

Neshaminy School District

**ALBERT SCHWEITZER
Elementary School**



**Family-Student
Handbook
2016 - 2017**

ALBERT SCHWEITZER ELEMENTARY SCHOOL

*30 HARMONY ROAD
LEVITTOWN, PA 19056*

Family-Student Handbook

2016 - 2017

Dear Parents and Guardians:

Welcome to Albert Schweitzer Elementary School. As we look forward to an exciting year, we expect our students to perform their best. Our students will have opportunities to read and write independently, use a variety of ways to solve problems, and demonstrate healthy habits. A balanced literacy program provides a plan designed to help all students learn to read and write effectively. To support reading and writing, strategies from The Daily Five will also be used. The five parts include: read to one-self, read to someone, work on writing, listen to reading, and spelling/word work. These approaches promote independent learning.

We will continue to provide ways for students to reach their fullest potential. Each student will be held to high academic and behavior standards. The continued use of a balanced literacy program, varied resources, and best practices will provide a quality instructional program that meets the individual needs of our students. Our Positive School-Wide Behavior Support (SWPBS) plan promotes a learning environment that is nurturing, safe, and supportive. It also focuses on students making good choices and being responsible for their behavior. Your continued support is also needed as we continue to stress health awareness. Helping our students to select healthy foods and participate in activities that support the development of healthy bodies will benefit them in the future. With everyone working together as a TEAM, we can achieve our goals.

Continuous communication between and among parents and students that is clear, consistent, and specific is one of the keys to a successful and safe environment, where academic excellence prevails. Our handbook has been created to inform our school community of our expectations and available services. If we can assist you in any way, please don't hesitate to call. You can reach us at 215-809-6380. Your continued support and contributions are important to the success of our total school program.

Sincerely,

Clarke R. Stoneback

Clarke R. Stoneback
Principal

ALBERT SCHWEITZER
ELEMENTARY SCHOOL
VISION

THE ADMINISTRATION, STAFF AND
PARENTS OF ALBERT SCHWEITZER
ELEMENTARY SCHOOL,
TOGETHER WITH THE COMMUNITY
WILL WORK TO AFFORD THE STUDENTS
THE OPPORTUNITY TO BE EDUCATED IN
A SAFE AND NURTURING ENVIRONMENT
WHERE ACADEMIC RIGOR, REGULAR
ATTENDANCE, SELF-DISCIPLINE AND
SELF-ESTEEM WILL BE REALIZED.

SCHWEITZER PLEDGE

We, the kids, at Albert Schweitzer School
Know to be successful is really cool

We will be cooperative
A **positive attitude** we will display
We'll be respectful to others
In every way

Showing empathy for all
Will come naturally to us
We'll be safe in school
And even on the bus

We the kids at Albert Schweitzer School
Will do as we promise and follow the rules

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AMBASSADORS

The Ambassador Program at Albert Schweitzer Elementary School supports student leadership and citizenship. The 4th grade students are chosen based on teacher and principal recommendations.

The Ambassadors are responsible for representing our school when visitors are in the building, organizing student fundraisers, and working with their peers to recommend ways to improve our school and give back to the community.

AMERICAN EDUCATION WEEK

Two days are set aside in November for parents to visit the classroom and see their child in a learning situation. The dates for this year's visitation are November 15th and 17th. An invitation will be sent home with your child as the event approaches. We urge you to get a babysitter if you have small children.

AMERICANS WITH DISABILITIES ACT OF 1990

Neshaminy School District is required by law to comply with the Americans with Disabilities Act of 1990. For information about accessible facilities and reasonable accommodations available to disabled individuals attending District activities or programs, please contact the Office of Pupil Services (215-809-6588). Please contact said office at least 72 hours prior to any District activity or program so that all necessary arrangements can be made to accommodate disabled individuals.

ARRIVAL/DISMISSAL PROCEDURES

SAFETY

Students should not arrive at school before 8:55 a.m. There is no supervision before this time. Children who walk to school must go directly home at dismissal. Children may not go to the playground after school unless they are supervised by an adult.

ARRIVAL/DISMISSAL

- *The school doors open at 8:55 a.m. Students should not arrive before 8:55 a.m.
- *School ends at 3:35 p.m. and we immediately dismiss vans and small buses, followed by car riders, walkers and bus riders.
- *Walkers will enter and exit the building from the H-Wing doors only.
- *All buses and vans will drop-off and dismiss through the main drive that is shared with Carl Sandburg Middle School
- *Parents who have business in the office may park in the visitor parking spaces at the Sandburg side and use the front office entrance.
- * Car riders will continue to pick-up and drop-off through the driveway connected to Heartwood Turn. Cars will need to loop around the staff parking and enter one of

the five shoots. Cars will line up in the shoots in a trunk-to-bumper fashion. Parents can then walk to the J-Hall (Gymnasium) doors to pick up their children. Cars will be required to wait to exit the facility until approximately 3:45 p.m., when the cones at the end of the shoots will be removed one at a time. Cars can then proceed out Heartwood Turn, one row at a time.

KINDERGARTEN

*Full Day kindergarten students should follow Grades 1-4 guidelines.

ATTENDANCE

The Albert Schweitzer school day officially begins at 9:10 a.m. and ends at 3:35 p.m. The doors to the school are open at 8:55 a.m., so please refrain from dropping students off any earlier as there will be no supervision of children since the staff is busy preparing for the school day. Daily attendance is crucial to continued educational progress, so whenever possible, parents should attempt to schedule health appointments or other activities outside the school day hours. Any parent who will be picking up his/her child earlier than dismissal time (3:35 p.m.) should come into the office to sign them out. Please write a note to the teacher indicating what time you will be picking up your child and he/she will be called down at the appropriate time.

The following information is based on Board Policy #552 and pertains to students:

- Children are expected to be in their classrooms at 9:10 a.m.
- Any student arriving after 9:10 a.m. must be signed in at the school office by a parent or guardian.
- All cases of early dismissal should be preceded by a note from the parent stating the time, date and reason for dismissal.

Excused Absences:

All students are expected to attend school each day unless they are ill or a family emergency arises. **PLEASE REMEMBER THAT A WRITTEN NOTE EXPLAINING THE REASON FOR THE ABSENCE IS REQUIRED WITHIN FIVE (5) DAYS AFTER THE CHILD HAS RETURNED TO SCHOOL.** An appropriate absence note should be provided specifying the date(s) and cause of absence for each day. In the case of chronic or irregular absences, the school authorities may request a physician's note showing such absences to be justifiable. If an illness extends beyond two days, a call from home is appreciated. If the school has not been contacted regarding an extended absence, the school nurse or other school personnel may contact the home for the information.

Students are excused for the **major holidays** of their faith upon request. Requests should be made in writing to the building administrator. **Students may also be excused from school to participate in an educational trip (not a vacation). The itinerary and stated educational value to the student must be placed in writing by the parent or guardian and submitted to the building administrator. Please complete the necessary “REQUEST FOR EXCUSED ABSENCE” form that can be obtained in the main office.**

Excessive Absence or Truancy

The Neshaminy School Board of Education believes that regular attendance in the classroom is conducive to learning and that frequent absences of pupils from school will disrupt the learning process.

The consequences of a student accumulating an excessive number of absences (excused or unexcused) are serious. Our school board policy on attendance provides punitive measures for students and parents involved in unlawful or excessive absences. These include but are not limited to:

- Restriction from participation in school activities
- Written warnings
- Citations from the Home and School Visitor
- School district complaint filed with the District Magistrate
- Failing grades for work missed
- Retention in grade level

Administrative Decision

Specific questions not covered by these guidelines should be referred to the building administrator or designee for a determination. Unusual situations or anticipated absence requiring interpretation of compulsory School Attendance Laws should be brought to the administrator’s attention before the anticipated absence. Parents and guardians are urged to stress punctuality and regular attendance habits with their children. **Students may also be excused from school for other urgent reasons. It is the responsibility of the principal to determine if the absence is considered excused.**

BACK-TO-SCHOOL NIGHT

The date for this year’s Back-to-School night will be **Thursday, September 8, 2016**. This is a night for the parents to meet their child's teacher and visit the classroom. The teachers will give an overview of their program for the year including class schedules, curricular materials and expected levels of student performance. A flyer will be sent home prior to Back-to-School Night with more specific information for all parents.

| | |
|----------------|--|
| 6:45-7:00 p.m. | Doors Open |
| 7:05-7:40 p.m. | Session #1 – All homeroom teachers and guidance |
| 7:45-8:20 p.m. | Session #2 – All homeroom teachers and guidance |
| 8:25-9:00 p.m. | Session #3 – Specialists, Title 1, Reading Specialist, Nurse, Learning Support teachers, AE |

BICYCLES (Skateboards, Scooters, Rollerblades)

Students are discouraged from riding bicycles to school. Bicycles have been stolen during the school day. The school cannot be responsible for bicycles that are damaged, lost or stolen. Skateboards, scooters, rollerblades and hee-lies may not be brought to school.

BIRTHDAY CELEBRATIONS

Children often appreciate very simple ideas which celebrate their birthdays in school. Parents may send in a small snack for the class to enjoy, or donate a book to the library in honor of a child's birthday. Please contact your child's teacher to determine if there are any specific food allergies with students. ***In addition, invitations for home birthday parties must be delivered to classmates by US mail unless every child in the classroom is invited.***

BULLYING/CYBERBULLYING POLICY

The Albert Schweitzer Elementary School supports a school-wide program to reduce bullying and other violent behaviors. Bullying and bullying behaviors are not permitted at Albert Schweitzer. Bullying occurs when one child or group of children repeatedly hurt another child through words and/or actions. Bullying and bullying behaviors may involve physical aggression, such as fighting, shoving, hitting, or kicking; verbal aggression, such as name-calling, threats, and rumor spreading; and/or non-verbal aggression, such as intimidation, threatening gestures and deliberate exclusion from a group or activity.

Students engaging in bullying and/or bullying behaviors will be disciplined. In situations where the behavior is chronic or serious, the student will be referred to the building administrator.

Effective April 23, 2008, the Neshaminy Board of School Directors approved Policy #553 Bullying and Cyberbullying. All forms of bullying and cyberbullying by District students are hereby prohibited. Anyone who engages in bullying or cyberbullying in violation of this policy shall be subject to appropriate discipline. This policy is in effect while students are on property within the jurisdiction of the District; while on school-owned and/or school-operated vehicles; while attending or engaged in school-sponsored activities; and while away from school grounds if the misconduct directly

affects the health and safety of students and staff as well as the good order, efficient management and welfare of the District. Any student who retaliates against another student for reporting bullying or extortion or for assisting or testifying in the investigation or hearing may be subject to disciplinary action. Please refer to Policy #553 – Bullying/Cyberbullying for more detailed information.

BUS SAFETY

To ensure all students' safety, all rules while waiting for buses, traveling on vehicles, and arriving at school must be followed. The following rules must be observed at all times:

- ☞ Be seated at ALL TIMES when the bus is in motion.
- ☞ Keep aisles clear at all times.
- ☞ Observe good manners while waiting for, boarding, riding, and leaving the bus.
- ☞ Keep all parts of the body inside the bus windows at all times.
- ☞ Obey all instructions or directions issued by the driver.
- ☞ Students should wait for the bus in a safe place well off the roadway.
- ☞ Students must form lines to board the bus.
- ☞ Students must be alert to traffic, particularly when leaving the bus.

Any reported infractions that occur on the bus regarding bus conduct and behavior will be investigated by the Director of Transportation and school administrator. Repeated violations may result in loss of bus transportation services. *Bus Conduct Reports* will be issued to any student involved in an incident on the bus or at the bus stop requiring disciplinary action. These reports are forwarded to school administrators, who meet with the students involved. Parents are asked to sign the report and return it to school indicating that they have received the report and discussed it with their child.

BUS STUDENTS

Bus children are to ride their assigned bus **both to and from school**. They are to **get off** at the **same stop** as they **got on** when coming to school. Bus stops are where children go to line up for their bus, not a place to go in the morning to play tag, ball, hop scotch, jumping rope, etc. Please speak with your child about the proper behavior at a bus stop and on the bus. They are to get on the bus stop nearest their home. Any request to change a bus student's routine of getting to school or home should be placed in writing to the principal. This request will be honored for emergencies only. Students may not change buses for play dates.

Children are expected to show the same respect to bus drivers as that afforded to their parents and Albert Schweitzer staff. Repeated infractions of the bus rules may necessitate temporary or permanent denial of bus privileges. The bus driver and

classroom teacher will familiarize your child with the bus rules. Students should recognize however that the bus and bus stop are still considered to be part of their school day and are therefore subject to the expectations and consequences listed in the Albert Schweitzer Elementary School Discipline Code.

CAFETERIA

Your child is scheduled for a thirty minute lunch period each day. They may take longer if necessary. Cafeteria aides supervise the cafeteria. We would like to make the cafeteria as pleasant an eating place as possible. We do need the children reasonably quiet for the last five minutes of the lunch period for the purpose of taking back their trays and to line up to be dismissed. We would hope that the table manners of each child in the cafeteria reflect the manners they have learned and use at home. Our school operates on five simple expectations for cafeteria behavior:

1. Stay seated unless permission has been received to get up to purchase lunch, throw out trash or go to the restroom.
2. Keep your area clean. This requires children to look on, under and around the location where they are seated.
3. Keep hands and feet to yourself. Children are asked to respect the space of others so that they will be able to enjoy their own space free from disruption.
4. Maintain an appropriate noise level. While it is understood that eating lunch is a social experience, students are asked to speak to those nearby and not yell across tables or across the cafeteria.
5. Treat adults in cafeteria with respect. Children in the cafeteria must listen to and be respectful of the cafeteria workers and the cafeteria aides at all times. Students who disregard the reasonable request of a cafeteria worker will be disciplined for insubordination.
6. Treat crossing guard with respect. The crossing guard

CARE OF SCHOOL PROPERTY

It is insisted upon that students take proper care of school property. Students are responsible for all textbooks and library books issued to them during the school year. Textbooks must be covered. Lost or damaged books must be paid for at a price determined by school personnel based upon condition, age, current pricing and replacement cost. In the event that a child should lose or destroy any school property, **restitution** must be made. Deliberate vandalism will result in **suspension**.

CONFERENCES

Parents are asked to make conference appointments in order to discuss their child's progress. Please do not drop in for a conference unexpectedly. The teacher needs time to prepare materials if the conference is to be productive. To arrange for a conference time, please write a note to the teacher asking for a mutual time to meet, or you may contact staff members by calling the school office at (215) 809-6380.

CROSSING GUARDS

For the safety of our students that walk to and from school, crossing guards are provided at the following intersections:

- **Heartwood and Harmony Roads**
- **Harmony and Hay Roads**

DISCIPLINE

As children interact with adults and peers in the school environment, it is imperative that students respect themselves while not abridging the rights of others. It is a responsibility of the school to ensure that each child is working toward the goal of self-discipline by fostering character traits. It is each parent's responsibility to encourage their child to follow all rules.

Albert Schweitzer Elementary School implemented a school-wide positive behavioral system (SWPBS). Positive Behavioral Support is the school-wide discipline plan that we will use to continue to make our school a great place to learn. We will use proactive measures and school-wide expectations to enable students to achieve social and academic success in school. Such supports and expectations are developed, implemented, and monitored by all staff members working in the school. Implementing these expectations school wide can reduce frequency of students who engage in problem behavior.

What does a system of positive behavior supports and expectations look like? Ideally, the system is in place at the classroom and school level. Both levels share some basic similarities.

First, there must be a set of clearly described expectations for student behavior. In the classroom, this includes a set of classroom expectations that set the parameters for student behavior in social and academic areas. In the school, behavioral expectations and limits for student behavior include rules for each common area: cafeteria, halls, carpool, bathrooms, playground, and dismissal.

Second, the expectations must be taught to mastery. This is accomplished by explaining the rules, giving and eliciting examples and non – examples of each, then engaging students in both guided and independent practice of each rule.

Third, a system of cues and prompts during the time the students are learning the expectations can facilitate student success.

Finally, continuous monitoring of the fluency with which students demonstrate those appropriate and desired behaviors gives the staff needed feedback.

When the principal becomes involved with a behavior problem or when a student is referred to the principal, a discipline report may be sent home to the parents or guardians. The consequences of the infraction will be implemented by the principal or designee after consulting with the teacher. The determination of a consequence for misbehavior in school is in consideration of the particular incident or a pattern of incidents and shall be at the discretion of the building principal.

What happens when students begin to demonstrate inappropriate behavior again? Review and re-teaching are a critical piece of an effective system of positive behavioral supports. Taking time at periodic intervals based on data to bring students back to mastery on a specific behavioral expectation will enable the classroom and school to function as a safe and orderly learning environment.

An effective school climate is one that is nurturing, safe, and conducive to learning. In establishing a discipline policy, it is important to focus on encouraging students to make good choices and in being responsible for their behavior. In making these decisions, students learn that there are rewards and consequences for their actions. Our job as educators and parents is to guide students to rewards for appropriate choices and to assist them in learning from their mistakes. Within this framework, teachers certainly have the leeway to establish a variety of individualized behavior management plans that support the school’s philosophy. It is hoped that this consistency provided by the school-wide plan will assist students in realizing their potential, thereby making the learning environment as productive as possible.

DISCIPLINE CODE

Discipline guidelines are attached at the end of this handbook. It is each parent/guardian’s responsibility to read these guidelines and encourage their child/ren to follow all rules.

DRESS CODE POLICY

The Neshaminy School District dress policy is as follows: **School attire must meet reasonable standards of cleanliness, not endanger student or public health, not be disruptive to the educational process and meet reasonable standards of appropriateness.**

It is important that children come to school with the intention of doing their best. The way a child dresses usually reflects the child's preparedness for learning and actions in school. We ask that children refrain from wearing shorts that are not at least finger-tip length, tank tops and tops that expose the mid-section, see-through clothing and sandals without a back or open-toed footwear (e.g., flip flops, Crocs or other loose shoes).

This last item is particularly important as children participate in gym regularly and play on the playground daily. Also, footwear that has wheels attached is strictly prohibited. Not only are these items unsafe in school, they do irreparable harm to the flooring surfaces in the hallways and classrooms.

Policy #508 - Student Dress Code:

I. STATEMENT OF POLICY

School attire must meet reasonable standard of cleanliness, not endanger student or public health, not be disruptive to the education process and meet reasonable standards of appropriateness. Students may be required to wear certain types of clothing while participating in physical education classes, shops, extra-curricular activities, or other situations where special attire may be required to insure the health or safety of the student.

II. EXAMPLES OF INAPPROPRIATE DRESS

- A. Hats without purpose worn in the building.
- B. Bare or stocking feet.
- C. Apparel with offensive words or pictures
- D. Heavy clothing normally worn only outdoors.
- E. Any apparel that overexposes the body.
- F. Shoes with heels on them (wheelies)

III. IMPLEMENTATION OF POLICY

- A. The entire school staff shall be responsible for encouraging appropriate standards of personal appearance and for the carrying out of this policy. The achievement of this result shall be the responsibility of each building administrator.

B. Guidelines shall be published in staff and student handbooks and be sent to parents by way of appropriate media.

WARM WEATHER DRESS GUIDELINES: The word "reasonable" can be widely interpreted. So, we are asking each and every parent to consider the clothing their children wear to school. Kindergarteners may dress differently than emerging adolescents. It is suggested that students would be able to touch their shorts when their hands are straight at their sides. Shirts should cover the trunk of the body and should not show any part of abdomens. Please consider the happy medium between warm weather and appropriate school attire. As a parent, we are asking you to closely monitor what your child is wearing to school.

COLD WEATHER DRESS GUIDELINES: Sometimes parents leave the house before their children and they are not aware of what a particular child is wearing to school. Or, sometimes children decide to switch jackets at the last minute thinking that one would be better than another. Temperatures can drop dramatically during the day and a lightweight jacket will no longer keep a child warm. Consequently, we ask our recess aides to please check to see that every child has warm clothing before going outdoors for recess in the cold weather. Those children who seem to need something more are sent to the Health office for a warmer coat or sweatshirt to wear, if available. Please be sure that all jackets are labeled as they will be easily returned if lost. We never give hats to children because of our concern about the possibility of spreading head lice.

ELECTRONIC DEVICES AND CELL PHONES

At the elementary level, students may not use any electronic devices during school hours. Children have access to adults and the school office to communicate with parents. Please contact the school office if you have any need to communicate with your child. Specific medical/emergency situations requiring a cell phone will be dealt with on a one-on-one basis by the principal.

EMERGENCY CONTACT CARDS

We must emphasize the *importance of current and accurate information* on the Emergency Contact Cards that you complete for each child. We use these cards to contact you in case your child becomes ill, injured or other reasons. On each card please write the names and telephone numbers (cell phones included) of any adults whom we may contact if we are not able to contact you. These adults are the only people who will be permitted to pick up your child. Should it be necessary for another adult to do so, we must have your instructions in writing. That adult must report to the office and must show us picture

identification. If the information such as telephone numbers change during the school year, please send us the new information in writing and we will adjust the card.

EMERGENCY DISMISSAL

In the event school must close early for some unforeseen reason, you will receive a District call from the Superintendent's office with specific information and the closing will be announced on radio stations WBCB – 1490 AM, KYW – 1060 AM, WPST – 94.5 FM. Our school number is 752. School closing and emergencies are on the Neshaminy Network Television (NNTV), Comcast Cable – Channel 28 and Verizon FiOS Channel 43 or view the urgent information section of the Neshaminy webpage at www.neshaminy.org. We can never anticipate when an emergency will arise, but it is essential that your child/ren understands where he/she must go in case no one is at home and we are forced to close schools. We have attempted to indicate this in our Family Handbook and through the District memo sent out in early September, entitled “INCLEMENT WEATHER AND SCHOOL CLOSING.” **Please make sure that your child knows where to go in case of an emergency and no one will be at home.**

ESAP TEAM (Elementary Student Assistance Program)

The Albert Schweitzer ESAP team provides prevention and intervention programs for all students, particularly those at risk, using a well-designed process and set of procedures. The focus is on identifying students who may be experiencing difficulty with basic life skills, learning skills, social interaction, self concept, communication skills, decision making and identity issues. Also, students whose families are going through crisis might be referred for help and support. ESAP provides a system in which students, staff and parents are able to supply what is needed for each student to grow into happy, healthy and productive citizens.

FERPA (Family Educational Rights and Privacy Act)

Under the Family Education Rights and Privacy Act parents have the right to inspect their student's educational records; to seek amendment to educational records that are misleading, inaccurate, or violate the student's privacy; to consent to disclosures of personally identifiable information of a student; and to file a complaint with the U.S. Department of Education concerning failures by the school to meet said regulations. Requests to inspect records must be submitted to the building principal in writing. Complaints regarding FERPA infractions should be submitted, in writing, to the building principals.

As part of the school district's annual notification under FERPA, we designate for this school year the following types or categories of information as “directory information.” Directory information means information contained in the educational

records of a student, which is not considered harmful or an invasion of privacy if disclosed, so that it may be disclosed without prior parental consent. The school district's list of directory information includes: the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received and the most recent education agency or institution attended. Examples of how the school district may disclose directory information include releasing to the newspaper, or other news sources, information about students who have been named to the honor roll, National Honor Society, or as valedictorian, or who participate in any student clubs, activities or sports. These examples are for illustration only and are not an exclusive list of the manner in which directory information may be disclosed.

This notice provides you as a parent or eligible student with an opportunity to object in writing to any or all of those types of information that the school district has designated as directory information. You have the right to refuse to permit release by notifying the school district in writing that you do not want any or all of those types of information to be designated as directory information for your child or yourself.

Please submit any refusal with the types of information you wish removed from the list of directory information and mail your objections on or before, October 1 to your school's principal. If no written refusal is received, the school district may disclose directory information without your prior consent.

It should also be noted that upon request the district discloses educational records without consent to officials of another school district in which a student seeks to enroll.

FIRST AID, ILLNESS AND EMERGENCY INFORMATION

First aid may be administered by the school nurse or the health aide when a child has an accident. They will attend to the child's needs and notify the parent or guardian. If it is determined that a child is too ill or injured to stay in school, the parent, guardians or others listed on the emergency card will be contacted to pick up the child.

IT IS ESSENTIAL THAT THE SCHOOL STAFF HAVE ON FILE THE NAMES AND PHONE NUMBERS OF SEVERAL PERSONS TO CALL IN CASE OF AN EMERGENCY AND THE PARENT(S) OR GUARDIAN(S) CANNOT BE REACHED. This information is kept on the emergency card that is distributed to each family at the beginning of the school year. Please call the main office at 215-809-6380 to update your emergency card if changes should occur.

GUIDANCE SERVICES

The guidance program is geared to help individual students fully use their abilities, interests and talents toward self development and success in school. The guidance counselor is available to any student or parent needing assistance.

The guidance counselor, Mrs. Beth O'Driscoll, is ready and able to meet with parents and students to provide suggestions and to facilitate the use of school and other resources. The guidance counselor does not provide individual or group therapy, but may meet with individual children or groups regarding school issues or concerns.

HIV INFECTION

While providing a safe, healthy environment for its students and employees, our school district must recognize the confidentiality of individuals who may be diagnosed as having HIV. All employees in Neshaminy School District are required to follow Universal Health Care Prevention in all settings and at all times. Questions regarding specific school board policies on this subject should be directed to the principal.

HOME ACCESS

All student information will be accessed through your child's Home Access Login and Password information. Parents/guardians will need to complete a Home Access form through www.neshaminy.org. Please contact Schweitzer Elementary's main office for your child's login and password information.

HOMEWORK POLICY #619

- I. DEFINITION: Homework is any activity planned or approved by the teacher to be completed by the student outside of the regular classroom without the immediate and direct supervision of the teacher.
- II. THE PURPOSES FOR WHICH THE TEACHER ASSIGNS HOMEWORK ACTIVITIES INCLUDE THE FOLLOWING:
 - A. Helping a student master a skill.
 - B. Encouraging a student to learn new things.
 - C. Assisting a student to understand what is being taught.
 - D. Developing a sense of responsibility and independence.
 - E. Promoting good study habits and motivation.
 - F. Acquainting parents with what their child is learning in the classroom.
- III. GENERAL PRINCIPLES CONCERNING HOMEWORK ACTIVITIES
 - A. The purpose for which a homework activity is assigned must be shared with the student.

- B. The activities must be necessary, beneficial and clearly explained to the students.
- C. The homework must be relevant to the area of study, be reasonable in length and be appropriate to the maturity and ability level of the student.
- D. Teachers must acknowledge completion of homework assignments and/or provide feedback on all homework activities.
- E. Homework assignments must not be used as a disciplinary action for misbehavior of an individual student or a group of students.

IV. STUDENT AND PARENT RESPONSIBILITIES:

- A. It is understood that the student has responsibilities to meet in carrying out homework assignments made by the teacher. Failure to do so may subject the student to a lower grade for that assignment.
- B. Parents are encouraged to examine homework assignments and to offer advice toward successful completion of same by the students.

IMPLEMENTATION OF THIS POLICY

- A. It is the responsibility of the administration and staff to carry out the provisions of the homework policy.
- B. Individual building guidelines shall be developed and principals shall work with their respective school staffs to formulate these guidelines and to establish processes to assist in carrying out the intent of this policy.
 - 1. Such guidelines must be shared by individual teachers with students and parents and/or be included as part of a student handbook which is distributed to students and parents.
 - 2. An explanation of the use/value of homework must be described such as: correcting, grading, class use, etc.

HOMEWORK GUIDELINES

I. BACKGROUND

The foundation for study skills is an elementary school responsibility. As a consequence, there is a resurgence of interest in homework in the hope that more homework, will of itself, bring about better achievement, but it won't! Simply increasing the amount of homework will not necessarily produce better scholarship. Once children learn a skill, they need to practice it. If too much time elapses between learning and practicing, the skill is not mastered and may even be forgotten. Having effective practice exercises for students is a valuable part of the daily instructional program. The responsibility for homework rests with the student so please provide support as needed, but allow the child to complete it on his/her

own. If the homework assignment was too difficult, we ask that you please send a note to your child's teacher, rather than completing it for him/her.

I. PURPOSES

One of the first improvements that can be made in homework is to be sure that it serves valid purposes such as:

- Provides essential practice in needed skills.
- Trains pupils in good work habits and promotes responsibility
- Affords opportunities for increasing self-direction.
- Enriches and extends school experiences.
- Helps children learn to budget their time.
- Acquaints pupils with out-of-school learning ideas.
- Minimize the temptation to merely copy information.
- Are adapted to individual needs, interest and capacities.

As a part of Albert Schweitzer's Organizational Study Skills, homework books have been purchased for every student in Grades 2 – 4 and it is essential that homework assignments are copied each night by the students. Concerns or questions relating to homework assignments should be directed to your child's teacher.

IMMUNIZATION AND COMMUNICABLE DISEASE

Immunization Requirements

The Pennsylvania Department of Health requires that all children in any grade, Kindergarten through 12 (including all public, private and parochial and intermediate unit students) show proof of immunization before they can attend school in the Commonwealth. Four (4) doses of Diphtheria and Tetanus Vaccine (with one dose after 4th birthday) are required in addition to:

- 3** doses of Polio Vaccine
- 2** doses of measles Vaccine (with the first dose after the 1st birthday)
- 1** dose of German Measles and Mumps
- 3** doses of Hepatitis B Vaccine
- 1** dose of Varicella (or verification of Chickenpox disease)

Provisional Enrollment

Children entering school for the first time and children entering school from another state must have initial immunization shots in each vaccine. The parents' plan for completion of the required immunization shall be submitted to the school. All immunization requirements shall be completed within eight months of entrance to school. If the requirements are not met, the student will be excluded.

Exceptions

1. Medical Exception

Children need not be immunized if a physician provides a written statement that immunization may be detrimental to the health of the child. When the physician determines that immunization is no longer detrimental to the health of the child, the child shall be immunized according to procedure. Only licensed medical doctors and doctors of osteopathy can sign for medical exemptions. If a medical exemption is for a specific antigen(s), this should be indicated in the statement of exemption. All other immunizations will be required.

2. Religious Exception

Children need not be immunized if the parent, guardian, or emancipated child objects in writing to the immunization on religious grounds or on the basis of a strong moral or ethical conviction similar to a religious belief.

Communicable Disease in School Children

The following guidelines for communicable diseases are regulated by the Department of Health. Children diagnosed with diseases may return to school after they have adhered to the appropriate time guidelines listed below:

- a. Chickenpox – six days from the last crop of vesicles.
- b. Acute Contagious Conjunctivitis (Pink Eye) – Twenty-four hours from institution of appropriate therapy.
- c. Diphtheria – Two weeks from the onset or until appropriate negative culture tests.
- d. Impetigo Contagiosa – Until judged non-infective by child's physician.
- e. Measles – Four days from the onset of rash.
- f. Mumps- Nine days from the onset until subsidence of swelling.
- g. Pediculosis Capitis (Head Lice) and Pediculosis Corporis (Body Lice) – See Board Policy.
- h. Pertusis (Whooping Cough) – Four weeks from the onset or seven days from institution of appropriate antimicrobial therapy.
- i. Respiratory Streptococcal Infections including scarlet fever – 24 hours from institution of appropriate antimicrobial therapy.
- j. Ringworm – all types – until judged non-infective by the child's physician.
- k. Rubella (German Measles) – Four days from the onset of rash.
- l. Scabies – Until judged non-infective by child's physician.

Any disease not covered by these regulations should be reported to the school nurse for proper advice and implementation of regulations.

Procedures for reporting, controlling and regulating communicable disease in the Neshaminy School District are based upon the guidelines outlined in the Pennsylvania Department of Health Regulations.

INCLEMENT WEATHER PROCEDURES

In the event of inclement weather, one of three conditions will exist and any decision will apply to all Neshaminy Schools:

1. Schools will be in session and begin at regular time.
2. Schools will start two hours later than usual. Students should report to their bus stops two hours later than usual and wait for at least 30 minutes for the bus to arrive. School will be dismissed at the regular time unless notification is given of an early closing.
3. NO SCHOOL. Students should not report to school.

We ask that you be ready for school closing or early dismissal and that you cooperate with the school in the following ways:

- Please do not contact the school office as we need the lines to make outside calls.
- Please listen to the radio, visit the district website, or watch the local news.
- Please prepare your child with an early dismissal plan and where they should go.

Our staff is involved with emergency closing procedures and phone calls are extremely difficult to manage. Please use the regular means of transporting your child home from school and listen to radio stations KYW – 1060 AM, WBCB – 1490 AM, and WPST – 94.5 FM. Also, Neshaminy Network Television has 24 hour weather and Neshaminy school closing information. This can be viewed on Comcast Cablevision Channel 28 or Verizon FiOS Channel 43. The District’s school closing number is **752**. In addition, information on school closings/delays/dismissals will be posted on the District’s website at www.neshaminy.org.

INSTRUCTIONAL PROGRAM

We expect to provide a quality instructional program that is strong in the core subject areas, the arts and physical education. We avidly endorse children reading independently at home.

We are forthright in our delivery of the School District’s prescribed curriculum in Reading, Language Arts, Math, Social Studies, Science, the Arts and Physical Education. Our curriculum is aligned with the State and Federal standards. We enrich our curriculum by providing opportunities in the arts, such as: chorus, instrumental lessons, art club and Reading Olympics. Students who meet eligibility requirements may receive specialized

services including: reading support, special education, speech and language therapy, physical therapy and occupational therapy.

Obviously, time is tight and we must use the available instructional time and instructional resources to the fullest. Therefore, the implementation of the instructional program is our first priority!

INSURANCE

Student Accident Insurance is available through American Management Advisors. Please contact the company at 215-946-8888 for the plans that are available. Applications may be found on Neshaminy School District's website.

ITEMS IN SCHOOL

We believe that students should primarily focus on learning when they are in school. No electronic games, iPods, cell phones, trading cards, toys, or special possessions of students should be brought to school. ***This list is not all-inclusive.*** Especially after holidays or birthdays, students who bring personal possessions to school are often tempted to spend more time thinking about those items than their schoolwork. Additionally, many of these items are costly, look the same, cannot have names written on them and are easily broken, lost, or stolen. That often results in anger, accusations, or disappointment. Unfortunately, even putting items in one's backpacks or desk does not ensure security. With their many duties, teachers should not be expected to guard students' belongings. Items such as these that are brought to school will be held by the teacher or office staff and sent home with the child at the end of the day or held until a parent comes to pick them up. Your cooperation and understanding is appreciated. The building principal has discretion over the safety and appropriateness of all items.

LIBRARY

Library books are checked out to each child for one week. The book may be renewed once. Ask to see your child's library book/s. Discuss the content of the book. Your interest will promote his/her interest and progress. Progress Reports will be withheld in the fourth marking period for students with outstanding library books or obligations.

LOST AND FOUND

All items found on the playground or in the building are placed outside the gym where they are stored. Eyeglasses, lost money or jewelry is given to the office staff. Please have your child check the lost and found containers if he/she has lost anything. It is a good idea to put your child's name on lunch boxes, jackets, etc. to avoid confusion. At the end of every year, we end up with a considerable amount of good clothing.

Unclaimed clothing will be donated to a charitable organization if not claimed by the end of the school year.

LUNCH PROGRAM

The district's new food service provider is Aramark. The school district's Food Service Department is self-supporting and non-profit and receives no local taxpayer dollars. However, each school cafeteria is maintained as a vital part of the educational program. As such, a well-balanced lunch is offered each day. The cost of a full lunch for 2016-2017, including milk, is \$2.50. Alacarte/snacks are available and can be purchased separately. For students who bring their lunch, a selection of milk, including low fat, is available for \$.70.

A monthly menu can be accessed on the Web www.neshaminy.k12.pa.us and then select Food Service.

FREE and REDUCED Meals – If you were approved for free or reduced meals during the 2015-2016 school year, your eligibility will carry through October 19, 2016 to give you a chance to reapply. **YOU MUST REAPPLY EVERY YEAR FOR FREE AND REDUCED ELIGIBILITY.** Applications are filled out online at WWW.PASCHOOLMEALS.COM. If you don't have a computer or it isn't working properly, you can apply at your local library, school or come to the Food Service office.

All Neshaminy School District schools will now use **ParentOnline**. You will need to register at <http://www.ParentOnline.net> to see balances, choose restrictions, etc., at no cost – but the deposit fee is 5% should you choose to use it. You will need your child's student ID number which you can find on the progress report mailed home last year, by asking your child the number they use to log onto Neshaminy computers, or call your school for the number.

Payments can also be sent to school by cash, check, or money order. Neshaminy School District will never call your home and ask you for credit card information.

If your child is celebrating a birthday, our food service staff would be happy to arrange for a special in-class snack. Please discuss the arrangements with your cafeteria manager. Prices vary according to your request.

NON-DISCRIMINATORY PRACTICES

“Neshaminy School District is an equal opportunity education institution and will not discriminate on the basis of age, race, color, national origin, sex, religion and/or

handicapping conditions 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 Theresa Hinterberger, Director of Human Resources at 2001 Old Lincoln Highway, Langhorne, PA 19047 or call 215-809-6606.

NO SMOKING POLICY

Smoking and tobacco use by students, employees of the Neshaminy School District and all members of the general public is prohibited in/on the following areas:

- All District facilities and buildings
- Buses, vans or other vehicles owned by, leased by, or under the control of the Neshaminy School District.
- Property owned by, leased by or under the control of the Neshaminy School District.

NOTICE OF SPECIAL EDUCATION SERVICES

Neshaminy School District provides special education and related service to resident children with disabilities who are ages three through twenty-one. Under the federal Individuals with Disabilities Education Act, or “IDEA,” children qualify for special education and related services if they have one or more of the following disabilities and, as a result, need specially designed instruction:

1. Autism
2. Deaf-Blindness
3. Deafness
4. Emotional Disturbance
5. Hearing Impairment
6. Intellectual Disability
7. Multiple Disabilities
8. Orthopedic Impairment
9. Other Health Impairment
10. Specific Learning Disability
11. Speech and Language Impairment
12. Traumatic Brain Injury
13. Visual Impairment Including Blindness

The legal definitions of these disabilities, which the public schools are required to apply under the IDEA, may differ from those used in medical or clinical practice. The legal definitions, moreover, could apply to children with disabilities that have very different medical or clinical disorders. A child with attention deficit hyperactivity disorder, for example, could qualify for special education and related services as a child with “other

health impairments,” “serious emotional disturbance,” or “specific learning disabilities” if the child meets the eligibility criteria under one or more of these disability categories and if the child needs special education and related services as a result. If you suspect that your child may be in need of services, please contact your school’s Guidance Counselor.

NURSE

Our nurse, Mrs. Sharon Binder, and our health aide are available for medical services. If your child is ill, please **DO NOT** send him/her to school. The nurse is available only for accidents or illnesses occurring in school. We cannot treat injuries that were received at home.

Medication Policy

In order for the school personnel to distribute prescribed or over-the-counter medication, the following conditions must be met:

1. A written note is required from the doctor.
2. A permission form, available in the nurse’s office, must be on file authorizing school personnel to dispense the medication according to the directions of the doctor.
3. The medication must be in a container appropriately labeled by the pharmacy or physician for the student. Medication in plastic bags, aluminum foil, envelopes, old pill bottles, etc. will not be administered.

In cases when these conditions are not met and the administration of medication is necessary, the parent or guardian may come to school to administer the medication.

Under no circumstances should a child have any form of medication, prescription or over-the-counter, to self-administer during the school day.

PARENT-TEACHER COMMUNICATION

Parents are encouraged to keep in close contact with the school. Teachers may be contacted by note or by telephone. Messages are placed in the teachers' mailboxes as they are received. Teachers do have access to district e-mail but for time-sensitive or confidentiality issues, it's discouraged since the e-mail may not be received until the end of the school day. Please use the classroom teacher as the first line of communication in addressing your child's needs. Teachers will generally share their preferred means of communication with those in attendance at Back to School Night. Parent-teacher conferences are held in November and as the needs arise.

If you wish to have a conference with your child's teacher or another member of the staff, please call ahead to make an appointment.

PARENT-TEACHER ORGANIZATION

The Albert Schweitzer Elementary School Parent-Teacher Organization (PTO) can only be effective with your support. We urge you to join and become an active member. The Schweitzer PTO has contributed greatly to enriching the educational programs for the children of Albert Schweitzer Elementary School while also organizing events that bring our community together throughout the school year.

Officers of the Home & School Organization for 2016-2017

| | |
|-----------------|-----------------------|
| President | Mrs. Janice Dalton |
| Vice President | Mrs. Jennifer Simpson |
| Treasurer | Mrs. Denise Loadwick |
| Secretary | Mr. Dave Kutch |
| Parliamentarian | Mrs. Amy Springer |

PARENTAL RESPONSIBILITIES

Please send your child to school each day having had breakfast and ready with supplies, homework, forms, signed paperwork a lunch plan and a dismissal plan.

Please make sure that you are familiar with the Family Handbook and especially the sections on Student Expectations and Discipline. Please make sure that you are familiar with our procedures for picking up children from school and, especially at the end of the day for dismissal.

If you choose to send in a class treat for your child's birthday, please contact your child's teacher for procedures.

Please do not send drinks or any other item that requires refrigeration. Bring treats to the office and they will be delivered to the classroom.

Please make sure that you have your child's plan for dismissal set before school begins each day. Any request to change the regular dismissal plan must be placed in writing. Please do not call the office to change the dismissal plan during the school day.

RECESS

We make every effort to ensure that our students have fresh air and exercise each day. A 30-minute recess period follows lunch. **Please see that your child is dressed appropriately for weather conditions.** If the outside temperature is 20 degrees or higher (wind chill will be taken into account), we will usually go outdoors. Recess is designated for students only, so please do not plan to visit your child at this time of the day.

RELINQUISHING CHILDREN

If you are picking your child up at a time other than our regularly scheduled dismissal, whether or not your child is expecting you, please report to the office. We will call your child's classroom and let him/her know you are here. Please do not go directly to the classroom.

The statements below apply to release of children and access to children in all situations including: custody cases, regular dismissal, early dismissal and emergency situations:

- Copies of the most recent legal communication that pertains to the school setting regarding: custody, release of students and access to students must be presented to the school at registration, prior to the beginning of each school year and at the time that an access situation arises. The *most recent* court order or legal documentation permitting or restricting release of a child will be followed. A Court Order supersedes any other legal documentation, regardless of date of issue.
- Any individual, to whom children may be dismissed, must be identified on the *Emergency Information Card*. Please write additional names and phone numbers on the reverse side of the card if necessary. Students will be released only to those individuals whose names are on the emergency card. If for any reason someone will pick up your child other than who is listed on the emergency card, YOU must send a dated note to the office of this change.
- In order for a child to be released to anyone who is not on the emergency card, a note concerning the specific release must be presented prior to or at the time of the

release. In the event that a note is not provided, and the parent or guardian calls to request that a child be released to someone who is not on the emergency card, verification of the caller's identity must be made by the principal or designee before releasing the child.

REPORTING PRACTICES

A report of your child's progress is made four (4) times a year for students in pre-first through fourth grade. Kindergarten students receive progress reports three times a year. At the end of the first marking period in November, a Parent-Teacher Conference is scheduled for each child and you'll receive a written conference report.

A written progress report is issued at the end of the second, third and fourth marking periods for students in pre-first through fourth grade. Kindergarten students receive written progress reports in March and June. The dates for conferences and progress report distribution are indicated on our District and school calendars.

SAFETY PATROL

The Albert Schweitzer Elementary School has a Safety Patrol under the direction of a Staff Advisor and with the guidance of the Middletown Township Police Department and Keystone AAA. The members of the Patrol assist the students within the school, calling buses at the end of the day and at designated posts throughout the school. Mrs. Mary Ellen Pulak is the Coordinator of the Safety Patrol here at Schweitzer.

SCHOOL BOARD

The Neshaminy Board of School Directors conducts a public meeting each month. All parents are encouraged to attend these meetings. Notices are posted on the board in the main office. School Board Work Sessions are also opened to the public. The exact dates and locations can be found at www.neshaminy.k12.pa.us.

SCHOOL DAY

Children are expected to be in school each day. School begins promptly at 9:10 a.m. Students who get a ride to school or walk are permitted to enter the building no earlier than 8:55 a.m. (8:50 a.m. if they are having breakfast). Adult supervision of students begins at 8:55 a.m. so children should not be waiting outside of school prior to this time especially during inclement weather.

Dismissal begins at 3:35 p.m. for vans and small buses, followed by car riders, then walkers. Buses are called over the public address system in the order in which they arrive and students riding the bus will be dismissed from their classrooms at the end of the day. It is expected that all buses will be boarded by 3:50 p.m.

SECTION 504 NOTICE

Under Section 504 of the Federal Rehabilitation Act of 1973, and under the Federal Americans with Disabilities Act, some school age children with disabilities who do not meet the eligibility criteria outlined might nevertheless be eligible for special protections and for adaptation and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptation, and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program. Please contact your school's Guidance Counselor for further information.

Too Good for Drugs and Too Good for Violence

We will continue the District's prevention curriculum in all of the grades from Kindergarten through grade 12. The *Too Good for Drugs and Too Good for Violence* curricula teach life skills to aid students in making good decisions for themselves and their community, especially with regard to drug use and violence. Tools such as De-Escalation Skills, "I" messages, and Stop-Think-Plan, taught in this curriculum can empower students to stand up for themselves and to express their feelings. Learning and rehearsing problem-solving skills will equip students with ways to advocate for themselves and others and to take ownership for their actions. Strong social and emotional learning paves the way for strong academic learning to take place.

SPECIAL EDUCATION PROGRAMS

Children are identified as being exceptional through formal procedures, wide assessments and evaluations culminating in a Comprehensive Educational Report followed by the development of an Individual Educational Plan. Albert Schweitzer currently offers programs for children who are eligible for Learning Support, Speech-Language Therapy, Occupational and Physical Therapy, Hearing and Vision Support and those who are identified as eligible for the Academic Enrichment Program.

Federal Law provides that identified students must be educated in the "least restrictive environment." This concept mandates that children receive instruction by special education staff members only to the extent necessary to overcome the learning difficulties being experienced. Supplemental services can be provided through the resource room for a range of students (i.e. those who only need about one-half hour of time, those who need two or three days a week and those students who need a great deal more of their instruction provided by learning support staff). The primary goal of special education is to help students develop skills so that they can be successful in a regular classroom. This goal is consistent with the concept of "least restrictive environment."

STANDARDIZED TESTING

Standardized test will be administered on the following dates:

| | | |
|--------------------------------------|-------------------|---|
| M.A.P. Testing (Math and Reading) | Grades 1, 2 | September 19-October 14 January 3-27 |
| DIBELS Testing | Grades K, 1, 2 | September 14-September 30 May 9-May 20 |
| PSSA English Language Arts | Grade 3, 4 | April 3-April 7 |
| PSSA Mathematics | Grades 3, 4 | April 24-April 28 |
| PSSA Science | Grade 4 | May 1-May 5 |

STUDENT EXPECTATIONS

Each student is expected to play a part in creating a school environment that promotes successful teaching and learning for each child. We all must contribute to the maintenance of a school environment that is safe, positive and controlled.

At recess children may engage in the play of their choosing, but must remember to be safe and keep others safe by avoiding rough play and games that could cause harm. Grabbing, pulling, swinging, simulating wrestling moves, etc. are bad choices.

At the special classes of art, library, music and physical education, children need to follow the direction of the teacher and to complete tasks and activities as requested. Children may not distract the teacher from teaching and the class from learning.

When traveling in the hallways, children need to be quiet and follow teacher and staff direction, keeping hands to self and especially not interrupting classes.

In the cafeteria and at assemblies, children need to respect the space of others by keeping hands to self. Small voices must be used and children must listen when an adult is speaking.

Children need guidance in learning to make the right choices and they must learn to be responsible for the choices that they make. Home and school must work together to encourage every child to make good decisions about his/her actions.

STUDENTS RIGHTS & RESPONSIBILITIES

The majority of students at the Albert Schweitzer Elementary School respect public property and personal property, as well as the rights of other students. Those students who act in a manner and/or whose conduct disturbs the learning environment or threatens the health, safety and welfare of themselves and of others, subject themselves to disciplinary action as per School Board Policy #505.

TELEPHONE

Our office telephone number is (215) 809-6380. Should an emergency arise that makes it necessary to communicate with your child, please call the office. If a need arises where a child **MUST** call home, permission must be received from their teacher or staff member to use the office phone. Frequent calls from the same student will be screened to be sure that due to lack of responsibility the child is not constantly asking parent/s to bring in assignments, etc.

TITLE IX STATEMENT

Neshaminy School District is an equal opportunity education institution and will not discriminate on the basis of age, race, color, national origin, sex, religion and/or handicapping condition 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 Theresa Hinterberger, Director of Human Resources, 2001 Old Lincoln Highway, Langhorne, PA 19047.

VISITORS IN SCHOOL

Parental interest in the educational process is the lifeline of school performance. Visitation of parents is encouraged and always welcomed. However, we do ask that prior arrangements be made before visiting the classrooms. In addition, we are sure you will agree that the security of the building and the safety of our students are paramount to all of us.

While we encourage parents and guardians to be actively involved in their child's education, visitors do not have automatic or immediate access to any school area or to any school personnel. **Upon entering the building, the visitor must first proceed directly to the front office to sign in and obtain a visitor's pass. This pass must be worn in a prominent place at all times while in the building.** At the end of the visit, please return to the office, sign out and return the pass. We value the health, safety, and welfare of our students, therefore at no time should parents or visitors enter the school building and go directly to their child's classroom or any other area of the building. In an effort to protect our students, all staff members will be required to ask anyone they see in the building for the visitor's badge. Staff members will respectfully direct any person without a badge to the front office. In order to visit any place or person, visitors must always:

- Check in at the front office and sign in with the purpose of the visit.
- Follow the school building procedures regarding visitations.
- Obtain a school visitor pass before frequenting any part of the school. Please turn off or place on vibrate all cell phones and PDA's while inside the building.

- In order to protect the students and integrity of the school facilities, all visitors are required to enter through the main entrance and to advise the principal, or designee, of their presence and business.
- No person shall visit or audit a classroom or other activity, nor shall any person remain on school premises without the approval of the principal or his designee.
- It should be understood after 8:55 a.m. that no visitors may interrupt the instructional process by taking a teacher's attention away from the students while classes are in session.
- It is unlawful for visitors to remain on school grounds in violation of these rules.

VOLUNTEERS

The building principal authorizes the selection and use of parents/guardians, community members, and others, as volunteers to assist and supplement regular school district staff. The principal will provide a policy letter to each volunteer and obtain an affirmation form to be completed by the volunteer. Under no circumstances shall a volunteer be considered an employee of the district. A volunteer shall receive no wages or other valuable consideration for the performance of volunteer services. The volunteer position is not a right, but a privilege that is conferred by the Board. Any such volunteer position may be eliminated at any time for any reason or no reason.

The Board has established the following guidelines with regard to volunteers:

- The building principal or designee shall assume general authority and responsibility over all volunteers serving at that site. A record of their names and a brief description of the service performed shall be maintained at the building level.
- Volunteers may undertake activities such as, but not limited to those listed below, provided that such activities are under the direction of school district staff, and do not conflict with any provisions of policies or procedures of the school district.
 - Tutoring
 - Assisting in supervising students
 - Preparing instructional materials
 - Clerical assistance
- Clearances:
 - Volunteers shall be required to have clearances.
 - The above aforementioned volunteers shall comply with the legally mandated employee requirements and procedures for a criminal history check – Act 24 and Act 114 (Criminal Record Background Check) and Act 151 (Child Abuse History Clearance)

- Clearances shall be at the volunteer's expense. In cases of need the expense for clearances may be considered for reimbursement by the building principal.
- As long as the volunteer stays in continuous service, there is no need for additional clearance checks.
- Volunteers are required to submit to a tuberculosis examination if the volunteer work may involve ten or more hours per week in direct contact with children. The cost of the examination shall be at the volunteer's expense.
- Volunteers shall not administer or enforce discipline upon students.
- Except in cases of emergency, volunteers shall not administer first aid or medicine to students.
- Except as specifically authorized by the building administrator on a case-by-case basis, volunteers shall not operate any motor vehicles owned by the school district, nor shall they transport students as part of any school district program or activity.
- All volunteers shall maintain confidentiality in working with students, staff, and all privileged information in the school.

WALKERS

Students termed as “walkers” are those children that, because of the distance to school, walk to school rather than ride a bus. Walkers may not take the bus unless they have a **note from a doctor** stating they cannot physically walk to school. This doctor's note should be sent to Mr. Minotti, Department of Transportation, 2001 Old Lincoln Highway, Langhorne, PA 19047.

The school doors open for children to enter the building at **8:55 a.m.** (8:50 a.m. for those buying breakfast). This is the time our staff is scheduled to arrive. Walkers are **NOT** to arrive at school before this time and should not be walking through private property without the owner's permission.

Students are expected to go directly home when dismissed at the end of the school day (not play on the playground) in order to cross the street while the crossing guards are on duty.



NESHAMINY SCHOOL DISTRICT 2016 - 2017 SCHOOL CALENDAR



SEPTEMBER 2016

| S | M | T | W | T | F | S |
|------|------|------|------|----|-----|-----|
| 8/29 | 8/29 | 8/30 | 8/31 | 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 | |
| | | | | | S22 | T24 |

8/29 & 8/31 Mon., Tues. - No School/Teacher Professional Development Day (PD)
8/31 Wednesday - First Day for Students Grades Kdgn., 5th, 8th report to school
9/1 Thursday - All Students Report
9/5 Monday - Labor Day (District Closed)

OCTOBER 2016

| 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 | | | | S18 | T18 |

10/3 & 10/4 Mon. & Tues. - Rosh Hashanah (Schools Closed)
10/12 Wednesday - Yom Kippur (Schools Closed)

NOVEMBER 2016

| 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 | | | |
| | | | | | S19 | T19 |

11/8 Tues. - No School/Election Day/Teacher PD/Act 80 Day
11/11 Fri. - Veterans Day Observation (District Closed)
11/22 Tues. - No School for Elem. & Kdgn. Students, Elem. Conferences for grades K-5 (Elementary Act 80 Day)
11/23 Wed. - No School/Secondary Teacher PD/Act 80 Day
11/24 & 11/25 Thurs., Fri. - Thanksgiving (District Closed)

DECEMBER 2016

| 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 |
| | | | | | S16 | T16 |

12/23, 26, 27, 30 - Christmas/New Year's Recess (District Closed)
12/28, 12/29 - Christmas Recess (Schools Closed)

JANUARY 2017

| 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 | | | | | |
| | | | | S20 | T20 |

1/2 Monday - New Year's Recess (District Closed)
1/16 Monday - Martin Luther King Day (Schools Closed)

FEBRUARY 2017

| 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 | | | | |
| | | | | | S19 | T19 |

2/20 Monday - President's Day (District Closed)
2/21 Tuesday - No School/Teacher PD/Act 80 Day

MARCH 2017

| 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 | |
| | | | | | S23 | T23 |

APRIL 2017

| 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 | | | | | | |
| | | | | S16 | T16 | |

4/10 Monday - No School/Teacher PD/Act 80 Day
4/11 Tuesday - Easter Recess (Schools Closed)
4/12 Wednesday - Easter Recess (Schools Closed)
4/13 & 4/14 Thurs. & Fri. - Easter Recess (District Closed)

MAY 2017

| 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 | | | |
| | | | | S22 | T22 | |

5/16 Tuesday - No School/Election Day/Teacher PD/Act 80 Day
5/29 Monday - Memorial Day (District Closed)

JUNE 2017

| 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 | |
| | | | | | S10 | T12 |

6/14, 15, 16 Wed., Thurs., Fri. - * = half days for students, full days for teachers
6/16 Friday - Last Day for Students
6/16 Friday - Last Day for Teachers

GH/s

Board Approved: 5/20/16

First Day/Students - ☐

No School/Teacher Professional Development (PD) - ☐

School in Session for all Secondary Students - ☆

Schools Closed - Student/Teacher Holiday - △

District Closed/All Staff Holiday - ○



Graduation: June 2017 to be determined.

S = Student/185.5 - Total Student Days for Grades Kdgn., 5, 9

S = Student/184.5 - Total Student Days for Grades 1, 2, 3, 4, 6, 7, 8, 10, 11, 12

(Includes 6 Act 80 Days for Elementary Students and 5 Act 80 Days for Secondary Students)

T = Teacher/189 - Total Teacher Days



Neshaminy School District

2001 Old Lincoln Highway • Langhorne, Pennsylvania 19047-3295

MEDICATION ORDER

No prescribed or over the counter medication shall be dispensed by any school district personnel unless the school nurse has on file an order from the physician and written parental permission authorizing the appropriate personnel to dispense the medication in accordance with the directions of the physician.

PHYSICIAN ORDER:

Student Name _____ Age _____ Date of Order _____

Name of Medication _____

Dosage and Route of Administration _____

Time or Frequency of Administration _____

Printed Name of Physician _____

Address & Phone Number of Physician _____

Signature of Physician _____

Any medication administered by school personnel must be delivered to the school nurse, the school principal or his / her designee and is required to be in a container appropriately labeled by a pharmacy or a physician.

I hereby authorize the Neshaminy School District personnel to dispense a prescription or over the counter medication to my child in accordance with the policies of the Neshaminy School District.

Parent Signature _____

Date _____

**Annual Public Notices
2016-2017 School Year**

Protection of Pupil Rights Amendment

Section 1061 of the “No Child Left Behind Act” affords parents and emancipated minors certain rights. These rights include:

- The right to preview “protected information” student surveys and the right to opt a student out of taking such a survey.
- The right to receive notice and to opt a student out of receiving any non-emergency, invasive physical examination not required by law.
- The right to preview student data collection surveys for marketing purposes and to opt a student out of taking such a survey.
- The right to inspect instructional and assessment materials used as part of a school district’s educational curriculum.

[It should be noted that the Neshaminy School District does not authorize use of such student surveys, does not authorize collection of student data for marketing purposes, and does not authorize any student medical examinations unless required by law.]

Qualifications of Title I Staff

The No Child Left Behind Act allows parents of children at Title I schools to ask certain information about their child’s classroom teachers.

This information includes:

- Whether the PA Department of Education has licensed the teacher for the grades and subject he or she teaches
- Whether the PA Department of Education has decided that the teacher can teach in a classroom without being licensed
- The teacher’s college major; whether the teacher has any advanced degrees, and if so, the subject of the degree
- The qualifications of any instructional aide who provides services to your child

If you would like to receive any of this information, please contact Neshaminy School District, Human Resources Office, at 215-809-6606.

Special Education

The Neshaminy School District provides special education and related service to resident children with disabilities who are ages three through twenty-one.

Under the Individuals with Disabilities Education Act, commonly referred to as the “IDEA,” children qualify for special education and related services if they have one or more of the following disabilities and, as a result, demonstrate a need for special education and related services: (1) mental retardation, (2) hearing impairments, including deafness, (3) speech or language impairments, (4) visual impairments, including blindness, (5) serious emotional disturbance, (6) orthopedic impairments, (7) autism, including pervasive developmental disorders; (8) traumatic brain injury, (9) other health impairment, (10) specific learning disabilities. If a child has more than one of the

above-mentioned disabilities, the child could qualify for special education and related services as having multiple disabilities. Children ages three through nine years old may also be eligible if they have developmental delays and, as a result, need special education and related services.

The legal definitions of these disabilities, which the public schools are required to apply under the IDEA, may differ from those used in medical or clinical practice. Moreover, the IDEA definitions could apply to children with disabilities that have very different medical or clinical disorders. A child with attention deficit hyperactivity disorder, for example, could qualify for special education and related services as a child with “other health impairments,” “serious emotional disturbance,” or “specific learning disabilities” if the child meets the eligibility criteria under one or more of these disability categories and if the child needs special education and related services as a result.

Under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, some school age children with disabilities who do not meet the eligibility criteria under the IDEA might nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program.

Information regarding potential signs of developmental delays and other risk factors that could indicate disabilities can be found on our website.

Rights under Section 504 of the Rehabilitation Act of 1973

As noted above, some students with disabilities who are not in need of special education and related services are nevertheless entitled to adaptations and accommodations in their school program or in the physical environment of school buildings, grounds, vehicles, and equipment, when such adaptations or accommodations are required to enable the student to access and participate meaningfully in educational programming and extracurricular activities. Parents are entitled to a written description of the adaptations and accommodations that the public school is willing to offer. This written description is called a “service agreement” or “accommodation plan.” The rights and protections described above under the headings “Notice,” “Consent,” “Protection in Evaluation Procedures,” and “Maintenance of Placement” apply to students receiving adaptations and accommodations under Section 504. Parents who have complaints concerning the evaluation, program, placement, or provision of services to a student may request either an informal conference with the public school or a due process hearing. The hearing must be held before an impartial hearing officer at a time and location convenient to the parents. Parents have the right to request a free written or electronic transcript or recording of the proceedings, to present evidence and witnesses disclosed to the public school, to confront evidence and testimony presented by the public school, to review their child’s complete educational record on request before the hearing, to receive a written decision from the hearing officer, and to be represented by counsel or an advocate of their choice. An appeal may be taken from the decision of the hearing officer to a court of competent jurisdiction.

Compliance Complaints. In addition to the above hearing rights, parents and others with complaints concerning the education of a child with disabilities or violations of rights guaranteed by either the IDEA or Section 504 may file complaints with the Pennsylvania Department of Education, which must investigate such complaints and issue written findings and conclusions. Information concerning such complaints can be obtained at the following address:

Pennsylvania Department of Education
Bureau of Special Education
Division of Compliance Monitoring and Planning
333 Market Street, 7th Floor
Harrisburg, PA 17126-0333
(800) 879-2301

Students who are Mentally Gifted:

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

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

For more information or to request evaluation or screening of a public or private school child please contact your child’s guidance counselor. For preschool children, information can also be obtained, and screenings and evaluations requested, by contacting the Bucks County Intermediate Unit.

Student Records

The public schools of Bucks County maintain records concerning all children enrolled in public school, including students with disabilities. Records containing personally identifiable information about or related to children with disabilities could include, but are not limited to, cumulative grade reports, discipline records, enrollment and attendance records, health records, individualized education programs, notices of recommended assignment, notices of intent to evaluate and reevaluate, comprehensive evaluation reports, other evaluation reports by public school staff and by outside evaluators, work samples, test data, data entered into the Penn Data system, correspondence between school staff and home, instructional support team documents, referral data, memoranda, and other education-related documents. Records can be maintained on paper, on microfiche, on audio or videotape, and electronically. Records can be located in the central administrative offices of the public school, the administrative offices of the Bucks County Intermediate Unit, the school building or building at which the student attended or attends school, private schools and facilities at which the public school has placed the child for educational purposes, central storage facilities and electronic storage systems, and in the secure possession of teachers, building administrators, specialists, psychologists, counselors, and other school staff with a legitimate educational interest in the information contained therein. All records are maintained in the strictest confidentiality.

Records are maintained as long as they remain educationally relevant. The purposes of collecting and maintaining records are (1) to ensure that the child receives programs and services consistent with his or her IEP; (2) to monitor the ongoing effectiveness of programming for the child; (3) to document for the public school and the parents that the student is making meaningful progress; (4) to satisfy the requirements of state and federal agencies who have an interest in inspecting or reviewing documents concerning particular students or groups of students for purposes of compliance monitoring, complaint investigation, and fiscal and program audits; and (5) to inform future programming for and evaluations of the child. When educational records, other than those which must be maintained, are no longer educationally relevant, the public school must so notify the parents in writing and may destroy the records or, at the request of the parents, must destroy them. Public schools are not required to destroy records that are no longer educationally relevant unless the parents so request in writing.

Parent consent. Parent consent is required in writing prior to the release of any personally identifiable information concerning a child with disabilities. Parent consent is not required, however, prior to the release of information (1) to a hearing officer in a special education due process hearing; (2) to public school staff and contractors with a legitimate educational interest in the information; (3) to officials or staff of other schools and school systems at

which the student is enrolled or intends to enroll; (4) to federal or state education officials and agencies and to the Comptroller of the United States; (5) to accrediting organizations to carry out their accrediting functions; (6) to comply with a lawful subpoena or judicial order; (7) in conjunction with a health or safety emergency to the extent necessary to protect the health and safety of the child or others; or (8) that the public schools have designated as "directory information." Disclosure without consent of the parent is subject to certain conditions more fully described in the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and its implementing regulation, 34 C.F.R. Part 99.

Parent access. Upon submitting a request to do so in writing, parents have the right to access the educational records of their child within forty five days or before any due process hearing or IEP team meeting, whichever is sooner. Access entitles the parent to the following: (1) an explanation and interpretation of the records by public school personnel; (2) copies of the records if providing copies is the only means by which the parent can effectively exercise his or her right of inspection and review; and (3) inspection and review of the records by a representative of the parent's choosing upon presentation to the records custodian of a written authorization from the parent. The public school can charge a fee not to exceed its actual costs for copying records.

"Directory information." Public school entities designate certain kinds of information as "directory information." The public schools of Bucks County typically designate the following as "directory information": (1) the name, address, telephone number, and photographs of the child; (2) the date and place of birth of the child; (3) participation in school clubs and extracurricular activities; (4) weight and height of members of athletic teams; (5) dates of attendance; (6) diplomas and awards received; (7) the most recent previous institution or school attended by the child; and (8) names of parents, siblings, and other family members. The District will provide this information to any interested person, including armed forces recruiters who request it, without seeking consent from the parents of the student or the student. Parents who do not want the District to disclose such information must so notify the District in writing on or before the first day of the school term. Written notice must identify the specific types of directory information that the parent does not want the District to disclose without consent. If the parent fails to notify the District in writing by the first day of the school term, the District may release directory information upon request and without consent.

Disclosure of records containing personally identifiable information to other schools and institutions. Public school entities disclose personally identifiable information concerning students to educational agencies or institutions at which the student seeks to enroll, intends to enroll, or is enrolled, or from which the student receives services, when that agency or institution requests such records.

Access to records by school officials with a "legitimate educational interest." School officials with a legitimate educational interest in the personally-identifiable information contained in education records can have access to personally identifiable information without parent or student consent. Each school entity designates in its education records policy those persons who have a "legitimate educational interest" that would allow such access to education records. Such persons typically include teachers of the child, building administrators, guidance counselors to whom the child is assigned, members of instructional support and multidisciplinary teams in the course of screening and evaluation activities, records custodians and clerks, public school administrators with responsibility for programs in which the student is enrolled or intends to be enrolled, school board members sitting in executive session in consideration of matters concerning the child upon which only the school board can act, program specialists and instructional aides working with the child, therapeutic staff working with the child, and substitutes for any of the foregoing persons

Amendment of education records. After reviewing records, a parent or a student who has attained the age of 18 can request that records be amended. The school will make the requested changes or reject the request within forty-five days of the receipt of the request in writing. If the school rejects the request, the parent or student may request an informal hearing. The hearing can be held before any public school official who does not have a direct interest in its outcome. If the parents are dissatisfied with the outcome of the informal hearing, they may submit to the public school a statement outlining their disagreement with the record. The school thereafter must attach a copy of that statement to all copies of the record disclosed to third parties.

Complaints to the United States Department of Education. Complaints concerning alleged failure of a public school entity to comply with the requirements of the Family Educational Rights and Privacy Act may be addressed to the United States Department of Education as follows:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

Albert Schweitzer Elementary Discipline Code

Introduction

The responsibility of the school is to help each child work toward the goal of developing self-discipline. Discipline within the building, on the school grounds, at the bus stop and while traveling on the school bus, shall be administered on a consistent basis by all members of the staff. Our goal is to guide students to make good decisions and be respectful of others in our school society. Parents are our partners and play a very important role in this process as they provide support to the school and encouragement to their child/children to do their very best each and every day. The Albert Schweitzer staff will support parent's efforts in helping to develop students into responsible and productive citizens. The school discipline code helps to set limits for students' behavior and can be summed into one word that will guide students toward appropriate behavior.

Philosophy of Discipline

Effective discipline should serve two purposes: it should help prevent a recurrence of a particular misbehavior and should be a learning experience for students. This will enable them to see why school rules have been established and must be followed for health, safety, and the well being of all students and staff.

Discipline is more than "making" students do what is right; it should encourage students to "choose" to do what is right. The goal of our discipline code is self-discipline.

Corrective action, which may include the laying on of hands, shall be taken by members of the staff in the following instances: in self-defense, to protect other students, to keep students from injuring themselves, to remove a student from, or direct a student to, a given area after the student refuses to follow a given directive. Staff should exercise judgment in this matter by calling for administrative assistance, when necessary.

ALBERT SCHWEITZER ELEMENTARY SCHOOL

STUDENT EXPECTATIONS

Each student is expected to play a part in creating a school environment that promotes successful teaching and learning for each child. We all must contribute to the maintenance of a school environment that is safe, positive and controlled.

At recess children may engage in the play of their choosing, but must remember to be safe and keep others safe by avoiding rough play and games that could cause harm. Grabbing, pulling, swinging, simulating wrestling moves, etc. are bad choices.

At the special classes of art, library, music and physical education, children need to follow the direction of the teacher and to complete tasks and activities as requested. Children may not distract the teacher from teaching and the class from learning.

When traveling in the hallways, children need to be quiet and follow teacher and staff direction, keeping hands to self and especially not interrupting classes.

In the cafeteria and at assemblies, children need to respect the space of others by keeping hands to self. Small voices must be used and children must listen when an adult is speaking.

Children need guidance in learning to make the right choices and they must learn to be responsible for the choices that they make. Home and school must work together to encourage every child to make good decisions about his/her actions.

ALBERT SCHWEITZER ELEMENTARY SCHOOL

SCHOOL-WIDE POSITIVE BEHAVIORAL SYSTEM (SWPBS)

Albert Schweitzer Elementary School implemented a school-wide positive behavioral system (SWPBS). Positive Behavioral Support is the school-wide discipline plan that we will use to continue to make our school a great place to learn. We will use proactive measures and school-wide expectations to enable students to achieve social and academic success in school. Such supports and expectations are developed, implemented, and monitored by all staff members working in the school. Implementing these expectations school wide can reduce frequency of students who engage in problem behavior.

What does a system of positive behavior supports and expectations look like? Ideally, the system is in place at the classroom and school level. Both levels share some basic similarities.

First, there must be a set of clearly described expectations for student behavior. In the classroom, this includes a set of classroom expectations that set the parameters for student behavior in social and academic areas. In the school, behavioral expectations and limits for student behavior include rules for each common area: cafeteria, halls, carpool, bathrooms, playground, and dismissal.

Second, the expectations must be taught to mastery. This is accomplished by explaining the rules, giving and eliciting examples and non – examples of each, then engaging students in both guided and independent practice of each rule.

Third, a system of cues and prompts during the time the students are learning the expectations can facilitate student success.

Finally, continuous monitoring of the fluency with which students demonstrate those appropriate and desired behaviors gives the staff needed feedback.

When the principal becomes involved with a behavior problem or when a student is referred to the principal, a discipline report may be sent home to the parents or guardians. The consequences of the infraction will be implemented by the principal or designee after consulting with the teacher. The determination of a consequence for misbehavior in school is in consideration of the particular incident or a pattern of incidents and shall be at the discretion of the building principal.

What happens when students begin to demonstrate inappropriate behavior again? Review and re-teaching are a critical piece of an effective system of positive behavioral

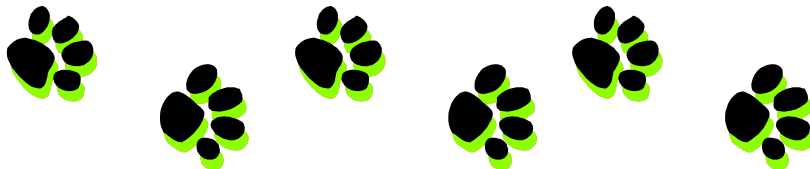
supports. Taking time at periodic intervals based on data to bring students back to mastery on a specific behavioral expectation will enable the classroom and school to function as a safe and orderly learning environment.

An effective school climate is one that is nurturing, safe, and conducive to learning. In establishing a discipline policy, it is important to focus on encouraging students to make good choices and in being responsible for their behavior. In making these decisions, students learn that there are rewards and consequences for their actions. Our job as educators and parents is to guide students to rewards for appropriate choices and to assist them in learning from their mistakes. Within this framework, teachers certainly have the leeway to establish a variety of individualized behavior management plans that support the school's philosophy. It is hoped that this consistency provided by the school-wide plan will assist students in realizing their potential, thereby making the learning environment as productive as possible.

SWPBS

Expectations

Be Cooperative
Have a Positive Attitude
Be Respectful
Show Empathy
Be Safe



SCHWEITZER PLEDGE

We, the kids, at Albert Schweitzer School
Know to be successful is really cool.

We will be **cooperative**
A **positive attitude** we will display
We'll be **respectful** to others
In every way.

Showing empathy for all
Will come naturally to us
We'll be **safe** in school
And even on the bus.

We, the kids, at Albert Schweitzer School
Will do as we promise and follow the rules.

| Setting Expectations | Hallway | Cafeteria | Recess | Bus | Computer Lab |
|---------------------------------|---|--|--|--|---|
| Be Cooperative | *Walk with Level 0 voice | * Remain in seats unless given permission by an adult to get up * Speak with Level 2 voices at table until 2 nd bell has rung * Eat only what you bring/buy for lunch | * Share equipment * Share and take turns * Follow specific rules for games | * Keep food and drink in schoolbag | * Log off computer * Leave screen and equipment as it was found |
| Have a Positive Attitude | * Place lunch boxes in the basket | * Speak with Level 2 voices until second bell has rung * Keep hands and feet to yourself | * If you step out of line, go to the end * Have a plan | * Greeting the bus driver | * Follow teacher voice preference |
| Be Respectful | * Walk with Level 0 voice * Keep hands to self * Keep hands off the wall | * Remain in seats unless given permission by an adult to get up * Speak with Level 2 voices at table * Level 0 after the 2 nd bell * Eat only what you bring/buy for lunch | * Include others * In line before 3 rd whistle with a Level 0 voice * Make a good choice * Respect adult in charge | * Keep food and drink in schoolbag * Listen to the adult in charge * Greet the bus driver * Keep your place in line | * Follow directions |
| Show Empathy | * Be aware of others working in their classrooms | * Tables and floor must be cleared of trash before lining up for recess * Use Level 1 voice when in serving area (food area) | * Play fair * Include others * Share and take turns * Use kind words | *Use kind and appropriate words * Maintain a Level 2 voice | * Be aware that another class follows |
| Be Safe | * Look straight ahead * Keep a safe distance from the person in front of you | * Remain in seats unless given permission by an adult to get up * Eat only what you bring/buy for lunch * Keep hands and feet to yourself | * Hands and feet to self * Stay in designated areas *Walk in center of hallway | *Sit in the seat at all times until the bus driver opens the door *Take all belongings with you *Keep hands and feet to yourself * Keep body and objects inside the bus * Walk to and from bus | * Stay on sites given by the teacher * Sit properly in seat at all times |

Albert Schweitzer Elementary School
Behavior Referral Form

Name: _____ Date: _____ Time: _____

Teacher: _____ Grade: _____ Referring Staff: _____

Location: Circle one

Classroom _____ **Bus** _____ **Hallway** _____ **Cafeteria** _____ **Recess** _____ **Assembly** _____ **Office** _____

Was it a minor or major behavior? _____ (Check one description below)

| Minor Problem Behavior | Major Problem Behavior | Possible Motivation |
|--|--|---|
| <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical contact <input type="checkbox"/> Defiance/Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Dress code violation <input type="checkbox"/> Property misuse <input type="checkbox"/> Out of School Boundaries <input type="checkbox"/> Technology Violation <input type="checkbox"/> Other _____ | <input type="checkbox"/> Abusive language/Inappropriate language <input type="checkbox"/> Fighting/Physical aggression <input type="checkbox"/> Defiance/Disrespect/Non-compliance <input type="checkbox"/> Harassment/Bullying/Cyber-bullying <input type="checkbox"/> Forgery/theft <input type="checkbox"/> Property damage <input type="checkbox"/> Disruption <input type="checkbox"/> Weapon/weapon facsimile <input type="checkbox"/> Alcohol/Drugs/Tobacco <input type="checkbox"/> Arson/Bomb Threat <input type="checkbox"/> Cheating/ Lying <input type="checkbox"/> 3 Documented Minors <input type="checkbox"/> Other _____ | <input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/activities <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Avoid adult <input type="checkbox"/> Avoid task or activity <input type="checkbox"/> Don't know <input type="checkbox"/> Other _____ |

Others involved in incident: None, Peers, Staff, Teacher, Substitute, Unknown, Other _____

Referring Staff Comments:

Consequences

| Classroom | Office |
|---|--|
| <input type="checkbox"/> Loss of privilege _____ <input type="checkbox"/> Loss of recess <input type="checkbox"/> Conference with student <input type="checkbox"/> Parent contact _____ <input type="checkbox"/> Time out (inside/outside of classroom) <input type="checkbox"/> Other _____ | <input type="checkbox"/> Individualized/Small Group instruction <input type="checkbox"/> In-school Suspension <input type="checkbox"/> Out of School Suspension <input type="checkbox"/> Time in office <input type="checkbox"/> Loss of privilege _____ <input type="checkbox"/> Loss of recess _____ <input type="checkbox"/> Conference with student <input type="checkbox"/> Bus suspension <input type="checkbox"/> Parent contact _____ <input type="checkbox"/> Policy Violation <input type="checkbox"/> Other _____ |

Student Signature: _____

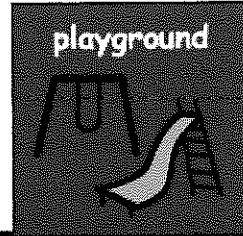
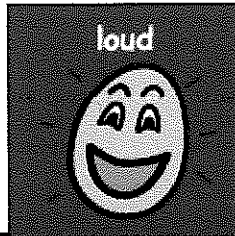
Parent Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

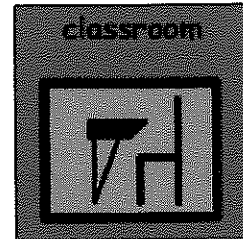
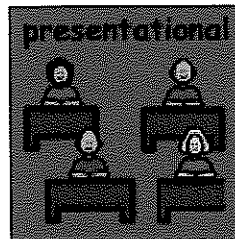
The Voice Meter

Outside Voice

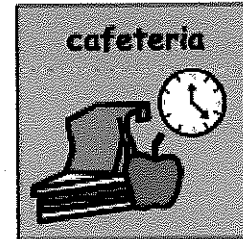
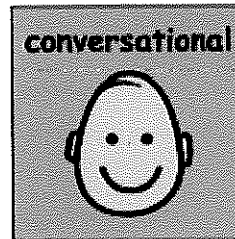
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3

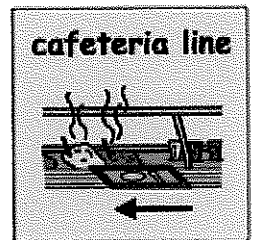
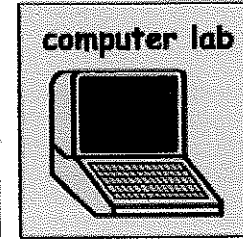
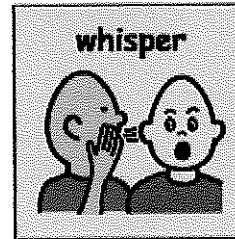


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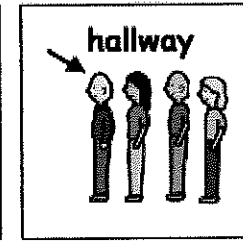
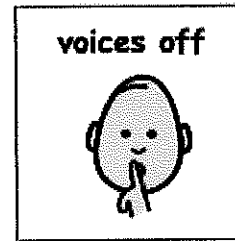


Inside Voice

1



0



SCHWEITZER PASS



Date: _____



Student (s): _____

Location: _____

Time: Recess

Teacher/Staff Signature: _____

SCHWEITZER PASS



Date: _____



Student (s): _____

Location: _____

Time: Recess

Teacher/Staff Signature: _____