

**A Community of Learners  
A Culture of Caring**



**Bennetts Valley Elementary  
Weedville, PA**



**South St. Marys Street Elementary  
St. Marys, PA**



**Fox Township Elementary  
Kersey, PA**

**2010/2011  
Elementary School  
Student and Parent  
Handbook**

***The success of children starts at home!***

# 2010 St. Marys Area School District 2011

Tentatively Adopted  
February 8, 2010

## August

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	(23)	24	25*	26	27	28
29	30	31				

( ) - Inservice Days, \* - Students First Day

## September

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

## October

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

11 - Act 80 Day, 27 - Marking Period Ends

## November

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	(11)	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

( ) - Inservice Day, 25-29 Thanksgiving Vac.

## December

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

24-31 - Christmas Vac.

## January

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

( ) - Inservice Day, 12 - Marking Period Ends

## February

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

## March

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

( ) - Inservice Day, 18 - Marking Period Ends

## April

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

21-29 Spring Break/Make-Up Days

## May

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

## June

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

\* - Students Last Day

### Marking Periods End

First	Oct. 27
Second	Jan. 12
Third	March 18
Fourth	June 3

### Report Card Distribution Dates

First	Nov. 3
Second	Jan. 19
Third	March 24
Fourth	June 3

First Student School Day	8/25/10					
In-Service Days	8/23/10	8/24/10	11/11/10	1/17/11	3/25/11	
Labor Day	9/6/10					
Act 80 Days	10/11/10					
Thanksgiving Vacation	11/25/10	11/26/10**				
Deer Season	11/29/10**					
Christmas Vacation*	12/24/10**	12/27/10	12/28/10**	12/29/10	12/30/10	
New Year Vacation	12/31/10					
President's Day	2/21/11					
Vacation/Emergency Make-up Day	5/27/11 <sup>(1)</sup>					
Spring Vacation/Make-up Days	4/21/11 <sup>(2)</sup>	4/29/11 <sup>(3)</sup>	4/28/11 <sup>(4)</sup>	4/27/11 <sup>(5)</sup>	4/26/11 <sup>(6)</sup>	
Spring Vacation*	4/22/11**	4/25/11				
Memorial day	5/30/11					
Last Day for Students/Graduation	6/3/11					

\* Winter break begins on 12/23/10 at the end of the school day.

\* Spring break begins on 4/20/11 at the end of the school day.

\*\* 1502 Holidays

**PSSA Reading & Math Assessments... March 14-24**

**PSSA Writing Assessments ..... March 28-April 1**

**PSSA Science Assessments ..... April 4-8**



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## St. Marys Area School District

977 South St. Marys Road  
St. Marys, PA 15857  
www.smasd.org

August 25th, 2010

Dear Parents/Guardians,

It is with great excitement that we welcome you and your children back to school for the 2010-2011 school year! We hope you had a summer full of quality family time, with a chance to have enjoyed some rest, relaxation, and great fun. We hope that you and your family are feeling rejuvenated and invigorated and that you are ready to return to school with a strong desire to work hard and experience great success! At the St. Marys Area School District, we continue to work hard to ensure an optimum learning opportunity for all students in our school. Your cooperation and partnership with us, along with a common understanding of our school program, is fundamental to our success in meeting our goals for your children and our schools. Parents, teachers, and students all working together can make that happen!

This handbook has been updated to keep you informed of procedures and changes that the district has found necessary. Please read this manual carefully, but also remember, if you have a question do not hesitate to call. We would encourage you to keep this guide in a handy place at home and utilize it as a reference throughout the school year.

Students in grades three, four, and five will once again be provided with student planners, which will come home daily to parents. Good organizational skills will benefit our students throughout their school years and beyond. Communication Folders are used to ensure good communication between school and home. This communication is fundamental to successful working relationships and ultimately the academic success of our children. School Newsletters will be issued to ensure your awareness of all that is going on in our schools. Additionally, parents can check our District webpage at [www.smasd.org](http://www.smasd.org) for further updates on school programs, activities, and events. Each individual school webpage can be accessed from the homepage.

Our administration, faculty, and staff are ready and excited to begin this new school year! We hope you are too! With happy hearts, we excitedly welcome you and your family back to school. We continue to ask for your cooperation and your ongoing support as we jump right into another great year at South St. Marys Street, Bennetts Valley, and Fox Township Elementary Schools.

Sincerely,

**Mr. Robert J. Grumley, Principal**  
**South St. Marys Street Elementary School**  
370 South St. Marys Street  
St. Marys, PA 15857  
(814) 834-3021  
Fax (814) 834-7814

**Mrs. Christine Kuhar, Principal**  
**Bennetts Valley and Fox Township Elementary Schools**  
**Bennetts Valley**                      **Fox Township**  
19073 Bennetts Valley Highway      376 Main Street  
Weedville, PA 15868                      Kersey, PA 15846  
(814) 787-5481                              (814) 885-8076  
Fax (814) 787-8766                              (814) 885-6331

The St. Marys Area School District is an equal opportunity educational institution and will not discriminate on the basis of race, color, national origin, sex, and handicap in its activities, programs, or employment practices as required by Title VI, Title IX, and Section 504. For information regarding civil rights or grievance procedures, contact Cindy Fingado, Title IX Coordinator, Section 504 Coordinator, at 977 South St. Marys Street, St. Marys, PA 15857, or call (814) 781-2111.



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This handbook contains basic information relative to our school program. Please review this information as it provides answers to often asked questions. Should you desire any additional information, please contact the school office.

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## School Hours

▶ Kindergarten – Grade 5 ..... 8:35 AM - 3:15 PM

## Arrival

▶ Students can begin arriving at school at 8:00 am. Students should not arrive at school prior to 8:00 am, as we have no personnel available to supervise students prior to that time. The tardy bell rings at 8:35 am.

A child who arrives after the scheduled beginning of the morning session will be considered tardy. A note of explanation is required from the parent. A parent/guardian is required to come into the office and sign in all students that arrive after 8:35 AM.

## Visitors

▶ All visitors must report to the office.

Parents are encouraged to visit school frequently and actively participate in the education of their child. We request that parents avoid conferences with the teacher during such visits, but rather schedule a conference for a mutually acceptable time.

All visitors must enter the school by means of the main entrance. For the protection of the students, all visitors are to report to the office immediately upon entering the building and receive a visitor's pass. Please do not go directly to the classroom. Visitors may be asked to present photo identification.

If you need to give your child a message, medication, homework, lunch money, supplies, etc., please go to the office. Place the name of your child and the teacher's name on the item. Interrupting class hampers valuable instruction time. Also, standing in the hall while waiting for your child or the teacher may be disruptive to the learning environment. Your cooperation will be appreciated.

## Telephoning the School

▶ If you find it necessary to telephone a message to your child, someone will be available for relaying your message. When possible, all instructions should be given to a child before he/she leaves for school.

## Handicapped Accessibility

▶ All elementary buildings are fully handicapped accessible. If you need more information or assistance, please contact the school.

## Tobacco-Free Schools

▶ The St. Marys Area School District is tobacco-free and all persons (students, employees, independent contractors, members of the general public, and other individuals) are prohibited from using any tobacco products in or on school district premises, property, in its vehicles including vehicles parked on District property.

## Admissions

▶ Registration for students enrolling in kindergarten is held before the close of school in the spring. Time and place of registration is published in The Daily Press and the DuBois Courier Express.

Pupils entering kindergarten must be five (5) years of age on or before the fifteenth (15) day of August. Pupils entering the first grade must be six (6) years of age on or before the first (1) day of September. Evidence of date of birth, social security number and record of immunizations and proof of residency should be presented at registration.

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## Emergency School Closings or Delays



If weather conditions make it too dangerous for busses to travel, the schools will be closed or the start of school will be delayed. Notice of closings or delays will be given over various television and radio stations. This information would also be available on the home page of the District's website, [www.smasd.org](http://www.smasd.org)) or on channel 2 of the St. Marys Cable TV. Information may also be obtained by calling 834-8746. Telephone calls to the school office are unnecessary.

### Television Stations

WJAC-TV ..... Johnstown  
WTAJ-TV ..... Altoona  
WPSU ..... Clearfield/State College  
WWCP-FOX 8 and ABC 23 ..... Altoona/ Johnstown

### Radio Stations

WKBI/W94FM ..... St. Marys  
WDDH ..... St. Marys  
WLEM ..... Emporium  
WLMI ..... Kane  
WCED ..... DuBois  
WDSN ..... DuBois  
WOWQ/WQYX/WZDB ..... DuBois  
WOKW ..... Clearfield  
WPSU-FM ..... Clearfield  
WMKX/WJNG ..... Brookville/Johnsonburg  
WPXZ/WECZ/KOOL ..... Punxsutawney  
WHDL/WPIG ..... Olean, NY

Additionally, St. Marys Area School District utilizes an automated emergency text/email notification system that allows school district administrators the ability to distribute a message to the cell phones and/or computers of all students within a very short time. You may register on our district webpage, [www.smasd.org](http://www.smasd.org)

In the event of a two-hour delay, the school schedule will be 10:35 AM - 3:15 PM. Breakfast is not served on those days when we experience a two-hour delay.

## Early Dismissal



Occasionally early dismissals occur for parent conferences, inservice workshops, or weather emergencies. When possible, notices will appear in The Daily Press in advance of these dismissals. In the event of an emergency early dismissal, we will contact major employers so that they may make announcements and we will utilize local radio stations. Upon dismissal, students will leave the school ground immediately. Please be sure that your child knows where to go in the event of any emergency or early dismissal, especially in the event you may not be at home.

## Student Absence Policy



Parents/guardians should submit a written excuse within three (3) school days after returning of an absence. If a written excuse is not provided within three (3) days after returning, the absence will be permanently counted as illegal.

Any student who is absent from school for a total of ten (10) days, excluding physician's excuses, approved educational trips and suspensions/expulsions, will receive a warning letter.

Any student who is absent from school for a total of ten (10) days, excluding physician's excuses, approved educational trips and suspensions/expulsions, will be required to present a physician's excuse for each absence thereafter within five (5) school days of the absence after returning to school.

Proceedings will be instituted against any parent, guardian, or person in parental relation, for failure to comply with the provisions of this policy. The district superintendent, attendance officer, or designee, shall give the offending person three (3) days' written notice of such violation. If, after such notice has been given, the provisions of this policy regarding compulsory attendance are again violated by the persons so notified at any time during the term of compulsory attendance, such person, so again offending, shall be liable under this policy without further notice.

Regardless of the accumulated number of days of absence, the school principal, attendance officer, or superintendent may require a physician's excuse for a questionable absence.

**The Board of School Directors considers the following conditions to constitute reasonable cause for absence from school:**

1. Illness
2. Quarantine
3. Recovery from accident
4. Death in immediate or near family
5. Religious holidays
6. Required court appearances
7. Approved family educational trips
8. Emergency farm or domestic employment
9. Approved school/class tours and/or trips
10. Approved medical and/or dental appointments
11. Other "urgent reasons" to be considered only as they directly affect the pupil and as agreed to by the principal

**Unlawful absences shall include:**

1. Absence from school with parents' consent for reasons other than those considered excusable.
2. Leaving school during school hours without permission.
3. Truancy.
4. Absence from school without a parent's written excuse.

## Truancy



Truancy is defined as student absence without a parent or guardian's knowledge and/or permission. A pupil who has been truant is subject to making up the time he/she was truant.

## Taking your child out of school



If, for any reason, such as a doctor or dentist appointment, you need to take your child out of school during the school day, please follow this procedure:

1. Send a note to your child's teacher stating the reason your child is to be released and the time you will call for him/her. (Form is provided in appendix of this booklet.)
2. Prior to taking your child from the school, please sign your child out on the SIGN-OUT/SIGN-IN sheet in the office. Upon returning, the child should sign-in. This procedure is designed to protect your child.
3. If you have someone else pick up the child, please identify the person who will be coming and have that person come to the office - not to the child's classroom. This person may be asked to present photo identification.

**NOTE TO PARENTS:**

- Please make every attempt to schedule appointments during non-school hours.

- Please make every attempt to have your child return to school as promptly as possible after appointments, unless the appointment is scheduled at the end of the school day.
- Please obtain a note from the doctor or dentist and return it to the school office upon your child's return.
- In the event of a school function, for example a school play, with the teacher's permission, students involved may be dismissed early with the parent. Siblings are not permitted to be excused.

## Educational Trips



Parents desiring to take their child on an educational trip must submit to the administration a description of the educational value to be gained by the student. **This request must be submitted a reasonable time prior to departure for proper review.** Students are responsible for making arrangements with their teachers to make up all work. Educational trips will not be approved for any student with three or more unexcused or illegal absences or for any student with more than ten (10) days of absence per semester or twenty (20) days of absence overall, whether the absences are legal or not. The request form for educational tour/trip is provided in appendix of this handbook, or could also be obtained from the school office or from the district website.

Principals shall have the authority to limit the number of days of excused absences for parent-sponsored educational trips if, in their judgment, these absences would be detrimental to the student's educational progress.

Parents of students in grades 3-5 who are considering Educational Trips in the spring of 2011 are respectfully asked to avoid scheduling these trips during the PSSA assessment window. Assessments are scheduled from March 14, 2011 through April 8, 2011. Your cooperation in this important matter is appreciated.

## Field Trips



When a field trip is to be taken, your child will bring home a permission form giving the destination and date. This form **MUST** be signed and returned to the teacher before your child will be allowed to go on the trip. Please be sure to return this permission or your child may be required to stay with another class and miss out on the educational trip.

## Lunch/Breakfast Program



The St. Marys Area School District has an excellent hot lunch program. Complete, well-balanced lunches (including milk) are served.

Your child's health and school progress are influenced greatly by the kind of meals he/she eats. By encouraging him/her to use the school hot lunch facilities, you are assured that your child will have an adequate lunch. Students may carry a lunch from home and purchase milk. **Students are not permitted to bring soda pop.** We highly recommend milk or a juice product.

All students will be given the opportunity to purchase an additional milk.

District Elementary Buildings provide a "closed lunch period", indicating that students are not permitted to leave school grounds during the lunch period.

The St. Marys Area School District has also implemented an optional school breakfast program at each elementary building. Students who will be participating in the breakfast program should report **directly** to the cafeteria upon arrival at school.

Students who are not participating in the breakfast program and arrive at school before 8:20 AM must report to the gymnasium at Bennetts Valley, the cafeteria at Fox Township, or the cafeteria at South St. Marys Street Elementary.

It would be convenient if your child pays for the entire week on Monday mornings, avoiding the need for a child to carry money to school each day. Parents may also pre-pay for their student's lunch by signing up at [lunchprepay.com](http://lunchprepay.com). There is a \$10 one-time fee to sign up and a transaction fee is assessed for each use. **Lunch bills will not be allowed to accumulate.**

Applications for free and reduced price lunches will be sent home with your child at the beginning of the school year. For your convenience, the application can also be completed online by going to <https://www.human-services.state.pa.us/compass.web/CMHOM.aspx>. The application is available at any time throughout the school year. If you feel that you may be eligible for a free or reduced price lunch, you are encouraged to complete the application as soon as possible. If you apply for free or reduced price school meals online, you do not need to submit a paper application. For more information about the District's Food Service Program, contact the Food Service Director at 781-2116.

## Treats/Snacks



Please do not send treats to school for the children unless you receive notice or permission from the teacher or you are asked to do so. Healthy treats/snacks are strongly encouraged. Individual teachers will advise students as to whether snacks are permitted during the school day. Snacks should be consumed only at the time provided by the teacher. Snacks are not permitted in the hallways, at dismissal, or on the bus.

## Student Conduct Code



The St. Marys Area School District has adopted a policy of Student Rights and Responsibilities. As part of this policy, the district has developed a Student Conduct Code for the elementary student. Please read the code (which is included in the appendix of this booklet) and discuss it with your child.

Expectations for student behavior will focus on the school wide theme of being and feeling PROUD:

- P = Polite Words**
- R = Respect Others**
- O = On Time Work**
- U = Under Control**
- D = Directions Followed**

## Student Dress Code



The St. Marys Area Board of School Directors has adopted a dress and grooming policy. Please review these guidelines as you consider the selection of school garments for your child. The best way to view the policy is to take a common sense approach and select garments that are neat, clean, conservative and tasteful in appearance. You should avoid clothing that is immodest or extreme in style. Grooming standards also fall under the same common sense, good taste rule. Hair should be of natural color and should be trim, neat, and clean. All students should dress in a manner that will not distract other student's attention while in school.

The following are examples of clothing to avoid. It is not intended to be an all-inclusive listing. If you are in doubt about something, please contact the school principal for specific clarification. Should a student's appearance be considered inappropriate, the home will be contacted and necessary adjustments will have to be made.

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Examples of immodest garments include short shorts, short dresses, mini-skirts, tight-fitting garments, tube tops, bare-backed garments, see-through garments, mesh garments, halter tops, low-cut tops, tank tops, garments showing bare midriffs. As a general guideline, shirts, dresses or other garments with shoulder straps should be of at least 3 fingers width.

Examples of garments, which are not tasteful, are those with imprints containing alcohol, drug, and cigarette logos; offensive words; improper expressions; provocative sayings or provocative pictures. This includes phrases such as “hottie, 2 cute, etc.” on the backside of jeans or shorts.

Examples of garments that are extreme in fashion are cutoffs or form fitting fashion wear.

Students are permitted to wear proper length shorts prior to November 1 and after April 1. Proper length is best determined by making certain that the finger tips of the arms held at each side touch the lower edge of the garment.

Coats and jackets designed for outdoor wear are NOT to be worn in the school buildings during the day. Hats or other headwear may not be worn inside the building.

Shoes or sneakers are to be worn. Students are not permitted to wear flip-flops or high heels.

All students should dress appropriately for physical education classes. Boys and girls are required to wear sneakers. Boys will wear regular school attire. Girls will wear slacks and an appropriate top.

## Dressing for Safety



All students should dress in a manner that maximizes safety. Therefore, we ask all parents not to allow their child/children to wear items such as: platform shoes, high heeled shoes, chains dangling from waist, heavy metal chains, wallet chains, objects dangling from back packs, long drawstrings on jackets, pants that are too long and baggy. All shoes are to fit securely on the heel with a strap.

The above listing is not inclusive but is intended to bring to your attention possible safety hazards in clothing and other apparel. Please think about your child’s age when dressing your child for school and the fact that he/she will need to exit the school building quickly during fire drills, climb stairs, walk narrow aisle ways, etc., during the school day.

## School Safety



The safety of your child is a home and school concern. To keep accidents at a minimum, the home and school must help children to build proper habits of safety. Having your child practice and observe the following rules will help avoid accidents.

### **Every child who walks to school should:**

1. Start for school early enough to avoid the rush to arrive on time.
2. Walk on the sidewalk. If there is no walk or path, walk on the left side of the road and face oncoming traffic.
3. Cross streets at intersections or where a policeman or crossing guard is on duty.
4. Walk directly to and from school.

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## Bus Safety Rules

- ▶ 1. Wake up early enough to get ready for school without rushing.
- 2. Walk to the bus stop and arrive at least five (5) minutes before the bus is scheduled to arrive.
- 3. Behavior at the bus stop:
  - a) Stand at the bus stop at least three giant steps from the roadway.
  - b) No running, pushing, throwing objects.
  - c) Be polite with the other students and adults at all times.
- 4. When getting on the bus, go immediately to your assigned seat and remain seated until it is time for you to get off the bus.
- 5. While on the bus there should be no yelling, no pushing, no hitting or throwing of objects. Always keep your head, hands and all other objects inside the bus. Keep aisle ways clear of objects.
- 6. **LISTEN TO THE DIRECTIONS OF THE BUS DRIVER.**
- 7. When it is time to get off the bus, wait until the bus comes to a complete stop before standing and walking to the front of the bus.
- 8. Get off the bus in an orderly manner. Walk at least three steps away from the bus before walking to the left or right.
- 9. If you need to cross the street after getting off the school bus, always walk in front of the bus and be sure to walk far enough in front of the bus to clearly see the driver. (At least ten steps in front of the bus) Wait for the bus driver to give you the all clear signal before crossing the roadway.
- 10. Go straight home so your parents/guardians know where you are.
- 11. Do not have items dangling from your backpack, school bag or personal clothing.
- 12. Never attempt to pick up items dropped near the bus. Tell the bus driver.

Failure to follow the established bus safety rules may result in the suspension of a student's bus privilege.

## Bus Change

▶ If it becomes necessary for a child to temporarily ride another bus, a one-day pass will be issued to the student by the principal's office under the following conditions.

- 1. Prior written or verbal permission is received from the parent.
- 2. There is space available on the bus requested.
- 3. There are no pending disciplinary actions against the student for bus related incidents.
- 4. The request is for a scheduled stop of that vehicle.

Bus drivers will not accept notes from parents; students must have a pass from the school to board a bus to which they are not assigned. **This permission is for one day only.** If your child is riding home with another child a permission slip must be received at the office from both families before a child is permitted to change buses or stops.

### A SAMPLE NOTE:

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Dear \_\_\_\_\_,  
(Teacher Name)

\_\_\_\_\_ has my permission to ride bus number \_\_\_\_\_ on \_\_\_\_\_. He/she will be going to the home of \_\_\_\_\_.

Sincerely, \_\_\_\_\_  
(Parent Signature)

For more long term bus assignments, requests for permission to transfer from an assigned vehicle must be submitted to the Transportation Office located in the high school. (Telephone: 781-2114)

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## Bicycle Riding

- ▶ To avoid the hazards of traffic congestion, students are urged to walk to school or ride district-provided transportation. The district does permit the riding of bicycles to and from school, provided parent/guardian permission has been given. Children must wear an approved safety helmet. (A permission form is in the appendix of this booklet.)

## Fire Drills

- ▶ The school laws of Pennsylvania require that each school building have at least one fire drill each month. Our students are taught to leave the building quickly and safely. Drills, during inclement weather, are announced to give students an opportunity to put on proper clothing.

## Weather Emergency Drill

- ▶ In addition to the monthly fire drills, a weather emergency drill is conducted on a yearly basis, typically in March. The purpose for this drill is to instruct all students and staff on the proper procedures to follow in the event of a weather emergency, such as a tornado.

## Insurance

- ▶ School accident insurance applications will be available when school opens in the fall. Information regarding school insurance will be sent home on the first day of school.

## Child's Health

- ▶ Please observe your child carefully for signs of illness before sending him/her to school. Protect your child and his/her classmates from the spread of communicable diseases.

Please inform us of any special health problems your child may have. Please notify the school of any fractures, communicable diseases, allergies, or medication your child may require. \*

\* Long-term medications, which must be administered at school, must be accompanied by a prescription from the doctor and a completed School Medication Form. School Medication Forms are available at the Nurse's Office/Main Office in all schools.

\* Medications which must be given to your child at school for a short period of time must be accompanied by:

1. Written request by the student's parent/guardian for school personnel to administer the medication.
2. Medication must be marked with the following information:
  - a. Name of the prescription.
  - b. Dosage of medication to be given.
  - c. Time(s) that medication should be given.
  - d. Doctor's name who prescribed the medication.

**BE SURE THE SCHOOL OFFICE ALWAYS HAS YOUR CURRENT TELEPHONE NUMBER AND THAT OF ANOTHER DESIGNATED PERSON SO THEY MAY BE CONTACTED IN THE EVENT OF A CHILD'S SUDDEN ILLNESS OR OTHER EMERGENCY. PLEASE BE CERTAIN THE SCHOOL KNOWS WHERE YOUR CHILD IS TO GO IN THE EVENT THAT YOUR CHILD IS TOO ILL TO REMAIN IN SCHOOL. IF YOU MOVE OR CHANGE YOUR PHONE NUMBER, PLEASE MAKE IT A PRIORITY TO NOTIFY THE SCHOOL.**

## Homebound Instruction

- ▶ Pupils who are unable to attend school for an extended time period (minimum of 10 consecutive school days) because of their health may secure home instruction. A parent who seeks such instruction for a child should write or call the School Counselor.

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## Head Lice Inspections Urged

▶ Parents are urged to inspect their children for head lice prior to the start of the new school year. During the summer months, children can come in contact with head lice from a variety of sources and parents should not be embarrassed if they are discovered.

Having head lice does not mean an individual is unclean. The lice are usually transmitted by direct contact with another person having lice or by the common sharing of combs, hats, scarves, coats, etc.

It is recommended that you examine your child's head under a good light and look for tiny whitish eggs adhering to hair shafts or tiny grayish crawling forms.

Head scratching and itching are common symptoms of head lice. If there is evidence of head lice, parents should contact a pharmacist or physician to obtain a special shampoo.

If head lice are found, all other family members should be examined.

Should you discover that your child has head lice, please report this to the school. Do not blame the school, as we are doing everything possible to prevent the spread of lice. We must depend upon all families to do their part in discovering, reporting, shampooing and providing follow-up care.

Our school nurse may routinely exam all students and will also inspect all students in a classroom where head lice are discovered. We ask for your patience, understanding, and cooperation in this matter. Head lice are an annual problem that must be discovered, treated, and controlled immediately or many students suffer.

## Books and Supplies

▶ All school books and regular school supplies are provided by the St. Marys Area School District. Pupils are expected to give reasonable care to all books, school property and equipment. The textbooks should be covered. If textbooks, library books or any other materials owned by the school are damaged beyond normal use, students will be expected to reimburse the school for such damage.

## Lockers/Desks

▶ School lockers and student desks are and remain the property of the school district. Students should have absolutely no expectation of privacy in regard to school lockers and student desks. The school district retains the right to search lockers and/or desks for any reason, at any time.

## Personal Items

▶ **Students are discouraged from bringing personal items to school, unless requested by the child's teacher for a specific classroom activity.** When personal items are brought to school there is always the chance that something will happen to them. Whether these personal possessions are trading cards, Pokemon cards, electronic toys, yo-yos, or any other non-school related item, **the sole responsibility for these items belongs to the student and parent.** Therefore, please encourage your child to leave his/her personal items at home. If items are brought to school, they should remain in the student's backpack at all times.

## Electronic Devices

▶ The use of personal cell phones and electronic devices is prohibited during the school day. Our schools cannot be responsible for any electronic devices, handheld games, music players, MP3 players, IPODs and the like; and therefore, we discourage all students from bringing them to school.

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## Reading Instruction

▶ During the upcoming school year, your child will be utilizing a reading text. The reading series is phonetically oriented. Comprehension, vocabulary, decoding skills, and fluency are presented systematically to enable students to read successfully and independently. Thorough development of these skill areas allows students to apply what they learn in order to understand what they read. We encourage all parents to read to their child/children, listen to your child/children read and model reading to your child/children. Children should be encouraged to read orally 15 minutes a day outside of school.

Students in our schools have the tremendous opportunity to participate in the Accelerated Reader Program. AR is an 'incentive based' reading program, that provides students with the opportunity to enhance their individual reading skills through literature-based reading practice. Research proves that the more anyone practices a skill, the better they become at that skill. Literature-based reading practice is what makes the difference between struggling and proficient readers.

Each child in school is given a "STAR Assessment" at the beginning of each quarter to determine his/her reading level in the AR Program. They meet with their teacher, determine their individual point goal, and earn points for scores of 85% or greater on comprehension quizzes administered after reading their AR books. Students meeting or exceeding their goals are rewarded periodically throughout the school year with a fun and special activity.

## Math Instruction

▶ Math instruction throughout the school year will focus on the five main mathematical categories within the Pennsylvania Academic Standards. These five categories are Numbers and Operations, Measurement, Geometry, Algebraic Concepts, and Data Analysis and Probability. Instruction on these concepts is provided in sequential stages at developmentally appropriate levels within each grade. In grades 3 through 5, the district provides a Local Assessment, called an Anchor Assessment that measures student acquisition of knowledge within each of these categories. Data from these assessments are closely examined and are used to guide instruction and intervention services.

## Physical Education

▶ Each child takes physical education each week. All students must take physical education unless extended illness forbids it and a doctor has indicated that the student should be excused. If a parent wishes to have their child excused from an individual gym class, a written excuse should contain the date, the reason for the excuse, and the parent's signature.

Any injury occurring in gym class should be reported to the gym teacher immediately. Injuries occurring outside of gym class should be reported to the gym teacher to prevent further aggravation. All parents are urged to get involved in increasing the physical fitness of their children. This can be done by promoting physical activity outside of school each day, cutting back on screen time (TV, videos, computer usage, hand-held electronic games, etc.), and by encouraging healthy snacking.

## Instrumental Music Lessons

▶ Instrumental music training begins in the fifth grade for children who elect the program. The program features activities, small group lessons and ensemble playing opportunities. School lessons take place either before or after the school day or during the regular school hours.

## Technology

▶ Each of our elementary schools contains a minimum of one computer lab for student use. Students in grades four and five have access to computers located in their respective homerooms. The computers will be utilized primarily to provide computer assisted instruction in the curricular areas of

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## Homework

reading and mathematics. Additionally, the computers serve as research tools for gaining information through use of interactive encyclopedias and “screened” Internet access. All students are provided with headphones at the beginning of the year. Students may be billed a minimal fee to replace lost or damaged headphones during the year.

▶ Homework is identified in national and state reports on education as a vital factor in increasing student achievement. It is an integral part of the learning process.

There are many reasons for assigning homework: to increase learning time and to reinforce classroom lessons are among those reasons. Homework develops independence and self-discipline, as well as good work and study habits. It serves to enhance home and school communications by giving parents an opportunity to acquaint themselves with the skills being taught.

Parents play an important part in the completion of homework. Listed below are some suggestions to aid parents in their efforts to encourage student success:

### **Parent’s role in homework:**

- Provide a quiet, well-lighted study area, adequate workspace, and necessary materials such as pencils, paper, and a ruler.
- Establish a regular time for homework
- Limit television viewing and avoid television and radio listening during study time.
- Encourage your child to do his/her best work.
- Inquire about your child’s homework. Make suggestions toward budgeting time for its completion.
- Supervise the completion of your child’s homework and offer help. Avoid doing it for him/her.

### **Student’s role in homework:**

- Make sure you understand the assignment, its purpose, when it is due, and how it should be done.
- Ask for further explanation if the original directions are not completely understood.
- Write down all assignments.
- Budget time to complete your assignments.
- Request help when needed.
- Do your homework neatly and hand it in on time.
- When absent from school, make arrangements to get and/or make up missed assignments.

**Parents - If your child is absent and you are interested in picking up your child’s assignments during the day, please call prior to 9:30 a.m. and expect to pick up the assignments after 2:00 pm in the school office.**

## School Counseling

▶ Elementary guidance is provided by our School Counselor. This is for all children, not just the problem or troubled child. The function of guidance counseling is preventive, not remedial in nature.

The elementary School Counselor is concerned with the development and use of meaningful personal and group experience in order to help each child develop a realistic self-concept. The service also provides individual counseling with parents in relation to the pupil’s school experience and his/her efforts to meet the needs of all children.

The success of a guidance program depends upon the cooperation of all persons involved with the pupils. Close communication between parents and the school is necessary.

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## Alcohol & Drug Abuse Services



In addition to the counseling services provided by the School Counselor, small group counseling sessions are conducted, during the school year, by the Alcohol and Drug Abuse Services, Inc. Attending any of these small group sessions does not imply that the student or family has alcohol or drug related problems. Rather this service is provided to our district to help serve the needs of all students. The general focus for these student discussion groups is on topics related to: decision making, consequences, self-concept, plans for change, peer pressure, stress, coping and refusal skills. Additional information relative to these services may be obtained by contacting the school guidance counselor.

## L.I.F.E. Treatment Program



In conjunction with the Dickinson Mental Health Center, our elementary schools offer a unique program that is designed to assist parents in working with at-risk children. The major focus of this program is to facilitate intensive interaction among student, parent(s), and school in order to address those behaviors that affect the child's education. Additional information may be obtained by contacting the guidance counselor.

## Educational Supports



### **SCHOOL WIDE TITLE and RESPONSE to INSTRUCTION AND INTERVENTION (RtII)**

The Title I Reading Program is a federal program that is provided to schools. It provides access to a Reading Specialist who provides assistance with literacy skills to help students build their skills in reading.

#### **Literacy is broken up into 5 Big Ideas**

**Phonemic Awareness** - recognizing that sounds and letters are connected

**Phonics** - recognizing that certain letters and letter blends or clusters make certain sounds

**Fluency** - how quickly one can read a series of words/sentences

**Vocabulary** - understanding definition of terminology

**Comprehension** - understanding meaning of a word/passage

**These skills develop over time.** Our scholastic curriculum provides exposure and instruction on these skills at developmentally appropriate times throughout grades K-5. In kindergarten and the primary grades, much emphasis is placed upon phonemic awareness, phonics, and emerging fluency, with vocabulary and comprehension intertwined. In the intermediate grades, phonetic skills are reinforced, while fluency is continued, and vocabulary and comprehension skills enhanced. These 5 Big Ideas lay the ground work for good reading.

The Title I Reading program provides additional assistance to students who may need help in learning or developing any of these skills. Presently, our elementary schools are considered "Title I Schools". This allows us to operate a School Wide Title program. The primary goal of being a Title I School is to ensure that all students, particularly those who are low-achieving, demonstrate proficient levels of achievement on state academic standards.

In conjunction with a School Wide Title Program, our elementary schools are also working hard to implement a Response to Instruction and Intervention program (RtII). This initiative uses data from our routine assessments to identify students who might be showing skills that are below grade level expectations. This program works wonderfully with our School Wide Title program. We have our instructional tutors and our Reading Specialist working with students who needs assistance. These students are recommended to begin receiving interventions based upon assessment results (DIBELS for reading and math, 4Sight for reading and math, Local Math Anchor Assessments) as well as their performance in the

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classroom. Student performance is tracked throughout the school year. When students show improvement to the point where they are achieving grade level benchmarks, interventions and supports are weaned or discontinued. Students who have shown more difficulty are provided extra help and assistance. The decision to discontinue interventions or to intensify the interventions is made using updated benchmark assessment data, progress monitoring data, and classroom performance. For students who do not demonstrate sufficient progress towards achieving grade level proficiency (despite assistance), the scholastic team may believe further assessment is in order and a referral for a multi-disciplinary evaluation (MDE) may be considered.

**DISTRICT PARAPROFESSIONALS/INSTRUCTIONAL TUTORS**

To assist students in academic interventions and small group instruction, district paraprofessionals have been assigned to each building. This staff works closely with the classroom teachers, administration, and other support personnel to examine assessment results and provide instructional support as needed.

**Volunteer Aides**

▶ We have a very successful parent volunteer aide program. We find the aides to be extremely helpful, as we work together, meeting the needs of the children. Information about the parent volunteer aide program will be sent home, during the first week of school. If you would like to become a volunteer at any time during the school year, please contact the school office.

**Report Cards**

▶ The St. Marys Area School District will issue formal reports to the parents/guardians four times throughout the school year. Periodic progress reports will be sent home between grading periods. Issuing of report cards is the first line of communication and cooperation between school and home. Up to date grades are also accessible to parents through the POWER SCHOOL Parent Portal. Please contact the school to receive your child's student-specific password.

**Parent Conferences**

▶ Communication between parent and teacher is extremely important in addressing the varying needs of children. Parent/Teacher Conferences will be scheduled near at the conclusion of the first marking period. Notices will be sent home prior to the scheduled date. In addition, parents may initiate conferences at any time throughout the school year by contacting either the teacher or the school office. Teachers may also contact parents at any time throughout the school year to schedule a conference to discuss any specific concerns they have regarding your child(ren).

**Special Education**

▶ When parent(s) feel their child may be "exceptional," the recommended first step is to discuss their concerns with the classroom teacher, school counselor, or their child's scholastic team. These staff members, with parental support and involvement, will attempt to meet the child's educational needs in the regular classroom. If, after making accommodations/adaptations, the parent(s) or any staff member believes a child to be exceptional, then parental permission for formal evaluation must be obtained in writing. If the parent(s) orally request an evaluation, the school district will provide the parent with the appropriate forms. After written parental permission is submitted, the Multidisciplinary Evaluation (M.D.E.) Process will begin.

The evaluation will be conducted by a Multidisciplinary Team (MDT). The team will include the parent(s) and appropriate school personnel. Information from all members of this team will be included in the team evalu-

ation. As a result of this evaluation, the MDT will make recommendations as to whether or not the student is exceptional. A meeting may be held, but is not required. An Evaluation Report (ER) is prepared with recommendations, based on the input of each individual team member. In order to recommend that the child should be identified as “exceptional”, the MDT must conclude that the child has a disability (or is gifted) and is in need of a special education program and/or service(s). If any member of the team disagrees with the report, a written Dissenting Opinion is submitted and attached to the report (ER).

After the MDT makes its recommendations, an Individualized Education Program (IEP) team develops, an Individualized Education Program (I.E.P.). The IEP is a written plan that describes the child’s educational program, including goals, objectives and related services. Parents are members of the IEP team and are an integral part of the IEP team meeting.

Upon completion of the written IEP (or in the case of a nonexceptional student, an IEP meeting summary), a Notice of Recommended Educational Placement (NOREP) will be issued to the parent for signature. The parent must indicate whether he/she agrees or disagrees with the recommended placement. If the parent disagrees with the NOREP, then a prehearing conference may be held. Both the parent(s) and the school district have the right to “waive” the prehearing conference. If the prehearing conference is held, it is conducted between parent(s) and school personnel in an attempt to informally resolve the disagreement.

Pennsylvania law contains other procedures for resolving disagreement. They include Complaint to Regional Review, Mediation, and Due Process Hearings. For further information please contact the Director of Student Services at the St. Marys Area School District at 781-2120.

## Learning Support

- ▶ Curriculum for the Learning Support child is based on the identified needs of the child as outlined in the Individual Education Plan. The school curriculum is followed to ensure that the child meets the academic requirements of the school district while receiving necessary services. Adaptations and modifications to the regular curriculum are used when deemed appropriate by the IEP team.

## Retention Guidelines

- ▶ Students are subject to review for possible retention when the following circumstances occur:
  1. A student fails, or is achieving below grade level, in Reading and one other major subject in grades 1 and 2.
  2. A student fails, or is achieving below grade level, in two major subjects in grades 3, 4, and 5.

Major Subjects	
Grades 1 & 2	Grades 3 - 4 - 5
Reading	Reading
Mathematics	Mathematics
English	English
	Social Studies
	Science

## Lost & Found

- ▶ Lost and found box is kept near the office area. Students are reminded to inquire first in their classroom for lost articles. Articles that are properly marked with the child’s name will be returned immediately. Articles and items remaining after the close of the school year will be discarded or donated to charity.

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## Soliciting

- ▶ No soliciting is permitted in the schools. If chances, candies or other items are to be sold, this must be done off school grounds.

## Gifts & Party Invitations

- ▶ The collecting of money for the purpose of buying the teacher a gift is forbidden. Peer pressure is often great in matters of this nature and some students cannot contribute. Private party invitations, addressed to selected individuals, are not permitted to be distributed in school. This type of activity disrupts the learning process and often singles out children who are not invited. Only the distribution of invitations given to all students in a classroom (or all boys/all girls) is permissible.

## Pets in the School

- ▶ The District's Elementary Schools have has a NO PET PHILOSOPHY. For precautionary measures and reasons of health and safety, our schools strongly discourage pets from visiting our classrooms. If for a particular reason a request is made to bring an animal to school, the animal MUST be in a cage. Prior approval from the student's teacher and principal MUST be given in order to allow a pet an animal to be brought into the school.

## Schoolwide Title I Program Parent Involvement Plan

----- 2010-2011 -----

- ▶ Parents are encouraged to assist in the planning, design and implementation of the Title I program. Informed and active parent participation is an essential component to student success.

Ongoing efforts to enhance the effectiveness of the Title I program will be made by means of the following activities:

1. A written plan will be developed to ensure that parents are involved in all phases of the Title I program. This shall occur after consultation with and review by parents and updated each year at an annual meeting.
2. Parents will be invited to an annual meeting to explain and clarify the Title I program and to discuss and update the parent involvement plan.
3. Parents will be surveyed annually as a way to assess their needs.
4. Parents will be given periodic reports on their child's individual progress as well as being provided with results and explanation of state and local assessment results.
5. Parent-teacher conferences/meetings for parents will be held at different times during the day.
6. At the beginning of each school year, a school-parent compact will be jointly developed with parents.
7. At the request of parent(s), meetings will be scheduled to address the identified needs and concerns.
8. Title I funds may be used to pay reasonable and necessary expenses associated with parent involvement activities.
9. The school will provide materials and training to help parents to work with their child to improve their child's achievement and to foster parent involvement.

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## ST. MARYS AREA SCHOOL DISTRICT

### Schoolwide Title I Program Student/Teacher/Parent Compact School Year: 2010 - 2011

A major theme and emphasis of the Title I program is to link schools, parents, and communities in order to meet the educational needs of students. These links are encouraged by the development of a School/Parent Compact that is designed to increase the sharing of responsibility between families and schools for the high performance of students. It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, parents, and administration, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school.

**A requirement of the Title I program is the development of a compact such as that listed below.**

#### **Parent/Guardian Agreement:**

I want my child to achieve. Therefore, I shall continue to encourage him/her by doing the following:

- See that my child is punctual and attends school regularly.
- Support the school in its efforts to maintain proper discipline.
- Establish a time for homework and review it regularly.
- Provide a quiet, well-lighted place for study.
- Encourage my child's efforts and be available for questions.
- Stay aware of what my child is learning.
- Provide reading materials for my child.
- Read with my child and let my child see me read.

#### **Student Agreement:**

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- Attend school regularly.
- Come to school each day with completed assignments and a positive attitude toward learning.
- Manage time wisely to complete assignments.
- Follow the rules of good behavior.

#### **Teacher Agreement:**

It is important that students achieve. Therefore, I shall strive to do the following:

- Provide challenging assignments for students.
- Provide assistance to parents, as requested.
- Provide on-going information about student progress.
- Use special activities in the classroom to make learning enjoyable.

#### **Principal Agreement:**

I support this form of parent involvement. Therefore, I shall strive to do the following:

- Provide an environment that allows for positive communication between teacher, parent, and student.
- Encourage teachers to regularly provide activities that reinforce classroom instruction.

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## St. Marys Area School District Elementary Program of Study

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### KINDERGARTEN

**Reading and Language Arts:** A multi-level approach is taken to incorporate beginning reading skills by use of phonemic awareness, recognizing, identifying, and using written expression of the sounds and letters of the English language and decoding simple words. These skills are used in conjunction with learning the parts of a book, making predictions, and determining reality versus fantasy.

**Math:** A multi-level approach is taken to develop and master recognition, identification, and writing numbers up to 31. These skills are used in conjunction with comparing objects, sequencing, graphing, measuring, counting money, telling time, identifying colors, shapes, sizes and fractions along with simple addition and subtraction.

\*All grade level math courses are aligned with the PDE math eligible content using the Scott Foresman Math series, local resources and **SUCCESSMAKER**.

**Science/Health:** Students learn about the weather, seasons, animals, classification, and their surroundings for science. In Health, students learn about feelings, manners, and the functions of certain parts of the body.

**Social Studies:** Students learn about the society in which they live, their government, career exploration, and the people who make it work. Included in their studies are lessons on safety. Holiday traditions are also explored. Students also explore different cultures.

### FIRST GRADE

**Reading and Language Arts:** In first grade many skills are integrated together: Reading, Spelling, English Composition, English Grammar, and Handwriting. Skills taught include phonemic awareness, decoding/phonics, vocabulary drills, sentence writing, correct usage, comprehension, sequencing, summarizing, capitalization, and parts of speech. Handwriting skills are comprised of correct formation of letters, using correct size and line position.

**Math:** Basic math skills taught in the first grade include the following: recognition of number facts, place value, subtraction, addition, comparison of values, measurement, money value awareness, understanding the calendar, and introduction of fractions, simple geometry (shapes), and story problems.

\*All grade level math courses are aligned with the PDE math eligible content using the Scott Foresman Math series, local resources and **SUCCESSMAKER**.

**Science:** Students are introduced to weather, climate and regions of the United States; bodies of water; life cycles of plants and animals; and the environment.

**Social Studies:** Students explore basic rules, basic needs and wants of people, neighborhoods, notable Americans, current events, citizenship and holidays.

### SECOND GRADE

**Reading and Language Arts:** A fully integrated program emphasizing comprehension, vocabulary development, phonics, decoding skills, story mapping, summarizing, literary appreciation. Handwriting includes introduction to cursive writing. Language Arts concentrates on sentence structure, identifying and using adjectives, verbs and how to make nouns plural, and types of sentences. Spelling is part of the reading series.

**Math:** Focus is on readiness from two and three-digit computation and computation of two and three-digit numbers. Scope consists of whole number concepts, whole number operations, number sense, fractions, problem solving and mathematical reasoning, graphing, measurement, money and time, geometry, use of calculations and computers.

\*All grade level math courses are aligned with the PDE math eligible content using the Scott Foresman Math series, local resources and **SUCCESSMAKER**.

**Science /Health:** Students explore different characteristics of plants and animals, and how they change and develop in order to survive. Also included is exploration of the earth, its make-up and position in space. Students continue to explore weather and climate. In addition, students are introduced to properties of matter and magnets. Healthy living is discussed and encouraged. Simple machines are discussed.

**Social Studies:** Students learn about neighborhood and communities, people and places in a neighborhood, citizenship, early settlers, careful use of natural resources, our countries leaders, functions of government, geography and landforms.

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## St. Marys Area School District Elementary Program of Study

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### THIRD GRADE

**Reading:** Presentations of a variety of literary styles are selected to represent a variety of styles. Thematic units encourage students to relate the selection to each other, to readings in other content areas, and to their own life experiences.

**Language Arts:** The Language Arts are integrated through the spelling, grammar and vocabulary and the composition of various types of student writing. Spelling consists of short & long vowel sounds, consonant clusters, and sound and letter relationships. The correct use of ending (-ing, -ed, -est.) are emphasized.

**Handwriting:** Handwriting focuses on clear form, slant, size, and even spacing. Cursive writing is introduced.

**Math:** Third grade program expands and broaden the concepts and skills introduced during the previous grades. Addition and subtraction skills are extended to three and four digit. Concepts of fractions, decimals, geometry, probability, measurement, statistics, and trigonometry and expanded to theoretical and practical application. Multiplication facts (0-5) are reinforced to include mastery of facts (0-9). Division facts are introduced.

*\*All grade level math courses are aligned with the PDE math eligible content using the Scott Foresman Math series, local resources and **SUCCESSMAKER**.*

**Science/Health:** Develops student's awareness of the interaction of the environment on living things. Students build upon skills of inquiry, investigation, planning and collection of data, to experience concepts from Life science, Earth science, and Physical science.

**Social Studies:** Basic map skills focus on cardinal directions, compass rose, and symbols. Communities are the main focus beginning with early times of the first Americans and Pilgrims through the differences of rural, urban, and suburban communities of today. Government and economics of various communities are explored.

### FOURTH GRADE

**Reading:** Students are introduced to a variety of skills including: decoding, vocabulary, comprehension, literary appreciation, and study skills.

**Language Arts:** The Language Arts program is integrated into the reading series and follows the theme of the unit. Parts of speech are introduced, letter writing skills, proofreading, writing different types of stories, poems, paragraphs, all major grammar skills. Spelling contains lists of words that relate to the story and various phonemic combinations.

**Math:** The math program emphasizes problem solving, critical thinking, time, measurement, geometry, estimations, whole number computation, mathematical equations, fractions, decimals, and all basic math facts are reviewed.

*\*All grade level math courses are aligned with the PDE math eligible content using the Scott Foresman Math series, local resources and **SUCCESSMAKER**.*

**Science/Health:** Fourth grade science covers for thematic units: Plants and Animals; Air; Exploration of Space; and Earth's oceans. These units cover the Earth's systems and their interactions with each other along with the patterns of change, evolution, scale, models and structure. "Here's Looking at You 2000" is part of the Health Program.

**Social Studies:** Study of the geography of the United States while learning about all the states in a regional format. Comparisons with places in other countries to key location in the US. The states and capitals are stressed along with PA History.

### FIFTH GRADE

**Reading:** The reading book is a collection of children's literature. It supports the development of comprehension, reading, writing, listening, speaking, and thinking skills.

**English:** Concentration is placed on writing; writing forms, grammar, usage, and mechanics; and handwriting. Language skills are explored and expanded.

**Spelling:** Spelling lessons correspond with the reading program linking reading, writing, vocabulary development, and spelling.

**Math:** The math series expands upon the following: place value, whole number operation, decimals and fractions, measurements, geometric figures and solids, geometry, statistics, graphing, probability, ratio, proportions, and percent.

*\*All grade level math courses are aligned with the PDE math eligible content using the Scott Foresman Math series, local resources and **SUCCESSMAKER**.*

**Science/Health:** Science lessons are tied to an overall theme connecting Life Science, Earth Science, and Physical Science. Topics include the animal kingdom, forces, sound, light, electricity, magnetism, and AIDS.

**Social Studies:** United States and Its Neighbors, presents the history of the United States chronologically, with an integration of geography, humanities, citizenship, and economics.

**Science/Health:** Science lessons are tied to an overall theme connecting Life Science, Earth Science, and Physical Science. Topics include the animal kingdom, forces, sound, light, electricity, magnetism, and AIDS.

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## Career Pathways



### Kindergarten

Students are first introduced to the variety of professions available in the surrounding areas by attending the Vehicular Career Day. Skills emphasized are cooperation, positive attitude, what it means to work and work ethics. Students begin a Career Portfolio that is kept throughout their academic career.

### First Grade

Students attend the Vehicular Career Day in the spring. Throughout the school year students are taught career awareness through a variety of speakers, and are exposed to the variety of careers available in the area. Students are required to write an essay after each speaker explaining what they learned during the presentation. These essays are kept in the student's Career Portfolio.

### Second Grade

Students attend the Vehicular Career Day in the spring. Skills emphasized are what is meant by work ethics and benefits of working. Throughout the school year students are taught career awareness through a variety of speakers and field trips. Students are required to write an essay after each speaker explaining what they learned during the presentation. These essays are kept in the student's Career Portfolio.

### Third - Fifth Grades

Students continue to be exposed to career opportunities through the use of classroom speakers. Students are required to write an essay after each speaker explaining what they learned during the presentation. These essays are kept in the student's Career Portfolio.

## SUCCESSMAKER



This is a computer program used by each grade in order to assist the students in gaining skills in Reading and Math. The program is based on their ability level. Students participate in the program 2 to 4 days per week.

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## St. Marys Area School District

977 South St. Marys Road

St. Marys, PA 15857

### STUDENT CONDUCT CODE — ELEMENTARY SCHOOLS

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When children enter schools, they become students; and their primary goal is to learn. Because the best learning occurs in orderly places, students must behave properly and be considerate of others. Students whose conduct is described in the four areas listed below will be corrected or disciplined.

#### 1. Attendance

- a. Disobeying school attendance laws.
- b. Being late or absent from school often without good reason.
- c. Being tardy to classes or skipping classes.

#### 2. Citizenship

- a. Disobeying state and local laws, fire and safety rules, school rules and regulations.
- b. Disobeying, being rude to, or challenging the authority of teachers and other school staff members
- c. Misbehaving.
- d. Swearing, using profanity, or being obscene.
- e. Having with you, using, or selling intoxicants, drugs, look-alike drugs, or narcotics.
- f. Having with you or using tobacco.
- g. Being dressed in a way that causes health/safety problems or disrupts school.

#### 3. Safety

- a. Distracting the bus driver or not sitting quietly.
- b. Refusing to obey the directions of school crossing guards.
- c. Coming to school when sick or diseased.

#### 4. Property

- a. Keeping property that belongs to another person.
- b. Being in a place or refusing to leave a place where a student should not be.
- c. Destroying or harming other people's property.
- d. Setting fires on or to school property.

The above listing of examples is not meant to be all-inclusive. Additions to the misconduct listing may be made by the Board of Education or school administrators to insure an orderly and safe school system.

School officials are responsible for students' behavior in school buildings, on school property, and at school-sponsored events, on or off of school property. School officials are also responsible for the conduct of students on school buses.

The seriousness of the misconduct and the previous department of the student will determine selection of correctional procedure.

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## St. Marys Area School District

977 South St. Marys Road

St. Marys, PA 15857

### BULLYING POLICY

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**Bullying** shall mean an intentional electronic, written, verbal or physical act, or series of acts:

- Occurs in a school setting.
- Is severe, persistent or pervasive.
- Is directed at another student or students.
- Has the effect of doing any of the following:
- Substantially interferes with a student's education.
- Creates a threatening environment.
- Substantially disrupts the orderly operation of the school.

**Cyberbullying** includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs).

**School setting** shall mean 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.

#### Reporting Procedures

##### Victims

All students who believe they have been the victim of bullying shall promptly report the bullying incident to a teacher, counselor, or building administrator.

##### Parents/Guardians

All parents/guardians who become aware of any bullying are encouraged to report the bullying incident(s) to a building administrator.

##### Witnesses

All students who witness bullying shall immediately report the bullying incident(s) to a teacher, counselor, or administrator. Any teacher, counselor or administrator who witnesses bullying shall immediately intervene and take appropriate action to stop the bullying.

##### Teachers/Counselors

Any teacher/counselor who witnesses bullying or receives a report of bullying shall document such incident and promptly investigate the matter. Administrators shall seek to discuss the bullying incident(s) with the victim in a place where the victim feels secure. The initial discussion with the victim shall not take place in the presence of the offending student(s). If more than one (1) student is involved in perpetrating the bullying, the administrator shall talk to each of the offending students separately. After the investigation has been completed, the building principal shall take appropriate actions consistent with this policy.

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### **Disciplinary and Other Action**

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Student Discipline Policy, which may include:

1. Behavior monitoring.
2. Parental conference.
3. Agency referral.
4. Loss of school privileges.
5. Transfer to another school building, classroom or school bus.
6. Exclusion from school-sponsored activities.
7. Detention.
8. Suspension.
9. Expulsion.
10. Referral to law enforcement officials.

If an investigation substantiates that bullying has occurred, a written record of the incident shall be placed in the file of the offending students(s). The district recognizes that parents/guardians can play an important role in educating their children and preventing bullying. Accordingly, the parents/guardians of each offending student shall be informed of any bullying incidents involving their child. Parents/Guardians of the offending students will be encouraged to attend one (1) or more conferences with an administrator to review the bullying behavior and cooperative strategies for correcting it. The building principal or designee shall also inform the victim's parents/guardians of any and all bullying incidents involving their child.

Disciplinary action shall be in accordance with the Board approved Student Discipline Policy. Depending on the severity of the offense, the disciplinary action for bullying may include loss of privileges, removal from class, suspensions, and a Board expulsion hearing. If the investigation has determined that the conduct rises to the level of a crime, disciplinary action may also include referral to law enforcement officials. In addition to imposing any disciplinary action, the building administrator will discuss the bullying behavior with the offending student and the parent/guardian and review why the behavior is inappropriate.

In some circumstances, mediation may be used as a viable alternative or in addition to disciplinary action when addressing a first offense of bullying. The building administrator shall consider the nature and sensitivity of the offense in determining whether mediation is appropriate. Mediation shall not be used without the consent of the victim and their parent/guardian, or where the building administrator has a concern about retaliation being perpetrated against the victim. Victims shall not be pressured into participating in mediation. The St. Marys Area School District Board of Directors recognizes that a severe imbalance exists between the victim and the bully and that this imbalance can make mediation an intimidating situation for the victim.

All incidents of confirmed bullying, including those that are mediated, shall be recorded in writing and placed in the offending student's discipline file.

The penalties and prohibitions in this policy are in addition to, and do not replace or supersede, any related provisions in district policy prohibiting conduct such as harassment, violence, assault, and hazing.



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## St. Marys Area School District

977 South St. Marys Road

St. Marys, PA 15857

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### PARENTAL REQUEST for EDUCATIONAL TOURS and TRIPS NOT SCHOOL SPONSORED

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FROM: \_\_\_\_\_ STUDENT: \_\_\_\_\_  
(Parent or Guardian)

GRADE: \_\_\_\_\_ TEACHER: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ ZIP CODE: \_\_\_\_\_

PHONE: \_\_\_\_\_ NAME OF SCHOOL ATTENDING: \_\_\_\_\_

We, the parents/guardians of \_\_\_\_\_ wish to have him/her  
(First and Last Name)

excused from school on \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ through \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ for what we  
Month Day Year Month Day Year

consider to be an educational trip.

#### DESTINATION

OR ITINERARY: \_\_\_\_\_

\_\_\_\_\_

We believe this trip to be of educational value because:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

As per School Board Policy #204, no trip will be approved for any student with three or more unexcused or illegal absences or for any student with more than ten (10) days of absence per semester or twenty (20) days of absence overall, whether the absences are legal or not. Students who have been excused from school for Parental Trips WILL BE MARKED ABSENT from school on those days away from school.

PARENT SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

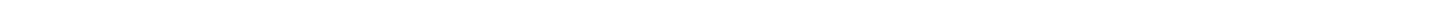
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1. NUMBER OF DAYS OF ABSENCE EXCUSED: \_\_\_\_\_

2. NUMBER OF DAYS OF ABSENCE UNEXCUSED: \_\_\_\_\_

APPROVED  DISAPPROVED

PRINCIPAL'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_



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## St. Marys Area School District

977 South St. Marys Road

St. Marys, PA 15857

### ELEMENTARY SCHOOLS BICYCLE PERMISSION FORM

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To avoid the hazards of traffic congestion, students are urged to walk to school or to ride the district-provided transportation. Parents must request permission for their child to ride a bicycle to school.

**To Be Completed by Parent/Guardian:**

Reason for requesting permission for my son/daughter to ride a bicycle to and from school this school year.

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Bicycle Registration Number (if applicable): \_\_\_\_\_

\_\_\_\_\_ has my approval to ride his/her bicycle to and from school, and I assume responsibility for his/her conduct and safety during these travel periods. He/She will wear an approved safety helmet.

Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ \_\_\_\_\_  
(Parent/Guardian Signature)

**To be completed by Student:**

I will wear an approved safety helmet while riding my bike to and from school.

I understand that I must park my bicycle only in areas set aside for this purpose.

I also understand that the Principal will determine the time when I may leave school property on my bicycle.

Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ \_\_\_\_\_  
(Student Signature)

DATE: \_\_\_\_\_



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## SAMPLE EXCUSE FORM FOR STUDENT ABSENCE

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\_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ .  
(Date)

Dear \_\_\_\_\_ ,  
(Teacher's Name)

Please excuse \_\_\_\_\_ absence on \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ .  
(Name of student) (Date)

Reason: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Yours truly, \_\_\_\_\_  
(Parent signature)

-----

\_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ .  
(Date)

Dear \_\_\_\_\_ ,  
(Teacher's Name)

Please excuse \_\_\_\_\_ absence on \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ .  
(Name of student) (Date)

Reason: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Yours truly, \_\_\_\_\_  
(Parent signature)

-----

\_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ .  
(Date)

Dear \_\_\_\_\_ ,  
(Teacher's Name)

Please excuse \_\_\_\_\_ absence on \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ .  
(Name of student) (Date)

Reason: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Yours truly, \_\_\_\_\_  
(Parent signature)

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## DOCTOR/DENTAL APPOINTMENT FORM

STUDENT \_\_\_\_\_ GRADE \_\_\_\_\_

DATE \_\_\_\_\_ DATE OF APPOINTMENT \_\_\_\_\_

SCHOOL: \_\_\_\_\_ TEACHER: \_\_\_\_\_

REASON FOR EARLY DISMISSAL \_\_\_\_\_  
\_\_\_\_\_

TIME FOR EARLY DISMISSAL \_\_\_\_\_

Name of Doctor or Dentist \_\_\_\_\_

Time of Appointment \_\_\_\_\_

Signature of Parent or Guardian \_\_\_\_\_

Parent Telephone Number \_\_\_\_\_

**If applicable, name of person (other than parent or guardian) who will be picking up child**

\_\_\_\_\_

**\*\*\* ALL STUDENTS MUST BE SIGNED OUT IN THE OFFICE**

**Please NOTE:** Parents can ask the Doctor's office for an excuse from school during this time of appointment. Please turn in any excuse or form provided by the Doctor's office upon the child's return to school. Thank you!

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## DOCTOR/DENTAL APPOINTMENT FORM

STUDENT \_\_\_\_\_ GRADE \_\_\_\_\_

DATE \_\_\_\_\_ DATE OF APPOINTMENT \_\_\_\_\_

SCHOOL: \_\_\_\_\_ TEACHER: \_\_\_\_\_

REASON FOR EARLY DISMISSAL \_\_\_\_\_  
\_\_\_\_\_

TIME FOR EARLY DISMISSAL \_\_\_\_\_

Name of Doctor or Dentist \_\_\_\_\_

Time of Appointment \_\_\_\_\_

Signature of Parent or Guardian \_\_\_\_\_

Parent Telephone Number \_\_\_\_\_

**If applicable, name of person (other than parent or guardian) who will be picking up child**

\_\_\_\_\_

**\*\*\* ALL STUDENTS MUST BE SIGNED OUT IN THE OFFICE**

**Please NOTE:** Parents can ask the Doctor's office for an excuse from school during this time of appointment. Please turn in any excuse or form provided by the Doctor's office upon the child's return to school. Thank you!





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