



Tyrone Area Elementary School

“Together Achieving Educational Success”



**Parent/Student Handbook
2023-2024**

Tyrone Elementary School Little Eagles



Dear Parents:

The Tyrone Area School District is committed to providing a quality educational program for your child. This handbook serves to outline pertinent information concerning the Tyrone Area Elementary School.

It is our hope that this handbook will serve as a guide for families in establishing a cooperative relationship with the staff of the elementary school.

Please review the content of this handbook and refer to it during the school year, as it will answer many of your questions regarding programs, services and policies.

We encourage you to contact the principal with any questions you may have relating to the information in this handbook or to discuss concerns regarding the well-being of your child.

Your partnership and support are important to us. We look forward to working with you in providing your child a quality education.

Kristin Musselman

Elementary Principal

Meet the Teacher Night (Kindergarten – Grade 4)

Parents will have the opportunity to meet their child's new teacher during the beginning of each school year. Meet the Teacher events will be held in August, so that teachers can share their educational program and classroom expectations with parents. During these events, PTO will also be available with information outlining the budget and proposed activities for the school term as well as to recruit new members. Please refer to the scheduled dates for these events on the District calendar.



Welcome to Tyrone Area Elementary School

Tyrone Area School District



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Elementary Office Telephone Numbers 684-1342

Main Office
Attendance Office
Health Suite (Nurse)
Transportation Office
Food Service
Family Resource Coordinator

Ext. 2701
Ext. 2701
Ext. 2708
Ext. 2702
Ext. 3727
Ext. 2130

Grade Level/Department Chairs

Lillian Miller	Preschool
Shana Smith	Kindergarten
Megan Myers	Grade 1
Rachel Walk	Grade 2
Amanda Golden, Susan Schultz	Grade 3
Katie Nadolsky	Grade 4
Debbie Estright	Special Subjects
Sara Wagner	Reading Team

Early Childhood Center

Early Intervention Preschool
PreK Counts K3/K4 Preschool
PreK Counts Full-Day K4
Title 1 K3/K4 Preschool
TAES Daycare: Infants to 5 years-old
TAES Before-School & After-School Childcare for Kdg to 6th grade

Change of Name, Address, or Phone Number

Please report any change of name, address, or telephone number to the Attendance Office at 684-1342, ext. 2701, as soon as possible. Emergency situations sometimes occur which necessitate parents or guardians being reached, and it is essential that pertinent information be on file.

TAES Mission Statement

Our mission is to educate all students while embracing diversity to support the individual growth of each child. We empower our students to be critical thinkers in a positive, safe and supportive environment. Academic, social and emotional growth is achieved by differentiating instruction, integrating technology and fostering independence. Building the whole child is accomplished by establishing a culture of empathy and respect through collaboration among colleagues, families and the community.

TAES Vision

Tyrone Area Elementary strives to be an exemplary school with unparalleled reputation for maximizing student learning. We strive to be a high-achieving, Pennsylvania Distinguished School meeting the highest academic standards.

Tyrone Elementary School

2023-2024 Bell Schedule

7:30 am	1 st bus arrives and students may enter the building. As students arrive, they may go to breakfast (7:30-8:00)
7:50 am	Last bus arrives
8:10 am	PreK begins
8:10 am	Instruction K-4 begins
10:30 am – 1:15 pm	Lunch
11:10 am	K3/K4 AM session dismissal
11:45 am	K3/K4 PM session begins
2:45 pm	K3/K4 Half-day & Full-day sessions end
2:50 pm	Walkers dismissed
2:50 – 3:00 pm	Dismissal for buses (Kdg – 4 th)

Tyrone Area School District | 2023-24 School Calendar

177 Student Days; 187 Teacher Contract Days

July 2023						
Su	Mo	Tu	We	Th	Fr	Sa
						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					

4 Independence Day

August 2023						
Su	Mo	Tu	We	Th	Fr	Sa
		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		

S=6 T=8
21 In-Service Day; no classes
22 In-Service Day; no classes
24 PreK-12 First Day of School

September 2023						
Su	Mo	Tu	We	Th	Fr	Sa
					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

S=18 T=20
1 In-Service Day; no classes
4 Labor Day; no classes
29 In-Service Day; no classes (Act 80 Day)

October 2023						
Su	Mo	Tu	We	Th	Fr	Sa
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				

S=21 T=22
27 In-Service Day; no classes (Act 80 Day)
31 End of Marking Period 1

November 2023						
Su	Mo	Tu	We	Th	Fr	Sa
			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		

S=18 T=18
7 In-Service Day; no classes (Act 80 Day)
10 Veterans Day Observed; no classes
22 In-Service Exchange Day; no classes
23-27 Thanksgiving Vacation

December 2023						
Su	Mo	Tu	We	Th	Fr	Sa
					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						

S=15 T=15
4-15 Winter Wave 1 Keystone Exams
22-29 Christmas Vacation
22 If needed, weather make-up day

January 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	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			

S=21 T=21
1 New Year's Vacation
5 1/2 Day Early Dismissal
5 Full Teacher Day
3-17 Winter Wave 2 Keystone Exams
15 Martin Luther King Day; no classes
22 End of Marking Period 2

February 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				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		

S=19 T=20
16 In-Service Day; no classes
19 Mid-Winter Vacation
19 If needed, weather make-up day

March 2024						
Su	Mo	Tu	We	Th	Fr	Sa
					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						

S=19 T=20
27 End of Marking Period 3
28 In-Service Day; no classes
28 If needed, weather make-up day
29 Easter Vacation

April 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	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				

S=20 T=21
1 Easter Vacation
22-26 PSSA English Language Arts Test
23 In-Service Day; no classes
29-30 PSSA Math, Science & Make-up Tests

May 2024						
Su	Mo	Tu	We	Th	Fr	Sa
			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*	

S=22 T=22
1-10 PSSA Math, Science & Make-up Tests
13-24 Spring Keystone Exams
27 Memorial Day; no classes
31 Last Day of School
31 1/2 Day Early Dismissal
31 Full Teacher Day
31 Commencement

June 2024						
Su	Mo	Tu	We	Th	Fr	Sa
						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						

Note: If needed, additional weather and/or in-service make-up days will be added after May 31.

Marking Periods; Report Cards Distributed

Period	Period Ends	Report Cards Distributed By
1 (45 Days)	10-31-2023	11-8-2023
2 (45 Days)	1-22-2024	1-29-2024
3 (45 Days)	3-27-2024	4-8-2024
4 (42 Days)	5-31-2024	Elem: 5-31-2024 MS/HS: 6-7-2024

Weather Make-up Days

- 1st Day.....12-22-2023
 - 2nd Day.....2-19-2024
 - 3rd Day.....3-28-2024
- Additional days added to end of the school year

If needed, additional weather and/or in-Service make-up days will be added after May 31, 2024

In-Services; Meet-the-Teacher Nights; Parent/Teacher Conferences

Date	School	Event
8-21-2023	All Schools	Opening Session; Teacher In-Service Day 1
8-22-2023	All Schools	Teacher In-Service Day 2
8-22-2023	Preschool	Orientation
8-22-2023	Elementary School/Grades K-4 Middle School High School	Meet-the-Teacher Night
9-1-2023	All Schools	Teacher In-Service Day 3
9-29-2023	All Schools	Teacher In-Service Day 4 (Act 80)
10-27-2023	All Schools	Teacher In-Service Day 5 (Act 80)
Week of 11-6-2023	All Schools	Parent Conferences Dates/times to be determined
11-7-2023	All Schools	Teacher In-Service Day 6 (Act 80)
11-22-2023	All Schools	Teacher In-Service Exchange Day 7
2-16-2024	All Schools	Teacher In-Service Day 8
3-28-2024	All Schools	Teacher In-Service Day 9
4-23-2024	All Schools	Teacher In-Service Day 10

Early Dismissal

Date	Dismissal Time
January 5	One-Half Day Early Dismissal for Students (12:00 p.m.) Full Teacher Day
May 31 - Last Day of School	One-Half Day Early Dismissal for Students (10:55 a.m.) Full Teacher Day

Tyrone Area School District...Soaring Forward to Explore, Challenge, and Succeed

It is the policy of the Tyrone Area School District not to discriminate on the basis of sex, handicap, race and national origin in its educational and vocational programs, activities, or employment as required by Title IX, Section 504, and Title VI. Please direct questions about this policy to Leslie Estep, Superintendent of Schools, at 814.684.0710 Ext. 4123.



Tyrone Area Elementary School

Student/Parent Handbook

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Academic Progress

The Tyrone Area School District recognizes that the personal, social, physical, and learning growth among children varies. Based on this belief, each child is placed in the educational setting most developmentally appropriate to his/her needs. Each student is then moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development. Academic progress in school is measured by the student's participation in classroom activities and performance on a variety of assessment tools.

Academic Standards

The Tyrone Area School District has incorporated Pennsylvania's Core Standards, as approved by the State Board of Education, in the reading, writing, mathematics, science, and technology curriculums across all grade levels. The standards define what each student should know and do in these subjects at every grade level. Academic standards are intended to give students a solid foundation in knowledge, improve academic performance, and provide consistent targets for achievement. District and state testing will be conducted throughout the year to identify students who are not achieving the standards and to guide teachers' efforts in prescribing them supplemental instruction. The Tyrone Area School District realizes that parents are an integral part of their child's success in achieving the academic standards. Parents should contact the classroom teacher if they would like more information on how they can help and provide this support at home.

Promotion

A student is promoted to the succeeding grade level when he/she has completed the course requirements at the currently assigned grade as established by the district policy. This means that he/she has satisfactorily demonstrated proficiency in the necessary academic skills and the degree of social, emotional, and physical maturation necessary to move ahead to the educational program of the next grade level.

Retention

Every effort will be made to remediate the student's difficulties before retention is considered. Retention in the same grade or promotion to the next grade level for the following year is based on the recommendation of the classroom teacher. All pertinent factors will be considered in deciding whether a child should be retained in the same grade. These factors include, but are not limited to: age, work habits, social and emotional development, achievement level, mental ability, health and physical condition, attendance, and home background. Parents are informed in advance of the possibility of retention. The building principal has the final responsibility for determining the retention or promotion of each student.

Report Cards

Report cards and/or progress reports will be used to document the student's academic progress throughout the school year. Levels of student proficiency for each subject and academic standard will be displayed. Report cards will be issued to students according to the following schedule:

Preschool: 3 times per year—Nov./Feb./May
Grades K - 4: All four marking periods

The following coding system is used to demonstrate student achievement on the report card:

- M- Meets grade level expectations
- MP- Making progress towards grade level expectations
- E- Exceeds grade level expectations
- NT- Not taught yet
- N- Not making expected progress

Assessment of Student Progress

Teachers will develop reliable and valid common assessments to monitor student progress in reaching benchmarks. Effective schools use assessment data to measure progress on an ongoing basis and to inform instruction. Evidence gathered from multiple assessments is evaluated in order to:

- Set learning goals based on the student data
- Plan specific instructional practices to meet learning goals
- Determine the effectiveness of the instruction
- Monitor and document student progress toward meeting the learning goals
- Set new learning goals and identify instructional practices which support students in meeting their goals

Formative assessment is the gathering of data during classroom instruction to inform teaching and improve student learning. Formative assessments align with daily learning targets and reveal the kinds of thinking students are demonstrating in the classroom. Formative assessments document what the student knows and needs to learn next; gathering data over time to identify trends in performance.

Methods of formative assessment include:

- Exit slips
- Homework
- Graphic organizers
- Running records
- Developmental checklists
- Rubrics or scoring guides

Summative assessment is the process of collecting information at the end of the instructional cycle or at a particular point in time, sometimes called benchmark assessments. Summative assessments may include teacher-made tests and can be used to rank students, measure progress during a particular marking period, or evaluate performance on tasks. Evidence of achievement is gathered in an ongoing manner in a number of different ways: whole group, small group, and individual.

Using data from the assessments, the classroom teacher can adapt instruction to address students' areas of relative weakness and enrich experiences of the whole class. Common summative and formative assessments will be administered throughout the school year to determine student progress toward grade level expectations. The

Pre/Mid/Post assessment data will be recorded on spreadsheets supplied by the principal. During grade level meetings the teams will analyze data and discuss appropriate groupings and instructional goals for the students.

Assessment of student progress is an ongoing process throughout the school year. Teachers often include a variety of means to assess students including: tests, homework, in-class assignments, projects, participation, etc. To provide consistency across the grade level each team will develop common criteria by which student performance is assessed.

Attendance

Maximum Allowable Absences

Students are permitted to miss a maximum of twelve (12) days of school whether the absences are excused through parent/guardian notes, medical excuses or if they are unlawful/unexcused. All absences beyond twelve (12) cumulative days shall require a physician's excuse which indicates the student was evaluated on the date of the absence and was found to have a medical condition that interfered with the student's ability to attend school.

Written Parent/ Guardian Excuses

The following requirements are in place for a written parental explanation for a student's legal absence/tardy/dismissal:

- Parent/guardian is required to submit a written explanation for the legal absence/tardy/dismissal of their child **within three (3) days** from the date of the child's return to school. Failure to provide a written explanation or failure by the child to present the excuse to the attendance office will result in the absence/tardy/dismissal being declared unlawful/unexcused.
- The explanation must be for a legal reason in accordance with this student handbook and the compulsory school attendance law for the absence/tardy/dismissal to be coded as excused.
- When it is known that a parent/guardian is unable to read or write, the attendance office may accept a verbal excuse within three days of the date of the child's absence, which shall be documented in writing and will include the date the parent contacted the attendance office and the date of the absence.
- If the dominant language in a student's home is not English, the district will translate written attendance communication in that language.

Medical Excuses

Medical excuses must be provided from a licensed physician who examined the student on the date of the absence. Medical excuses **must be returned to the Main Office within three days** from the date the student returns to school.

IF EITHER A PARENT/GUARDIAN OR MEDICAL EXCUSE HAS NOT BEEN RETURNED WITHIN THREE DAYS FROM THE DATE OF THE STUDENT'S RETURN TO SCHOOL, IT IS CONSIDERED UNLAWFUL/UNEXCUSED AND WILL NOT BE ACCEPTED BEYOND THAT.

Telemedicine

Tyrone Area School District **does not** accept written statements from a medical provider that reflects a telephone consult between a parent and a medical provider except for

a medical provider's bona fide telemedicine healthcare delivery system which is a part of an eligible medical provider's reimbursable service. Tyrone Area School District will request verification of proof that the medical provider offers a telemedicine healthcare delivery model of service and that the physician was not merely consulted by the parent/guardian, but was in fact providing authorized patient care under such a model.

Excused Absences

Students are only legally excused from school for the reasons listed below. This includes early dismissals or tardy absences.

- Illness of the student
- Medical, dental or legal appointment
- Family or school sponsored educational trip approved by the district
- Death in the immediate family
- Suspension or Expulsion
- Religious observance
- Family emergency with explanation
- Recovery from an accident
- Quarantine

Absences of three or more consecutive days require an excuse from a licensed physician or the absence will be considered unlawful/unexcused.

Unlawful/Unexcused Absences

Absences are coded unlawful for students under age 17 and as unexcused for student age 17 and older. Unlawful/unexcused absences are coded as such when students fail to return a lawful excuse within three days of the date of their return to school following an absence or when an absence does not meet eligibility for a lawful absence. Upon reaching three unlawful absences, a Student Attendance Improvement Conference (SAIC) is offered. A referral to an attendance improvement program may be recommended as well. Upon reaching six unlawful absences, a referral to the district magistrate is made.

Examples of unlawful/unexcused absences are listed below but does not preclude the classification of other absences as unlawful/unexcused.

- Absence for personal reasons
- Babysitting
- Overslept
- Car trouble
- Hunting and fishing
- Missed bus
- Shopping
- Attendance at non-school sponsored sporting event
- Missing three or more consecutive days without a medical excuse

Ten Consecutive Days of Absence

Students who are absent from school for 10 consecutive school days shall be dropped from the active membership roll unless the school is provided with evidence that the absences are legal or compulsory attendance prosecution is being pursued.

Standard disenrollment procedures do not apply when a student with an IEP has been absent for 10 consecutive days. Students receiving services through IDEA and 22 PA Code Chapter 14 will be considered within the context of those regulations.

Chronic Absenteeism

Nationally, up to 7.5 million students are chronically absent. Multiple years of chronic absences at any point in a youth's school career is a forewarning of academic trouble. Research shows that chronically absent students are less likely to succeed academically, are more likely to be suspended and are more likely to eventually drop out. In fact, three out of four 6th graders who are chronically absent will never graduate high school. By working to prevent chronic absenteeism, we are working to give Tyrone students the greatest opportunity for academic success and **we are working to instill one of the most sought-after workforce skills indicated by business and industry, which is to regularly show up.**

Chronic absences is defined as missing **10%** or more of a school year. There are 180 days in a school year. Missing **18 days** a year is **10% and is considered chronically absent.** Chronic absence includes unexcused, excused and days missed from suspension. Any absence from school, regardless of reason is counted in chronic absence.

Compulsory School Attendance Law

All persons residing in this Commonwealth between the ages of 6 and 21 years are entitled to a free and full education in the public school. Parents and Guardians of all children between ages 6 and 17 are required by the compulsory attendance law to ensure that their children attend an approved educational institution, unless legally excused.

Act 138 establishes penalties for parents with children under age 15 or children age 15 and older who fail to comply with the provisions of the Public-School code regarding compulsory school attendance. Under Act 138, a parent who fails to comply with the provisions of the Code regarding compulsory attendance could be ordered to pay a fine not to exceed \$300 and to pay court costs, or be sentenced to complete a parenting education program offered and operated by a local school district, medical institution, or other community resource.

Truancy (per PA Compulsory School Law)

Truancy indicates intentional or unexcused absences. A child is **"truant"** if the child is subject to compulsory school laws and has incurred three or more school days of unexcused absences during the current school year. A child is **"habitually truant"** if the child is subject to compulsory school laws and has incurred six or more school days of unexcused absences during the current school year.

Children Under 15 Years of Age

If a habitually truant child is under age 15, the school must refer the child to either (1) a school-based or community-based attendance improvement program or (2) the county children and youth agency for services or possible disposition as a dependent child. A school-based or community-based attendance program is a program designed to improve school attendance by seeking to identify and address the underlying reasons for a child's absences. A school-based or community-based attendance program may include an educational assignment in an alternative education program but may not

include an assignment in an AEDY program. Additionally, the school may, but is not required to, file a truancy citation against the person in parental relation to the child.

Filing a Truancy Citation: Proceedings and Penalties for Violation of Compulsory Attendance Requirements

Generally, a truancy citation is filed with the magisterial district judge (MDJ) where the child attends school or would attend school in the child's school district of residence. For children attending cyber charter schools, the cyber charter school must file truancy citations with the MDJ where the child resides. For children attending nonpublic schools, the child's school district of residence must file truancy citations with the MDJ where the nonpublic school student resides.

A child who has not attained the age of 15 years who fails to comply with the compulsory provisions of Act 138 and is habitually truant from school, shall be referred to the County Children and Youth Services by the school district for services or possible disposition as a dependent child under 42 P.A.C.S. Sec. 6302.

Student Attendance Improvement Plan (SAIP)

When a student incurs 3 unlawful absences, a Student Attendance Improvement Conference (SAIC) is offered to the student and family. A SAIC is a conference where the child's absences and reasons for the absences are examined in order to improve attendance, with or without additional services. Academic progress is also reviewed. The following individuals are invited to the conference:

- (1) The child
- (2) The child's person in parental relation
- (3) Other individuals identified by the person in parental relation who may be a resource
- (4) Appropriate school personnel
- (5) Recommended service providers

The outcome of the SAIC is documented in a written plan known as a Student Attendance Improvement Plan (SAIP) which includes attendance goals, actions for the student, parent/guardian, and school and provides for an opportunity for referral to an attendance improvement program.

Attendance Letters to Parent/Guardian

The following letters with corresponding benchmarks are sent to parent/guardians to raise awareness of the number or types of absences a student has incurred.

- 3 days unlawful/unexcused- Letter includes warning of unlawful absences, overview of Compulsory School Attendance Law, schedules conference with Home and School Visitor
- 5 day absence- Five unlawful/unexcused absences
- 10 day absence- Ten absences of any kind
- Retention Letter- Formally requesting a meeting to inform parent/guardian that student is in danger of retention due to (15) fifteen absences

Religious Activity Excusal

All absences brought about by the observance of a religious holiday (as designated by the PA Department of Education) associated with the student's religion, shall be excused. No student so excused shall be deprived of an award or eligibility to compete for an award or the opportunity to make up a test given on the religious holiday.

Upon written request by the parent/guardian, Tyrone Area Elementary School will release from attendance, a student participating in a religious instructional program. Such instruction shall not require the child's absence from school for more than a total of thirty-six (36) hours per school year and its organizers must inform the school of the child's attendance record. The school shall not provide transportation to religious instruction.

Early Dismissal/ Tardy Requests

Early dismissal/tardiness from school is discouraged to prevent students from missing instructional time or classroom time to complete assignments. It is expected that early dismissals/tardies are generally needed for medical appointments that cannot be scheduled outside of school hours or for occasional events where a student's early dismissal/tardy is required.

Parents/guardians who make arrangements for a medical appointment for their child during the school day may have their child excused by first calling the main office (684-1342 ext. 2701) and then assuring that the medical provider provides a "Return to School" note for the student to give to the main office upon the student's return to the building.

Students must present a written parent/guardian excuse during homeroom indicating the reason for an early dismissal.

A maximum of five (5) non-medical early dismissals/ tardy arrivals will be accepted with parent/guardian written permission. All other early dismissals/tardies must be associated with a medical appointment or will be coded as unlawful/unexcused.

Returning to School After an Appointment

Upon returning to school following an appointment or other reasons, the parent must sign the student in at the Main Office. Students are expected to return to school after an appointment.

Signing in/out Procedures

When leaving school for any reason, parents must sign out the student in the Main Office. This procedure helps to account for students in case of an emergency. A sign out clipboard is located on the counter in the Main Office. Upon returning to school, parents must sign the student back in.

Family Educational Trip

In accordance with the Board of Directors' policy, it is necessary that family trips for educational purposes within the context of school purpose and the law, be considered. A family requesting excused absences for family trips must do so on TASD provided forms which can be obtained in the Main Office. A maximum of five days for an Educational Trip within a school year may be granted. Additional days will be recorded as unlawful/unexcused. Trips lasting up to five days must be approved by the building principal no more than one month prior to the trip.

Trips may not be approved for the following reasons:

- Student academic status not in good standing
- Student attendance status not in good standing
- Trip is to take place during state testing window

If the trip is not approved and the student takes part in it nevertheless, the absences will be coded unlawful/unexcused and Compulsory School Law procedures will apply.

It is the responsibility of the student to collect assignments before going on an approved trip. Students are expected to complete all schoolwork that is assigned during the approved absence.

Bikes, Skateboards, Rollerblades

Students shall not bike, roller blade, roller-skate, or skateboard on school grounds at any time, whether during or after school hours. For purposes of this ban, school grounds shall include all school buildings, parking lots, paths, playing fields or adjacent school owned property. Students not abiding by these guidelines will have items confiscated and will face disciplinary action for inappropriate behavior.

Bullying/Cyber bullying

Bullying shall mean an imbalance of power or repeated unwelcome verbal, written or physical conduct directed at a student by another student that has the intent and effect of:

1. Physically or mentally harming a student
2. Damaging, extorting or taking a student's personal property
3. Placing a student in reasonable fear of physical harm
4. Placing a student in reasonable fear of damage to or loss of personal property
5. Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities

Cyber bullying includes, but is not limited to, the following misuses of technology during the school day: harassing, teasing, intimidating, threatening, or terrorizing another student by sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings. All forms of cyber bullying are unacceptable and, to the extent that such actions are disruptive of the educational process of the school, offenders shall be subject to appropriate discipline.

The school district will not tolerate any acts of bullying/cyber bullying occurring on school district property, at school-sponsored activities scheduled on or off school grounds, or during the time students spend traveling to and from school or school-sponsored activities.

Consequences for students who are found to have bullied others may include counseling, a parent/guardian conference, detention, suspension, expulsion, a loss of school privileges and/or exclusion from school-sponsored activities. All incidents of bullying will be documented. Please note that peer conflicts and mean/unkind actions do not meet the definition of bullying.

Cell Phone and Bluetooth Enabled Devices

Students may possess cellular telephones on school district property and at school district events. **Cell phones shall be turned off during the school day at all times.** Cell phones that have the capability to take photographs or to record audio or video shall not be used for such purposes while on district property or while a student is engaged in school sponsored activities, unless expressly authorized in advance by the building principal or

designee. The principal may, in addition, adopt and enforce reasonable rules and regulations thereto, and as situations may warrant, including but not limited to revoking such privileges for any and all students. Cell phones are to remain off during school evacuation drills. Students are not permitted to use a cell phone to call home for an early dismissal or if they are sick.

The principal and school authority reserves the right to scroll and search the contents of a confiscated cell phone or electronic device, including but not limited to its pictures, video, voice and text messages, address books, incoming calls, calendars, e-mail, and instant messages if the principal has reasonable suspicion that there is student misconduct.

If a student has a cell phone out during the instructional day, teachers will ask for the device and turn it in to the main office. Failure to comply will result in a discipline referral for inappropriate behavior and/ or insubordination.

The district shall not be liable for the loss, theft, damage or misuse of any cell phone brought to school by a student and/or confiscated as a result of misuse by the student.

If a student is in possession of or partakes in the photography of pornographic pictures, law enforcement will be notified and the appropriate school measures will be taken. The student will be suspended from school for no less than three (3) school days and possible expulsion pending a review by the administration as to the severity of the acts. The severity of the act is measured by the type of pornographic material, if the material is child pornography in nature, and if the pornography is transmitted via media devices.

- The **First Violation** will result in five (5) days of Out of School Suspension, possible expulsion, possible change of placement, and legal authorities being contacted.
- The **Second Violation** will result in ten (10) days of Out of School Suspension, possible expulsion, possible change of placement, and legal authorities being contacted.
- The **Third Violation** will result in ten (10) days of Out of School Suspension, expulsion hearing, possible change of placement, and legal authorities being contacted.

Class Assignments

The staff at the elementary school is charged with the responsibility of creating well balanced classrooms to ensure optimal student learning. Toward this end, students are assigned to classes within a grade level based on an established set of criteria. This criteria includes academic performance, discipline record, gender, special services, and other social/emotional factors as deemed appropriate.

Parental requests for specific teachers is not appropriate and will not be considered. Parents will be notified when the placements are complete. Specific concerns regarding your child's assignment should be addressed with the building principal.

Conferences

Parent/teacher conferences are held up to two times during the school year. For Preschool, they are held three times per year. Conferences are scheduled by appointment and take place during the months of November and February. Parents/guardians will meet with the teacher to discuss student progress and assessment results.

A parent/teacher conference is a two-way exchange of information about your child. We believe that the education of a child is a shared commitment. Parents are encouraged to prepare for the conference. List all the things you want to ask, as well as, the information you want to share with the teacher about your child.

Counseling Program

The elementary guidance and counseling staff work with parents, staff, students, additional support services and community resources to promote the healthy social and emotional development of all students. This is accomplished by providing individual assessment and counseling, team goal setting, referral to outside services, special projects, and skill development conducted in the classroom and in group activities.

Projects which serve student needs that counselors initiate or participate in include the following:

- Bullying prevention
- Student assistance
- School-wide projects
- Coping skills
- Lunch groups
- Skill-building/support groups
- Backpack program

To contact your child's counselor, please call the main office and give your child's name and grade and the primary counselor assigned to your child will be notified.

Kim Eaken – Grades: Preschool, 1, 3
Brooke Gertz – Grades: Kindergarten, 2, 4

Daycare

The TASD operates a licensed daycare for infants to 6th graders. Preschool programs are available for 3- and 4-year-olds. Before and after school care is available for children preschool through 6th grade. Call 684-1342 ext. 2704 for more information.

Dean of Students

The dean of students will coordinate any matters of student discipline in conjunction with the elementary principal. The dean of students will:

- Collaborate with the elementary principal and assistant principal in the resolution of all regular education discipline problems in a fair and just manner, and maintains records of any action taken

- Assist in developing and carrying out policies, and supervising practices dealing with campus control and supervision
- Research matters of discipline and welfare by conferring with parents, teachers, counselors, social workers, special education supervisor, support service personnel, and students
- Assist with the supervisory responsibility for student lunch
- Monitor daily arrival and dismissal of students in accordance with the established procedures
- Organize and present annual PBIS assemblies in conjunction with the principal and the PBIS committee
- Assist with the supervisory responsibility for student activities, programs of student orientation, and similar activities
- Monitor student attendance and serve as the TAES Truancy Officer

Discipline

The School Board has the authority to make reasonable and necessary rules governing the conduct of students while they are in school and on school property, while present at school-sponsored activities, and while traveling to or from school and school-sponsored activities or at other times while riding in school-provided transportation. These rules are designed within statutory and constitutional restraints which are enumerated in the laws of the state, or which may reasonably be implied as necessary for the orderly operation of the school.

The staff of the Tyrone Area Elementary School is committed to establishing a safe and secure environment in which children have a maximum opportunity to learn. The staff has established common rules that are followed throughout the school. The rules are posted in the classrooms, hallways, cafeteria, buses, and playground. We believe our school-wide rules will help us work together as a school family preventing discipline problems from arising.

Board Policy 218 applies to the behavior of students at all times during the time they are under the supervision of the school or at any time while on school property, while present at school-sponsored activities, and while traveling to or from school and school-sponsored activities or at other times while riding in school-provided means of transportation ("on-campus").

School-Wide PBIS

Our Mission

The Wings to SOAR program at TAES is committed to promoting student achievement by fostering a positive and safe school environment that is committed to defining, teaching, modeling, practicing, reinforcing, and re-teaching expectations. This will increase the likelihood that students will learn and respond to the schoolwide expectations, allowing us to dedicate our efforts towards teaching and learning. Our goal is to ensure that all "Little Eagles" have been taught the skills to SOAR to SUCCESS.

How our TAES Students SOAR

The TAES SWPBIS team has established four core values that will be explicitly taught in all of the school contexts:

Safety

Ownership

Achievement

Respect

For each of these core values, we have defined a set of expectations that we will spend time teaching and reinforcing with students. The matrix on the following page shows the contexts and expectations among the various locations within our school.

Positive Reinforcement System

An important part of the SWPBIS system is the reinforcement of positive behaviors and recognizing when students demonstrate the expectations of our core values. Teachers and staff will hand out SOAR tickets to positively reinforce behaviors and expectations that follow the SOAR core values described above. These tickets can be traded for rewards and special activities/events.

The SOAR Store

Students have the opportunity to "shop" at the SOAR store several times throughout the school year. The store has a variety of fun items. The PBIS committee restocks the store often and continuously adds new items to the inventory so the shopping experience is always fun and rewarding for students.

SOAR Events

Students can use tickets to participate in special SOAR reward events throughout the school year. These events may include snow-cones, movie with popcorn, dance parties, carnivals, game time, ice cream sundaes and much more. Our PBIS committee surveys students periodically to gather input prior to planning special events and activities so we can provide experiences that are fun and of interest to the students.

SOAR School Spirit Days

Periodically, TAES will have "SOAR Spirit Days" that follow a theme. On these days, students can earn tickets for participating and spend tickets if there are related activities. These days are announced, and information is sent home prior to the event.

Little Eagles Expectations									
	Arrival	Classroom	Hallway	Restroom	Cafeteria	Bus	Playground	Dismissal	School Events
Safety	<ul style="list-style-type: none"> * I will walk straight in the building using the steps and sidewalk. * I will keep my hands and feet to myself. 	<ul style="list-style-type: none"> * I will keep my hands, feet, body, and belongings to myself. * I will use classroom materials appropriately. * I will keep desk and chair legs on the floor. 	<ul style="list-style-type: none"> * I will walk to the right, facing forward. * I will hold on to the handrail. * I will keep my hands, feet, body, and belongings to myself. * I will walk on each step one at a time. 	<ul style="list-style-type: none"> * I will keep surfaces dry. * I will wash my hands. * I will use the restroom when I have permission. * I will use doors correctly. 	<ul style="list-style-type: none"> * I will walk and stay in my assigned area. * I will keep hands and feet to myself. * I will raise my hand to leave my seat. * I will use my utensils for eating. 	<ul style="list-style-type: none"> * I will remain in my assigned seat, facing forward. * I will keep my hands and feet to myself. * I will keep all objects inside the bus. 	<ul style="list-style-type: none"> * I will use equipment properly and safely. * I will stay in my assigned area. * I will report any broken equipment. * I will keep my hands and feet to myself. 	<ul style="list-style-type: none"> * I will walk straight to my bus or adult using the steps and sidewalk. * I will keep my hands and feet to myself. * I will keep my eyes focused ahead when I am walking. * I will move with the flow of traffic. 	<ul style="list-style-type: none"> * I will walk and stay in my assigned area. * I will keep my hands and feet to myself. * I will listen to adults for additional instructions.
Ownership	<ul style="list-style-type: none"> * I will be on time to class. * I will walk directly to my destination (breakfast, classroom, walking). * I will keep track of my belongings. 	<ul style="list-style-type: none"> * I will clean up after myself. * I will use time wisely. * I will keep my materials organized. * I will communicate with my caregivers about my assignments. 	<ul style="list-style-type: none"> * I will keep hallways clean. * I will walk quietly. * I will look without touching displays. 	<ul style="list-style-type: none"> * I will keep restrooms clean and report any messes to an adult. * I will only use what I need * I will use the restroom and return to class promptly. 	<ul style="list-style-type: none"> * I will only eat my food. * I will leave my table and floor mess free. 	<ul style="list-style-type: none"> * I will be on time to my bus stop. * I will gather all of my belongings. * I will keep the bus clean. 	<ul style="list-style-type: none"> * I will put play materials back where they belong. * I will line up quickly when recess is over. 	<ul style="list-style-type: none"> * I will keep all of belongings in my backpack. * I will stay single file in my bus line. 	<ul style="list-style-type: none"> * I will listen to adults for additional instructions. * I will clean up after myself.
Achievement	<ul style="list-style-type: none"> * I will listen for announcements and directions. * I will use an inside voice. * I will wait patiently for the arrival of my teacher. 	<ul style="list-style-type: none"> * I will listen for announcements and directions. * I will complete and return assignments. * I will take my time and try my best. * I will ask questions when I don't understand. 	<ul style="list-style-type: none"> * I will listen for announcements and directions. * I will keep my hands to my side. * I will go directly to my destination. * I will accept my spot in line. 	<ul style="list-style-type: none"> * I will listen for announcements and directions. * I will use an inside voice. * I will place trash in the trashcan. 	<ul style="list-style-type: none"> * I will listen for announcements and directions. * I will use an inside voice. * I will throw my trash in the trash can. * I will learn my lunch number. * I will include others. * I will use a quiet voice. * I will accept my seat. 	<ul style="list-style-type: none"> * I will listen to my bus driver's directions. * I will use an inside voice. 	<ul style="list-style-type: none"> * I will listen for announcements and directions. * I will include others. * I will take my turn and share equipment. * I will be a good sport. 	<ul style="list-style-type: none"> * I will listen for announcements and directions. * I will use an inside voice. * I will keep my bus tag on my backpack. 	<ul style="list-style-type: none"> * I will listen for announcements and directions. * I will listen to the presentation and participate when it is time to do so.
Respect	<ul style="list-style-type: none"> * I will be kind with my words and actions. * I will greet staff and friends kindly. * I will report safety concerns to an adult. 	<ul style="list-style-type: none"> * I will be kind with my words and actions. * I will listen to adults in the school. * I will wait my turn to speak. 	<ul style="list-style-type: none"> * I will be kind with my words and actions. * I will use quiet voices. * I will use quiet feet. 	<ul style="list-style-type: none"> * I will be kind with my words and actions. * I will flush. * I will give others privacy and keep my own body private. * I will respect school property. 	<ul style="list-style-type: none"> * I will be kind with my words and actions. * I will report safety concerns to an adult in the cafeteria. * I will listen to adults. 	<ul style="list-style-type: none"> * I will be kind with my words and actions. * I will report safety concerns to the driver. * I will wait my turn to enter or exit the bus. 	<ul style="list-style-type: none"> * I will be kind with my words and actions. * I will report safety concerns to an adult. 	<ul style="list-style-type: none"> * I will be kind with my words and actions. * I will use quiet voices. 	<ul style="list-style-type: none"> * I will be kind with my words and actions. * I will be a positive example for others to follow.

Disciplinary Infractions

Level I – Discipline Referral

A. Incidents of Misbehavior

- Being in an unauthorized area
- Minor cheating
- Minor disruptive activity
- Minor physical contact without intent to harm
- Inappropriate dress/apparel
- Academic non-compliance
- Inappropriate gestures
- Inappropriate language
- Stealing without malicious intent

B. Intervention/Consequences:

- Staff should use clear messages and firm statement of expectations
- Proactive application of social skills curriculum
- Consequences will vary at the discretion of the teacher
- Staff is encouraged to use age appropriate, natural, and logical consequences
- Interventions/consequences should be applied in a timely fashion

Note:

- Level I misbehaviors will be documented and addressed by staff only, but may also be followed up by the dean of students
- Teacher will contact parent if any concerns with level 1 misbehaviors, but a form will not be sent home
- Three or more incidents at this level MAY constitute upgrading to Level II. This guideline will reset at the beginning of each marking period with incomplete homework assignments only.

Level II – Discipline Referral

A. Incidents of misbehavior:

- Major disruptive activities
- Major physical contact with intent to harm
- Obscene gestures
- Obscene language
- Theft
- Throwing objects
- Major vandalism
- Disrespectful comment/action
- Forgery

B. Direct Administrative Intervention:

Each infraction will result in dean consultation and parent contact. Level II discipline may result in after-school detention. After-school detention occurs from 3:00-4:00 and requires that the parent pick up the student at the Main Office at 4:00.

Level III – Discipline Referrals

A. Incidents of Behaviors:

- Assault
- Fighting
- Bullying
- Major physical aggression
- Harassment/ sexual harassment
- Major theft
- Tobacco/vaping/alcohol/drug possession, use, or distribution
- Vandalism/ property damage
- Weapons possession or use

B. Direct Administrative Intervention:

Each infraction will result in dean consultation and parent contact. Level III behaviors, may result in any of the actions described below and will depend on the severity of the consequence.

- Conference with student
- SAP referral
- Parent contact/involvement
- Administrative team consult
- Legal action
- Consultation with the Superintendent
- Initial line of inquiry
- Referral to counseling

C. Consequences (Initiated at dean's discretion after consultation with principal)

- Removal from school
- After-school detention
- Motivational resource room
- Out-of-school suspension
- Expulsion
- In-school suspension

NOTE:

- Level III disciplinary action will result in immediate parent contact. This may result in the student's removal from school pending an administrative investigation. Formal consequences will be issued by the dean and principal in accordance with School Board Policy and state and federal guidelines.
- Certain exceptionalities will require a manifestation determination prior to removal from school.
- Suspensions for misconduct related to academic performance may result in grade reduction. In all other instances, grades may not be lowered as a result of a suspension.
- In the event that the student exhibits non-compliant behavior during any detention or in-school suspension, the parent will be notified to take the student home. Further consequences will be issued. They may include:
 1. Additional after-school detention
 2. Motivational resource room
 3. Out-of-school suspension
 4. In-school suspension
 5. Referral to law enforcement resulting in possible fines to parent

Weapons

Legislation in Pennsylvania (Act 26 of 1995) makes it mandatory to expel any student who brings any kind of a weapon to school for a period of not less than one year. This applies to any school function or property, including transportation. Under this law, a weapon is broadly defined as a device, instrument, material or substance, animate or inanimate, that is used for or is readily capable of, causing death or serious bodily injury. This includes firearms of any kind (operable or inoperable, loaded or unloaded) and ammunition.

Act 30 requires the court, through the juvenile probation department, to provide to school principals information concerning the adjudication of an enrolled child. Such reports include a description of delinquent acts committed by the child, disposition of the case, probation or treatment reports, prior delinquent history, the supervision plan and any other information deemed necessary. The building principal is required to share the information with the child's teacher or the principal of another school to which the child may transfer.

Exclusion from School

Exclusion from school may take the form of suspension or expulsion. Suspension is exclusion from school for a period from one (1) to ten (10) consecutive school days.

- Suspension may be given by the building administrator or person in charge of the public school.
- No student shall be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety, or welfare of the school community is threatened.
- The parents and the superintendent of the district shall be notified immediately in writing when a student is suspended.
- If the suspension will exceed three (3) school days, the student and parent shall be given an opportunity for an informal hearing.
- Suspensions may not be made to run consecutively beyond ten (10) school days.

- Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the School Board.
- A parent conference will be required before readmission of a suspended student.
- Suspension carries the restriction that the student is excluded from all extra-curricular activities including school functions, inter-scholastic athletic events, and academic representation of the school both as a participant or spectator until midnight of the last day of suspension.
- Students with special needs will fall under IDEA Regulations as authorized.

Expulsion is exclusion from school by the School Board for a period exceeding ten (10) school days and may be permanent expulsion from the school rolls. All expulsions require a prior formal hearing.

Dress Code

The Tyrone Area Board of Directors recognizes that each student's appearance with respect to dress and grooming is a demonstration of that student's style and individual preference. However, our deep concern for the health, safety, welfare, and morals of all students, as well as the prevention of disruption of the educational program, has prompted the Board to adopt a Code of personal appearance for all students of the Tyrone Area School District.

Personal appearance with respect to dress and grooming refers to the following: clothing, footwear, hair, jewelry, cosmetics, and personal hygiene.

Clothing

- Students' clothes shall be clean and neat at all times. Students with unclean clothes constitute a health hazard and shall be required to correct the situation immediately.
- For safety reasons and to avoid immodesty and distractions, clothes which are ripped, torn, or have holes shall not be permitted on school premises.
- Students shall not wear clothing that is immodest, suggestive or that depicts obscene, vulgar, disturbing, distracting, or otherwise inappropriate terminology or images while on school premises.

Examples of such dress include:

- Bare midriff and fish net shirts, halters, tank tops, muscle shirts
- Clothes which advertise, promote, suggest, or imply the use of alcohol or drugs
- Clothes which depict or suggest sexuality or vulgar/obscene language or images
- Clothes which advertise, promote, display, or imply the use of tobacco products
- Clothes that depict violent acts
- Scant or transparent clothes that reveal inappropriate portions of the anatomy
- Shorts may be worn as appropriate to weather conditions

- Any clothes that cover the shoe and/or cause tripping or a hazard are not allowed
- Hats, hoodies, and scarves are not to be worn in the building

Footwear

For safety and health reasons, footwear that covers the entire bottom of the foot must be worn. Classes such as physical education may require the feet to be covered. Footwear must be appropriately laced or fastened at all times while on school premises.

- Platform Shoes (over 1 ½ inches) and spike heels are not allowed. Flip flops are discouraged for safety reasons.
- The wearing of metal heel/toe plates on students' shoes is not permitted on school premises.
- Shoes with wheels on them may **only** be worn in the school building **if** the wheels are removed.

Hair

All hair must be clean, a color that is natural, and styled so as not to disrupt the educational program as well as for health reasons.

- Dirty hair constitutes a health hazard and shall be corrected immediately.

Cosmetics

Students whose excessive use of cosmetics, which results in the distraction of other pupils and disrupts/impedes the normal conditions of the school or classroom shall be required to correct the situation.

Personal Hygiene

A student who is dirty or unwashed is a distracting influence on the educational program and represents a health hazard to the student and fellow classmates. Situations will be corrected where students need support with personal hygiene.

Jewelry

Jewelry that is a potential health/safety hazard, or depicts obscene, distracting, or inappropriate terminology/ images shall not be worn while on school premises. Examples of such jewelry include:

- Jewelry which advertises/promotes alcohol, tobacco, or prohibited drugs
- Jewelry which suggests vulgar/obscene/sexual language or images
- Rings with sharp points or edges, chain belts, wallet chains, chains hanging from jackets, or any other jewelry or ornament that could be used as a weapon or cause damage to school property
- Excessive body piercing will not be permitted. Excessive shall be defined as body piercing other than in the student's ears

Education for Children and Youth Experiencing Homelessness (ECYEH)

This resource is intended for parents/guardians/staff/community members to utilize if experiencing homelessness or in crisis. This resource also provides guidance and training and is updated annually.

If you or someone you know needs assistance — please reach out to Shannon Flanagan, Homeless Liaison at smflanagan@tyrone.k12.pa.us or 814-684-4240 ext. 3707.

Liaison Responsibilities

The district's liaison shall coordinate with:

1. Local service agencies that provide services to homeless children, youth, and families.
2. Other school districts on issues of records transfer and transportation.
3. District staff responsible for the provision of services under Section 504 of the Rehabilitation Act and Individuals with Disabilities Act.
4. State and local housing agencies responsible for comprehensive housing affordability strategies.

The district's liaison shall provide public notice of the educational rights of homeless students in schools, family shelters, soup kitchens, public libraries, and locations frequented by parents/guardians of homeless children.

The district liaison shall provide reliable, valid, and comprehensive data to the coordinator of Pennsylvania's Education for Children/Youth Experiencing Homelessness (ECYEH) Program in accordance with federal and state law regulations.

Definition of Homelessness

Homeless students are defined as individuals lacking a fixed, regular, adequate nighttime residence, which include the following conditions:

1. Sharing the housing of other persons due to loss of housing or economic hardship.
2. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations.
3. Living in emergency, transitional, or domestic violence shelters.
4. Abandoned in hospitals.
5. Whose primary nighttime residence is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings.
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings.
7. Living as migratory children in conditions described in previous examples.
8. Living as run-away children.
9. Abandoned or forced out of homes by parents/guardians or caretakers.
10. Living as school-aged parents in houses for parents if they have no other living accommodations.

School of origin is defined as the school the student attended when permanently housed or the school in which the student was last enrolled, including pre-school. When the student completes the final grade level served by the school of origin, the school of origin shall include the designated receiving school at the next grade level for all feeder schools.

Unaccompanied youth is defined as a homeless child or youth not in the physical custody of a parent or guardian.

Enrollment/Placement

To the extent feasible and, in accordance with the student's best interest, a homeless student shall continue to be enrolled in his or her school of origin while he or she remains homeless or until the end of the academic year in which he or she obtains permanent housing. Parents/Guardians of a homeless student may request enrollment in the school in the attendance area where the student is actually living or other schools. If a student is unaccompanied by a parent/guardian, the district liaison will assist the student with placement and enrollment decisions and give priority to the views of the student in determining where he or she will be enrolled.

If after such consideration, the district determines that it is not in the student's best interest to attend the school of origin or the school requested by the parent/guardian or unaccompanied youth, the district shall provide the parent/guardian or unaccompanied youth with a written explanation of the reasons for its determination. The explanation shall be in a manner and form understandable to the parent/guardian or unaccompanied youth and shall include information regarding the right to appeal.

The selected school shall immediately enroll the student and begin instruction, even if the student is unable to produce records normally required for enrollment pursuant to district policies. However, the district may require a parent/guardian to submit contact information. The district liaison may contact the previous school for oral confirmation of immunizations, and the school shall request records from the previous district, pursuant to Board policy. Homeless families are not required to prove residency regarding school enrollment.

School/Health Records

The receiving school district may contact the district of origin for oral confirmation that the student has been immunized but must not be a barrier to enrollment. Oral confirmation between professionals is a sufficient basis to verify immunization with written confirmation to follow within thirty (30) days. The instructional program should begin without delay after the enrollment process is initiated and should not be delayed until the procedure is completed. The enrolling district's liaison will assist the parent/guardian/student in obtaining necessary immunizations, or immunization or medical records.

The district will support families with accessibility to health-related resources — not limited to access to a physician, dentist, and other specialty doctors. The district may assist with transportation for access to medical providers as well as assist with overcoming barriers related to insurance.

Placement/Disputes/Complaints

If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize appropriate means to determine the student's placement.

If a dispute arises over school selection or enrollment, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent/guardian/student will be provided with a written explanation of the school's decision on the dispute, including the right to appeal. The parent/guardian/student will be referred to the district liaison, who will carry out the state's grievance procedure as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied student, the district liaison shall ensure that the student is immediately enrolled in school pending resolution of the dispute.

If disputes or complaints of noncompliance rise regarding the education of homeless students, the following steps shall be taken:

1. The person filing the complaint shall first contact the school or district through the district liaison, the principal, or Superintendent to present their concerns to the people closest to the situation and, most likely, to be able to resolve it quickly.
2. If Step 1 is not successful or is not possible under the circumstances, contact should be made with the Homeless Project Education Liaison, or the Pennsylvania Department of Education (PDE) will accept complaints directly through the Education for Homeless Children and Youth Program.
3. Individual cases may be referred to the PDE's Office of Chief Counsel and the Office of the Deputy Secretary for Elementary and Secondary Education, as needed, by the State Homeless Coordinator.

PDE will deliver a response within fifteen (15) business days of the receipt of the complaint. The complaint may arrive in the form of a copy of the school district letter or on the Dispute Letter Form, if given directly to a Liaison of the Homeless Initiative.

Education Records

Information about a homeless student's living situation shall be treated as a student education record subject to the protections of the Family Educational Right and Privacy Act (FERPA) and shall not be deemed to be directory information. Homeless students shall be provided services comparable to those offered to other district students including, but not limited to: transportation services, school nutrition programs, vocational programs and technical education, preschool programs, programs for students with limited English proficiency, and educational services for which students meet eligibility criteria, such as programs for disadvantaged students, students with disabilities, and gifted and talented students.

Transportation

The district shall provide transportation for homeless students to their school of origin or the school they choose to attend within the school district. If the school of origin is outside district boundaries or homeless students live in another district but will attend their school of origin in

this district, the school districts shall agree upon a method to apportion the responsibility and costs of the transportation.

Transportation Coordinator: Faith Swanson (fmswanson@tyronek.12.pa.us) or 814-684-0710

Fiscal Responsibilities

The following guidelines will be followed in cases when the education of the student is provided by the district where the homeless student is temporarily living. The guidelines shall also apply in cases when the district of prior attendance, where that is not the district the student attended when permanently housed, will educate the student:

1. Homeless individuals not in facilities (shelters) or institutions, as well as homeless individuals living in hotels, motels, cars, tents, or doubled-up with a resident family, shall be reported and reimbursed as resident students.
2. For homeless individuals in temporary shelters, the educating school district will send a form for the determination of district residence for students in facilities or institutions to the presumed district of residence.
3. If the form is acknowledged by the resident district, the educating district will enter the student on its rolls as a nonresident student from the acknowledging resident school district. The educating district will bill the resident district for tuition and will report membership data according to state child accounting procedures.
4. If the form is disclaimed and a district of residence cannot be determined, the student will be considered a ward of the state. The educating district will enter the student on its rolls as a nonresident ward of the state and will report membership according to state child accounting procedures. The Department of Education will pay tuition to the educating district based on membership reported to child accounting.

In cases when the education of the student is provided by the district of origin, where that is the district, the student attended when permanently housed, the district will continue to educate a homeless student for the period of temporary displacement and should maintain the student on its rolls as a resident student.

In cases when the student becomes permanently housed during the academic year and continues in the school of origin, which is not the district of new residence, the educating district will continue to educate the formerly homeless student on its rolls as a nonresident student.

Training

Offered by the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program. The district's liaison shall arrange professional development programs for school staff, including office staff. School personnel providing services to homeless students, including enrollment staff, shall receive professional development and support to:

1. Improve identification of homeless students.
2. Understand the rights of such children, including requirements for immediate enrollment and transportation, and

3. Heighten the awareness of, and capacity to respond to, the educational needs of such children.

Free and Reduced Meals

Apply online for free/reduced benefits. Financial assistance is available for families that need assistance paying for school meals. Eligibility for free/reduced meals must be established each school year, regardless of eligibility in previous years.

Family Engagement

Families are a valued member of our community and an essential part of a child's success. Opportunities for participation in school and building sponsored events are communicated in a variety of ways throughout the school year. If you need assistance to participate, please contact your building principal.

Community Partnerships

The District partners with community agencies to support families through collaboration. Community partnerships include, but are not limited to health providers, clothing banks and food pantries, local shelters, private and public agencies, faith-based organizations, and businesses.

Academic Supports

Students have access to numerous academic supports — based on the need of each individual student. Examples include but are not limited to:

- Title 1 services
- Multi-Tiered Intervention Supports
- After School Tutoring
- Credit Recovery

McKinney Vento Homeless Education Assistance Improvements Act

<https://www.education.pa.gov/K-12/Homeless%20Education/mckinneyvento/Pages/default.aspx>

Electronic Devices

According to Board Policy 237, electronic devices shall include all devices that can take photographs; record, play or edit audio or video data; store, transmit or receive calls, messages, text, data, or images; operate online applications; or provide a wireless, unfiltered connection to the Internet. These devices **MAY NOT** be used by students during the instructional school day, except when used as rewards.

Electronic devices that have the capability to take photographs or to record audio or video shall not be used for such purposes while on district property.

ESL Program

The English as a Second Language Program (ESL) at Tyrone Area Elementary School is designed to meet the needs of students who come from linguistically and culturally diverse backgrounds. Each student is offered support in the following ways: annual language proficiency testing (Bilingual Verbal Ability Test), one-on-one or small group instruction in English, modified tests and study materials, study skills tutoring, homework help, and cultural support.

Each individual student may take advantage of ESL support as needed and as teachers determine necessary. Classroom teachers who instruct English Learners also have the opportunity to collaborate with the ESL teacher on matters of modified instruction.

Field Trips

Field trips are an integral part of an approved course of study and should be an educationally sound and important ingredient in the instructional program.

A yearly permission slip must be completed for students to attend field trips. These permission slips should be kept by the teacher for the entire year. Children without permission slips may not go on the field trip. Provisions for these children are to be made by the building principal.

Participation in field trips, programs, and activities scheduled during the school day are considered District offerings and the administration recognizes that field trips are not a "privilege" rather an entitlement/right. Students can, however, lose field trips rights if there is substantial evidence that the student's participation poses a safety, health, or welfare concern. In these situations, the administrative team will determine if it is necessary that a parent or guardian accompany the child on the field trip.

Folders

Organization and strong study skills are the foundation of a successful student. The elementary staff recognizes that these skills need to be taught to children similar to academic subject matter. To assist in accomplishing this goal, students are provided with a folder to assist with daily homework, home-school correspondence, and long-term projects.

At the beginning of the school year, teachers model the correct use of these tools.

Food Service

The Tyrone Area School District cafeterias are managed by Nutrition Inc., a food service company based in West Newton, PA. All cafeteria menus meet federal requirements for nutritional value. Each "Type A" lunch includes a meat, vegetable or fruit, and milk. Each meal served is balanced in that it supplies protein, vitamins, minerals, carbohydrates, and fats. In addition to the main entrée; an alternative entrée, pre-made salads, pre-made deli sandwiches, and peanut butter and jelly sandwiches are available to all students every day.

Breakfast is offered to students beginning at 7:30 every morning. Due to the possibility of unforeseen circumstances (ex. delayed deliveries due to weather), menus are subject to change.

Meals, free of charge or at a reduced rate, are available to qualifying children upon approval by the cafeteria supervisor. Free and reduced meal application forms can be obtained in the elementary office or apply online at www.schoolcafe.com.

Cafeteria aides are assigned to help the students with their meals and maintain order in the lunchroom. Whenever possible, other school staff may be present in the lunchroom to provide assistance.

Method of Payment

A computerized cashing system call SNAP (Student Nutrition Accountability Program) is used in the school district cafeterias. SNAP creates "debit accounts" for students, allowing them to deposit money into their accounts for purchase of meals. With SNAP, no cash is exchanged at the serving line. This enables students to move through the lunch lines more quickly, thus providing them more time to eat. Therefore, with this system:

- Students do not carry money to the cafeteria to pay the cashier for lunch or breakfast.
- All meals are prepaid using the student's name and identification number.
- Money should be sent to school with the student in a sealed envelope labeled with your child's first and last name and student identification number. Cash can be sent, however, checks are the preferred method of payment. Checks should be made payable to "TASD Cafeteria Fund." Payments may also be mailed to the cafeteria office at the elementary school. Credit card payments can be made through www.schoolcafe.com. You will need your child's student identification number to set up an account.
- Parents may prepay for their child's meals daily, weekly, monthly, etc.
- Snack bar items are available for students to purchase (ex: pretzels, ice cream/frozen yogurt, fruit snacks, milk). Parents may choose to have their child pay for these items out of their account.

Delinquent Accounts

It is recommended that if students owe money to the cafeteria, efforts should be made by parents to pay these negative account balances as soon as possible. No student will be denied either breakfast and/or lunch due to a negative account balance. If an elementary student owes \$40 or more, they will only be offered a pre-made deli or peanut butter and jelly sandwich until their account has been funded to at least below the -\$40 threshold. They will still be able to take a milk, fruit, and vegetable component with the sandwich; however, their accounts will still be charged for these meals. Students will not be permitted to purchase ala carte or snack bar items if their account does not have a positive balance.

When a student's account balance reaches -\$5.00 or more, a letter or email will be sent to the parent stating the amount owed. A total of 3 notices will be sent to the parent once an account has reached -\$40 or more. If no response is received within 10 days of the final notice, the account will be turned over for collection. Parents will be responsible to pay the amount due to the cafeteria as well as all fees assigned by the collecting agency.

Balances from each school year are carried over to the next school year.

Menu

Monthly breakfast and lunch menus are sent home with students. They are also available on the school website. To provide variety for students, a different meal is served each day of the month.

Snack Bar

Items such as ice cream/frozen yogurt, fruit snacks, pretzels, and juice can be purchased at the snack bar that is located in the cafeteria during lunchtime. Due to possible food allergies students should purchase snack items only for themselves, not others. As noted above, if a negative account balance exists, the student will not be permitted to purchase snack bar items.

Harassment

In order to provide a safe, positive learning atmosphere for students, harassment in any form will not be tolerated. The term harassment includes, but is not limited to; repeated, unwelcome and offensive slurs, jokes, or other verbal, graphic or physical conduct relating to an individual's race, color, religion, ancestry, gender, sexual orientation, national origin, age or handicap/disability that create an intimidating, hostile or offensive educational environment.

* Ethnic harassment includes the repeated, unwelcome and offensive use of any derogatory word, phrase or action characterizing a given racial or ethnic group that creates an intimidating, hostile, or offensive educational environment.

* Sexual harassment shall consist of unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made explicitly or implicitly a term or condition of a student's academic status
- Submission to or rejection of such conduct is used as the basis for academic or work decisions affecting the individual
- Such conduct deprives a student of educational aid, benefits, services or treatment
- Such conduct has the purpose or effect of substantially interfering with the student's school performance or creating an intimidating, hostile or offensive education environment

Students may not make statements that verbally intimidate, are hurtful, threaten, lead to feelings of discomfort, or are racist or sexist in nature. If one student verbally intimidates or harasses a second, the second student is to tell a teacher, counselor, nurse, or administrator. **Under no conditions is retaliation permitted.**

Furthermore, harassment of a religious or ethnic nature will not be tolerated. Students who are victims of such harassment should report complaints to a teacher or principal. Substantiated charges will result in disciplinary action consistent with the student discipline code.

Complaints of harassment shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. Neither reprisals nor retaliation shall occur as a

result of good faith charges of harassment. Each student shall be responsible to respect the rights of their fellow students and to ensure an atmosphere free from all forms of unlawful harassment. Students may choose to report harassment complaints orally or in writing to administrators, teachers, staff members, counselors, or nurses.

Health Services

School Nurse

The school nurse is located in the health suite across from the main office. The goal of the nursing staff is to improve and protect the health status of students. Efforts focus on the prevention and early detection of illness, injuries and disabilities. Services include:

- Assessment of illnesses/injuries
- Coordination of health care with health care provider
- Dental screening
- Emergency care plans
- First aid
- Growth assessment
- Health education
- Hearing screening
- Medications
- Nursing treatments
- Physical examinations
- Scoliosis screening
- Vision screening
- Body mass index screening

Immunizations Requirements

Listed are the number of immunizations required for original entry into school and schedule stipulations.

- 4 doses of tetanus, diphtheria, and acellular pertussis*
 - 1 dose on or after the 4th birthday
- 4 doses of polio **
 - 4th dose on or after 4th birthday and at least 6 months after previous dose given

- 2 doses of measles, mumps, rubella***
- 3 doses of hepatitis B
- 2 doses of varicella (chickenpox) or evidence of immunity

*Usually given at DTP or DTaP or if medically advisable, DT or Td

** A fourth dose is not necessary if the third dose was administered at age 4 years or older and at least 6 months after the previous dose

*** Usually given as MMR

By the first day of school, unless a child has a medical or religious/philosophical exemption, a child must have had at least one dose of the above vaccines or risk exclusion from school.

- If a child does not have all the doses listed above, needs additional doses, and the next dose is medically appropriate, the child must receive that dose within the first five days of school or risk exclusion. If the next dose is not the final dose of the series, the child must

also provide a medical plan (red and white card) within the first five days of school for obtaining the required immunizations or risk exclusion.

- If a child does not have all doses listed above, needs additional doses, and the next dose is not medically appropriate, the child must provide a medical plan (red and white card) within the first five days of school for obtaining the required immunizations or risk exclusion.
- The medical plan must be followed or risk exclusion.

Please contact the school nurse at 684-1342 ext. 2708 if you need more information or have questions regarding these requirements.

Medications

Medication should be given at home prior to or after school, whenever possible. Parents should confer with the child's physician to arrange medication times to avoid school hours. Please give medication ordered three (3) times a day, before school, immediately after school, and at bedtime. When this is impossible, parents or a substitute (friend or relative) are encouraged to come to school and administer the medication to the student.

School district policy states that the school nurse will administer a medication if all of the following requirements are met:

- Bring the original labeled container to the school nurse at the beginning of the school day. The bottle needs the original pharmacy label to be substituted for the written order. The original label must have the name of the drug, purpose, dosage, and administration time.
- A written order from the physician must identify the drug; its purpose, dosage, and administration time.
- The parent must provide written permission requesting that the school nurse follow the physician's written order.

MEDICATIONS SENT TO SCHOOL THAT DO NOT COMPLY WITH THESE REQUIREMENTS WILL NOT BE ADMINISTERED.

Students may NOT be in possession of any medication during the school hours. This includes Tylenol, Advil, cough and cold medication, cough drops, antacids and other "over the counter" medications, as well as prescribed medications. Students needing to carry inhalers for asthma should consult the school nurse.

Exclusion from school

A student with significant signs of illness when he or she arises in the morning should be kept at home. Examples include:

- Fever of 100 degree or higher; the student must be fever free (without medication) for 24 hours before returning to school or participating in any school activity.
- Vomiting and/or diarrhea
- Persistent, uncontrollable cough
- "Flu" symptoms, such as those above, plus extreme fatigue, body aches, headache, runny nose, sore throat
- Any undiagnosed rash; the student needs to see a physician before returning to school
- Red, irritated eyes with pus-like or excessive watery drainage; student may return 24 hours after treatment and/or there is no drainage or irritation

- Head lice; student must be checked by the nurse and free of live lice before returning to school.
- Strep throat; may return 24 hours after antibiotic treatment
- Scarlet fever; may return 24 hours after antibiotic treatment
- Tonsillitis; may return 24 hours after antibiotic treatment
- Chicken Pox; may return in 6 days from the last crop of vesicles
- Impetigo; may return when pustules have healed and judged non-infectious
- Ring worm; may return when judged non-infectious by physician, may attend if area is completely covered
- MRSA skin infection; may return after treatment initiated and cleared for return by physician, may attend if area is completely covered

Reporting to school in such situations is potentially dangerous to the ill student and exposes numerous others to disease as well. It is not the responsibility of the school nurse to provide a diagnosis or second opinion. The parent is responsible for obtaining any necessary medical care for his or her child. Should the student report to school and need to be sent home at the beginning of the day, the student will be counted as absent for the entire day.

Emergency Information

The school nurse must be able to reach every student's parent or guardian in the event of a serious illness or injury. Please be sure to complete the Emergency Card at the beginning of the school year. If the parent or guardian cannot be reached during the school day, another responsible adult should be designated as an emergency contact. This person must be willing and able to make decisions regarding the student and should be able to provide transportation if necessary. Please provide at least two (2) individuals who fit this description.

It is extremely important that parents notify the school nurse of all changes in their child's medical status. We must have current information to provide proper care in the event of an emergency. Updating your child's Emergency Card can be done by calling the school nurse (ext. 2708).

Homebound Instruction

Homebound instruction will be provided for students who are absent from school for an extended period of time because of serious illness or operations. An application for individual instruction must be certified by a medical doctor and include a statement as to the nature of the disability, illness, or injury along with probable duration of the confinement. This physician's excuse is subject to review quarterly.

- The physician's letter must include a recommendation for homebound instruction, as well as the diagnosis, prognosis, and estimated length of time that the student must remain at home.

- Once the application has been approved by the Superintendent, a teacher will be assigned and instruction initiated.
- Students on homebound instruction will not be permitted to participate in extra-curricular activities, field trips, sports, or sporting events.

Homework

Homework is intended to reinforce school learning, provide practice, develop independent study skills, and develop fluency on previously mastered skills. In addition, homework should encourage parental interest and assistance without requiring parent instruction.

Homework time allotments for each grade Monday-Thursday:

- | | |
|-----------|------------------------|
| • K3/K4 | Optional |
| • Grade K | 15 minutes per evening |
| • Grade 1 | 20 minutes per evening |
| • Grade 2 | 25 minutes per evening |
| • Grade 3 | 30 minutes per evening |
| • Grade 4 | 30 minutes per evening |

Students are not required to take a test or quiz the first day they return to school after an illness, unless they choose to do so. In addition, they are not required to hand in work on the first day they return following an illness. Arrangements for make-up work should be made between the teacher and the student on the day the student returns. Students should be given the same number of days, up to a maximum of five, to make up work they missed when absent.

Invitations

The district is not permitted to give out personal student information to other families. This includes addresses and phone numbers used for party invitations. Additionally, students may only distribute invitations in school if there is one for every child in the class or for every girl or every boy dependent upon the gender of your child.

Lost and Found

Any items that are lost and found will be placed in a designated area. Parents and students should first check with the teacher and then with the elementary office to inquire about any missing items. TASD is not responsible for lost items.

Multi-Tier System of Support (MTSS)

Based on information gained from screening, diagnostic, formative, benchmark, and summative assessments, all students need and deserve access to rigorous, standards-based curriculum and instruction. Working together, teachers, specialists, and paraprofessionals can

implement an instructional model that meets the needs of every student. A tiered model of instruction and intervention has historically been used by effective teachers who understand that different students need different amounts of time and attention.

There is clear evidence to support the fact that struggling learners benefit greatly from access to tutoring. Based on assessment data, the "Data Team" will determine which students need additional support in reading and math. These identified students will receive supplemental instruction to help them reach grade level benchmarks. In addition to daily classroom instruction, identified students may receive an additional 30–60 minutes of instruction beyond the regular instruction provided by the classroom teacher. This tier 3 Intervention time will be identified for each grade level based on the availability of intervention staff. The classroom teacher must release the identified students during this time.

Nutritional Wellness Guidelines

The Board is committed to providing guidelines for all foods available on the school campus during the school day with the objective of promoting student health and reducing childhood obesity. Please do not send any peanut or nut containing products for your child to eat in the classroom.

- **Fundraisers** (non-vending)
No student shall consume a food or beverage item during the school day through fundraising.
- **Classroom parties (birthdays and other celebrations)**
Families will not be permitted to bring in food for classroom parties/celebrations. This is in the interest of the safety, health, and wellness of all children in our school due to food allergies and other potentially unsafe foods.
- **Rewards**
When food rewards are used in school, teachers will make sure to choose healthy alternatives and avoid food items that are potential allergens for the students in their classes (ex. tree nuts, peanut butter, etc.).
- **Foods from home**
Parents/guardians will be encouraged to promote their child's participation in the school meal program. If caregivers choose not to participate in the school meal program, they will be encouraged to provide a healthy alternative.

No beverage (ex. coffee, soda) other than water, milk, or fruit juice (100% preferred) may be carried onto or consumed on district property by any student during the instructional day. Please do not send red or purple juice.

Parental Concerns

The Tyrone Area School District recognizes that parents have the right to express concerns that may arise regarding their child in the school setting. In order for these concerns to be addressed

most efficiently and effectively, it is recommended that parents follow the grievance procedure below:

Step 1 - Contact the teacher involved. If you receive no response, or the concern has not been addressed to your satisfaction, go to Step 2.

Step 2 - Contact the building principal. If the concern has not been addressed to your satisfaction, go to Step 3.

Step 3 - Request that the principal refer you to the appropriate personnel within Central Administration.

Parental Review

1. Curriculum

In accordance with the State Board of Education, the Tyrone Area School District has adopted a policy to ensure that parents have access to information about the curriculum. Upon request, the school district will make available existing information about the curriculum, including expected student learning outcomes, instructional materials and assessment techniques.

2. Staff Qualifications

As a parent of a student in the Tyrone Area Elementary School, you have the right to know the professional qualifications of the classroom teachers who instruct your child. The "No Child Left Behind" federal law allows you to ask for certain information about your child's classroom teachers and requires the district to provide information in a timely manner. Parents/guardians have the right to ask for the following information:

- Whether the Commonwealth of Pennsylvania has licensed or qualified the teacher for the grades and subjects he or she teaches
- Whether the Commonwealth of Pennsylvania has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees
- Whether any instructional aides or similar paraprofessionals provide services to the student, and if so, their qualifications

To request additional information about teachers or paraprofessionals who work with your child, please contact the Elementary School at 684-1342.

Parking and Arrival/Dismissal Procedures

In an effort to provide for student safety during morning/noon arrival and dismissal times the following measures will be implemented by the school district:

1. No students will be permitted to enter the building until 7:30am.

Drop-off times

- 7:30-7:55 at the rear of the elementary building.
- NO PRESCHOOL STUDENTS SHOULD BE DROPPED OFF. Parents should park in designated parent parking areas and walk the student(s) to the building.

Pick-up times

- K-4th grade walkers are dismissed beginning at 2:50 PM from the rear of the building
- Parents should park in designated parking and wait on the blacktop for their child to be dismissed

2. The bus/fire/emergency lane will be one-way traffic only. Between the times of 7:30 and 7:55, the bus lane will be reserved only for buses.
3. Parents dropping off or picking up students should not park in the traffic lane. Parent parking is available in the lot between in elementary building and high school building and behind the elementary building, at the cafeteria entrance.
4. **All non-school vehicles** exiting school property next to the tennis courts are required to make a **right turn** onto Clay Avenue during the following times:
 - a. 7:30 AM to 8:30 AM
 - b. 2:30 PM to 3:30 PM

Only school vehicles (buses and vans) will be permitted to turn left onto Clay Avenue during these times.

Preschool Programs

Various funding sources allow the Tyrone Area School District to provide free, high quality preschool programs to some of the children residing within the district. When all students cannot be guaranteed a spot, risk factors such as income and educational level of parent will be used to select students.

Preschool Attendance

Grant funding requires consistent attendance in all our preschool programs. Preschool follows the same school district attendance policies. Should a Pre-K student accrue twelve or more unexcused absences, they could be dismissed from the Pre-K program.

Preschool Family Involvement

Parents/guardians will be required to participate in Marvelous Monday programs throughout the school year. Marvelous Mondays are small group meetings conducted by the classroom teacher that provide families with activities and materials that can be used in the home to reinforce learning.

Parent and Family Engagement Nights will be held during the school year. These evening programs bring together all the preschool families and provide the children and families with

opportunities to participate in fun, educational activities. Pre-K families are required to attend two of these events.

Arrival/Dismissal Procedures

Transportation is not provided by the district for any of our Pre-K students. Parents/guardians must arrange transportation for their child. Children will be picked up and dismissed from the back entrance of the elementary building. Adults must wait outside the school with the child until the teacher pick up the student during arrival times.

When children arrive or depart from the school, they need to be in a car seat as per state law. Refer to the parking procedures listed above for specific information related to parking areas.

2023-2024 PSSA TESTING WINDOW

Assessment	Dates	Grade(s)
English Language Arts	April 22 - 28, 2023	Grades 3-4
Mathematics Science Make-ups	April 29 - May 3, 2023	Grades 3-4 Grade 4

PTO

The elementary school has a Parent-Teacher Organization. The PTO fulfills an important need in our school. This organization of parents and educators promotes closer relations between the home and school and works to improve and strengthen the educational process. Our PTO assists with school activities and sponsors many projects which benefit the children and the school. These projects include: special assemblies, field trips, yearbook, book fairs, Literacy Partnership book distributions, kindergarten registration, fundraising, and other special programs.

Announcements will be sent home to parents regarding PTO meetings, fundraisers, projects, and special events that will be held during the school year. If you have any questions or would like to volunteer your time to help with PTO-sponsored projects, please email taespto@gmail.com or like them on Facebook.

Recess

The staff at the elementary school believes that recess is a vital component of our overall program. Recess serves to provide children with an opportunity to engage in physical activity including gross motor and skilled movement. In addition, recess allows children to interact with peers in a recreational setting, building upon social skills training done during instruction. It also promotes health and physical fitness. Toward this end, the following guidelines have been established for recess at the elementary level:

- Recess for individual students is at the discretion of the classroom teacher; recess minutes may be occasionally taken away due to academic demands, behavior, and/or special events.
- Students will be assigned one recess period each day.
- Recess may be held within the classroom due to inclement weather. Recess will not be held outside when the temperature is below 25°F. When the temperature rises to a real feel of 90°F or higher, accommodations will be made for the health and safety of our children.

In accordance with state wellness mandates students may participate during recess in organized activities, such as a walking program.

School Cancellation

The Tyrone Area School district may close the school, delay the opening of school, or dismiss school early for emergency reasons and/or due to inclement weather conditions. This decision is made to protect the health and safety of students and staff members. School closings are immediately reported to local radio and television stations as a means of notifying students' families.

In the event of an early dismissal from school, the district has implemented an automated mass communication system, which will use multiple communication mechanisms to swiftly notify families of the early dismissal. **It is imperative that the number provided for this service be one where a person will be present to get the message.**

When an early dismissal occurs, students will be transported home according to their standard arrangements, unless otherwise notified. Parents should call the school as soon as possible if alternative arrangements need to be made.

In the event of a two-hour delay due to inclement weather preschool will run on a modified schedule.

School-Parent Compact

With the enactment of the No Child Left Behind (NCLB) Federal Legislation, the Tyrone Area Elementary School is strengthening its commitment to parent involvement.

Please note that the School-Parent Compact is a good faith effort between the classroom teacher, the student, and the parent. The classroom teacher will send the compact home to be reviewed, signed, and returned to school as soon as possible. Your signature demonstrates your commitment to your child's education.

School Safety

Overview

The safety of all students and staff is of paramount importance. The Tyrone Area School District has taken many steps to ensure safety while promoting a comfortable atmosphere in which children may learn.

School Police

The School Police are employed by the school district. The officers provide law enforcement on school property, patrol school grounds, and provide crisis management, as needed. Their job responsibilities take place both during regular school hours and extra-curricular activities. In addition, the officers oversee security guards employed to patrol school grounds outside the regular school hours.

Building Safeguards/Visitors

Several safeguards exist within the elementary building to better secure the facility and protect the students and staff. All exterior doors are locked during school hours with the exception of the main front door. Upon entry into the main vestibule, visitors must be buzzed into the facility by an employee in the main office. All visitors will be required to sign into the Lobby Guard system using their photo ID. In addition, all classroom doors are kept in the lock position during the school day in the event of an emergency/intruder. Parents should keep in mind that teachers will be unable to speak directly with them during the school day, therefore, it may be necessary to leave a message or schedule an appointment.

Video cameras have been placed throughout the facility to monitor student conduct as well as visitors to the building. Staff in the main office monitor video surveillance from the central control system.

Crisis Plan

An Emergency Procedures Guide has been developed for use at the elementary school. This guide covers a variety of emergencies and provides detailed directions for administration and staff. In addition, evacuation and relocation maps are provided along with media procedures and emergency contacts.

Crisis Drills

Monthly drills are held with staff and students for several types of emergencies. Fire drills, tornado drills, lock-down drills, evacuation and relocation drills are conducted throughout the school year. The goal is to be proactive by practicing drills and preparing students in advance. Teachers make time to talk with the children about the importance of practice and what to expect during the drills.

Custody

Custody arrangements and other legal paperwork governing a child's well-being are very important for ensuring proper transportation and release of students. It is the responsibility of the parent to provide the school with current paperwork at the beginning of each school year. Furthermore, updates and/or changes should be reported to the school in written form immediately during the school year. **(The school must release a child to a parent or guardian unless the appropriate legal documentation is presented to block such release.)**

Search Procedures

According to Board Policy 226, school officials have the authority to search students or their belongings, including lockers, electronic devices, purses, backpacks, clothing, and other possessions, without a warrant when on school grounds or when otherwise under school supervision if there is a reasonable suspicion that the place or thing to be searched contains prohibited contraband material that would pose a threat to the health, safety and welfare of the school population, or evidence that there has been a violation of the law, Board policy, or school rules.

All lockers, desks, and storage spaces are the property of the School District. As such, students have no expectation of privacy in their lockers, desks, or storage spaces, including book bags and backpacks. These areas should be kept neat at all times. Any items found during an inspection may be used against the student in disciplinary proceedings and be turned over to the police.

School officials or their authorized agents may conduct random, periodic sweeping or generalized inspections or searches of all lockers, desks, or other storage spaces without regard to any individualized suspicion.

Smoking/Drug & Alcohol

The Tyrone Area School District is a drug-free, smoke-free zone. Students are not permitted to possess, smoke, or use tobacco/alcohol products in the school building, on school property, or on school buses. Violators will be penalized (according to Tyrone Area School District Board Policy # 222).

Board Policy 227 prohibits students from using, possessing, distributing, and being under the influence of any controlled substances during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and to and from school-sponsored activities.

Social Worker Services

Tyrone Area School District offers student and family support through its Elementary Family Resource Coordinator. The Elementary Family Resource Coordinator's role is to be a liaison and often a primary contact between the school and the student and his/her family. She helps parents increase awareness of school resources, community resources and facilitates referrals to those resources, as requested.

The Elementary Family Resource Coordinator also helps the school to understand the cultural, economic, family and health factors impacting the child's readiness to learn, provides representation at internal and external team meetings about the child and relates parent requests to staff and staff requests to parents in the best interest of the child.

The Elementary Family Resource Coordinator helps the community by promoting a caring school climate, by active participation in developing prevention initiatives and advocating for social justice, by providing community presentations, and by contributing to the success and well-being of young community residents throughout their educational process. Please contact Linda Branstetter at 684-1342 ext. 2130 or email lbranstetter@tyrone.k12.pa.us for any questions about services.

Special Education

The goal of special education is to determine each child's individual strengths/needs and determine the manner which best helps the child to reach his or her full potential. To ensure that everyone is familiar with these educational needs, teachers should review their student's IEPs at the beginning of the school year and when updates are made to the IEP. This will provide a clear understanding of the child's individual goals and objectives and any modifications and adaptations that are required for the child to be successful.

In addition to reviewing the IEPs, teachers may be required to implement various aspects of the IEP and collect the data as necessary to demonstrate that progress is being made. Teacher input is also requested when creating a new IEP and quarterly progress reports.

CHAPTER 14 / IDEA

The Special Education Department provides programs and services in accordance with the Individuals with Disabilities Education Act (IDEA) and PA Chapter 14 Special Education Programs for students with disabilities. A child with a disability means a child who, as the result of a multidisciplinary evaluation, is determined to meet the criteria in one or more of the following categories: intellectual disability, hearing impairment including deafness, speech or language impairment, visual impairment including blindness, serious emotional disturbance, orthopedic impairment, autism, traumatic brain injury, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities and is determined to need specially designed instruction.

Related services are designed to enable the child to participate in or access his or her program of special education. Examples of related services are speech and language therapy, occupational therapy, physical therapy, nursing services, audiologist services, and counseling.

The following definitions apply to the 13 categories of exceptionality as defined by IDEA:

Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.

Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that the child cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- (i) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- (ii) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- (iii) Inappropriate types of behavior or feelings under normal circumstances.
- (iv) A general pervasive mood of unhappiness or depression.
- (v) A tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance. The term is not included under the definition of deafness in this section.

Intellectual disability means significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

Multiple disabilities means concomitant impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that the child cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Other health impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that:

- (i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourette's Syndrome and,

(ii) Adversely affects a child's educational performance.

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

(i) Disorders not included. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Special education services are provided according to the primary educational needs of the child, not the category of disability. The types of services available are (1) learning support, for students who primarily need assistance with the acquisition of academic skills; (2) life skills support, for students who primarily need assistance with development of skills for independent living; (3) emotional support, for students who primarily need assistance with social or emotional development; (4) deaf or hearing impaired support, for students who primarily need assistance with deafness; (5) blind or visually impaired support, for students who primarily need assistance with blindness; (6) physical support, for students who primarily require physical assistance in the learning environment; (7) autistic support, for students who primarily need assistance in the areas affected by autism spectrum disorders; and (8) multiple disabilities support, for student who primarily need assistance in multiple areas affected by their disabilities.

Related services are designed to enable the child to participate in or access his or her program of special education. Examples of related services are speech and language therapy, occupational therapy, physical therapy, nursing services, audiologist services, counseling, and family training.

CHAPTER 15 / SERVICE AGREEMENTS

The Special Education Department ensures that protected handicapped students have equal opportunity to participate in school programs and extracurricular activities to the maximum extent appropriate to the ability of the protected handicapped student in question.

We will provide each protected handicapped student enrolled in our district those related aids, services, or accommodations which are needed to afford the student equal opportunity to participate in and obtain the benefits from the school programs and extracurricular activities without discrimination, and to the maximum extent appropriate to the student's abilities.

To meet the criteria for services under Chapter 15, a student needs to be identified as a protected handicapped student. In order to meet these criteria, a student must be of school age and have a physical or mental disability that substantially limits or prohibits participation in, or access to, an aspect of the student's school program.

If, through an evaluation, the parents and the district agree that the student needs to have a service agreement (504 Plan), then the service agreement is written and executed. The service agreement specifically states the related aids, services, and accommodations that the student will receive, and the date the services will begin and end. If appropriate, a service agreement should also identify procedures to occur in the event the student has a medical emergency.

CHAPTER 16 / GIFTED PROGRAM

The Tyrone Area School District is committed to providing programs that lead to the success of every child. Recognizing the unique talents, needs, and aspirations of each child, all stakeholders, including teachers, parents, students, and the community, work together in a partnership to identify resources and design the instructional strategies required for children to fulfill their potential. Schools are designed and operated first and foremost for the benefit of students, providing developmentally appropriate, welcoming, and nurturing environments.

As a part of the above vision, TASD is committed to providing gifted education services that are designed and implemented in order for gifted students to demonstrate growth and progress. We believe that gifted programming must be integrated into the regular school program so that there is challenge throughout the school day, not just during a few hours a week. In order to best serve our gifted population, our district:

- Provides an appropriately differentiated instructional program responsive to student ability and learning needs
- Assists students in achieving maximum use of potential to achieve personal success
- Provides a continuum of program service options
- Addresses the social and emotional needs of diverse gifted students
- Supports an educational environment that challenges gifted learners and enables students to perform at levels of excellence
- Facilitates the development of self-directed learners

Program Goals

We believe that our best chance to provide instruction that challenges all students to perform at individual levels of excellence will come from cultivating the common ground between gifted education and general education.

- To integrate gifted education into the total school program through service options that are flexible, dynamic, and inclusive.
- To create a learning environment that values and nurtures intellectual ability, creativity, and decision making by providing an array of service options which support individual growth at varying levels of abilities, needs, and interests.
- To develop an identification procedure using multiple criteria to appraise student need for differentiated services and the kind of services needed.
- To provide a comprehensive staff development program to enable teachers to more appropriately serve the needs of advanced learners.
- To involve parents and other community members in the effort to enrich and extend the learning opportunities for advanced learners inside and outside the school.
- To differentiate and enrich the core curriculum to challenge the advanced learner. We endorse the following working definition of differentiation (Carol Tomlinson, 1995): "...consistently using a variety of instructional approaches to modify content, process, and/or products in response to learning readiness and interest of academically diverse students."
- To provide opportunities for acceleration in order to allow high ability students to move through material at the pace appropriate for their abilities.
- To use flexible grouping options to give advanced learners peer support and chances to work together without separating them from the rest of their classmates.
- To progress-monitor student growth as a means of both student and district accountability.
- To encourage collaboration among teachers in the same and different schools through flexible schedules, staff development, and administrative support.

Special Subjects

Special subjects at the elementary level includes gym, library, art, technology, music, and counseling. Participation in the special subject areas is required for all students unless special circumstances exist. Each month a "Special Subjects Calendar" will be sent home so families can make sure students are adequately prepared for art, library, and gym class.

The following is information regarding parent responsibilities.

- Art: Students should be dressed appropriately for participation in art class. Students make use of a variety of art materials such as paint, glue, and clay. All materials

purchased are washable, but parents are encouraged to dress their children accordingly.

- Library: Students are given the opportunity to check out books from the school library each rotation. Parents will be responsible to ensure that the books are properly cared for and returned to the school when due. Parents will be charged for lost or damaged books. Parents may request in writing that their child not be permitted to sign books out of the library, however this is strongly discouraged. Learning to properly use the library is an invaluable part of the educational program.
- Music: The students participate in music class twice every rotation. The children are introduced to many musical concepts and instruments.
- Instrumental Music: All fourth-grade students participate in Instrumental Awareness, which exposes students to the various families of instruments and includes an interactive unit on an instrument such as the recorder.
- Physical Education/Health: All students in grades preschool through fourth-grade are required to participate in physical education as set forth by the Department of Education. Parents are reminded to dress children appropriately on the day(s) physical education is scheduled. This includes proper shoes, which means sneakers with rubber soles and heels of no more than 1 inch.

Occasionally, it may be necessary for a child to be excused from physical education class due to medical reasons. A written excuse must be presented at the beginning of the class from which the student is to be excused. A doctor's excuse will be required after missing two classes in a row or after missing three classes during the school year.

- Technology: Technology courses for grades K-4 will enable students to develop basic skills in computer science and coding through engaging and age-appropriate content. The courses will expose students to concepts such as computer programming and coding basics, keyboarding skills, and digital citizenship. Students will be encouraged to collaborate, communicate, think critically and be creative during their time in the technology classroom.
- Guidance: Students in K- 4th grade will participate in guidance lessons, increasing their understanding of growth mindset, resiliency, and peer-communication skills, as well as career education.

Student Assistance Program

SAP is an intervention program, not a treatment program, used to identify high-risk students who are experiencing school problems due to social, emotional, or mental health issues. SAP is a systematic process to assist students in obtaining the necessary help or intervention as soon as possible. Parental involvement is vital to the SAP process. SAP is a voluntary program for students and their families.

SAP is...

-an identification program

SAP is not....

-a counseling program

-an intervention program
-a referral program

-a treatment program
-a disciplinary consequence

SAP is available to all students in grades kindergarten through grade four to help them succeed in the school setting under the best possible circumstances.

All information regarding a student's involvement in the program is confidential and maintained in the best interest of the student.

Parents who would like more information or who have questions about the Student Assistance Program (SAP), should contact the main office at the elementary school.

Referrals to the Student Assistance Program may be made by school personnel, parents, and/or students. Students who violate the District's Drug and Alcohol Policy will automatically be referred to the Student Assistance Program. Recommendations from the SAP Team regarding drug and alcohol violations will be binding.

When to Make a Referral...

It may be time to refer yourself or a friend if you notice the following signals:

- Drop in grades
- Cutting school
- Change in personal appearance
- Erratic behavior
- Illegal activities – theft, selling/buying drugs, extorting money, etc.
- Family problems
- Visible signs or talk of harm to oneself

How to Make a Referral...

- Talk to a guidance counselor
- Talk to the dean of students or Principal
- Complete a referral form available in the guidance office

Student Expression/Dissemination of Materials

Students have the responsibility to act in accordance with Board Policy 220, (Student Expression/Dissemination of Materials), to obey laws governing libel and obscenity, and to be aware of the full meaning of their expression.

Students have the responsibility to be aware of the feelings and opinions of others and to give others a fair opportunity to express their views.

These procedures address the dissemination of non-school materials that are not part of the curricular or extracurricular program of the district. Materials sought to be disseminated as part of the curricular or extracurricular program of the district will be regulated as part of the district's educational program and are not subject to the time, place and manner provisions set forth herein.

Students may disseminate non-school materials, provided that the form of expression and/or the use of public school facilities and equipment is/are in accordance with Policy 220, these procedures, and the school dress code, if applicable. It is the responsibility of students

intending to disseminate non-school materials to become familiar with the provisions of Board Policy 220 and pertinent provisions of the Code of Student Conduct.

The district has no responsibility to assist students in or to provide facilities for the dissemination of non-school materials.

Student Records

The Tyrone Area School District, in accordance with the Family Education Rights and Privacy Act of 1974 (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPPA) has established policies regarding the compilation, maintenance, and disclosure of student records. The primary purpose of pupil record keeping is the educational welfare and advancement of the pupil.

The district must notify parents/guardians of their right to request that the district not release such information without prior written consent.

Parents/guardians wishing to exercise their option to withhold their consent of the release of the above information must sign and submit the annual FERPA form.

Parental Access Rights

Parents are permitted to inspect and review any personally identifiable data relating to their children that is collected, maintained, or used by the district. It is further specified that the request will be honored within thirty (30) days. Furthermore, the parents have a right to a verbal explanation of their child's record by a qualified professional.

In order for a parent to inspect his/her child's records, a written request must be made to the building-level administration. Upon request, the parent will be provided with a copy of all or part of the educational records of the student. A fee will be charged for copies of records.

Release of Information

Written consent of parents or guardian will be obtained by the school before educational records or personally identifiable information is released to any party, except those listed below where no consent is required:

- Department of Education
- Officials of other schools to which the student intends to transfer
- Court officials
- Directory information

Telephone System

Parents will be able to leave messages for their child's teacher at any time including during the school day. To leave a message for a teacher, call the elementary school at 684-1342 and follow the automated directions to access the desired extension. If you are calling the school to make alternative dismissal arrangements for your child, please contact the Main Office at 684-1342, ext. 2701. This will ensure that your child and his/her teacher are informed of the dismissal change.

Parents wishing to speak directly with a teacher will need to call the school prior to 8:00 a.m. or after 3:00 p.m. During those times, you will be able to ring directly into the classroom. After five rings, you will be forwarded to that teacher's voicemail.

Parents wishing to speak with support staff located in the offices throughout the building may call the school at any time. If the individual you are trying to reach is not available, you will be forwarded to his/her voicemail.

Any emergency calls should be directed to the main office at 684-1342, ext. 2701.

Terroristic Threats and Terroristic Acts

Terroristic threats and terroristic acts by students are a detriment to the safety and well-being of students and staff. The term terroristic threat includes any threat to commit violence communicated with intent to terrorize another. The term terroristic act includes any offense against school property or involving danger to another person.

- It is the responsibility of students to report any information or knowledge relevant to a possible or actual terroristic threat or act to school authorities. Students may choose to report such knowledge orally or in writing to building principals, teachers, staff members, or counselors.
- Students found responsible for any terroristic threats/acts will be immediately suspended and the case reported to the Superintendent. The Superintendent may recommend expulsion of the student to the school board. The threat may also be referred to law enforcement agencies.

Review of Board Policy 218.2 provides complete details regarding the district's position on Terroristic Threats and Acts.

Title 1 Schoolwide Program

The US Department of Education defines Title 1 as a focus on disadvantaged children in high-poverty schools. The role of the government involves targeting funds and services at special populations of children who need additional assistance above and beyond that provided through regular state and local resources.

The Tyrone Area Elementary School is a Title 1 school. The measure TASD uses to determine eligibility as a Title 1 school is the number of children qualifying for free and reduced lunch. Funding is provided from the federal government to the state and then transferred to our school.

The Tyrone Area Elementary School's Title 1 schoolwide program provides services to the elementary students by addressing the needs of low-achieving children and those at risk of not meeting achievement standards. No student is 'identified' as a Title 1 student but rather all students receive benefits from the Title 1 schoolwide program. Title 1 also supports funding for district pre-school programs.

The program is based upon three core elements:

- A comprehensive needs assessment based on data for all students in the school;
- A comprehensive plan based on the results of the assessment;
- An evaluation to determine whether the plan has worked and what improvements may be needed.

All of the core educational programs are research based and aligned to the Pennsylvania State and PA Core Standards. Grade level benchmarks have been established in each subject area. These benchmarks are monitored through grade level universal assessments. Universal assessments are administered to all students three to four times a year determining academic status against grade level standards. Assessment is conducted via DIBELS Next (early literacy- LNF, LSF, PSF, R-CBM, MAZE), DRA, Concepts of Print, Phonics and Phonemic Awareness screeners, iReady diagnostics, District Writing Assessment rubrics/checklists, and PSSA scores.

Following assessments user friendly summaries of data are shared with administrative teams, grade-level teams and student specific teams. Data Teams meet to analyze data and to set individual student goals and grade-level goals. Data spreadsheets are used to monitor these goals. All staff assume a role in differentiating instructional practices. The team discusses research-based instructional practices that can be used by classroom teachers, special education teachers and reading specialists to effectively address skill deficits. The Data Team reviews all student data and identifies which students will benefit from additional instructional time. These students are assigned to tier II and tier III instructional groups based on specific need. ALL students are included in our schoolwide services based on their needs regardless of whether or not they are regular education, special education, EL, migrant, or homeless. School resources and staff expertise are allocated based on the needs of these at-risk students. Reading specialists and special education teachers are assigned to the tier II & tier III students. Staff assignments and student groups are flexible based on the changing needs of the students. Needs are assessed on an on-going basis through progress monitoring every two to three weeks.

In addition to providing services for students and professional development for staff, families of the district also receive services through Parent and Family Engagement events. Students living in the TASD attending non-public schools also receive services by Title 1 staff; however, the program executed follows the guidelines of a Targeted Assistance program. All of the above are federal requirements of receiving Title 1 funds.

Direct any questions, in reference to the Title 1 program at the TASD, to the Title 1 Coordinator/Elementary Principal, Kristin Musselman.

Title IX

Under Title IX, school districts may not discriminate against any person on the basis of sex or exclude students from participating in, deny students the benefits of, or subject students to discrimination under any education program or activity receiving federal financial assistance. As such, Title IX prohibits discrimination in hiring, admissions, athletics, and all other aspects of programs and activities.

Title IX also guarantees that the school district will respond to any report of sexual misconduct or sexualized conduct, following written procedures that abide by the Title IX regulations. Students can report sexual misconduct and/or sexualized conduct to any T ASD staff member, who will contact the T ASD Title IX Coordinator to take the appropriate steps.

Transportation

Guidelines

Bus transportation to/from school will be provided to all students in kindergarten through 6th grade. Transportation is guaranteed for your child to and from your residence (bus stop). T ASD will make every effort to accommodate requests for your child to be transported to and/or from a caregiver provided that the arrangements are consistent. Exceptions to the allowable transportation arrangements will be permitted to accommodate documented custody arrangements. Changes to such arrangements will require updated documentation verifying the need.

Parents may make arrangements to provide private transportation to and/or from school any day. A written note is required on the day a child is to be picked up at dismissal. If no note is received or an adult is not present at the time of dismissal, the child will be sent home on the assigned bus.

It is not permissible for a student to ride home on the bus with another student.

Transportation Changes

Any request to change a student's transportation arrangements must be directed to the elementary main office. If the request is the result of a residence change, the request will be honored. If the request is due to a caregiver change, approval will be based on seating availability as there must be room on the bus in order for this to occur. Any change will require a minimum of 3 days to process.

Arrival/Dismissal Schedule

The transportation schedule used at the elementary school is a color-coded system. Children will be delivered to the school or dismissed from the school by color groups. Parent transported children are dropped off at the school from 7:30 a.m. to 7:55 a.m. Students should not be dropped off at the school before 7:30 a.m.

Bus Tags

Each kindergarten and first grade student is given a bus tag on the first day of school. The tags are placed on the students' book bags and should remain there for the duration of the school year. After your child receives his or her tag, please check it for correct information. Lost or damaged tags should be reported to the main office.

Walkers

It is the practice of the district to prohibit young children from walking to and from school. Because of the clear and present danger of accidents in traffic, it is the policy of the district to prohibit the use of bicycles by elementary students to travel to and from school. Parents are

permitted to pick-up their children after school. All parents must wait for their child in back of the school. Due to safety concerns, children are not permitted to walk across the parking lot of the school without parent supervision.

Bus Students

School bus transportation is provided for the student's safety and convenience. Bus drivers are authorized to assign seats. While on the bus, students are expected to obey, cooperate and show respect to the bus drivers. Students must enter the building immediately upon arrival at the school. Transportation is provided as a privilege; it is not a mandate, and therefore can be revoked at any time for misconduct. Students are expected to help maintain the condition of the bus on which they ride.

School Bus Regulations

Students should be at the bus stop five minutes prior to the scheduled arrival of the bus. When a school bus does not arrive at the bus stop on time due to mechanical failure or weather conditions, students are expected to wait a reasonable length of time, depending on weather conditions (reasonable time would be at least 15 minutes). After that time, the student should return home and contact the school to determine the reason for the delay.

The Transportation Supervisor is responsible for establishing bus runs and assigning students to a particular bus. Students are to get on and off the bus at their assigned stop. A student getting off the bus at any stop other than his/her own without a permission slip signed by the school administrator is in violation of school policy. In the event of an emergency, if a student needs to ride a bus other than the one assigned, the parent must submit a written note explaining the nature of the emergency to the main office to receive a bus pass. The pass will be signed by an administrator and must be presented to the bus driver on the day listed. This request can only be granted if there is seating available on the bus.

The following rules are designed for the safety of those riding a school bus. It is the student's responsibility to obey the rules established and approved by the Board of School Directors.

Bus Stop Regulations

Arrive at the bus stop on time-five minutes prior to the time the bus is scheduled to arrive. Wait for your bus in a safe place - well off the roadway. Bus riders must conduct themselves in a safe orderly manner while waiting. Respect the property rights of people who reside at or near the bus stop. Wait until the bus comes to a complete stop before trying to get on the bus. Enter the bus single file with no crowding or pushing. Be careful if crossing the roadway to board the bus - check to make sure all traffic has stopped.

Bus Unloading Procedures

Students should exit the bus in a quiet, orderly manner and proceed directly to their assigned area at school or to their home.

Students who must cross the road should cross ten feet in front of the bus. Check traffic in both directions before proceeding across the roadway. Watch driver for signal to cross.

Transportation Conduct

Bus Infractions

- Improper boarding / departing
- Fighting / pushing / tripping / horseplay
- Failure to remain seated
- Bringing articles aboard bus of an injurious or objectionable nature
- Refusing to remain in assigned seat
- Inappropriate language
- Hanging out of window
- Throwing objects from the bus
- Drug / alcohol / tobacco violation
- Spitting / littering
- Unnecessary noise
- Tampering with bus equipment
- Rude or discourteous conduct
- Destruction / theft of property
- Other behavior relating to safety, well-being, respect for others
- Other

Consequences

1st offense – Written report to **d**ean from driver. Contact to parent from **d**ean – 1st event and subsequent events (In-school action)

2nd offense - AM transportation provided by the school PM; transportation provided by the parent for one (1) day

3rd offense - AM and PM transportation provided by the parent for one (1) day

4th offense - AM and PM transportation provided by the parent for three (3) days

5th offense - AM and PM transportation provided by the parent indefinitely as per the district's discretion

NOTE: The student must be present in school for the day to count as a bus suspension.

The school district reserves the right to use administrative discretion dependent on the nature of the offense.

The first time that an adult is not present at the stop, the parent will be given a warning. The 2nd & 3rd time a parent is not present at the stop, the student will be suspended from the bus in the PM for one (1) day. The 4th time the parent is not at the stop, the student will be suspended from the bus for one (1) full day (AM & PM). The 5th time a parent is not present at the stop, suspension of bus privileges will be at the school district's discretion.

NOTE: No stops will be opened at places of business. (Ex: daycare centers, stores)

The school district is only permitted to discipline students for misconduct which occurs on school property or on school vehicles. If your child has a problem at a bus stop or traveling to/from school, school officials will discuss the matter with the student(s) involved but may not assign consequences. If your child is seriously injured by another student, we suggest that you contact the appropriate local authority.

School Bus Video/Audio Surveillance

For the safety of students and to maintain proper standards of conduct, a video and audio surveillance system may be in use on district school buses. This system is intended to assist the administration, bus contractors, and drivers in observing behavior and preventing violation of bus rules and regulations. Student behavior may be recorded, and disciplinary action may be taken based on the behaviors recorded.

Valuables

Parents are encouraged not to send toys, collector items, personal belongings, or other valuables to school. The school will not be held responsible for any of these materials being lost or stolen on the bus or in school.

Videotaping of Students

Videotaping of students may occur during the school year as it relates to teacher training programs as well as special academic, music, or athletic events. Parent objections to their child being taped in this manner must be provided in writing to the building principal. Video cameras without audio will remain as standard equipment on buses, in school building hallways, and other academic settings.

Volunteers

The Tyrone Area Elementary School considers volunteers an important component of the elementary program. We welcome interested adults from the community who are willing to donate their time and talents to help in strengthening our program. Volunteers may assist in individual classrooms, the library, the cafeteria, or help in the building at large. If you are interested in becoming a volunteer, please contact the school. State law necessitates that anyone working directly with children on a regular basis must submit Act 34 (Criminal) and Act 151 (Child Abuse) clearances. Fees for clearances are the responsibility of the individual wishing to serve as a volunteer.

Volunteers cannot:

1. Assume the professional responsibilities of any school district staff member.
2. Be considered an employee of the district. Volunteers will not receive wages or other valuable incentives for the performance of volunteer services.

The volunteer position is not a right, but rather a privilege that is conferred by the Board and the administration.

Student 1:1 Devices

As part of the district's efforts to integrate technology into the curriculum, all students in the district are provided a 1:1 computing device (Chromebook or Chrome Tablet), depending on grade level. These devices are necessary for curriculum delivery and will allow the district to provide your child access to a wide variety of instructional and research tools. To extend learning into the home, students in the middle and high schools are encouraged to take the devices home during the school year. Elementary students may be required to take a device home when they will not be in the physical classroom for an extended period.

While these devices do have limited offline capabilities, they are most effective when wireless internet connectivity is available. There are several programs available to help provide affordable internet for students. Please contact your school's main office or refer to our website for current program information.

Program Rules

- At all times while using their device, the student and parent/guardian agree to adhere to the District's Acceptable Use Policy (Policy 815).
- Internet access on the device is filtered and monitored both on and off campus. The student may be disciplined for inappropriate use of the Internet whether it occurs on or off campus.
- These devices are being provided for the student's educational use. As such, the student is required to bring them to school every day and with a full charge. Failure to do so may be considered unpreparedness for class.
- The device is the property of the district and not the student. The student will not attempt to physically alter the device, load unauthorized software, bypass internet filters, alter the operating system, or perform any other alterations to the device or software without authorization.
- Any damage/theft/loss shall be reported immediately to the district. The district will make a determination of the repair/replacement costs and perform the necessary work. No self-repair/replacement will be accepted. Same-day or next day repairs will be made when feasible, or a loaner unit will be made available to the student for extended repairs.
- Charges for damage/theft/loss, whether accidental or through negligence, shall be determined by the district. Unless waived, repair costs up to the full replacement value of the device shall be the responsibility of the student and parent/guardian. Information on device insurance is available from the district.
- Accidental damage will be waived for elementary students. In addition, 5th and 6th grade students will get a once-per-year waiver for accidental damage, with subsequent incidents charged normally. The district will not waive intentional or neglectful damage, device loss or theft.
- Repeated damage or loss of the device will be considered negligence and the student may be provided an alternate device.
- For high school students, upon successful completion of all graduation requirements, the district may grant the device to the student at its discretion.

- This program is extended to full-time students enrolled in eligible programs/grade levels. Students who withdraw or otherwise become ineligible must return their device within 3 business days to the district.
- Students will be required to turn their device in at the end of the school year for refurbishment over the summer. The same device will be returned to the student upon their return in the fall. Any repairs deemed necessary to return the device to fully operational condition will be made, and appropriate fees assessed.
- If at any time the district requests the device be returned, the device must be returned within 3 business days. Failure to return the device will result in the parent/guardian being charged the full replacement cost of the device.

Acceptable Use of Computer Network and Internet Access

The Tyrone Area School District recognizes that computers and the Internet have become valuable classroom tools. To that end, the district has made considerable investments in classroom technology to support the education of our students. However, we are also aware that there are numerous uses of this technology which are not appropriate in a school environment. While the district utilizes several layers of security and filtering technologies to foster safe and productive computer use, there is no technology that can prevent inappropriate access with 100% certainty. The student must take personal responsibility for their own activities when they utilize district computers.

Acting under the direction of the school board, school district personnel are the primary authorities regarding technology and its use. The use of the Internet/Network is a privilege and not a right. As a privilege, Internet/Network use requires the acceptance of responsibilities. Please read and understand the responsibilities outlined in this Acceptable Use Policy in order that future difficulties may be avoided. Be advised that school district personnel reserve the right to revoke the privilege of Internet/Network use from any person who fails to meet the responsibilities listed in this document. The district's acceptable computer use policy will govern all use of the district's system. To gain use privileges to the district's computer system, both the student and the student's parent must sign a consent form.

School District Responsibilities

- The school district provides access to the Internet/Network for educational purposes and to carry out the legitimate business of the district.
- The school district is not responsible for lost data, interruption of service or other damage the user suffers.
- A filtering/blocking system will be used by the district to limit access to inappropriate websites. Even using this technology, the district cannot guarantee that access to all inappropriate material will be prevented. Deliberate attempts to access inappropriate websites will be dealt with in the manner listed below.
- The district will monitor and track Internet/Network use electronically and visually. The district will monitor sites concerning who accesses what and for how long.
- The district reserves the right to add additional restrictions to Internet/Network use in the future.
- The district is responsible for defining reasonable boundaries for acceptable use of the district's computing and informational systems(s); educating students, staff and other users about the acceptable uses; providing general supervision and enforcing policies for acceptable use. The district cannot be responsible for direct supervision of every

student or other user while they are using the Internet/Network. The district will, however, make every attempt to provide a safe and secure computing and information management system for its users.

Student Responsibilities for Internet/Network Use

These guidelines are provided in order that you are aware of the responsibilities you are about to acquire:

- Written parental permission and student signatures are required before a student is allowed access to the Internet/Network. This form will be kept on file.
- Students must complete training provided by professional staff members on policy and procedure before using network.
- All use of the Internet/Network will only be for educational, professional, or career development activities.
- Students shall not reveal personal information such as age, address, and telephone number. Student users will not agree to meet with someone they met online without parent(s)/guardian(s) approval. Student users will promptly disclose to their teachers or other school employee any message they receive that is inappropriate or makes them uncomfortable.
- Users will be polite and use appropriate language. Inappropriate language is any obscene, profane, lewd, vulgar, rude, inflammatory, threatening or disrespectful language.
- The network may not be used in such a way that disruption occurs for other users.
- The supervising teacher must be notified immediately of any computer problem. The failure to report a problem will result in a disciplinary referral.
- Students are responsible for what they view, download, transmit or communicate by electronic mail or the Internet/Network.

Prohibitions of Internet/Network use include but are not limited to the following:

- The use of the Internet/Network for any illegal activity is prohibited.
- Illegal use of copyrighted materials and software is prohibited. The district prohibits unauthorized copying or use of licensed software. Copyright infringement occurs when you inappropriately reproduce work protected by copyrights. If work contains language specifying appropriate use of that work, follow the explained requirements.
- Swearing and other inappropriate language is prohibited. Inappropriate language is obscene, profane, lewd, vulgar, rude, inflammatory, threatening or disrespectful language.
- Commercial use of the Tyrone Area School District Internet/Network connection is prohibited.
- Harassment of others through use of the Internet/Network is prohibited. Harassment means persistently acting in a manner that distresses or annoys another.
- Access to other accounts is prohibited. The district prohibits interception of or attempted interception of communications by parties not intended to receive that information.
- Chat rooms are not to be used
- Instant forms of communication (i.e. Instant Messenger) are not to be used.
- Downloading of programs/files without permission is prohibited.
- Printing of Internet/Network gathered research material will not be excessive or wasteful. Users will not download large files without prior permission of a staff member. If the download is approved, users will download the file at a time when the system is not being

heavily used. Once the download is complete users will immediately remove the file from the system computer. Students may be held financially responsible for printing material that is not educational in nature or for repeated copies of valid material caused by user error.

- To maintain network security and prevent the spread of computer viruses and other hazards, computer discs from home are not to be used on the school network.
- School district plagiarism guidelines apply with respect to Internet/Network research and citations. Users will not post information that, if acted upon, could cause damage or danger of disruption. Users will also not engage in personal attacks on another including prejudicial or discriminatory attacks.
- The district prohibits student access, possession or distribution of information the school district designates as confidential or private.
- The district prohibits intentional student compromise of the privacy to security of electronic information.
- Misrepresentation (including forgery) of the senders identify of the source of communication is prohibited.
- Acquiring or attempting to acquire passwords of others is prohibited.
- The district prohibits the propagation of computer viruses and worms.
- Failure to comply with requests from appropriate school district personnel to discontinue activities that threaten the operation or integrity of computers, systems or networks is prohibited.
- Altering or attempting to alter files, systems, computing or networking components without authorization beyond the student's authorized level is prohibited.
- Attempts to create unauthorized network connections remove or copy any application or operating system program on any district system without prior approval from the district or any other activities which may be construed as "hacking" are prohibited.
- The district prohibits the sending of anonymous messages through the district network.
- The district prohibits negligence leading to damage of school district information, computing or networking equipment.

PLEASE REFER TO DISTRICT ACCEPTABLE USE POLICY AVAILABLE ON THE TYRONE WEBSITE FOR ADDITIONAL INFORMATION REGARDING COMPUTER USE WITHIN THE TYRONE AREA SCHOOL DISTRICT.

Tyrone Area Elementary School
PARENT HANDBOOK AGREEMENT
2023-2024

Parent or Guardian Section

By signing this form, I indicate that I have read and do understand the Parent Handbook/Discipline Code in regards to my son or daughter, and I further agree that my son or daughter will abide by the regulations set forth.

Parent/Guardian Name_____Date_____

Parent/Guardian Signature _____

Student Signature: _____

Home Address_____

Phone_____

Please remove this page, sign it and send it back to school with your child.

EQUAL OPPORTUNITY

Tyrone Area School District is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex and handicap in its activities, programs or employment practices as required by Title IV, Title IX, and Section 504.

For information regarding civil rights or grievance procedures, services, activities and facilities accessible to and useable by handicapped persons, contact the district's Administrative Office at 701 Clay Avenue, Tyrone, PA 16686.