evaluating specified needs of school-aged students requiring special programs of service.

The district meets the health requirement screen as described in Section 1402 of the School Code. The district routinely conducts screening of a child’s hearing acuity in the following grades: Kindergarten, 1, 2, 3, 7, 11, and others according to need. Visual acuity is screened in every grade. Height and weight data are collected yearly at every grade level and Body Mass (BMI) is calculated. Visual acuity, hearing acuity, height and weight screenings are conducted throughout the school year at the child’s home school. Dental exams are conducted in the spring of each school year in Kindergarten, grade 3 and 7 at the respective schools. In the fall of each school year, physicals are conducted in Kindergarten, grade 6 and 11 as well as scoliosis screening in grades 6 and 7.

Kindergarten registration is held in the spring of each school year at each elementary school. Students are to accompany parents when registering for Kindergarten. During registration, kindergarten teachers and reading specialists will screen each student's readiness skills, speech therapists will screen the student's articulation and language abilities, and the nurse will review the student's health and immunization records. Gross motor and fine motor skills, academic skills, and social-emotional skills are assessed by classroom teachers on an on-going basis and referrals are made when needed.

Throughout the school year, the district will administer standardized tests to students, beginning in kindergarten. These tests include MAP reading fluency assessment, which are administered in grades K-2. CDTs will be administered throughout the year in grades 3-5. Results of these tests are provided to the parent/guardian at various times throughout the year. In addition, elementary teachers regularly assess the students to determine if they have learned the particular skills being taught. In the spring of each year the school district will administer the Pennsylvania System of School Assessment (PSSA) to students in grades 3-5. Other testing occurs on the basis of individual need. Report cards are issued quarterly for students in grades K-5. Any parent with questions about student evaluation should contact the building principal.

Students experiencing academic, social, and/or behavioral issues that are impacting the student's education may be eligible for intervention to address the student's needs. Every attempt will be made to maintain the student in his/her regular education environment prior to considering special education services. At the elementary level, screening information is used by a team consisting of the building principal, classroom teacher, guidance counselor, and school psychologist to determine if adjustments can be made in the student's current program, and/or if a multidisciplinary evaluation is warranted. Once the student's needs are identified, the team will discuss strategies to implement in the student's current program relative to such areas as learning, behavior, and physical performance. If a student doesn't make progress, parents will be asked to give written permission for a multidisciplinary evaluation.

Parents with concerns regarding their child may contact the building principal at any time to request a screening or evaluation. The request shall be in writing. When the request is made orally, the parent will be asked to make the request in writing and will be provided with the proper form. Communication with the parents and students shall be in English or their native language. For parents with a hearing impairment, the school district will provide a person to communicate in sign language.

After the multidisciplinary evaluation is completed, an Evaluation Report (ER) is compiled with parent input and includes recommendations for the types of interventions necessary to accommodate the child's specific needs. Parents are provided with a draft copy of the ER to review prior to a meeting where the results of the evaluation are explained and discussed. An Individual Education Program (IEP) is developed for those students qualifying for special education services. This plan includes demographic information regarding the student, his/her strengths and needs with goals and objectives that address needs, and specially designed instruction and related services necessary to

accomplish the goals and objectives. The IEP Team consists of the parents, the building principal/LEA, a special education teacher and a regular education teacher. Other team members may include the student when appropriate, the school psychologist, public agency representative, other teachers or specialists, administrative staff, etc. Parents are an integral part of the IEP team and are encouraged to be physically present at the IEP meeting. The district makes every effort to ensure parents' participation. The district notifies the parent in writing and makes documented phone calls to make parents aware of the IEP conference and the importance of parent participation. Parents are then presented a Notice of Recommended Educational Placement (NOREP) with which they agree or disagree. If parents agree, the IEP is implemented. If parents disagree with the recommendations, the issue may be taken to mediation or to a due process hearing.

The Laurel Highlands School District operates a comprehensive continuum of services for special needs students. Most identified exceptional children are served in their home school. Types of services available include Learning Support, which is primarily for students with academic learning needs, Life Skills Support which focuses primarily on the need for independent living skills, Emotional Support which addresses social and emotional difficulties, Multiple Disabilities Support which is for students with more than one disability, Physical Support for students whose need is the result of a physical disability, Autistic Support for those students diagnosed with Autism and/or Pervasive Development Disorder, Speech/Language Support which is for students who have articulation and/or expressive/receptive language difficulties, Hearing Support for students who are hearing impaired/deaf, Vision Support which is for students who are blind or visually impaired, and Gifted Support for those students identified as mentally gifted. The Laurel Highlands School District works closely with neighboring school districts and Intermediate Unit # 1 to place students who cannot be served within the district. The small number of students whose needs cannot be accommodated in the public school setting can receive services in an approved private school or other licensed facility at school district expense. No such placement is made without an IEP meeting and parental agreement. Laurel Highlands intends to serve students at the home school or within the district before considering other placements.

A child who does not qualify for special education services may still be considered a protected handicapped student and require services under Chapter 15. A protected handicapped student is a student who is school aged with a physical or mental disability that substantially limits or prohibits participation in or access to any aspect of the school program. The Laurel Highlands School District provides each protected handicapped student the aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. If you believe your child comes under this classification and is in need of a service to assist him/her in benefiting from his/her education, you should contact your building principal.

The Laurel Highlands School District recognizes the need to protect the confidentiality of personally identifiable information in the education records of exceptional children. The Laurel Highlands School District Confidentiality Assurance Policy has been prepared as to insure the privacy rights of both the parents and the exceptional child in the collection,

maintenance, release, and destruction of these records. The Laurel Highlands School District and its staff are required by Federal Law and State and Federal Rules and Regulations to protect the rights of students. The foundation of these rights comes from Federal Legislation entitled the Family Educational Rights and Privacy Act of 1974 – FERPA (also known as the Buckley Amendment). All students are protected by the State Regulations contained in Chapter 12 known as Student’s Rights and Responsibilities. In addition, State Rules and Regulations protect regular and special education students’ right and privacy.

School records are always open and available to parents and only to school officials who have legitimate “need to know” information about the child. Disclosure of information means to permit the release, transfer or other communication of education records to any part, by oral, written and/or electronic means. This means that information about a student cannot be shared in conversation without permission. This also applies to other personnel who do not have an educationally relevant reason to possess knowledge of the student.

The parents of a student or eligible student have the right to inspect and/or challenge their child’s or their own educational records, to receive copies of the records, and to have a school official explain the records if requested as outlined in the Laurel Highlands District Policy. The school district will disclose directory information which includes the student’s name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weights and heights of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency of or institution attended by the student, and other similar information. Should the parent of a student or eligible student wish to refuse disclosure of this information, a written notice or refusal of disclosure of directory information must be sent to the principal within twenty (20) days of this public notice. To inspect your child’s or your records, contact the building principal.

The Laurel Highlands School District will release information from a student’s education record without prior consent to officials of the other primary or secondary schools or school systems in which a student seeks or intends to enroll. Transcripts to post-secondary institutions in which a student seeks or intends to enroll will be sent upon request of parents of a student or eligible student. Parents, upon written request, may receive a copy of records that may be released by the school district. The parents have the right to request that their child’s or their educational records be changed if they are inaccurate, misleading or violate student’s rights, and to have a hearing if that request is refused.

A more detailed explanation of these rights, the procedure to follow, and the limitations on the release of records are presented in the school district’s policy on the collection, maintenance and release of student records. You may obtain a copy of this policy by contacting the building principal.

Early Intervention in Pennsylvania indicates that a child between three years of age and the school district’s age to begin school who has a developmental delay or one or more of

the physical or mental conditions listed above, will be identified as an “eligible young child.” The parents of these children have the same rights described above.

The Pennsylvania Department of Education is responsible for providing programs and services to eligible young children under Act 212 of 1990, the Early Intervention Services System Act. Screening for preschool children is available through the Child Alert Program operated by Intermediate Unit #1. To schedule an appointment for screening call Barbara Rothermel at 1.800.328.6481. For additional information, contact Lori DiCenzo at 724.437.2821

A developmental delay is determined by the results of a developmental evaluation. The results of one or more domain areas (adaptive, personal-social, communication, motor or cognitive) have to show at least a 25% delay or a score of 1.5 standard deviations below the mean (Standard Score of 77 or below). The delay results in the need for specially designed intervention/instruction (SDI) in order to participate in typical activities and routines.

Children with a developmental delay may show weaknesses in the following areas:

Adaptive – Pre-kindergarten aged children with a developmental delay may have difficulty dressing/undressing; using utensils to eat, removing shoes without assistance, distinguishing between nonfood/food substances, or have difficulty with toileting needs. One may have difficulty moving independently around the house, understanding that hot is dangerous, putting away toys when asked, indicating an illness or ailment to an adult, or demonstrating caution and avoiding common dangers.

Personal-Social – Pre-kindergarten aged children with a developmental delay may have difficulty responding positively to adult praise, rewards or promise of rewards; greeting familiar adults spontaneously, enjoying simple stories read aloud, helping with simple household tasks, initiating social interaction with familiar adults, expressing affection/liking for peers, playing cooperatively with peers, stating first name, last name, age, or whether he is a male/female; using objects in make-believe play, using ‘I’ or ‘me’ to refer to himself, or recognizing facial expressions of common emotions.

Communication - Pre-kindergarten aged children with a developmental delay may have difficulty following 2-step verbal commands, associating spoken words with pictures, recalling events from a story presented orally; engaging in extended and meaningful nonverbal exchanges with others, using words to get his/her needs met, responding to ‘yes’ and ‘no’ questions appropriately, or asking ‘wh’ questions.

Motor - Pre-kindergarten aged children with a developmental delay may have difficulty running without falling, kicking a ball without falling, walking up and down steps alternating feet without assistance, walking backward, imitating the bilateral movements of an adult, pointing with his index finger independent of the thumb and other fingers, scribbling linear and/or circular patterns spontaneously, using the pads of fingertips to grasp a pencil, holding a paper with one hand while drawing or writing with the other

hand, fastening clothing without assistance, cutting with scissors, copying a circle, or imitating vertical and horizontal markings.

Cognitive - Pre-kindergarten aged children with a developmental delay may have difficulty attending to one activity for 3 or more minutes, reciting memorized lines from songs or TV shows, showing interest in age-appropriate books, matching/naming colors, responding to one and one more, giving three objects on request, matching shapes, identifying objects by their use, identifying items by size, identifying colors of familiar objects not in view, or identifying simple objects by touch.

Developmental disabilities are birth defects related to a problem with how a body part or body system works. They may also be known as functional birth defects. Many of these conditions affect multiple body parts or systems. Researchers have identified thousands of different birth defects. Birth defects can have a variety of causes, such as:

Genetic problems caused when one or more genes doesn't work properly or part of a gene is missing, problems with chromosomes, such as having an extra chromosome or missing part of a chromosome, environmental factors that the expectant mother is exposed to during pregnancy, such as Rubella or German measles or if she uses drugs or alcohol during pregnancy.

For further information in the screening procedures, evaluation procedures, and provision of services to protected handicapped students, contact Dr. Jesse T. Wallace, Superintendent of Schools, 304 Bailey Avenue, Uniontown, PA 15401 or call 724-437-2821.

### **Assessments and Evaluations**

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In addition to regular classroom assessments, students are assessed for basic academic skills and state standards through district and state assessments. The Pennsylvania System of School Assessment (PSSA) is administered in grades 3, 4, and 5 in the areas of English Language Arts and Mathematics, and in grade 4 in Science.

A cognitive skills assessment is given in grade two. Parents are given test results with the report card that is distributed after test results are received. When results are received during summer months, the first report card of the following school year will include the test information. Parents are encouraged to discuss results with teachers.

Benchmark assessments are given at certain times of the year to monitor progress and provide remediation where needed. Benchmark tests include CDTs, MAP Reading Fluency, unit tests from all content areas, and portfolio collections.

### **Attendance**

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The Laurel Highlands Attendance Policy requires that each student is in regular attendance except when illness, injury, or some other condition beyond his/her control may cause the student to be absent. Frequent absences are discouraged, as academic progress will be delayed.

**Students will be allotted ten (10) absences per school year. Parental excuses, unexcused/illegal absences, early dismissals and late arrivals/tardies will count towards the allotted ten (10) absences. After ten (10) absences a student must have a mandatory doctor excuse. All absences will be considered unexcused/illegal after the allotted ten (10) absences per school year unless a doctor's excuse is provided.**

At the elementary level, students who arrive 1½ hours or less after the start of the school day will be charged a quarter (.25) day absence. Students who arrive 1½ to 3½ hours after the start of the school day will be charged a half (.50) day absence. Students leaving 1½ hours or less prior to dismissal will be charged a quarter (.25) day absence. Students leaving 1½ to 3½ hours prior to dismissal will be charged a half (.50) day absence. **After accumulating three (3) unexcused absences, the student's parents will receive a warning letter. Additional unexcused absences will result in a citation being issued for non-compliance with the compulsory attendance laws.**

### **Bus Regulations**

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Riding a school bus is a privilege that children should enjoy. Concerns about safety and behavior are addressed as needed to maintain a safe situation on the school buses.

Children are expected to conduct themselves on buses in an orderly manner. Courtesy toward others and respect for the law and for others is expected.

Warnings or suspension from riding the bus will be given to the students by the principal. Bus drivers alert the principal if inappropriate behavior occurs. If the unwanted behavior continues, the student may lose the privilege of riding the school bus. A loss of bus privileges does not legally excuse a child from school.

In order that we have a definite understanding as to the rules governing students who ride school buses owned and contracted by the Laurel Highlands School District, we present you with the following set of regulations:

1. The bus driver has the same authority on the bus as the teacher in the classroom, and it is the driver's duty to report all misconduct to the principal in charge.
2. Student transportation is a service provided by the Board of School Directors and the State of Pennsylvania. This service can be denied to any student according to policies established by the Laurel Highlands School District.
3. Students may be denied the privilege of transportation for the following reasons:
  - a. Using foul language at any time.
  - b. Loud or boisterous noises that could distract the bus driver.
  - c. Throwing or shooting objects.
  - d. Smoking while traveling to and from school.
  - e. Marking or destroying any part of the school bus will result in suspension plus cost.
  - f. Striking or fighting any member of the traveling group.
  - g. Spitting or throwing any trash on the floor of the bus.
  - h. Refusing to sit in seat assigned by the bus driver.
  - i. Pushing or disorderly rushing to the school bus while loading or unloading.

- j. Placing arms or any part of the body outside the windows.
  - k. Throwing objects or materials from the bus.
  - l. Failure to remain in seat while bus is in motion.
  - m. Boisterous or annoying yells to the passing public.
  - n. Illegal use of the emergency door.
  - o. Violating the property of others.
  - p. Misconduct at the bus stop.
4. Students denied transportation must be present for each school session to prevent them from being marked illegally absent from school and subjecting parents to arrest.
  5. The above rules are established for safety and the concern of all children who ride the school buses.
  6. The Elementary School Policy concerning bus misbehavior will be as follows:
    - a. First Offense – Detention.
    - b. Second Offense – 1 day bus suspension.
    - c. Third Offense – 3 days bus suspension.
    - d. Fourth Offense – 5 days bus suspension
    - e. Fifth Offense – 10 day bus suspension.
    - f. Sixth Offense – Bus suspension for the remainder of the year.

Note: If there are too many problems on a bus, all students may be given assigned seats. The Laurel Highlands School District has purchased and used a number of video cameras on their buses.

Bus routes will be published in the local paper and on the district website ([www.lhsd.org](http://www.lhsd.org)) the week before the start of school.

### **Cafeteria Lunch Forms**

Cafeteria lunch forms for free and reduced lunches should be completed and returned the second day of school. A family is not approved until the form is received in our office. Until the form is received the student will pay the full price for the meals. Each family is required to submit a form even when income exceeds the amount needed to qualify for a free or reduced lunch. The collection of these forms helps the district receive additional income for educational programs for our children.

### **Cafeteria Prices**

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● Breakfast – regular price	\$1.25
● Breakfast – reduced price	\$0.35
● Lunch – regular price	\$2.25
● Lunch – reduced price	\$0.40
● Milk	\$0.55

**Note: Breakfast is served until 8:45 A.M., unless bus transportation is delayed because of unforeseen circumstances. Instruction begins promptly at 8:45 A.M.**

Kindergarten students enjoy a daily afternoon snack. The school district will provide juice at no cost.

### **Cafeteria - District Charge Policy**

This policy is designed for the convenience of the parents and students. We know that we sometimes forget, so we allow a student to charge a school meal only up to a total amount of \$10.00 before action is taken. A la carte and snack selections are not allowed to be charged if a student does not have positive cash balance.

### **Cafeteria - Elementary Charge Policy**

When a student account exceeds \$10.00, the parent will be sent a letter by the Cafeteria Manager stating the amount of money owed. When a student account exceeds \$10.00 a call or letter will be made by our Student Notification System and any money owed will be referred to the building principal. When a student account exceeds \$20.00, the student may bring a lunch from home until the balance is paid in full. We will offer a soy or sunflower butter and jelly sandwich until the balance is paid. Students will not go without eating. Snacks cannot be charged at any time.

### **Cafeteria - Delinquent Student Payments Policy K-12**

Any unpaid balances of \$50.00 or more will result in referral to the District Magistrate for payment. This procedure has been implemented to insure that the lunch prices remain as reasonable as possible. By enforcing this procedure, we feel students that pay on time and keep their accounts up-to-date will not have to suffer as the result of others who abuse the program. Parents may advise the school cafeteria manager that they do not want their child to purchase snacks. This reminder will appear on the computer screen when your child goes through the cafeteria line and the child will not be permitted to spend money for snacks from their account. If at any time you need to know your child's account balance, please call the school or the Food Service Director at 724-437-2821, extension 1021.

### **Cafeteria Allergy/Peanut Free Food Preparation**

Due to the hazards of peanut allergies; the Laurel Highlands School District will not offer and/or prepare any of its food offerings with peanuts and/or peanut butter.

If a child has a food allergy or special dietary need, please notify the School Nurse immediately. If a child cannot have milk or dairy products with their meal, **please provide us with a note from your doctor specifying a substitute beverage or item.** This note must be renewed each year.

### **Cafeteria Rules and Expectations**

1. Noise in the cafeteria must be kept at a low level. If it gets too loud, the teachers may use a no talking rule.
2. Students are not to leave their seats without permission.
3. Students are to raise their hand if they need help from a staff member.
4. Throwing food or other objects will not be tolerated.
5. No paper or food should be left on tables or floors. All waste will be thrown away.
6. Food must be eaten in cafeteria, not in rooms or on the playground.
7. Three (3) minutes of quiet/rest when warning bell rings.
8. Be orderly and quiet during dismissal.

9. **All other school Discipline Policies and Conduct Rules are to be followed.**

### **Car Drop-Off Procedures**

Procedures for student drop-off in the morning are the same as in previous years. Parents/Guardians are to enter the side parking area and form a single line in the right lane. Students will enter the school through the side doors of the main entrance. **Your child(ren) should get out on the right passenger side of your vehicle (if possible) to ensure greater safety.**

### **Car Pick-up Procedures – Everyday**

1. You will be given a number (two copies)
  - a. This number is to be displayed in your windshield.
  - b. If you do not have a number, you will have to park in the far parking lot and go to the office to sign out your child.
2. When arriving for car pick-up, please form a **double line** around the right side of the bus circle, with the first vehicles pulling up to the yellow line in front of the doors.
3. We will escort your child out to the sidewalk and into your vehicle.
4. Please refrain from getting out of your vehicle.
5. Security and/or staff will direct cars to leave to provide order and to avoid congestion when departing. **Please do not pass vehicles that are in front of you.**
6. Please do not stop to do anything that will delay the dismissal process.

### **Car Pick-up Procedures – Occasional**

1. Send a note or call the school office prior to 3:15 P.M.
  - a. Include the student's name and the name of the person picking up a student.
  - b. It will be required to sign out a student and the names must match.
  - c. Please have your ID ready as you might be asked to show a drivers license before the student will be excused.
2. If the names do not match or the person picking up the child is not listed on the emergency card, the student will not be released. We will then check with the parent/guardian before the student will be released.
3. Your vehicle is to enter the car pick-up line where the school security guard or a staff member will meet you to verify all information prior to your child being released.

### **Car Pick-up Procedures – Additional Information**

1. If your child is being picked up on various days, you should sign up to be included on the Daily Car Pick-up list and get a number.
2. If you have business at the end of the day that necessitates you coming to the office, please park in the parking lot and walk to the office. **Please do not enter the car pick-up lines.**
3. **Please make every effort to avoid coming to the office to have your child dismissed prior to dismissal time at 3:35 P.M. Dismissal prior to that time is**

**documented against your child's attendance, as per district policy. Coming to the office to have children excused early can also create confusion for the office staff at this extremely busy time of day, and it is not fair to others who have been waiting in line.**

### **Cell Phones**

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Cell phones are not permitted in classrooms. If a student must bring a cell phone to school it must be brought directly to the office. The cell phone must have the student's name on it.

### **Change of Address/Phone Number**

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Parents are asked to notify the office immediately of any change in the home address or home, cell and work telephone numbers.

### **Conduct Rules**

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The rules of conduct deal with acceptable behavior. An important goal of the school is to provide each student with a worthwhile educational experience. We want to provide each student with the educational skills that will be needed for success in school as well as in life. Here's a list of do's for all students that will lead towards the achievement of these goals:

1. Make wise use of your time in school.
2. Develop good study habits.
3. Know what homework is assigned and complete all homework assignments.
4. Strive to make the best grades that you are capable of making.
5. Take pride in your work and academic achievements.
6. Be proud of your school; keep it neat and clean.
7. Make as many friends as you can while you are in school.
8. Enjoy your time on the playground, in library, in art class, in physical education class, in music class and with the computers.
9. Discuss school work and school activities with your family. Make school a part of your family.

Education is a cooperative effort in which teachers and students are brought together for learning to take place. An environment that permits order and efficiency must be provided. One of our goals is to instill a sense of self-discipline in students so that individuals do not allow themselves to infringe upon the rights of others as they seek an expression of their own.

The responsibility for development and maintenance of this self-discipline falls to the combined efforts of students, parents, teachers, administrators, and the community that established the value system that we accept. When self-discipline fails, regulations for management of school behavior must be outlined by those responsible for education. The Laurel Highlands School District has established policies and appointed administrators to properly implement those policies.

Students are required to behave appropriately, respect others and the property of others and of the school. This includes traveling to and from school. Respect for all school

employees and fellow students is expected. Consequences for failure to follow school rules may include recess detention, lunch detention, withdrawal of privileges, after school detention, Saturday detention, community service, suspension from school, or a discipline review hearing.

Each classroom teacher has established rules and procedures. Students must realize that failure to follow classroom rules will result in consequences.

### **Detention**

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If the rules of the school are broken, individual classroom rules are broken, or homework assignments are not completed, students may be placed on detention.

#### Rules of Detention:

1. All students are to bring school work to detention.
2. All students are to bring paper and pencil to detention.
3. Detention is in a quiet setting.
4. Failure to comply with the above rules could result in additional detention.

If any student is placed on detention too frequently during any one grading period, a call home will be made informing his/her parents and a conference will be scheduled.

**Detention slips will be sent home to be signed by a parent. Forms must be returned to the homeroom teacher within two (2) school days.**

### **Discipline Code**

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**Level I Offenses** – Minor misbehaviors which interrupt the orderly classroom procedures or interferes with school operations. These misbehaviors include inappropriate cafeteria behavior, leaving school building without permission, classroom or school disruption, tardiness, incomplete assignments, academic dishonesty, snowballing, and other similar incidents.

Responses: One day suspension, detention, withdrawal of privileges

**Level II Offenses** – Misbehavior whose frequency or seriousness tends to disrupt the learning climate. This level usually requires the intervention of an administrator because Level I options have failed to correct the situation. Included within this level are more serious misbehaviors, such as continuation of Level I misbehaviors, failure to attend detention, falsifying passes, excuses, parent notes, etc., gambling/card games, chronic tardiness, smoking, truancy; fighting; indecent acts; disrespect, wearing indecent apparel, abusive language, and any other misbehavior that is detrimental to the school and/or school district.

Responses: 2-3 day suspension, withdrawal of privileges, referral to outside agency

**Level III Offenses** – Acts directed against persons or property whose consequences could seriously endanger the health or safety of others in the school. Offenses at this level include continuation of Level II misbehaviors; possession of a weapon, alcohol and/or drugs, setting off false fire alarms, tampering with fire extinguishers, destruction or defacing of school property, buses, private property going to and from school, and

student property, fireworks and smoke bombs; harassment or extortion of students or school personnel, stealing; insubordination.

Responses: 4-10 day suspension, Fayette Drug and Alcohol Student Assistance Program, Social Adjustment Class, referral to civil authorities and/or police for action, withdrawal of privileges

### **Dress Code**

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A copy of the Laurel Highlands Dress Code is included at the end of the handbook on pages 29 to 32. Please become familiar with the dress code. Students will be asked to call home for a change of clothes when necessary.

### **Emergency Cards**

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Emergency cards should be completed and returned before the end of the first week of school. Any change of address or telephone number after the opening of the school year must be made known to the school office as soon as possible. The information on the emergency cards is vital when a situation arises where the parent must be contacted.

### **Emergency Notification System**

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The Laurel Highlands School District uses the School Messenger emergency notification system to make parents/guardians aware of early dismissals, health threats, changes to the school calendar, and to announce special school events. School Messenger is an automatic notification system that delivers voice mail messages to telephones and/or mobile phones.

### **Entrance Requirements**

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- AGE: To enter kindergarten, a child must be five years of age before September 1<sup>st</sup> of the school year.
- PROOF OF AGE: A valid birth certificate issued by the Department of Health, hospital certificate or other proof of age is necessary to enter school.
- SOCIAL SECURITY CARD: His/ her social security card
- PROOF OF RESIDENCE: A current document showing parents' names and resident address. A utility bill would be an example.
- SHOT RECORDS: The following immunizations are required:
  - 4-DT (diphtheria, tetanus), the fourth taking place after age four
  - 3-Polio (Oral)
  - 2-Measels, Rubella, Mumps (MMR) after age 1
  - 3-Hepatitis B
  - Chicken Pox

### **Grading Scale**

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<b>Grade</b>	<b>Percentage</b>	<b>Proficiency Level</b>	<b>Performance Level</b>
A	95%-100%	Advanced	(O) Outstanding
A-	90%-94%	Advanced	(O) Outstanding
B+	87%-89%	Proficient	(G) Good
B	83%-86%	Proficient	(G) Good
B-	80%-82%	Proficient	(G) Good

C+	77%-79%	Basic	(S) Satisfactory
C	73%-76%	Basic	(S) Satisfactory
C-	70%-72%	Basic	(S) Satisfactory
D	60%-69%	Below Basic	(U) Unsatisfactory
F	59% or Lower	Below Basic (Failing)	(U) Unsatisfactory

Report cards are distributed 4 times per year. Progress reports are sent home with all students during the 5<sup>th</sup> week of the grading period or when a teacher detects a problem with achievement or effort. A conference may be scheduled upon a parent's request. So that staff can be prepared to serve you more efficiently, please schedule conferences at least one day in advance. Annual parent conferences are scheduled in November.

## Hazing Policy

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### Purpose

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.

### Definitions

For purposes of this policy **hazing** is defined as any activity that recklessly or intentionally endangers the mental health, physical health or safety of a student or causes willful destruction or removal of public or private property for the purpose of initiation or membership in or affiliation with any organization recognized by the Board.

**Endanger the physical health** shall include but not be limited to any brutality of a physical nature, such as whipping; beating; branding; forced calisthenics; exposure to the elements; forced consumption of any food, alcoholic beverage, drug, or controlled substance; or other forced physical activity that could adversely affect the physical health or safety of the individual.

**Endanger the mental health** shall include any activity that would subject an individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.

Any hazing activity, whether by an individual or a group, shall be presumed to be a forced activity, even if a student willingly participates.

### Authority

The Board does not condone any form of initiation or harassment, known as hazing, as part of any school-sponsored student activity. No student, coach, sponsor, volunteer or district employee shall plan, direct, encourage, assist or engage in any hazing activity.[1][2][3][4]

The Board directs that no administrator, coach, sponsor, volunteer or district employee shall permit, condone or tolerate any form of hazing.

The district will investigate all complaints of hazing and will administer appropriate discipline to any individual who violates this policy.

The Board encourages students who have been subjected to hazing to promptly report such incidents to the building principal.

### **Delegation of Responsibility**

District administrators shall investigate promptly all complaints of hazing and administer appropriate discipline to any individual who violates this policy.

Students, administrators, coaches, sponsors, volunteers, and district employees shall be alert to incidents of hazing and shall report such conduct to the building principal.

The district shall annually inform students, parents/guardians, coaches, sponsors, volunteers and district staff that hazing of district students is prohibited, by means of distribution of written policy, publication in handbooks, presentation at an assembly, verbal instructions by the coach or sponsor at the start of the season or program, or posting of notice/signs.

### **Complaint Procedure**

1. When a student believes that s/he has been subject to hazing, the student shall promptly report the incident, orally or in writing, to the building principal.
2. The principal shall conduct a timely, impartial, thorough, and comprehensive investigation of the alleged hazing.
3. The principal shall prepare a written report summarizing the investigation and recommending disposition of the complaint. Findings of the investigation shall be provided to the complainant, the accused, and others directly involved, as appropriate.
4. If the investigation results in a substantiated finding of hazing, the principal shall recommend appropriate disciplinary action, as circumstances warrant, in accordance with the Code of Conduct. Additionally, the student may be subject to disciplinary action by the coach or sponsor, up to and including removal from the activity.
5. If the investigation results in a substantiated finding that a coach or sponsor affiliated with the activity planned, directed, encouraged, assisted, condoned or ignored any form of hazing, s/he will be disciplined appropriately. Discipline could include dismissal from the position as coach or sponsor.

### **Inclement Weather**

Should winter weather be such as it would make bus travel too difficult or too dangerous, the school will be closed or delayed. Do not call school personnel. School officials will contact the radio stations as soon as a decision is reached. Stay tuned to your radio and television.

School closing or delay information as well as emergency information will be announced on the following radio and television stations:

WMBS AM 590

KDKA AM 1020

WPXI TV CHANNEL 11

WTAE TV CHANNEL 4

WASP FM 94.9, AM 1130

PICKLE FM 99

KDKA TV CHANNEL 2

FROGGY 103

Information on school delays and cancellations can also be obtained from the Laurel Highlands School District website @ [www.lhsd.org](http://www.lhsd.org), or by calling the district hotline at 724-437-2821.

## **Language Instruction Educational Program for English Learning**

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### **Purpose**

In accordance with the Board's philosophy to provide quality educational programs to all district students and to increase the English language proficiency of students who are English Learners (EL), the district shall provide an effective Language Instruction Educational Program (LIEP) that meets the needs of English Learners. The goal of the LIEP shall be to demonstrate success in increasing English language proficiency and student academic achievement so that EL students can attain the academic standards adopted by the Board and achieve academic success. EL students shall be identified, assessed and provided appropriate instruction in accordance with the LIEP, and shall be provided an equitable opportunity to achieve their maximum potential in educational programs and extracurricular activities, consistent with federal and state laws and regulations.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

### **Authority**

The Board shall approve a LIEP to provide English Language Development instruction (ELD) to EL students as part of the approved curriculum, in order to develop the English language proficiency of EL students. The district shall provide EL students with both planned ELD instruction and modifications in content instruction and assessments for all curricular areas, based on the provisions of the LIEP. The LIEP shall be thoughtfully and deliberately planned and evaluated in accordance with state and federal laws and regulations, and shall meet the needs of the district's EL students. The LIEP shall be based on effective research-based theory, implemented with sufficient resources and appropriately trained staff, and shall meet the following requirements:[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)

1. Aligned to state academic content standards for the appropriate grade levels of EL students.
2. Include ELD instruction delivered by properly certified English as a Second Language (ESL) teachers, and other certified content area teachers working in conjunction with ESL certified teachers.
3. Incorporate the use of state assessments and ELD criteria.
4. Provide equitable access to content for EL students at all proficiency levels.
5. Provide equitable access to enrollment in courses or academic programs for which EL students are otherwise eligible.

The Board directs the LIEP to be evaluated for effectiveness based on student outcomes at least annually, and the results documented in accordance with state and federal laws and regulations, and state guidelines.[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)

The district's LIEP and evaluation results of the LIEP shall be made available to district staff working with EL students and parents/guardians of EL students.

The Board may address EL students and programs in the district's comprehensive planning process.[10]

The Board may contract with Intermediate Unit No. 1 for ELD services and programs.

The Board shall ensure that eligible EL students who are enrolled in nonpublic schools are identified, assessed, evaluated, provided with equitable LIEP services and programs and monitored in accordance with applicable laws and regulations. The district shall coordinate with nonpublic schools in the provision and monitoring of services and programs for eligible EL students.[6][8]

### **Delegation of Responsibility**

The Superintendent or designee shall implement and supervise a LIEP that ensures appropriate instruction in each school and complies with federal and state laws and regulations.

The Superintendent or designee shall ensure that the district complies with all federal and state laws and regulations, and program requirements, for ELD program funding, including required reports in the form prescribed by the state.[9]

The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop administrative regulations regarding the LIEP and provision of services to EL students.

### **Identification and Placement of EL Students**

The district shall establish procedures for identifying and assessing the needs of students whose dominant language is not English. In order to identify which students are potential English Learners, the Home Language Survey shall be completed for each student upon enrollment in the district, and shall be maintained as part of the student's education records.[4][11][12]

EL students shall be appropriately placed in accordance with the LIEP within the first thirty (30) days of the school year, or within fourteen (14) days of enrollment.[13]

### **Program Access**

EL students shall have equitable access to and be encouraged to participate in all academic and extracurricular activities available to district students.[14][15][16][17]

### **Assessment**

The district shall annually administer required assessments to EL students to measure students' English Language proficiency and progress in reading, writing, speaking and listening/understanding. Assessment results shall be maintained in the student's education records. Parents/Guardians may not opt students out of English language proficiency assessments.[9]

EL students shall participate in all annual state or locally required assessments, with accommodations where applicable, and meet established academic standards and

graduation requirements, in accordance with law, regulations and Board policy.[2][7][8][9][18][19][20][21][22][23][24]

### **Program Exit**

The district shall include uniform provisions in the LIEP, in accordance with state required criteria, for:[8][9]

1. Reclassifying EL students as former EL students when they attain English language proficiency.
- 2.
3. Actively monitoring and reporting the progress of former EL students for a period of two (2) years following reclassification and program exit, and reporting students to the state in a monitor status for an additional two (2) years, to ensure students are meeting academic standards.
4. Redesignating former EL students as active EL students if they struggle academically based on persistent language barriers.

### **Staff Qualifications and Professional Development**

Certified employees and appropriate support staff, when necessary, shall provide the LIEP. The district shall ensure that all teachers providing ELD instruction hold the appropriate certification and can demonstrate academic language proficiency both in English and in the language used for instruction in their classroom.[8][25]

Non-ESL staff shall incorporate ELD into all classes for EL students, as well as provide supports, modifications and accommodations for curricular content to enable EL students to achieve academic standards.

The district shall provide appropriate training in ELD for all professional staff as part of the Professional Development Plan.[7][26]

**Special Education and Gifted Education Services** EL students may be eligible for special education services when they have been identified as a student with a disability and it is determined that the disability is not solely due to lack of instruction or proficiency in the English language.[27][28]

EL students may be eligible for gifted education services, when identified in accordance with law, regulations and Board policy. The district shall ensure that assessment of a student for gifted education services screens for intervening factors, such as English language proficiency, that may be masking gifted abilities.[29]

Students participating in ELD instruction who are eligible for special education services shall continue receiving ELD instruction, in accordance with their Individualized Education Program (IEP) or Gifted Individualized Education Plan (GIEP), at the appropriate proficiency and developmental level.[27][28][29]

### **Parent/Family Engagement and Communication**

Communications with parents/guardians shall be in the mode and language of communication preferred by the parents/guardians.[1][30][31]

Within thirty (30) days of the beginning of each school year, or within fourteen (14) days of enrollment during the school year, the district shall notify parents/guardians of students identified as EL about the process for identifying their children as EL, the results

of that process, and the recommended program placement. The district shall also provide parents/guardians with detailed information regarding the LIEP, the benefits of ELD instruction for their children, and an explanation of the program's effectiveness.[6]

Parents/Guardians shall be regularly apprised of their child's progress, including achievement of academic standards and assessment results.[23][32]

The district shall maintain an effective means of outreach to encourage parental involvement in the education of their children.[6][7][8][30][31]

### **Parental Right to Opt Out of ELD Programs and Services -**

Parents/Guardians of EL students have the right to refuse specialized programs and services that may be part of the LIEP for their child. A parent's/guardian's decision to refuse programs or services must be informed and voluntary; the district shall not influence a parent's/guardian's decision in any way, or make any program or placement determinations without parental notification and an opportunity to opt the student out of programs and services.[1][6]

The district shall make a parental waiver form available for parents/guardians to opt their EL child out of ELD programs and services.

The district shall document all notifications made to parents/guardians regarding assessment and recommended placements and programs for EL students, and whether or not a parental waiver form is received. When a waiver form is not received from the parent/guardian, the district shall proceed with the recommended placement.

EL students who have a parental waiver for ELD programs and services shall be assessed on English language proficiency annually, and shall be provided with supports and accommodations to participate in general curricular and extracurricular programs, in order to meet academic standards and graduation requirements.[2][3]

### **Medications**

All medication, including over the counter medication, must be reported to and handled by the school nurse. A doctor's prescription is needed for any type of medication, (even aspirin). Teachers will not dispense medication. All medication will be kept in a locked location in the Health Room.

### **Medication Policy and Procedures**

This communication is to establish guidelines for children who must take prescription medication while in school. Prescription medication can be given on a daily basis at school by complying with the following policies and procedures:

- Furnish a written authorization from the child's physician and parent or guardian. (Medical authorization forms are available at school.)
- Send only those prescription medications which must be given during school hours. (Medications given three times per day should be given before and after school and at bed time.)
- IMPORTANT: Medication should be sent in the original prescription container.



doctor's excuse is the only valued excuse for tardiness. A parent-generated excuse will not suffice for tardiness, either A.M. or P.M.

## **Retention Policy**

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The District believes the placement and development of students, as well as promotion policies in all grades should be guided by the academic progress of students and his/her instructional needs.

Promotion and Retention decisions are based on successful mastery of academic standards and student academic performance. The need for at least a solid fundamental base for promotion should always be considered. Before retention is considered, every effort must be made to help the student meet the appropriate standards for academic performance. These efforts will include parent conferences and may include remedial classes, tutoring, counseling and special help from classroom teacher(s).

### **Promotion and Retention, Grades 1-5**

1. 1<sup>st</sup> and 2<sup>nd</sup> grade students must earn a grade of 60% or better in Math and in at least one of the Language Arts subjects (e.g., Reading, Language, Spelling) to be promoted to the next grade level.
  - a. Failing Math and Reading constitutes grounds for retention. (or)
  - b. Failing Math and 1 Language Arts subject (Reading, Language, or Spelling) constitutes grounds for retention. (or)
  - c. Failing 2+ Language Arts subjects (Reading, Language, Spelling) constitutes grounds for retention.
2. Students in grades 3, 4, and 5 must earn a grade of 60% or better in Math and/or Reading, as well as in 3 of 4 other major subjects (e.g., Language, Spelling, Science/Health, Social Studies) to be promoted to the next grade level.
  - a. Failing Math and Reading constitutes grounds for retention. (or)
  - b. Failing Reading and 1 other major subject constitutes grounds for retention. (or)
  - c. Failing Math and 1 other major subject constitutes grounds for retention.
3. Promotion or retention of a student with an Individual Education Plan (IEP), may be determined by the Individual Education Plan (IEP) team.
4. In all cases, promotion will also be based on appropriate social, emotional and developmental maturity considering academic standards.
  - ❖ It is ***strongly recommended*** that students who pass Reading and/or Math with a "D" grade (60-69%) attend Elementary Summer School if available.
  - ❖ Students who fail Reading and/or Math with a grade that falls within the 55-59% range may be promoted to the next grade level if they demonstrate proficient performance in the Summer Academic Recovery Program.

Exceptions to this policy can be reviewed by a committee consisting of, but not limited to, the district curriculum coordinator, building principal, guidance counselor, and

classroom teacher of the student in question. Promotion can be granted if recommended by this committee.

### **School Visitors**

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In order to assure the safety of all students during the school day, access is limited to the front doors of the building. All other doors remain locked to maintain the security of the buildings. Before entering the building, visitors must use the buzzer system to gain access to the building. Visitors are required to report directly to the office, sign in at the office, and wear a visitor's pass during their stay. Visitors are not permitted to the classroom during instructional time.

Many opportunities exist throughout the year for parents to attend activities, open houses, programs, and PTO meetings. Please refer to the monthly calendar.

### **Student Wellness**

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Laurel Highlands School District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. A Student Wellness policy was adopted in May of 2007 for the Laurel Highlands School District. Some of the highlights that directly impact the elementary children follow:

- Individual classroom celebrations that involve food during the school day are limited to three (3) parties per year, not including Kindergarten birthday celebrations. Additional celebrations will be considered on a case by case basis, must be held for a specific purpose, and must be approved by the building principal.
- In elementary schools, celebrations to be held during the school day shall not be held prior to the end of the last lunch period.
- Aside from Kindergarten, birthday parties for individual students throughout the course of the school day shall be prohibited but may be included as part of one or all of the four permissible celebration days as outlined in the policy.

### **Valuables**

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Students are not to bring large amounts of money or valuable items, such as cameras, electronic devices, leather jackets, toys, etc. to school. If a student wears glasses or jewelry, he/she are responsible for them, and all personal property, at all times. Please mark all of your child's belongings, jackets and bookbags in particular, with a permanent marker.

### **STUDENT DRESS CODE**

Laurel Highlands School District reserves the right to question any mode of dress/jewelry/hair style that is beyond current community/school accepted standards or in any manner jeopardizes the health, welfare or safety of the student or other students. Any clothing judged to be a disruptive influence in class, or interfering with the educational rights of others, is considered improper dress.

Students not adhering to the Dress Code will not be permitted to attend classes until they have changed or altered their clothing. Students will notify their parents if a change of clothes is necessary. Students not adhering to the dress code or students who are deemed

to be dressed inappropriately will be placed in a specified location until a change of clothes is provided. Repeat offenses will result in progressive discipline.

**These rules and procedures have been developed according to Board Policy regarding student dress and grooming. However, solutions to situations not specifically covered are the responsibility of building level administrators. Appropriate decisions will be made based on the intent and spirit of Board Policy. Students and parents are expected to exercise careful judgment in the selection of appropriate attire for school.**

### **SECTION 1: GENERAL**

1. Upon entering any district building any person may be scanned by metal detection equipment. (Typically a “walk through” or hand held device.) .
2. Torn or ripped clothing that expose skin are not permitted. Torn or ripped pants are only permitted if holes are below fingertip length. To ensure the safety and welfare of all students the administration will have final determination as to appropriateness. In addition, pajama wear is not to worn in school during the school day.
3. Coats, jackets, or garments designed for protection from outside weather are not to be worn in school during the school day.
4. Students may be required to wear certain types of clothing while participating in physical education classes, industrial technology, extracurricular activities and other situations where special attire may be required to ensure health and/or safety of the student.
5. At the principal’s discretion, “School Spirit Day”, JumpaThons, Steeler Days, etc., may be held. Appropriate attire for these days will be determined by the building principal.
6. Game day dress for participants will be at the discretion of the building principal.
7. Baggy or excessive layers of clothing or any clothing considered to pose a safety threat may not be worn. Clothing should be neat and properly fitted and sized to the individual.
- 8. Students with Written Medical Excuses Should Submit Them to the Building Principal for Review and Possible Exemption as it Applies to the Dress Code.**

### **SECTION 2: TOPS**

1. Tops that can be classified as under garments are not permitted. Tops shall not have any writing, pictures, insignias, etc., that are obscene, sexually explicit, violence, drug, alcohol or tobacco related, display confederate/rebel flags, or considered to have double meanings. Also prohibited are any gang related or hate symbols.
2. Halter tops or mesh tops are considered unacceptable and will not be permitted to be worn. Also considered unacceptable are see through blouses or shirts, tube tops, crop tops, tank tops, or spaghetti straps; also, tops may not be low cut or exposing. Bare midriffs, sides, and bare backs are not permitted.

### **SECTION 3: PANTS/SHORTS/SKIRTS/SKORTS**

1. Tear away pants are not permitted.

2. Yoga pants, spandex and leggings are permitted as long as an appropriate shirt/cover is worn that is at least finger length with the arms and fingers fully extended straight down towards the floor and no undergarment are visible.
3. Shorts, skirts, and skorts must not be higher than fingertip length above the knee; this includes the slits in skirts.
4. Pants, shorts, skirts, or skorts must be secured and worn at the waist, no lower.
5. Undergarments must not be exposed in any way.
6. Cut offs are not permitted.

#### **SECTION 4: FOOTWEAR**

1. Shoes must be worn at all times.
2. Dress sandals are permitted, provided that the sandal is secured by a strap around the back of the ankle. Shower shoes/flip flops, and slides are permitted in the swimming pool and locker room areas only. However, the final decision of appropriateness will be made by the building administrator.
3. Bedroom slippers are not acceptable footwear and are not permitted.
4. While participating in PE class, athletic footwear must be worn.

#### **SECTION 5: JEWELRY/ACCESSORIES**

1. Spiked jewelry, chains, or any jewelry that may cause injury or is considered a hazard to student safety, will not be permitted. Chains connecting jewelry or chained wallets are not permitted.
2. Pins, tattoos, jewelry, belts, purses, book bags, shoes etc. shall not have writing, pictures, insignias, etc. that are obscene, sexually explicit, violence, drug, alcohol, or tobacco related. Also prohibited are any gang related symbols, hate symbols, or confederate/rebel flags.

#### **SECTION 6: HEADWEAR**

1. Hats, sunglasses, visors, sweat bands, bandanas, or any type of headwear is not permitted to be worn in school.
  2. Any exception to headwear must be documented by an authorized official in the office.
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#### **SECTION 7: HEALTH & HYGIENE**

1. Any apparel that is judged unhealthy or unsanitary (i.e. clothing that is dirty and/or gives off a foul odor) is not permitted.
2. All students are expected to maintain good personal hygiene.

#### **SECTION 8: BOOKBAGS**

1. Bookbags/Gymbags are permitted as designated by the building principal.
2. Bookbags/Gymbags brought to school are subject to random searches. In other words, these are no longer your total private property. Anything found in the bags that are illegal, unlawful, or violates a school rule will be the student's responsibility and appropriate legal and discipline measures will be taken. Items of this nature will be confiscated to ensure the safety and welfare of our children.

#### **INTERNET ACCESS AND COMPUTER POLICY**

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**Monitoring** - The Laurel Highlands School District reserves the right to log, monitor, and review all Internet and other network usage. This logging, monitoring, and review may be conducted without cause and without notice. Each user of a district's computer, by the use thereof, agrees and consents to such logging, monitoring and review and acknowledges that he/she has no right or expectation of confidentiality or privacy with respect to Internet or any other network usage. Network storage areas may be treated like school lockers. Network administrators may review student files and communications to maintain system integrity and to ensure that students are using the system only for appropriate purposes. Users should expect that files stored on district servers or computers will not be private.

**Filter** - The Laurel Highlands School District will employ the use of an Internet filter as a technology protection measure pursuant to the Children's Internet Protection Act. The filter may not be disabled for use by students or other minors for any reason.

**Authority** - Internet access is coordinated through a complex association of governmental agencies, and regional networks. The smooth operation of the Internet relies upon the proper conduct of all users who must adhere to certain guidelines. These guidelines are provided here as part of this user agreement to be signed by all students and teachers who use the Laurel Highlands School District Internet Account. The use of the Internet is a privilege, not a right. A willful disregard for the following guidelines will result in a cancellation of those privileges. The Laurel Highlands School District reserves the right to log Internet use and to monitor file storage space utilized by District users at the same time respecting the privacy of all users. The District reserves the right to remove a user account in the event that the following guidelines are violated.

The signature(s) at the end of this document are binding and indicate the party (parties) who signed has (have) read the terms and conditions carefully and understand their significance.

**Guidelines/Procedures** - Network accounts will only be used by the owner of the account and only for authorized purposes. All correspondences and information accessed via the network is private property and shall not be disclosed. Network users shall respect the privacy of other users of the system.

**Prohibited Activities** - The use of the Internet network for illegal, inappropriate or unethical purposes is prohibited. Specifically:

- Use of the network to facilitate illegal activity is prohibited.
- Use of the network for commercial or for-profit purposes is prohibited.
- Use of the network for product advertisement or political lobbying is prohibited.
- Malicious use of the network to develop programs that in any way harass other users or infiltrate a computer system and/or damage the software components of a computer system is prohibited.
  - Hate mail, harassment, discriminatory remarks, and other antisocial communications on the network are prohibited.
  
- The illegal installation, distribution, reproductions or use of copyrighted software

on district computers is prohibited.

- The use of the network to access obscene or pornographic material is prohibited.
- Use of the network to transmit material likely to be offensive or objectionable to recipients is prohibited.
- The use of the network to intentionally obtain or modify files, passwords, or data belonging to another user is prohibited.
- Use of the network to misrepresent other users on the network is prohibited.
- Use of school technology or the network for fraudulent copying, communication or modification of materials in violation of law is prohibited and will be referred to the appropriate authorities.
- Loading or use of unauthorized games, programs, files or other electronic media is prohibited.
- The network shall not be used to disrupt the work of others; and the hardware or software of other users shall not be destroyed, modified or abused in any way.
- Use of the network that results in any copyright violation is prohibited.

### **McKINNEY-VENTO ACT**

If you live in any of the following situations: A shelter. A motel or campground due to the lack of an alternative adequate accommodation. A car, park, abandoned building, bus, or train station. Doubled up with other people due to loss of housing or economic hardship. If you believe you are eligible for services, contact our Homeless liaison Sherry Gregory at 724-437-2865 or at [sherry.gregory@lhsd.org](mailto:sherry.gregory@lhsd.org)

### **SCHOOL-PARENT COMPACT**

The R.W. Clark Elementary School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2019-2020.

#### **School Responsibilities**

**The R.W. Clark Elementary School will:**

**Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

- Utilizing research based core curriculum that is aligned to the current State Core Standards.

- Providing students with differentiated instructional opportunities to ensure that we are reaching students on multiple levels of intelligences.
- Following the district's Response to Intervention and Instruction Model as a pathway to success, not as a path to special education.
- Analyze and synthesize student data to assist with instruction and develop a best practice model for each student.

**Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**

- Wednesday, November 27, 2019 (8:00-11:30) and Tuesday, December 3, 2019 (2:00-4:30pm and 6:00-8:00pm)

**Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

- In grades K-2, all parents will receive a MAP reading fluency report at the beginning, middle, and end of the year.
- In grades K-5, all students will receive a progress report midway through each quarter of school.
- In grades K-5, all students will receive a report card at the end of each quarter.

**Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

- Teachers and administrators shall make themselves available at a time that is agreed upon by both parties either by phone or face to face meeting.
- Teachers and administrators are available via email communication provided by the district.

**Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

- Fundraising Activities
- Meet the Teacher Nights
- Festival/Fun Days
- Choir/Band/Holiday Performances

### **Parent Responsibilities**

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District Wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school groups.

### **Student Responsibilities**

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

### **Additional Required School Responsibilities**

#### **The R.W. Clark Elementary School will:**

Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.

Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

### **Optional School Responsibilities**

**To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the R.W. Clark Elementary School will:**

Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.

Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating in the school/district and the contact information.

Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.

Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

# R.W. CLARK ELEMENTARY SCHOOL

## PERMISSION TO PHOTOGRAPH/VIDEOTAPE



In connection with the educational programs in our school, opportunities may occur to photograph or videotape your child. These photographs and/or videos may be used in the school or newsletters, school web sites, social media outlets, yearbooks, bulletin boards, in local or regional newspapers, on television, or as part of a public performance.

If you do not wish for your child to be a part of these opportunities, please complete the form below and return to the school no later than August 30, 2019.

-----  
Please check the appropriate box.

I **DO NOT** give permission for my child, \_\_\_\_\_

to be photographed, videotaped, audio-taped, named on radio, named or shown on television or social media outlets, named or pictured in a newspaper, and/or appear in a public performance (which may be photographed or videotaped).

\_\_\_\_\_  
(Parent/guardian name – please print)

\_\_\_\_\_  
(Parent/guardian signature)

\_\_\_\_\_  
(Date)

Disclaimer: We make every attempt to ensure that visitors to the building do not post or share information of others on these platforms, but are not responsible for any parent and/or other visitor from posting pictures that they have taken at such events.

## **PARENT/GUARDIAN/STUDENT** **SIGNATURE SHEET**

Please sign and return to your homeroom teacher no later than Friday, August 30, 2019, indicating that you have read and understand the procedures/policies in this handbook and the School-Parent Compact. If you have any questions, please contact the R.W. Clark Elementary School Office.

**Signature of Parent/Guardian**

**Date**

\_\_\_\_\_  
\_\_\_\_\_

Daytime Telephone Number \_\_\_\_\_

Cell Phone Number \_\_\_\_\_

**Signature of Student**

**Date**

\_\_\_\_\_

\_\_\_\_\_

Grade \_\_\_\_\_

Homeroom \_\_\_\_\_