Elementary Student Handbook
2019 - 2020

Mission
To prepare students for lifelong success through excellence in education
### Elementary School Directory

<table>
<thead>
<tr>
<th>School</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corl Street</td>
<td>235 S. Corl Street</td>
<td>814-231-1185</td>
</tr>
<tr>
<td>Dr. Kelly Mark</td>
<td>State College, PA 16801</td>
<td></td>
</tr>
<tr>
<td>Easterly Parkway</td>
<td>234 Easterly Parkway</td>
<td>814-231-1170</td>
</tr>
<tr>
<td>Danielle Yoder</td>
<td>State College, PA 16801</td>
<td></td>
</tr>
<tr>
<td>Ferguson Township</td>
<td>P. O. Box 237</td>
<td>814-231-4119</td>
</tr>
<tr>
<td>Shelly Buckholtz</td>
<td>215 West Pine Grove Road</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pine Grove Mills, PA 16868</td>
<td></td>
</tr>
<tr>
<td>Gray’s Woods</td>
<td>160 Brackenbourne Drive</td>
<td>814-235-6100</td>
</tr>
<tr>
<td>Dr. Kristen Dewitt</td>
<td>Port Matilda, PA 16870</td>
<td></td>
</tr>
<tr>
<td>Mount Nittany</td>
<td>700 Brandywine Drive</td>
<td>814-272-5970</td>
</tr>
<tr>
<td>Mark Feldman</td>
<td>State College, PA 16801</td>
<td></td>
</tr>
<tr>
<td>Park Forest</td>
<td>2181 School Drive</td>
<td>814-231-5010</td>
</tr>
<tr>
<td>Tom Weed</td>
<td>State College, PA 16803</td>
<td></td>
</tr>
<tr>
<td>Radio Park</td>
<td>800 West Cherry Lane</td>
<td>814-231-4115</td>
</tr>
<tr>
<td>Zac Wynkoop</td>
<td>State College, PA 16803</td>
<td></td>
</tr>
<tr>
<td>Spring Creek Elementary</td>
<td>217 Scholl Street</td>
<td>814-231-5026</td>
</tr>
<tr>
<td>Dr. Todd Dishong</td>
<td>State College, PA 16801</td>
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</tr>
</tbody>
</table>

**Panorama Village Administrative Center**

240 Villa Crest Drive  
State College PA 16801  

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>Dr. Robert O'Donnell</td>
<td>814-231-1016</td>
</tr>
<tr>
<td>Assistant Superintendent - Elementary</td>
<td>Mr. Vernon Bock</td>
<td>814-231-1042</td>
</tr>
<tr>
<td>Director of Curriculum K-5</td>
<td>Ms. Deirdre Bauer</td>
<td>814-231-1183</td>
</tr>
<tr>
<td>Director of Gifted &amp; Title I Services</td>
<td>Mr. Jonathan Klingeman</td>
<td>814-231-1054</td>
</tr>
<tr>
<td>Director of Special Education</td>
<td>Dr. Sharon Salter</td>
<td>814-231-1072</td>
</tr>
<tr>
<td>Assistant Director of Special Education</td>
<td>Mrs. Heather Pringle</td>
<td>814-231-4172</td>
</tr>
<tr>
<td>Director of Student Services</td>
<td>Mrs. Jeanne Knouse</td>
<td>814-231-1054</td>
</tr>
</tbody>
</table>
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GENERAL INFORMATION

Admission Age
Children may be admitted to kindergarten if they are five years old on or before August 31. Children may be admitted to first grade if they are six years old on or before August 31.

Registration of Students
Registration for kindergarten children begins in the spring. New residents to the area should register as soon as possible, especially during the summer months, in order for the school administration to plan for necessary school staffing.

Student Registration Office
240 Villa Crest Drive, State College, PA 16801
M-F 8:00 a.m. to 4:00 p.m
814-231- 1017

Birth certificate or passport, proof of residency, and immunization records are required for registration.

Assignment of Students
Students are assigned to the elementary school serving their attendance area. Parents/guardians may request to have their child attend another school subject to space being available in the school. If such a request is approved, parents/guardians will be responsible for their child’s transportation. Requests for Optional Assignment should be made in writing to Mr. Vernon Bock, Assistant Superintendent of Elementary Education, 240 Villa Crest Drive, State College, PA 16801. Assignments, which are determined in the summer, are made on a first-come, first-served basis.

School Calendar
The State College Area School District Calendar is available online. This calendar contains the dates of all important district-wide functions and other general information for parents/guardians. In addition, the Academic Calendar includes the days designated as instructional, inservice, and built in make-up days.

School Hours
Children attend classes from 8:10 AM until 3:00 PM. They have a thirty-minute lunch period and may purchase lunch in the school cafeteria or bring a lunch from home. Breakfast is also available for purchase prior to the start of the day.

“No School” Days
Certain days are scheduled throughout the school year for staff inservice activities and parent/guardian/teacher conferences. Parents/guardians should refer to the Academic Calendar for these “no school” days.

Unscheduled School Closings
In the event weather conditions or other emergencies necessitate the closing or early dismissal of one or more schools in the district, information will be announced via local television/radio stations, through the school district web page and social media, and via text and email alerts through School Messenger. Please make sure that your contact information is up to date and that the school has an early dismissal plan for your child. Days lost for such reasons will be made up according to the school calendar or as decided by the Board of School Directors.

Delayed School Opening
It may be necessary for the district to delay the school opening. When this occurs, the change will be announced via
local television/radio stations, through the school district web page and social media, and via text and email alerts through School Messenger. Please make sure that your contact information is up to date and that you have a plan at home to accommodate a delayed start to the school day.

**School Bus Transportation**

Children living more than one mile from the school are eligible for bus transportation. In addition, children living less than one mile from the school may be eligible for transportation if the route has been declared hazardous by the Pennsylvania Department of Transportation.

Safety considerations require the strict enforcement of rules for school bus conduct. Guidelines for responsible bus behavior are located below. They are also available on the [transportation website](#).

The District reserves the right to suspend any student from riding the bus who cannot follow the guidelines for responsible behavior. Suspensions from bus transportation range from one day to an indefinite number of days.

Students who want to ride a bus other than the one regularly assigned can do so only if a note has been sent from a parent or guardian to the principal on or before the day of the bus change. This is also true before a student is allowed to walk home rather than use the assigned bus transportation. If there is space available on the bus and the child will be getting off at an established bus stop, the principal will sign the note, and the student will give the note to the driver upon entering the bus.

**Transportation Guidelines**

The school bus is an extension of the classroom. The conduct of students to and from school is an important part of the total school program. Our goal is to provide a positive and safe beginning and ending to your child's day.

Maintaining good order on school buses requires the cooperation of students, parents, bus drivers and building principals. The role of the bus driver is to be in complete command of the bus and students. Because the driver must give his/her total attention to driving, students must conduct themselves in a manner that will not distract the driver. Parents and building principals contribute by reinforcing the importance of proper behavior. Please note: all school buses have video recording equipment.

School bus rules are similar to those established for an effective classroom. Because everyone's safety is affected, not following the rules may be cause for suspension of riding privileges. The following rules are enforced in all school buses.

- Observe same conduct as in the classroom.
- Be courteous; use no profane language.
- Do not eat or drink on the bus.
- Help keep the bus clean by not littering.
- Cooperate with the driver.
- No cigarettes, alcohol or drugs on bus.
- Do not be destructive.
- Stay in your seat while the bus is moving.
- Keep hands, head and feet inside the bus.
- Bus driver is authorized to assign seats.
- Ride only your assigned bus unless you have permission from your driver and principal.

Any concern or question regarding transportation should be brought to the attention of the SCASD Transportation Office at (814) 231-1033.
When waiting for the school bus in the morning:
  ● Arrive at your bus stop location at least 5 minutes before the scheduled stop time.
  ● Wait for the bus in an area off of the main roadway, being respectful of others' property.

When boarding the bus:
  ● Wait until the bus has come to a complete stop. The red flashing lights and stop arm will be activated, and the door will open.
  ● If you must cross the street, always cross at least 10 feet in front of the bus.
  ● Board the bus, go directly to your assigned seat, and sit down.

While on the bus:
  ● The driver is in charge. Follow the driver's instructions at all times.
  ● Students must remain seated.
  ● Students may talk quietly. Shouting or profanity is not acceptable.
  ● Items that can be safely held on your lap, without endangering the safety and comfort of others, may be brought on the bus. No animals of any kind are allowed on the bus.
  ● Students must keep hands and head inside the bus windows.
  ● Objects may not be thrown in or out of the bus windows.
  ● Do not damage the bus in any way.

When exiting the bus:
  ● Students must remain seated until the bus comes to a complete stop.
  ● Check the area around your seat - pick up trash and take belongings with you.
  ● Leave the bus in an orderly manner.
  ● If you must cross the street, always cross at least 10 feet in front of the bus. Look both ways before crossing.
  ● NEVER walk along the side or in the back of the bus.

Cafeteria Program
The school cafeterias provide an opportunity for children to purchase healthy meals each day. Lunch and breakfast menus are planned to provide students with balanced meals at a nominal cost.

A school lunch is planned to include meat/meat alternate, bread, vegetables, fruit, and milk. Students can decline items that they do not intend to eat, but they must choose at least three of the five components offered. One of the components chosen must be a serving of fruit or vegetable and students are encouraged to take the entire meal. The lunch cost is $2.65.

Breakfast is available each morning for $1.45. Milk is available for students who carry their lunches for $.65.

Monthly menus are sent home with children to assist with lunch selection. Parents can monitor their child’s lunch account activity, request low balance email alerts, and make online payments at My School Bucks.

Special dietary needs may be accommodated. Please review the dietary guidelines and contact the Food Service Office directly at 814-231-5093 to discuss.

Under the federally funded National School Lunch Program, free and reduced-price lunches are available based on need. Information is sent home to all families at the beginning of each school year or can be picked up in any school office or via this online application.

Student Attendance and Absences
Compulsory attendance becomes effective when a student enters school for the first time, which shall not be later
than the age of six years, and continues until the student becomes eighteen years of age.

As part of our Student Safe Arrival Program, each elementary school has an answering machine in the office for you to use when your child is going to be absent from or late arriving to school. You may leave a message on the answering machine in the evening or before 9:30 a.m. on the day of the absence. School personnel will monitor the messages received from the parent/guardian of absent students each morning after the student attendance is taken. If your child is marked absent and you have not called to notify the school office that your child will be out, you will be contacted at home or your place of work to make certain you are aware that he/she did not arrive at school.

Any time a student is absent from school, a written excuse explaining the reason for the absence must be sent to the child’s school. If a written excuse form is not on file in the office within 72 hours (3-school days) following the date of return to school, the absence will be considered unexcused. Emails will only be accepted if a signed written excuse is attached. A student is limited to ten (10) parent-written excuses per school year. All absences beyond ten (10) for illness require a doctor’s excuse or will be considered unexcused. There is no limit to doctor’s excuses; however, a meeting to create a School Attendance Improvement Plan (SAIP) may be called to determine if additional steps are necessary to improve school attendance.

School attendance is mandatory and important for all students’ learning. Students who need to be absent because they are sick, going on trips, attending a funeral, etc. will be excused from school when the appropriate and required documentation is submitted to the school.

**Educational Trips**

Parents/guardians who are considering travel plans that would take their child out of school for educational purposes are asked to submit an Educational Trip Form to the school office two weeks in advance of the absence.

Please note that student absence for travel must be pre-approved by the principal. The maximum number of excused educational trip days per school year is ten (10). Days in excess of ten (10) will be considered unexcused absences.

Teachers may provide specific assignments to be completed during the trip. Educational travel can provide very meaningful learning for children when engaged in thoughtful discussion regarding the trip. Students are encouraged to maintain a daily written log during the trip.

**Frequent Absence From School**

Regular attendance in the daily instructional program is essential for student success in school. Effective school programs rely on the continuity provided by regular school attendance.

In accordance with the PDE Compulsory Attendance law, the following processes are required for all school age students from the time the child enters school until the age of 18 years:

- All student absences are considered unexcused until your child’s school receives the appropriate documentation detailing the reason for the absence.
- If a written (parental or medical) excuse is not received at your child’s school within 72 hours (3 days), the absence will be permanently coded as unexcused.
- Upon three (3) days, or the equivalent, of unexcused absences, the parent/guardian will be notified by mail. This is considered a First Offense and serves as a formal warning regarding attendance concerns.
- Upon the fourth (4th) day, or the equivalent, of unexcused absences, the parent/guardian will be required to attend a School Attendance Improvement Plan (SAIP) meeting at the school.
- After receipt of a First Offense letter and the completion of an SAIP, a subsequent unexcused absence
results in a Second Offense that is filed with the magisterial district judge and requires an appearance before the judge.

- Six (6) unexcused days, or the equivalent, results in the designation of a student being “habitually truant.” If a student accumulates six (6) days of unexcused absences or the equivalent, the district is required to notify Children and Youth Services (CYS) and notify the magisterial district judge on a weekly basis.

Additional attendance information can be found on the **SCASD Attendance Web Page**:  

**Elementary Attendance Accounting**

**Tardy/Absent**

Students arriving after 8:09 AM but before 11:45 AM, are considered tardy. Students arriving after 11:45 AM, are considered **absent** for the morning (half-day absence) and **tardy** for the minutes they are absent beyond 11:45 AM.

**Tardiness**

If a student is tardy, the parent/guardian will be asked to provide a written excuse. A cumulative record of the time the student has missed through late arrival will be kept and combined with other absences from school. Please refer to the previous section of the handbook for consequences associated with unexcused absences from school.

**Sign-In/Sign-Out Sheets**

Any student arriving late or leaving early must be signed out in the office by the parent/guardian or previously noted designee. The record indicates the time and reason, and the signature of the adult. Parents/guardians are discouraged from signing out their children just prior to the regular dismissal time unless absolutely necessary for an appointment.

**Emergency Procedures**

Parents/guardians will be notified as soon as possible in the event of an emergency at school. If parents/guardians cannot be reached in an emergency, a person designated by the parent/guardian will be called to assist. It is very important that parents designate a local individual as an emergency contact. In an extreme situation, an ambulance may be called to assist, and the child may be taken to the hospital emergency room. The health and safety of all students is an absolute priority.

**Appropriate School Attire**

Appropriate school attire supports and enhances a respectful school environment.

Ball caps and hats are appropriate during recess and before/after school. Students may not wear them inside the building. Occasionally, this expectation may be relaxed for a special event or spirit day.

Any clothing item or accessory that causes a disruption to school safety, personal safety and/or the learning environment may result in discretionary intervention by school administrators. Inappropriately sheer, tight or low-cut clothing that bare or expose traditionally private parts of the body including, but not limited to, the stomach, buttocks, back, breasts or cleavage is not permitted.

Sneakers are required for Physical Education and “Heelies” are **not allowed** in school or on school grounds. Any clothing or jewelry with printed materials that may be offensive or obscene, including anything that advertises the use of tobacco, alcohol, or drugs, is not permitted.

If a student’s attire violates the dress code policy, the counselor, or adult designee, will work with the student to call a parent/guardian for a change of clothing. If a parent/guardian cannot be reached, the student may have access to spare clothing available in the nurse’s office.
Use of Electronic Equipment

Personal electronic equipment used on the bus, or for after school activities, must be stored in student backpacks during the school day. Parents and students assume the responsibility for safekeeping these items, and the school is not responsible for loss, damage, or theft of such devices.

Discrimination, Harassment, and Bullying

The State College Area School District is committed to providing to all students access to equitable educational programs and activities in a safe, positive learning environment that is free from all forms of bullying, harassment and discrimination on the basis of race, color, age, creed, religion, sex, sexual orientation, gender identity, ancestry, national origin, marital status, pregnancy, or handicap/disability.

All members of the SCASD community are expected to conduct themselves in a manner that does not infringe upon the rights of others. Discriminatory conduct and harassment, including bullying, violates the dignity of individuals and will not be tolerated. These behaviors are inconsistent with the educational and programmatic goals of the District and are prohibited on school grounds, at school-sponsored activities and on any conveyance providing transportation to or from a school entity or school-sponsored activity.

Policies 103, Discrimination, Harassment, Sexual and/or Gender-Based Harassment, and Related Inappropriate Conduct - School and Classroom Practices, and 249, Bullying/Cyberbullying, have been developed to reaffirm these principles and to provide recourse for those individuals whose rights have been violated.

Acts of discrimination, harassment or bullying should be immediately reported to the teacher, counselor, or principal.

Academic Integrity

It is the expectation of the State College Elementary Schools that students will adhere to ethical academic practices. Students will complete their own work, free of plagiarism, fabrication, and forgery. Students will cooperate with others in the use of educational resources. Students will submit original work. Parents play a valuable role in providing guidance, support, and encouragement to their students while promoting an ethical approach to academic work. Violations of ethical academic practices will be addressed on a case-by-case basis between the student, teacher, parent, and principal.

Discipline

The District is committed to a restorative approach when addressing discipline. This Restorative Practices philosophy sees relationships as central to learning, growth, and a healthy school climate for students and adults. The SCASD believes that a major function of the elementary schools is to assist in the development and reinforcement of responsible and appropriate behavior and repairing harm and conflict with those most directly involved. Schools are designed for learning, and responsible behavior is an integral part of the overall learning mission. The promotion of responsible behavior is enhanced through appropriate modeling by members of the school community, parents/guardians, and other students.

Each elementary school follows the framework for School Wide Positive Behavior Intervention and Support (SWPBS or PBIS). This is not a program or a curriculum. Rather, it is a school-based, collaborative process for teaching, supporting, and acknowledging positive student behavior in order to maintain a productive learning environment through establishing clear and consistent expectations for student behavior. These expectations are explicitly taught to all students across the various venues in the school setting (classroom, hallway, bus, cafeteria, playground, etc.). Students are positively reinforced for following school wide expectations and demonstrating appropriate behavior.

Weapons Policy
Possession of weapons in the school environment is a threat to the safety of students and staff and is prohibited by law. The State College Area School District prohibits possession of weapons and replicas of weapons in any school district building, on school property, at any school sponsored activity, and in any public conveyance providing transportation to or from school or a school sponsored activity. If weapons are found in the schools, the District will take all appropriate steps to remove the weapons and carry out the relevant provisions of Act 26 of 1995.

Act 26 of 1995 states that any student violating the law will be expelled from school for a period of not less than one year. Such expulsion shall be given in conformance with formal due process proceedings required by law and SCASD policy. **Discipline short of expulsion for one (1) year is legal only when recommended by the Superintendent of Schools. The Superintendent's decision to recommend a modification of the one (1) year expulsion will be made on a case-by-case basis. In the case of an exceptional student, the Superintendent shall take all necessary steps to comply with the Individuals with Disabilities Education Act.**

**Drug and Alcohol Policy**

The use, possession, and/or exchange of drugs or alcohol is prohibited. This includes look-alike drugs and drug paraphernalia. Violations are addressed in a clear and timely manner consistent with SCASD policy. Prescription and over-the-counter medications **cannot be carried** to and from school by students. These medications must be in their original container and delivered to the school nurse by a parent/guardian. Please contact the school nurse for all guidelines and documentation necessary for the distribution of medication at school.

**Corporal Punishment**

Corporal punishment is **not permitted** in the State College Area School District.

**Vandalism**

Students are expected to respect the property of others and to take responsibility for the damage they do to the property of others. Parents/guardians are expected to pay for damage done to school property by their children.
**Elementary Code of Conduct**

**Level 1 - Classroom Managed**

<table>
<thead>
<tr>
<th>Minor Behavior</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-1 Disrespect</td>
<td>Student delivers low-intensity, socially rude or dismissive messages to adults or students.</td>
</tr>
<tr>
<td>1-2 Defiance</td>
<td>Student engages in brief or low-intensity failure to follow directions or talks back.</td>
</tr>
<tr>
<td>1-3 Disruption</td>
<td>Student engages in low-intensity, but inappropriate disruption.</td>
</tr>
<tr>
<td>1-4 Physical Contact/Physical Aggression</td>
<td>Student engages in non-serious, but inappropriate physical contact.</td>
</tr>
<tr>
<td>1-5 Tardy</td>
<td>Student arrives to expected location unreasonably late without acceptable excuse.</td>
</tr>
<tr>
<td>1-6 Inappropriate Language</td>
<td>Student engages in low-intensity instance of inappropriate language.</td>
</tr>
<tr>
<td>1-7 Property Misuse</td>
<td>Student engages in low-intensity misuse of property or damage that can be corrected by erasing/cleaning/etc.</td>
</tr>
<tr>
<td>1-8 Technology Violation</td>
<td>Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, music/video players, camera, and/or Chromebook.</td>
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<table>
<thead>
<tr>
<th>Infraction</th>
<th>Action Steps</th>
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<tbody>
<tr>
<td>1st</td>
<td>● Verbal redirection</td>
</tr>
<tr>
<td>2nd</td>
<td>● Teacher or staff member reviews and reteaches expected behaviors with student</td>
</tr>
<tr>
<td>3rd</td>
<td>● Teacher or staff member reviews and reteaches expected behaviors with student</td>
</tr>
<tr>
<td>4th and Subsequent</td>
<td>● Teacher or staff member reviews and reteaches expected behaviors with student</td>
</tr>
<tr>
<td></td>
<td>● Teacher or staff member contacts the student’s family via phone or email</td>
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<td></td>
<td>● Teacher or staff member submits a referral in SWIS</td>
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<td></td>
<td>● Administrator or designee meets with student and determines next steps</td>
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<td></td>
<td>○ Restorative meeting with student AND POSSIBLY</td>
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<td></td>
<td>○ Time out OR</td>
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<td></td>
<td>○ Loss of privilege OR</td>
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<td></td>
<td>○ Time in office OR</td>
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<td></td>
<td>○ Restitution/community service OR</td>
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<td></td>
<td>○ Other by administrative discretion</td>
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<tr>
<td></td>
<td>● Administrator finalizes SWIS documentation and follows up with the student’s family and teacher/staff member</td>
</tr>
<tr>
<td>Notes</td>
<td>● Administrator may be brought into an issue with a student prior to the 4th infraction</td>
</tr>
<tr>
<td></td>
<td>● Priority is placed upon teaching appropriate behaviors and restoring relationships</td>
</tr>
<tr>
<td></td>
<td>● Administrator discretion may be used depending upon the severity of the incident and/or the student’s disciplinary record</td>
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<tr>
<td></td>
<td>● Students with chronic Level I infractions could be referred for IST/MTSS Tier II/III behavioral support</td>
</tr>
</tbody>
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# Level 2 - Office Managed

<table>
<thead>
<tr>
<th>Major Behavior</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-1 Disrespect</td>
<td>Student delivers socially rude or dismissive messages to adults or students.</td>
</tr>
<tr>
<td>2-2 Forgery/Plagiarism</td>
<td>Student has signed a person's name without that person's permission or claims someone else's work as their own.</td>
</tr>
<tr>
<td>2-3 Lying/Cheating</td>
<td>Student delivers message that is untrue and/or deliberately violates expected behaviors.</td>
</tr>
<tr>
<td>2-4 Skip Class</td>
<td>Student leaves or misses class without permission.</td>
</tr>
<tr>
<td>2-5 Technology Violation</td>
<td>Student engages in inappropriate (as defined by school) use of cell phone, music/video player, camera, and/or Chromebook.</td>
</tr>
<tr>
<td>2-6 Abusive Language/Inappropriate</td>
<td>Student demonstrates inappropriate actions or delivers verbal messages that include swearing, name calling, or use of words in a derogatory way.</td>
</tr>
<tr>
<td>Language/Profanity</td>
<td></td>
</tr>
<tr>
<td>2-7 Bullying</td>
<td>The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.</td>
</tr>
<tr>
<td>2-8 Defiance/Insubordination/Non-Compliance</td>
<td>Student engages in refusal to follow directions or talks back.</td>
</tr>
<tr>
<td>2-9 Disruption</td>
<td>Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talking, yelling, or screaming; noise with materials; horseplay; and/or sustained out-of-seat behavior.</td>
</tr>
<tr>
<td>2-10 Fighting</td>
<td>Student is involved in mutual participation in an incident involving physical violence.</td>
</tr>
<tr>
<td>2-11 Harassment</td>
<td>The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.</td>
</tr>
<tr>
<td>2-12 Inappropriate Display of Affection</td>
<td>Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.</td>
</tr>
<tr>
<td>2-13 Inappropriate Location</td>
<td>Student is in an area that is outside of school boundaries (as defined by school).</td>
</tr>
<tr>
<td>2-14 Physical Aggression</td>
<td>Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).</td>
</tr>
<tr>
<td>2-15 Property Damage/Vandalism</td>
<td>Student participates in an activity that results in destruction or disfigurement of property. Vandalism is a violation of state law.</td>
</tr>
<tr>
<td>2-16 Theft</td>
<td>Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property.</td>
</tr>
</tbody>
</table>
### Level 2 - Office Managed (continued)

<table>
<thead>
<tr>
<th>Infraction</th>
<th>Action Steps</th>
</tr>
</thead>
</table>
| Each Offense                              | ● Teacher or staff member completes a SWIS referral and contacts parent/guardian  
○ Administrator or designee meets with student and determines next steps  
○ Restorative meeting with student AND POSSIBLY  
○ Time out/detention OR  
○ Loss of privilege OR  
○ Time in office OR  
○ Restitution/community service OR  
○ In-school suspension OR  
○ Out-of-school suspension OR  
○ Other by administrative discretion  
● Administrator finalizes SWIS documentation and follows up with the student’s parent/guardian and teacher/staff member |
| Notes                                     | ● Administrator discretion may be used depending upon the severity of the incident and/or the student’s disciplinary record                      |

### Level 3 - Office Managed

<table>
<thead>
<tr>
<th>Major Behavior</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-1 Arson</td>
<td>Student plans and/or participates in malicious burning of property.</td>
</tr>
<tr>
<td>3-2 Bomb Threat/False Alarm</td>
<td>Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.</td>
</tr>
<tr>
<td>3-3 Use/Possession of Combustibles</td>
<td>Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).</td>
</tr>
<tr>
<td>3-4 Violation of SCASD Weapons Policy</td>
<td>Student is/was in possession of any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; pneumatic guns, including, but not limited to, pellet, BB, airsoft and paintball guns; knives; blades; clubs; metal knuckles; nunchucks; throwing stars; and explosive, incendiary or poisonous gas; any combustible or flammable liquid; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; objects that have been modified to serve as a weapon; or any other item which is used to threaten, strike terror, or cause bodily harm or death even though it is normally considered to not present a danger to others.</td>
</tr>
<tr>
<td>3-5 Violation of SCASD Drug/Alcohol Policy</td>
<td>Student is/was in possession of or under the influence of drugs, alcohol and/or behavior-altering substances in school, on school property, on school conveyances and/or at school-sponsored events/activities.</td>
</tr>
<tr>
<td>3-6 Violation of SCASD Tobacco Policy</td>
<td>Student is/was in possession of or using any smoking, vaping, and/or tobacco products, including all related products, on school property or at school activities, including in all vehicles used in connection with school activities.</td>
</tr>
</tbody>
</table>
Level 3 - Office Managed (continued)

<table>
<thead>
<tr>
<th>Infraction</th>
<th>Action Steps</th>
</tr>
</thead>
</table>
| Each Offense | ● Teacher or staff member immediately alerts administrator and/or SRO and either supervises or designates another employee to supervise student  
● Administrator conferences with student and parent/guardian  
● Administrator determines next steps  
  ○ Restorative meeting with student AND POSSIBLY  
  ○ Restitution/community service OR  
  ○ In-school suspension OR  
  ○ Out-of-school suspension OR  
  ○ Referral to alternative educational placement OR  
  ○ Other by administrative discretion  
● Administrator finalizes SWIS documentation and follows up with the student’s parent/guardian and teacher/staff member |
| Notes | ● Administrator discretion may be used depending upon the severity of the incident and/or the student’s disciplinary record  
● Consequences will continue to increase as major problem behaviors continue to occur  
● Administrator will notify Superintendent, Assistant Superintendent, and/or SRO of any incident  
● All ten day out-of-school suspensions are subject to a Board hearing for possible expulsion  
● Level Three violations could result in an alternative educational placement |

**Custody**

If there is a court order limiting or restricting the noncustodial parent’s contact with the child, a copy of the court order should be brought to the school, communicated with appropriate school personnel, and inserted into the student record. Without a court order that restricts a parent’s rights, both natural parents have equal access to the child and the child’s records. However, the child will only be dismissed to a parent or guardian or to a designee identified by the parent in writing.

**Gift Buying**

The State College Area School District discourages the practice of professional staff members receiving gifts from students.

**Lost and Found**

Each school maintains a lost and found area for items that students have misplaced. Articles of clothing should be labeled with the student’s name. Unclaimed articles are donated to those in need.

**School Pictures**

Student photographs are taken in the according to a schedule set by each school. Purchase of pictures is optional.

**Parent Teacher Organization**

Each school has an active Parent Teacher Organization that works with the staff to strengthen school community and further support enriching educational opportunities for students. Meeting dates and times are communicated by each school. The PTO benefits greatly from parent/guardian support.
Annual Notice of Rights Under The Family Education Rights & Privacy Act
SCASD Policy 216: Student Records
Q&A related to FERPA

Records are maintained for each student as an aid to the educational process and for the convenience of former students. Parents/guardians or students may review records through the offices of the school principal or Student Services Department. There is a procedure for correction, addition, or challenge of the record. Written permission from the parent/guardian or the student (if over 18 years of age) is needed for release of records outside the District. There are exceptions: if the student transfers to another district; if the school district receives a subpoena; if the student seeks admission to a post-secondary school; and if directory information is sought in the case of an emergency or police matter.

Directory information may be released unless a parent/guardian has given “a written notice” refusing disclosure. Directory information includes the following: the student’s name, address, telephone number, date and place of birth, date of graduation, participation in officially recognized activities and sports, weight and height as a member of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

When parents/guardians are divorced, both adults have access to the medical, dental, or school records of their children, the residence address of those children and the other parent/guardian, and any other information that the court deems necessary, unless there is a written court order denying such access.

If parents/guardians believe the District is not in compliance with the law, they are encouraged to contact the Director of Student Services at (814) 231-1054. They may also file a complaint with the federal office enforcing the Family Educational Rights and Privacy Act (FERPA Office, Department of Education, Room 4511, Switzer Building, Washington, DC 20202).

Mode of Communication
The content of this notice has been written in straight-forward, simple language. If a person does not understand any of this notice, he or she should contact the Student Services office at (814)231-1054. This office will arrange for an interpreter for parents with limited English proficiency. If a parent is deaf or blind or has no written language, the school district will arrange for communication of this notice in the mode normally used by the parent (e.g., sign language, Braille, or oral communication).

Homeless Information
School Districts are required to support the education of homeless youth under the McKinney-Vento Homeless Assistance Act.

Homeless children and youth definition: Section 725(2) of the McKinney-Vento Act defines “homeless children and youths” as individuals who lack a fixed, regular, and adequate nighttime residence.

The term includes children and youths who are:
- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as doubled-up”);
- living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- living in emergency or transitional shelters; or
- abandoned in hospitals;
- Children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

If you are experiencing Homelessness or know someone who is, please call SCASD’s Homeless Liaison at: (814) 231-1054.
Acceptable Use of Technology

Under the District’s one-to-one technology plan, users enrolled in grades K-12 at State College Area School District will receive equipment for education use in school and/or at home. This equipment is the property of the State College Area School District, and is on loan to the student for the current academic school year.

The use of State College Area School District (also called “the District” in this document) networks and computing systems is a privilege that requires users to adhere to policies and procedures established by the District. See SCASD Online Acceptable Use Policy No. 815, SCASD Policy No. 814, SCASD Policy No. 708, SCASD Policy No. 249, SCASD Policy No. 248 and SCASD 1:1 Handbook.

Terms and Conditions:
All users (including parents/guardians) must comply with the terms and conditions of this document. The use of this technology is for educational purposes. Users are responsible for using the technology and all related programs, files, accounts, and equipment in an ethical and legal manner.

General Conditions of Use:

- Users must return equipment upon request by the State College Area School District. If a student withdraws from the State College Area School District before the end of the school year, all equipment must be returned to the District prior to the date of withdrawal. If the equipment is not returned before withdrawing from the District, SCASD has the right to charge the student for the full replacement cost of the equipment. For unpaid fines and fees, the District may seek full restitution (repayment) through collection efforts by a third party. The District may also file a report of stolen property with the local law enforcement.
- In grade levels participating in device take home, students must take equipment home each night. Families not wishing to participate may contact the District to opt-out and the equipment will be turned in at a predetermined location at the end of each school day and picked up at the start of the school day.
- Users are responsible for charging their device’s battery before the start of the school day.
- Users are not to deface or destroy the equipment. Including, but not limited to, the removal or damage of equipment identification labels.
- Students are permitted to use their district account only for school purposes during appropriate times and as allowed by the classroom teacher or staff member.

Using the Internet and Email:

- All use of Internet resources should be in accordance with the District’s Policy No. 815, Online Acceptable Use Policy. Users may also be accountable for content accessed and downloaded at home and brought into the school network.
- Users should use district assigned email for educational purposes only.
  - Keep communications school-appropriate.
  - Don’t engage in personal attacks or harassment. Inform a teacher or a staff member if they receive an inappropriate email or message.
  - Use clear, concise, and appropriate language.
  - Respect privacy (yours and everyone else’s). Do not repost a message without the permission of the person who sent it. Don’t share personal information.
  - Your district email can be monitored and reviewed. Please use email appropriately.

Safety and Security:

- Students must not share login information or protected information with anyone. IT Services will never ask students
for their password; therefore, any requests for password identification must be considered fraudulent.

- Users are not permitted to add, delete, or modify other user accounts in any way.

Privacy:
- Users have no expectation of confidentiality or privacy with respect to any usage of district owned equipment, regardless of whether that use is for district-related or personal purposes.
- The District may, without prior notice or consent, log, supervise, access, view, and monitor the use of student devices at any time for any reason related to the operation of the District. By using district-owned equipment, programs and/or network, users agree to such access and monitoring of their use.

Care and Handling of Equipment:
- Students are responsible for the general care of their equipment issued by the District. In the event of accidental, negligent, malicious, or willful damage to the equipment, the parent/guardian will be responsible for repairs or replacing the equipment at full cost. Users who willfully cause damage to school property shall be subject to disciplinary measures and may be prosecuted and punished under the law. Parents and guardians of users shall be held accountable for student actions. See the District One-to-One Program Handbook.
- In the event that a device is stolen, users must file a police report of stolen property and provide that report along with notification of the stolen device to the school officials.

Consequences of Violating This Agreement:
- A violation of the above terms and conditions may subject the violator to restriction in the use of technological resources and/or other discipline under the Code of Student Behavior as outlined in the code of conduct.
- In cases of extreme or illegal violations, legal action may be taken against the student and/or other participants under the law.

EDUCATIONAL PROGRAMMING and STUDENT SERVICES

For more information about our elementary curriculum, visit our webpage (https://www.scasd.org/Domain/3) or review our elementary program brochure.

Classroom Learning Environment
Our elementary classrooms are designed to create a positive learning community in which children work to support their learning and the learning of their peers. Teachers integrate class meetings, morning greeting/closing circles, responsive classroom techniques, and strategies that support conflict resolution to foster a positive learning community and successful communication strategies.

Each school has created a Positive School Wide Behavior Support Plan to teach, practice, and reinforce expected behaviors. Students are recognized for meeting the expectations and parents are informed about their child’s behavior through ongoing communication and recognition opportunities.

English Language Arts Program: Reading and Writing
Instruction in reading and writing is based on the PA Academic Standards. Grade level standards represent the expectation for most students at a particular grade level. In every classroom, there will be students achieving above and below the grade level standard. The nature of our curriculum and our long-standing commitment to instruction based on continuous progress means that all students will receive reading and writing instruction at the appropriate stage.

In order to meet the expectations of the PA Academic Standards, we provide instruction that supports:
- Regular practice with complex texts and their academic vocabulary.
• Reading, writing, and speaking that are grounded in evidence from texts, both literary and informational.
• Knowledge that is built through content rich nonfiction.

The reading and writing workshop model provides a framework and vehicle by which students receive instruction that supports their needs in large group, small group (guided reading and strategy groups), and one on one conferring. Through the workshop approach, students are taught how to select good choice books for reading, apply taught strategies and skills in their reading and writing, consider audience and purpose when writing, develop ownership and investment in their reading and writing, build stamina to engage in reading and writing experiences, and be a part of a literacy community.

**Mathematics Program**

**What will my child learn in math?**

The mathematics program goals of the SCASD, in agreement with the National Council of Teachers of Mathematics and the PA Academic Standards, reflect an increasing national awareness that mathematical competence cannot be equated with computational fluency alone. To build students’ strength in the use of mathematical processes, instruction will begin to incorporate the following mathematical practices from the PA Academic Standards:

• Making sense of problems and persevere in solving them.
• Reasoning abstractly and quantitatively.
• Constructing viable arguments and critiquing the reasoning of others.
• Modeling with mathematics.
• Using appropriate tools strategically.
• Attending to precision.
• Looking for and making use of structure.
• Looking for and making use of regularity in repeated reasoning.

**What does the K-5 Math Curriculum Include?**

The content objectives and competencies of the K-5 math curriculum are organized around the PA Academic Standards. As children move through the grade levels, they learn concepts in the following areas: Number and Operations; Algebraic Concepts; Geometry; and Measurement, Data, and Probability as defined by the Standards. The student expectations are structured so that a mathematical sequence is developed as the child proceed through the curriculum. The mathematical concepts build upon previous knowledge and experience in a manner that provides distributed practice over time so that student understanding is strengthened and fluency is enhanced. Our core math resource in grades K-5 is *Bridges in Mathematics*, which was adopted by our Board of School Directors in the winter of 2018 for implementation in the 2018-19 school year. "*Bridges in Mathematics* is a comprehensive PK–5 curriculum that equips teachers to fully implement the Common Core State Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners. The curriculum focuses on developing students’ deep understanding of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful." For more information about *Bridges in Mathematics* visit the Math Learning Center website.

**How will mathematics instruction fit the needs of my child?**

The activities in the curriculum are designed to bring out and build mathematical thinking in every child, across the range of abilities found in any classroom. It is enough of a challenge for some children to find one solution to a problem; other children can be challenged to find multiple solutions, or every possibility, along with proof that they have them all. Also, asking children to explain their thinking, make sense of others’ thinking, and consider the efficiency of a variety of strategies to choose the best one for a given problem provides challenge and depth of thinking for every student.

**Science Program**

The elementary science program in the SCASD addresses the PA Academic Standards for Environment and Ecology and
the Standards for Science and Technology. The unit topics provide content and opportunities for inquiry through which student learning experiences are structured. Knowledge of what science is incorporates carefully developed and integrated components:

- **Nature of science** -- the ways in which scientists search for answers to questions and explanations of observations about the natural world: includes process knowledge of observing, classifying, inferring, predicting, measuring, hypothesizing, experimenting and interpreting data.
- **Unifying themes of science** -- concepts, generalizations and principles that result from and lead to inquiry.
- **Knowledge** -- facts, principles, theories and laws verifiable through scientific inquiry by the world community of scientists; includes physics, chemistry, earth science and biological sciences.
- **Inquiry** -- an intellectual process of logic that includes verification of answers to questions about and explanations for natural objects, events and phenomena.
- **Process skills** -- Recognition by students how knowledge is acquired and applied in science by observing, classifying, inferring, predicting, measuring, computing, estimating, communicating, using space/time relationships, defining operationally, formulating hypotheses, testing and experimenting, designing controlled experiments, recognizing variables, manipulating variables, interpreting data, formulating models, designing models and producing solutions.
- **Problem solving** -- application of concepts to problems of human adaptation to the environment that often leads to recognition of new problems; has social implications and leads to personal decision-making and action; a process which forms the link for interactions between scientific and technological results or findings; involves operational definitions, recognizing variables, formulating models and asking questions.
- **Scientific thinking** -- the disposition to suspend judgment, not make decisions and not take action until results, explanations or answers have been tested and verified with information.

**Social Studies Program**

Our elementary social studies curriculum is based on a hands-on, student-centered, non-textbook model. Using age-appropriate themes, teams of teachers develop the core social studies units that address the state standards in history, geography, civics and government, and economics. Quality literature collections and resource materials are purchased to support each thematic unit.

The overall goal of the K-5 social Studies program is that through the content and processes of social studies, students will achieve a greater understanding of themselves and others in the global society in which we live.

We believe that this kind of curriculum serves the educational needs of students of all backgrounds and all ability levels. Each student in the classroom community brings his or her own background knowledge to the unit being studied. Each student, regardless of ability, is able to learn meaningful key concepts introduced through the unit.

Our elementary classrooms are exciting, stimulating learning environments for children. The SCASD K-5 social studies program is organized around thematic units of study identified for each level. These units are the vehicles through which the elementary social studies program is taught.

**Specials**

Students participate in weekly specials classes in art, library, music, physical education/health and STEM. Our art curriculum, which is grounded in the National Core Arts Standards, provides students with the opportunity to work in 2D, 3D, ceramics, and media arts each year. “Knowing Myself as a Reader” and “Inquiring for Knowledge” are two of our library units that support students as lifelong learners and readers. Our nationally recognized music program provides music experiences for both vocal music (K-5) and performance music through band, orchestra, and choir (grades 4 and 5). All students have weekly physical education classes that include short lessons on health and wellness to support lifelong healthy habits. Our STEM program invites students to utilize the engineering design process to solve problems collaboratively across contexts as well as integrate technology and coding skills.

**SCASD Gifted Support Services**
The District provides challenging learning experiences for all students that build on their individual strengths and optimize their abilities. Gifted and Learning Enrichment services, in concert with SCASD’s core program, ensure that the district supports the development of advanced learners to achieve their potential as students and individuals.

**Gifted Support Screening and Evaluation**

The District engages in a number of formal processes to identify potential candidates for gifted education services. Currently, all students in grade 4 are universally screened each school year. A cognitive screener along with benchmark assessments in reading and math are used as indicators to identify students who may be in need of specially designed instruction.

In addition to our Universal Screening Process, students in any grade level may be referred for a Gifted Multidisciplinary Evaluation (GMDE) by teachers and/or parents. A Gifted Multidisciplinary Evaluation Team (GMDT) determines the appropriateness of placement in Gifted Support. If Gifted Support services are recommended, the parents and the student will be invited to participate in a program planning meeting where a Gifted Individualized Education Plan (GIEP) will be developed.

For more information about SCASD Gifted Support, please contact your child’s building principal or visit our website at [Gifted Support](#) or call 814-231-1054 with questions.

**SCASD Gifted Support Services Gifted Public Notice**

*Annual Public Notice of Gifted Education Services and Programs and Notification of Rights Under the Family Educational Rights and Privacy Act*

State College Area School District  
240 Villa Crest Drive  
State College, PA 16801

It is the responsibility of the Pennsylvania Department of Education to ensure that gifted children residing in the Commonwealth who are in need of specially designed instruction, are identified, located, and evaluated. This responsibility is required by a federal law called the Individuals with Disabilities Education Act Amendments of 1997 (IDEA ’97).

The IDEA ‘97 requires each state educational agency to publish a notice to parents, in newspapers or other media, before any major identification, location, or evaluation activity. The IDEA ‘97 requires this notice to contain certain information. Another federal law, the Family Educational Rights and Privacy Act of 1974 (FERPA), which protects confidentiality, requires educational agencies to notify parents annually of their Confidentiality rights. The State College Area School District (SCASD) fulfills the above duties with this annual notice.

**GIEP**

School age children who have been identified as gifted and are in need of specially designed instruction must be described in a Gifted Individualized Education Program (GIEP)

**Screening**

Each educational agency must establish and implement procedures to locate, identify, and evaluate school age students suspected of being eligible for gifted education. The District provides a variety of opportunities for the screening and evaluation of students thought to be gifted. Students in grade 4 are annually screened in cognitive abilities, literacy and math. Additional screening activities take place by a review of student data at all grade levels in an ongoing fashion throughout the school year. If parents need additional information about the purpose, time and location of screening activities, they should call or write to their child’s Building Principal or the Director of Gifted and Learning Enrichment.
Evaluation
When a review of screening data indicates that a student may be eligible for gifted education, the District will seek parental consent to conduct an evaluation. "Evaluation" means procedures used in the determination of whether a child is gifted and the nature and extent of the specially designed instruction and related services that the child needs.

This evaluation is called gifted multidisciplinary evaluation (GMDE). It is conducted by a multidisciplinary team (MDT) which includes a teacher, other qualified professionals who work with the child, and the parents. The GMDE process must be conducted in accordance with specific timelines and must include protection in evaluation procedures. For example, tests and procedures used as part of the multidisciplinary evaluation may not be racially or culturally biased.

The GMDE process results in a Gifted Written Report (GWR). This report makes recommendations about a student's eligibility for gifted education and the need for specially designed instruction. Once parental consent for evaluation is obtained, the school has timelines and procedures specified by law which it must follow.

Parents who think their child is eligible for specially designed instruction may request at any time that the District conduct a GMDE. Requests for a GMDE should be made in writing to a child's building Principal or the Director of Gifted and Learning Enrichment.

Educational Placement
The determination of whether a student is eligible for specially designed instruction is made by the Gifted Individualized Education Program (GIEP) team. A single test or procedure may not be the sole factor in determining that a child is exceptional. The GIEP team must include at least three members in addition to the parent (s). Other required members include at least one regular education teacher of the child (if the child is, or may be participating in the regular education environment), at least one gifted education teacher, or where appropriate, at least one gifted education provider, and a representative of the District acting as the LEA. If the student demonstrates a need for specially designed instruction, the GIEP team develops a written education plan called a GIEP. The GIEP shall be based on the results of the gifted multidisciplinary evaluation.

A GIEP describes a student's current educational levels, goals, objectives, and individualized programs and services which the student will receive based on the student's areas of strength. GIEPs are reviewed on an annual basis. The GIEP team will make decisions about the type of services, the level of services, the level of intervention, and the location of intervention. Placement must be made in the least restrictive environment in which the student's needs can be met with specialized instruction.

2019-2020 Title I Parent and Family Engagement Policy
It is the policy of the State College Area School District’s Title I program to encourage active participation of parents and those in the role of parents as required in Section 1116 of ESSA. This policy includes a commitment to guide/reinforce/increase parent and family engagement by building a strong partnership emphasizing the shared responsibilities among students, families, and school teams.

In compliance with federal law, the State College Area School District and parents/guardians of students participating in Title 1 Programs shall jointly develop and agree upon a written Family Engagement Plan for a Title I school. When implementing, the district shall:

Objective 1: Involve parents/guardians in the joint development of the Title 1 plan and the process of school review and improvements and coordinate and integrate parent and family engagement strategies with other Federal, State, and local laws and programs (ESSA, Section 1116(a)(2)(A)).
Objective 2: Provide support and technical assistance and other supports in order to assist participating schools in planning and implementing effective family engagement activities to improve student academic achievement and school performance (ESSA, Section 1116(a)(2)(B)).

Objective 3: Conduct, with the meaningful engagement of parents and family members, an annual evaluation of the content and the effectiveness of the parent and family engagement policy in improving the academic quality of all schools and identifies barriers to greater participation by parents and family members, with particular attention to parents who are economically disadvantaged, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background; the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions (ESSA Section 1116(a)(2)(D)(i-iii)).

Objective 4: Use the findings of the annual evaluation to design strategies for more effective evidence-based parental/family engagement, if necessary, the parent and family engagement policies (ESSA, Section 1116(a)(2)(E)).

Objective 5: Involve parents and guardians in the activities of schools served under Title I through activities that promote school and parents’ capacity for strong family engagement that meets the needs of all stakeholders in assisting them with the learning of their children at school and into the home through the use of Title 1 Committee Meetings and surveys (ESSA, Section 1116(a)(2)(F)).

To accomplish this goal, our schools involve parents in the development of the Local Educational Agency (LEA) policy and the process of school review and improvement through parental and family engagement group meetings, parent surveys, consultation with Title I, general education teachers, and district administration, and conferences.

**Instructional Grouping**

The district rationale for grouping students is to facilitate the creation of an instructional environment that is conducive to the most effective teaching and learning, to maximize the productive use of instructional time, and to prompt positive self-esteem and peer relationships, as supported by current research. Our goal is to work with you as partners in your child’s education. We value information that you feel is important for the teachers and specialists to consider as we group children for the following year. The type of information you may want to share includes:

- Health or medical needs,
- Family changes,
- Peer interactions, and
- Specific social, emotional, or academic needs.

**Field Trips**

Field trips are planned as an integral learning activity to support our curriculum. They are reserved for those occasions when the school staff determines that it is the most efficient way to develop desired concepts.

Parent/guardian permission notes are required because the children are being taken from school property.

Since safety is such an important factor, field trips cannot be made in private automobiles. Parents/guardians may be asked to assist or chaperone on field trips.

**Recess**

The SCASD has a [physical activity/recess policy](#). According to the policy and guidelines, each elementary school will have at least 30 minutes included in the daily schedule for recess. Primary students (K-2) will have an additional scheduled daily recess of 15 minutes. Specific considerations for recess include:

1. Recess shall be held in addition to scheduled physical education classes.
2. Whenever possible, recess will be held outside of enrichment and intervention activities.
3. Adequate spaces, facilities, equipment, and supplies will be provided.
4. Teachers will ensure all students have access to recess.
   a. No student may be excluded unless a documented medical condition precludes participation.
   b. Students with special needs will be provided with reasonable accommodations.
   c. In the rare situation when a student’s behavior presents a safety concern, a precaution may include removal from recess. Behavioral or social intervention will be utilized so that the student can return to recess as quickly as possible.
5. When possible, recess should be scheduled before lunch.
6. Recess will be held outdoors whenever possible, except in the event of inclement weather. In such cases, indoor recess will include physical activity.
7. Structured activities may be available in addition to unstructured, free play.

**Homework**

Our homework policy includes nightly reading in all grades because of the importance of reading to and with children at home. In addition, students in grade 3 can expect up to 10 minutes of homework each night and students in grades 4 and 5 can expect up to 20 minutes of homework each night.

**Instructional Support Team**

All elementary schools have an Instructional Support Team (IST) which includes staff members who have had special training in curriculum assessment and behavior management which help students succeed in the general education program and before there is any consideration of special education placement. The IST has an instructional support teacher who provides intervention, consultation, and monitoring of the student’s progress in the general education program.

**Multi-Tier Systems of Support (MTSS)**

MTSS is an early intervention strategy and carries dual meaning in Pennsylvania. It is a comprehensive, multi-tiered, standards aligned strategy to enable early identification and intervention for students at academic or behavioral risk. As such, it forms the assessment and instructional framework to organize and implement the PA Academic Teacher Standards. MTSS allows educators to proactively identify and address academic and behavioral difficulties. Monitoring student response to a series of increasingly intense interventions assists in promoting success and provides data that may guide eligibility decisions for learning disabilities. The overarching goal of MTSS is to improve student achievement using research based interventions matched to the instructional need and level of the student. MTSS provides all students with standards-aligned concepts and competencies, data-driven instruction and the additional support needed to achieve strong academic results. If there is a failure to respond to instruction and intervention, MTSS can be utilized for the identification of students with a Specific Learning Disability in the area of reading K-3.

Additional information about MTSS can be found on our website at [http://www.scasd.org/Domain/11](http://www.scasd.org/Domain/11)

**Special Education Supports and Services**

Special Education services are provided to students with identified exceptionalities under Chapter 14 of the Pennsylvania Special Education Regulations. Special education is defined as specially designed instruction to meet the needs of a student who is exceptional including specially designed instruction that is the following: (1) conducted in the classroom, in the home, in community settings, in hospitals, in institutions and in other settings; (2) Provided in an instructional or skill area, including physical education, speech and vocational education. A specially designed program of instruction is available for a student who meets one of the school-age categorical exceptionalities: autism/pervasive developmental disorder, blindness or visual impairment, deafness or hearing impairment, intellectual disability, multiple disabilities, traumatic brain injury, other health impairment, orthopedic impairment, serious emotional disturbance, specific learning disability, or speech or language impairment.
Special Education is available for any student in the district with a disability who meets the state and federal criteria of eligibility. A multidisciplinary evaluation (MDE) can be requested at any level by school teams and/or parents. Parental requests should be in writing to the building principal. Typically, prior to an MDE being completed, the school team, with input from parents, will provide opportunities for interventions that address the specific needs of the student. In Kindergarten, all students receive screenings on readiness as well as standardized indicators of early literacy. All elementary schools in the district have an identified and trained Instructional Support Team (IST) made up of general educators, school psychologist, school counselor, special educators, and building principal. The Instructional Support Team works with school staff to provide screening and interventions in various areas (academic, emotional, social, behavioral) and will refer to specialists for motor, vision and hearing concerns. Parents may request IST consideration through the building principal. The IST process can recommend interventions, further screening and/or a referral for multidisciplinary evaluation (MDE) for special education services for a student with a disability. Related services such as occupational therapy, physical therapy, orientation and mobility training and specialized transportation are available as deemed appropriate by the Multidisciplinary Evaluation (MDE) Team and Individual Education Plan (IEP) Team. Transition services are provided according to the Pennsylvania Special Education Regulations.

Do you have a concern about your child? Follow these easy steps:
1. Discuss your concerns with your child’s teacher(s).
2. Discuss your concerns with your child’s principal.
3. Discuss, with the principal, whether a referral to the IST process is appropriate.
4. Still have concerns? Call the Special Education office and talk with the Director or Assistant Director of Special Education. (814) 231-1072 or (814) 231-4172.

For more information regarding Special Education, please see our [website](https://www.scasd.org/Page/196)

**English Language Learners**

The district provides an English Language Development (ELD) curriculum that aligns with the District’s ELA curriculum for students who are learning English. English Learners are identified through the Home Language Survey at the time of registration. A screening process identifies students in need of ELD support by a certified English as a Secondary Language teacher prior to placement and attendance. The elementary ELD Program provides English Learners with an instructional language communication program that supports their learning of the English language and culture. The objectives of our ELD Program include the following:

1. To develop basic interpersonal communication skills and cognitive academic language proficiency in English.
2. To develop proficiency in the language domains of speaking, listening comprehension, reading, and writing.
3. To develop competence in intercultural interactions.
4. To provide ELs with opportunities to share their language and culture with their peers in the grade level classroom.
5. To encourage participation in the full range of instructional activities in the general education curriculum and extra curricular activities in school.

A complete description of SCASD’S ELD program goals, eligibility, and resources can be found at the following link: [https://www.scasd.org/Page/196](https://www.scasd.org/Page/196)
Assessment
The district uses assessment information to provide:

1. Educators in the schools with information about individual students upon which to base competent decisions about appropriate instructional interventions.
2. Information on in-school performance to teachers, students, and families for the purposes of educational and/or career planning.
3. Information to parents/guardians about their child’s performance on local, state, and national assessments.
4. Information to educators in the schools on student performance in specific curricular areas for the purpose of curriculum planning, modification, and the annual determination of each student’s adequate yearly academic progress.
5. Information to educators in the schools to assist in the strategic planning process.
6. Information to the Board of School Directors and the community on the level of education attainment/measured ability of students in the District and comply with various federal or state mandates.

Screening and Benchmark Assessments
Students participate in screening assessments three times a year to gauge their acquisition of core skills in grades K-5. Screening results are used to make decisions about instruction and intervention needs of individual students through our Multi-Tier System of Support (MTSS). Students in grades K-5 participate in benchmark assessments in reading and math three times a year to gauge their progress and make adjustments in classroom instruction to support student growth.

Local, nationally-normed and statewide tests are used.

Parent-Student-Teacher Conferences
Parent-student-teacher conferences are scheduled in the fall and spring and will run about 25-30 minutes. Children will not attend school on conference days, but they will be included in the conferences.

We are teaching students to be involved in their education through assuming more responsibility for their own learning. Through the process of self-assessment, we believe that students will learn to set realistic and challenging goals which will establish goal-setting as a necessary lifelong skill. The education of a child is a three-way commitment which is why we believe that children, parents, and teachers are essential participants in this process.

For children in grades 1 - 5, your child’s teacher will prepare children for the conferences. Teachers and children will work together on setting realistic goals for the year. Most teachers will send something home to help you think about goal-setting as well. At the three-way conference in the fall, all participants will work together to reach an agreement on what goals can reasonably be accomplished. An action plan will be developed for making progress toward meeting goals. Goals might be academic, social, behavioral, or any combination of these three areas.

Parents may request a few minutes alone with the teacher after the goals have been established. Parents opting for this should make their child’s teacher aware of their desire to do so.

The ultimate goal is for children to lead the conference but it will take time and practice for this to occur. Initially, most teachers will probably play a leadership role, particularly with the younger children.
We hope that having children play a central role in the conferences will have many positive effects. We believe that children should have an active part in developing goals and a plan for reaching them. However, we recognize that occasionally a parent and teacher need to talk privately about a sensitive issue and hope that when this is appropriate, a time can be arranged that is convenient for both parent and teacher. Most kindergarten children will not attend the conferences in the fall. They will be busy getting used to being in school.

**Elementary School Counselor**

Elementary school counselors deliver whole group lessons students on a monthly basis. These lessons are based on the grade-level appropriate Second Step K-5 Suite of resources. Additionally, counselors see children individually, and in small group settings. They also consult with teachers, parents/guardians, and the principal regarding children's academic development; personal, social, and changing family needs; study skills; and school adjustment challenges. Self-esteem, decision-making, problem-solving, career development, and evaluation of children are also provided. At some point, your child may see the counselor regarding one or more of the above issues. If you would like further information regarding the counselor’s role, please contact the school.

**Online Progress Reports**

Progress reports will be available three times a year for academic subjects and twice a year for specials. The first online progress report will be available in December, the second one in March and the last one in June. The specialists’ reports will be available in early February and in June. If you would like a paper copy of your child’s progress report, please inform your elementary school office.

As a school district, communication with families is a priority. We want to do everything we can to share information about your child and our programs with you. Teachers call, email, send newsletters, write notes, etc. to keep you informed about school and your child’s experiences. Parents should feel free to call, email, or request a conference at anytime during the school year if you have a question, observation, or concern. Sharing how you see your child and his/her experiences with the teacher helps us better understand and support your child’s needs.

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**STUDENT HEALTH**

**Health Screening Program**

School health services supplement, but are not a substitute for, the health care that parents/guardians provide for their children. School services devote attention to student health problems and encourage parents/guardians to use the services of their physicians, dentists, and community agencies when attention is needed.

The following health services are provided:

- Dental Inspection (Kindergarten, grade 3, and new students)
- Physical Examination (Kindergarten and all new students who have no record of a physical examination)
- Hearing (Kindergarten, grades 1, 2, 3, 7 and 11)
- Height and Weight (all grades). A Body Mass Index (BMI) score (available through the parent portal for you to access within a week of screenings) will be sent home to show the results of this screening.
- Vision (all grades)
- Color vision/stereo depth screening: (Kindergarten, 1st grade, and new students not previously screened)

**Immunization Requirements for Children Entering School for the First Time**

Immunization for diphtheria, tetanus, pertussis, poliomyelitis, measles (rubeola), mumps, German measles (rubella), hepatitis B, and varicella immunity, via vaccine or history of the disease, are required by the Commonwealth of Pennsylvania as a condition of entrance to school. Failure to comply with this requirement can result in the student’s
exclusion from school. The child’s birth certificate and immunization records are necessary for registration. Questions on immunizations should be directed to your child’s school nurse found at https://www.scasd.org/domain/104 or the Registrar’s office at 231-1017.

For a complete list of the required doses of each immunization please visit the Pennsylvania Department of Health website at http://www.health.state.pa.us/

Exemptions are granted for medical, religious, moral, or ethical reasons. (A written request for exemptions must be submitted to the school nurse.)

**MEDICATION/TREATMENT: PRESCRIBED/OVER THE COUNTER/SUPPLEMENTS/HOMEOPATHIC OR MEDICINAL REMEDIES/OTHER**

Licensed school health personnel are permitted to administer medication to the elementary child with a written order from a physician or health care provider, and a signed consent from a parent/guardian.

Medication, whenever possible, should be given at home. However, in the event that there is a need for a student to require any of the above during school hours, it is the responsibility of the parent/guardian to provide the health room nurse with the following:

- An order signed by a physician/healthcare provider. This order must include the name, dosage, time, route and duration of order. The order only applies to the current school year. Forms for completion are available in the health room office or online at http://www.scasd.org/healthforms; Medication – Parental Request – Physicians Order (Word of PDF format).
- Signed consent by parent / guardian.
- Original labeled container, which will be stored in the health room or nurse office.

**PLEASE NOTE:**

- Do not send anything unlabeled, in a Ziplock baggie, lunch box or backpack.
- Any controlled substance medication must be delivered to the health room by a parent or legal guardian.
- Parents must pick up any unused portions at the end of the school year, or it will be destroyed.

**SELF MEDICATION: INHALERS/DIABETIC SUPPLEIES/EPINEPHRINE (Severe Allergy Policy and Brochure)**

Along with a prescribed order, written parent / guardian request, available in the health room office or online at www.scasd.org/healthforms; Medication – Self (Word of PDF format), AND the original storage container, students of all grades in the SCASD are permitted to carry and self medicate with inhalers, diabetic supplies, and auto-epinephrine administration devices. This is provided that the student does so in a responsible manner.

Health services staff supports this approach, but ask that the parent and student be responsible in having all labeled required self-medications with them while at school. The school nurse must be provided with the above paperwork and notified of any self-carry medication. Please contact the certified school nurse in your child’s building to discuss usage and storage.

**Is Your Child Sick? Guidelines for when to keep your child home from school**

A sick child is unable to concentrate in class and effective learning is often impaired during illness. As a parent/guardian, you know your child the best. If you feel your child is sick, please keep him/her home and seek the advice of your health care provider. Doing so helps prevent the spread of germs to fellow students and faculty/staff and puts your child on the road to a quicker recovery. In general, students should be kept home when they have:

- Fever of 100 degrees Fahrenheit. Ideally the child should remain home until s/he is fever free for 24 hours without the use of fever reducing medications
- Vomiting/Diarrhea
- Unexplainable rash or sores
- Red eyes accompanied by drainage
- Untreated case of head lice (please note that the child must be examined by the school nurse before returning to class).

If your child becomes ill with any of the above symptoms while at school, you will be contacted by either the nurse or licensed health care paraprofessional. It is extremely important that we have a telephone number where you can be reached in case of emergency/illness. Please remember that a school nurse is not a doctor, and may not diagnose a child’s illness or injury. It is the responsibility of the parent to have the child treated by a physician/health care provider whenever necessary.

**Student Insurance**

The State College Area School District does not carry medical insurance on students. The School District does provide parents with the opportunity to purchase an Accident Insurance Plan through Zurich Insurance Company, an A+ rated company. This $500,000 Maximum Benefit coverage will respond for injuries students sustain, due to an injury from an accident, and will also respond for school sports (except football) injuries. (Coverage limitations and exclusions do apply.) If you would like to obtain more information or purchase the coverage, please log on to www.BollingerSchools.com, or contact the Business Office at 231-1021.

**ELEMENTARY PROFESSIONAL DEVELOPMENT SCHOOL PARTNERSHIP**

As part of the PDS collaborative between SCASD and PSU, a student intern from Penn State may be teaching in your child’s classroom. The intern will spend the entire school year teaching under the supervision of the mentor teacher and a university-based supervisor. The mentor teacher and intern will often engage in teaching together, which results in children receiving more individualized attention. As part of the process of learning to teach effectively, the intern will be videotaped periodically throughout the year. These videotapes will be used with the intern for self-improvement, as well as with other interns and veteran teachers for professional development purposes.

Far more information about the Professional Development School Collaborative, please visit the PDS web site at [http://www.scasd.org/Page/22309](http://www.scasd.org/Page/22309)