

Fort Cherry Elementary Center Student Handbook

2023-2024



Fort Cherry School District
110 Fort Cherry Road
McDonald, PA 15057-2975
724.796.1551 ext. 2000/2001
www.fortcherry.org

Dear Fort Cherry Families:

The faculty and staff join me in welcoming you to Fort Cherry Elementary Center. Fort Cherry is committed to helping each child be as successful as possible in an environment that enables each student to achieve his or her potential. We are certain that you will take pride in Fort Cherry and help keep it a friendly place to learn and make friends. This year our theme will be Project TEAM. This is a school wide program linking social emotional learning and character development to STEAM and career education. This will enable students to work collaboratively, build leadership abilities and improve 21st Century Skills.

Please take time to read this handbook as it contains information you need to know. Keep this booklet in a location where you may refer to it throughout the course of the school year. We realize that this booklet cannot provide answers to all questions, so please feel free to email or call should you have questions or need information.

Best wishes for a great school year!

Sincerely,

Mr. Mayer
Principal



Public Notice of Student Records

The collection, maintenance, and dissemination of pupil records is a legitimate and expected function of a school system. The professional staff recognizes the confidential nature of such data and the need to strike a balance between the need for educationally relevant information about children, and the protection of individual rights to privacy.

Student files contain only information of value in the educational process. Confidentiality of student records is maintained as outlined in the Fort Cherry School District's Student Record Policy. You have the right, as a parent/guardian, or eligible student, to review the educational records maintained by the Fort Cherry School District. In addition, the Fort Cherry School District will release, upon request of a parent or another school, records of a student who is entering another elementary or secondary school. Parents, upon request, will be provided with a copy of the educational records.

If the school district fails to comply with the request of the parent/guardian or eligible student to review records, the individual(s) may file a complaint with the Family Education Rights & Privacy Act Office, Department of Education, Office of Management.

With regard to parents who do not understand the English language, the school district will attempt to inform them of their rights in their native language. Further information regarding the policy of the collection, maintenance, and dissemination of records is available through the principal's office.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31): school officials with legitimate educational interest; other schools to which a student is transferring; specified officials for audit or evaluation purposes; appropriate parties in connection with financial aid to a student; organizations conducting certain studies for or on behalf of the school; accrediting organizations; to comply with a judicial order or lawfully issued subpoena; appropriate officials in cases of health and safety emergencies; and state and local authorities, within a juvenile justice system, pursuant to specific state law.

The Fort Cherry School District complies with federal regulations. Parents/Guardians who do not want their child(ren)'s "directory" information – such as a student's name, address, telephone number, date and place of birth, honors and awards, dates of attendance, photograph, email, etc. – disseminated must contact the building principal.

TITLE 1A COMPLAINT RESOLUTION PROCEDURES 2023-2024

Introduction

On December 10, 2015, a new Federal education law was signed by the President. This law, the Every Student Succeeds Act (ESSA), requires school that receive federal Title 1A funding adopt written procedures for resolving complaints filed.

Definition

A “complaint” is a written, signed statement filed by an individual or an organization. It must include:

- a. A statement that a school has violated a requirement of federal statute or regulation which applies to Title 1A.
- b. The facts on which the statement is based.
- c. Information on any discussions, meetings or correspondence with a school regarding the complaint.

Complaint Resolution Procedures

1) Referral — complaints against our school should be referred to the District’s Federal Program Coordinator:

Dr. Eric Lauver, Federal Programs Coordinator, 724-796-1551 x2328

2) Notice to LEA — The Federal Program Coordinator will notify the school Superintendent and Principal that a complaint has been received, will provide a copy, and will direct the Principal to respond.

3) Investigation — after receiving the Principal’s response, the Federal Program’s Coordinator, along with the Superintendent, will determine whether further investigation is necessary. If necessary, the Federal Program Coordinator and the Superintendent do an on-site investigation at the school.

4) Opportunity to Present Evidence — The Federal Programs Coordinator may provide the complainant and the Principal to present evidence.

5) Report and Recommended Resolution — once the Federal Program Coordinator has finished any investigation and taking of evidence, a report will be prepared with a recommendation for resolving the complaint. The report will give the name of the party bringing the complaint, the nature of the complaint, a summary of the investigation, the recommended resolution, and the reasons for the recommendation. Copies of the report will be issued to all parties involved. The recommended resolution will become effective upon issuance of the report.

6) Follow-up — the Federal Program Coordinator and the Superintendent will ensure that the resolution of the complaint is implemented.

7) Time Limit — the period between the Federal Program Coordinator’s receipt of a complaint and its resolution shall not exceed sixty (60) calendar days.

8) Right to Appeal — either party may appeal the final resolution to the Department of Education. Appeals should be addressed as follows:

Ms. Susan McCrone, Chief

Division of Federal Programs Pennsylvania Department of Education 333 Market Street, 7th Floor
Harrisburg, PA 17126-0333

TITLE 1 COMPLAINT FORM Fort Cherry Elementary Center

Name: _____

Address: _____

Phone: _____

How has the school violated a requirement of federal statute or regulation that applies to Title 1?

What are the facts on which this statement is based?

Information on any discussions, meetings, or correspondence with the school regarding the complaint?

August 2023

Dear Parent(s)/Legal Guardian(s):

Your child attends Fort Cherry Elementary Center, which receives Federal Title I funds to assist students in meeting state achievement standards. Throughout the school year, we will be providing you with important information about this law and your child's education. This letter lets you know about your right to request information about the qualifications of the classroom staff working with your child.

At the Fort Cherry Elementary Center, we are very proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-quality education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in ESEA. These regulations allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

The Every Student Succeeds Act (ESSA) which was signed into law in December 2015 and reauthorizes the Elementary and Secondary Education Act of 1956 (ESEA) includes additional right-to-know requests. At any time, parents and family members can request:

- Information on policies regarding student participation in assessments and procedures for opting out, and
- Information on required assessments that include
 - subject matter tested,
 - purpose of the test,
 - source of the requirement (if applicable),
 - amount of time it takes students to complete the test, and
 - time and format of disseminating results.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals meet applicable Pennsylvania state requirements.

If you have any questions about your child's assignment to a teacher or paraprofessional, please feel free to contact me.

Sincerely,

Dr. Eric Lauver

Director of Pupil Services Federal Programs Coordinator 724.796.1551 x2328 elauver@fortcherry.org

Updated August 2023

August de 2023

Estimados Padre (s) / Tutor (es) Legal (es):

Su hijo asiste a Fort Cherry Elementary Center, que recibe fondos federales del Título I para ayudar a los estudiantes a cumplir con los estándares estatales de rendimiento. Durante el año escolar, le proporcionaremos información importante sobre esta ley y la educación de su hijo. Esta carta le informa sobre su derecho a solicitar información sobre las calificaciones del personal de la clase que trabaja con su hijo.

En Fort Cherry Elementary Center, estamos muy orgullosos de nuestros maestros y sentimos que están listos para el próximo año escolar y estamos preparados para brindarle a su hijo una educación de alta calidad. Como escuela de Título I, debemos cumplir con las reglamentaciones federales relacionadas con las calificaciones de los maestros como se define en ESEA. Estas regulaciones le permiten aprender más sobre la capacitación y las credenciales de los maestros de su hijo. Nos complace proporcionarle esta información. En cualquier momento, puede preguntar:

- Si el maestro cumplió con las calificaciones estatales y los requisitos de certificación para el nivel de grado y la materia que está enseñando,
- Si el maestro recibió un certificado de emergencia o condicional a través del cual se eximieron las calificaciones del estado, y
- Qué títulos de pregrado o posgrado tiene el maestro, incluidos certificados de posgrado y títulos adicionales, y especializaciones o área (s) de concentración.

También puede preguntar si su hijo recibe ayuda de un paraprofesional. Si su hijo recibe esta ayuda, podemos proporcionarle información sobre las calificaciones del paraprofesional.

La Ley de Todos los Estudiantes Triunfa (ESSA) que se firmó en la ley en diciembre de 2015 y reautoriza la Ley de Educación Primaria y Secundaria de 1956 (ESEA) incluye solicitudes adicionales de derecho a saber. En cualquier momento, los padres y miembros de la familia pueden solicitar:

- Información sobre las políticas con respecto a la participación de los estudiantes en evaluaciones y procedimientos para optar por
- no participar, y
- Información sobre evaluaciones requeridas que incluyen
 - o tema probado,
 - o propósito de la prueba,
 - o fuente del requisito (si corresponde),
 - o la cantidad de tiempo que les toma a los estudiantes completar la prueba, y o tiempo y formato de difusión de resultados .

Nuestro personal está comprometido a ayudar a su hijo a desarrollar el conocimiento académico y el pensamiento crítico que necesita para tener éxito en la escuela y más allá. Ese compromiso incluye asegurarse de que todos nuestros maestros y paraprofesionales cumplan con los requisitos estatales de Pennsylvania.

Si tiene alguna pregunta sobre la asignación de su hijo a un maestro o paraprofesional, comuníquese con la Dr. Lauver en Fort Cherry Elementary Center al 724-796-1551 x2328 o envíeme un correo electrónico a elauver@fortcherry.org.

Sinceramente,
Dr. Eric Lauver
Coordinador de Programas Federales

724-796-1551 x2328 elauver@fortcherry.org

Updated August 2023

CHILD FIND AND ANNUAL NOTICE TO PARENTS (CFR 300.125)

In compliance with state and federal law, the districts listed above will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or

accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for "protected handicapped students" are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs.

For further information on the evaluation procedures and provision of services to protected handicapped students or eligible students, contact the appropriate district contact listed above.

Each school district, along with other public agencies in the Commonwealth, must establish and implement procedures to identify, locate and evaluate all children who need special education programs and services because of the child's disability. This notice is to help find these children, offer assistance to parents and describe the parent's rights with regard to confidentiality of information that will be obtained during the process. Each school district shall also conduct awareness activities to inform the public of gifted education services and programs and the manner by which to request these services and programs.

The content of this notice has been written in English. If a person does not understand any of this notice, he or she should contact the school district/IU (see contacts) and request an explanation.

Intermediate Unit 1 acts as a MAWA, a public education agency provides early intervention to eligible three to five year olds who live in Fayette, Greene and Washington Counties.

Throughout the notice, the reader will find references to the IU, the MAWA, or to the MAWA agency—all referring to Intermediate Unit 1 for the purposes of this notice.

IDENTIFICATION ACTIVITY

Child Find refers to activities undertaken by public education agencies to identify, locate, and evaluate children residing in the State, including children attending private schools, who are suspected of having disabilities, regardless of the severity of their disability, and determine the child's need for special education and related services. The purpose is to locate these children so that a free appropriate public education (FAPE) can be made available. The types of disabilities, that if found to cause a child to need services are: Autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment due to chronic or acute health problems, specific learning disabilities, speech or language, traumatic brain injury and visual impairment including blindness, in the case of a child that is of preschool age developmental delay. Screening activities are also conducted to determine student need for gifted support services.

The aforementioned school districts provide educational services for all eligible students either through district- operated classes, contracts with Intermediate Unit #1, or Approved Private Schools. Classes providing Learning Support, Life-Skills Support, Emotional Support, Physical Support, Multiple Disabilities Support, and Autistic Support are available for students at beginning school age through age 21, if necessary. Additional services include hearing, vision, and speech and language support. Students found to meet eligibility criteria as "mentally gifted" may receive services through district's Gifted Support programs.

Each school district is required to annually provide notice describing the identification activities and the procedures followed to ensure confidentiality of personally identifiable information. This notice is intended to meet this requirement.

Identification activities are performed to find a child who is suspected as having a disability that would interfere with his or her learning unless special education programs and services are made available. Children suspected of being "mentally gifted" who need specially designed instruction not ordinarily provided in the regular education program also go through screening activities. The activities include: review of group data, conduct hearing and vision screening, assessment of student's academic functioning, observation of the student displaying difficulty in behavior and determining the student's response to attempted remediation. Input from parents is also an information source for identification. After a child is identified as a suspected child with a disability, he or she is evaluated, but is not evaluated before parents give permission for their child to be evaluated.

The school district will follow procedures outlined in the special education regulations (Chapter 14) for determining eligibility and need for special education services. Chapter 16 regulations will be followed to determine eligibility and need for Gifted Support services.

Each LEA's public outreach awareness system includes methods for reaching homeless children, wards of the state, children with disabilities attending private schools, and highly mobile children, including migrant children.

CONFIDENTIALITY (CFR 300.127)

If after screening, a disability is suspected, upon your permission, your child will be evaluated. Written records of the results are called an education record, which are directly related to your child and are maintained by the school districts. These records are personally identifiable to your child. Personally identifiable information includes the child's name, the name of the child's parents or other family member, the address of the child or their family, a personal identifier such as social security number, a list of characteristics that would make the child's identity easily traceable or other information that would make the child's identity easily traceable.

The school district will gather information regarding your child's physical, mental, emotional and health functioning through testing and assessment, observation of your child, as well as through review of any records made available to the school district through your physician and other providers of services such as day care agencies.

The school district protects the confidentiality of personally identifiable information by one school official being responsible for ensuring the confidentiality of the records, training being provided to all persons using the information, and maintaining for public inspection a current list of employee's names and positions who may have access to the information. The school district will inform you when this information is no longer needed to provide educational services to your child and will destroy the information at designated intervals, except general information such as your child's name, address, phone number, grades, attendance record and classes attended, grade level completed, may be maintained without time limitation.

As the parent of the child you have a number of rights regarding the confidentiality of your child's records. The right to inspect and review any education records related to your child are collected, maintained, or used by the school district. The school district will comply with a request for you to review the records without unnecessary delay before any meetings regarding planning for your child's special education program (called an IEP meeting). Should you and your school district disagree about your child's special education supports and services and a due process hearing is requested, the school district will furnish you with the opportunity to inspect and review your child's records, within 30 days.

You have the right to an explanation and interpretations of the records, to be provided copies of the records if failure to provide the copies would effectively prevent you from exercising your right to inspect and review the records, and the right to have a representative inspect and review the records. This review is conducted with the assistance of an appropriate school district staff member.

Upon your request, the school district will provide you a list of the types and location of education records collected, maintained, or used by the agency. Additionally, the school district will charge a fee for copies of records made in response to your request except, it will not charge a fee if doing so will prevent you from inspecting and reviewing your child's records. A current list of reasonable fees relative to

records request is available in the district's central office. The district will not charge a fee to search or retrieve information.

You have the right to request in writing the amendment of your child's education records that you believe are inaccurate or misleading, or violate the privacy or other rights of your child. The school district will decide whether to amend the records within 45 school days of receipt of your request. If the school district refuses to amend the records you will be notified of the

refusal and your right to a hearing. You will be given at that time, additional information regarding the hearing procedures. Upon written request, the district will schedule and provide written notice of the hearing to challenge information in your child's education files.

Parent consent is required before personally identifiable information contained in your child's education records is disclosed to anyone other than officials of the school district collecting or using the information for purposes of identification of your child, locating your child and evaluating your child or for any other purpose of making available a free appropriate public education to your child. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Additionally, the school district, upon request, discloses records without consent to officials of another school district in which your child seeks or intends to enroll.

A parent may file a written complaint with the Pennsylvania Department of Education at the address below alleging that the rights described in this notice were not provided.

Pennsylvania Department of Education

Bureau of Special Education Division of Compliance
333 Market Street Harrisburg, PA 17126-0333

The Department of Education will investigate the matter, issue a report of findings and necessary corrective action within 60 days. The Department will take necessary action to ensure compliance is achieved.

Complaints alleging failures of the school district with regard to confidentiality of personally identifiable information may also be filed with:

Family Policy Compliance Office

U.S. Department of Education 400 Maryland Ave, SW Washington, DC 20202-4605

In accordance with 34 CFR § 300.624, please be advised of the following retention/destruction schedule for the Pennsylvania Alternate System of Assessment (PASA), Pennsylvania System of School Assessment (PSSA), and Keystone Exam related materials:

- PSSA, Keystone Exam, and PASA test booklets will be destroyed one year after student reports are delivered for the administration associated with the test booklets.
- PSSA and Keystone Exam answer booklets and PASA media recordings will be destroyed three years after completion of the assessment.

The school districts listed above will provide ongoing screening services. If you wish to learn more, have questions, or believe your child may need to be identified, please contact your local school district contact.

EARLY INTERVENTION IDENTIFICATION

In Pennsylvania, a child between three years of age and the school district's age to begin school who has a developmental delay or one or more of the physical or mental conditions listed above, will be identified as an "eligible young child." The parents of these children have the same rights described above.

The Pennsylvania Department of Education is responsible for providing programs and services to eligible young children under Act 212 of 1990, the Early Intervention Services System Act. Screening for preschool children is available through the Child Alert Program operated by Intermediate Unit #1. To schedule an appointment for screening call IU1 at 1.800.328.6481. For additional information, contact your local school district.

Updated August 2023

POTENTIAL INDICATORS OF WEAKNESSES IN THE DEVELOPMENTAL DOMAIN AREAS AND OTHER RISK FACTORS THAT COULD INDICATE A DISABILITY

(Requirement of Section 14.212(b))

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

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

Adaptive – Pre-kindergarten aged children with a developmental delay may have difficulty dressing/ undressing; using utensils to eat, removing shoes without assistance, distinguishing between nonfood/

food substances, or have difficulty with toileting needs. One may have difficulty moving independently around the house, understanding that hot is dangerous, putting away toys when asked, indicating an illness or ailment to an adult, or demonstrating caution and avoiding common dangers.

Personal-Social – Pre-kindergarten aged children with a developmental delay may have difficulty responding positively to adult praise, rewards or promise of rewards; greeting familiar adults

spontaneously, enjoying simple stories read aloud, helping with simple household tasks, initiating social interaction with familiar adults, expressing affection/liking for peers, playing cooperatively with peers, stating first name, last name, age, or whether he is a male/female; using objects in make-believe play, using 'I' or 'me' to refer to himself, or recognizing facial expressions of common emotions.

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

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

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

OTHER FACTORS THAT COULD INDICATE A DISABILITY

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

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

FACTORS CONSIDERED WHEN DETERMINING MENTAL GIFTEDNESS

1. The child performs a year or more above grade achievement level in one or more subjects as measured by a nationally normed and validated achievement test.
2. The child demonstrates rates of acquisition/retention of content and skills reflecting gifted ability.
3. The child demonstrates achievement, performance, or expertise in one or more academic areas as evidenced by products, portfolios or research, as well as criterion-referenced team judgment.
4. The child demonstrates early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest, communication skills, foreign language aptitude, or technology expertise.
5. The child demonstrates that intervening factors such as English as a second language, disabilities, gender or race bias, or socio/cultural deprivation are masking gifted abilities.

SPECIAL EDUCATION LIAISON PERSONNEL (LEAs)

*All Phone Numbers are (724) Area Code

FORT CHERRY

Dr. Eric Lauver

Fort Cherry School District

110 Fort Cherry Road

McDonald, PA 15057

796-1551 x 2328 Fax 796-0065

elauver@fortcherry.org

Updated August 2023

Parent Right to Know Information as Required by The Elementary and Secondary Education Act (ESEA) [Section 1112(e)(1)(A)] and the Every Student Succeeds Act [Section 1112(e)(1)(A)]

August 2023

Dear Parent(s)/Legal Guardian(s):

Your child attends Fort Cherry Elementary Center, which receives Federal Title I funds to assist students in meeting state achievement standards. Throughout the school year, we will be providing you with important information about this law and your child's education. This letter lets you know about your right to request information about the qualifications of the classroom staff working with your child.

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- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

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- Information on policies regarding student participation in assessments and procedures for opting out, and
- Information on required assessments that include
 - o subject matter tested,
 - o purpose of the test,
 - o source of the requirement (if applicable),
 - o amount of time it takes students to complete the test, and
 - o time and format of disseminating results.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals meet applicable Pennsylvania state requirements.

If you have any questions about your child's assignment to a teacher or paraprofessional, please feel free to contact me.

Sincerely,

Dr. Eric J. Lauver
Director of Pupil Services
Federal Programs Coordinator
elauver@fortcherry.org

Updated August 2023

Derecho de los padres a conocer la información que exige la Ley de Educación Primaria y Secundaria (ESEA) [Sección 111 2 (e) (1) (A)] y el Cada Estudiante Ley tiene éxito [Sección 1112 (e) (1) (A)]

August de 2023

Estimados Padre (s) / Tutor (es) Legal (es):

Su hijo asiste a Fort Cherry Elementary Center, que recibe fondos federales del Título I para ayudar a los estudiantes a cumplir con los estándares estatales de rendimiento. Durante el año escolar, le proporcionaremos información importante sobre esta ley y la educación de su hijo. Esta carta le informa sobre su derecho a solicitar información sobre las calificaciones del personal de la clase que trabaja con su hijo.

En Fort Cherry Elementary Center, estamos muy orgullosos de nuestros maestros y sentimos que están listos para el próximo año escolar y estamos preparados para brindarle a su hijo una educación de alta calidad. Como escuela de Título I, debemos cumplir con las reglamentaciones federales relacionadas con las calificaciones de los maestros como se define en ESEA. Estas regulaciones le permiten aprender más sobre la capacitación y las credenciales de los maestros de su hijo. Nos complace proporcionarle esta información. En cualquier momento, puede preguntar:

- Si el maestro cumplió con las calificaciones estatales y los requisitos de certificación para el nivel de grado y la materia que está enseñando,
- Si el maestro recibió un certificado de emergencia o condicional a través del cual se eximieron las calificaciones del estado, y
- Qué títulos de pregrado o posgrado tiene el maestro, incluidos certificados de posgrado y títulos adicionales, y especializaciones o área (s) de concentración.

También puede preguntar si su hijo recibe ayuda de un paraprofesional. Si su hijo recibe esta ayuda, podemos proporcionarle información sobre las calificaciones del paraprofesional.

La Ley de Todos los Estudiantes Triunfa (ESSA) que se firmó en la Ley en diciembre de 2015 y reautoriza la Ley de Educación Primaria y Secundaria de 1956 (ESEA) incluye solicitudes adicionales de derecho a saber. En cualquier momento, los padres y miembros de la familia pueden solicitar:

- Información sobre las políticas con respecto a la participación de los estudiantes en evaluaciones y procedimientos para optar por
 - no participar, y
- Información sobre evaluaciones requeridas que incluyen
 - o tema probado,
 - o propósito de la prueba,
 - o fuente del requisito (si corresponde),
 - o la cantidad de tiempo que les toma a los estudiantes completar la prueba, y
 - o tiempo y formato de difusión de resultados .

Nuestro personal está comprometido a ayudar a su hijo a desarrollar el conocimiento académico y el pensamiento crítico que necesita para tener éxito en la escuela y más allá. Ese compromiso incluye asegurarse de que todos nuestros maestros y paraprofesionales cumplan con los requisitos estatales de Pennsylvania.

Si tiene alguna pregunta sobre la asignación de su hijo a un maestro o paraprofesional, comuníquese con la Dr. Lauver en Fort Cherry Elementary Center al 724-796-1551 x2328 o envíeme un correo electrónico a elauver@fortcherry.org.

Sinceramente,

Dr. Eric J. Lauver
Coordinador de Programas Federales
elauver@fortcherry.org

Updated August 2023

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 is in need of assistance—please reach out at 724-796-1551 x2391.

Homeless Liaison(s): Sally Cowden

Liaison Responsibilities:

The district's liaison shall coordinate with:

Local service agencies that provide services to homeless children, youth, and families. Other school districts on issues of records transfer and transportation. District staff responsible for the provision of services under Section 504 of the Rehabilitation Act and Individuals with Disabilities Act. State and local housing agencies are 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 access 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 arise 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 the 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, and 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: Dan Mayer

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.

School personnel providing services to homeless students, including enrollment staff, shall receive professional development and support to:

1. Improve the 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. Some community partnerships include but are not limited to: Range Resources, Heritage Public Library, Body Systems Fitness, Churches, Food Helpers of Washington County, BluePrints.

Academic Supports:

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

Title 1 services

Tutoring Assistance

Summer Academy

A.I.R.E. Program

McKinney Vento Homeless Education Assistance Improvements Act:

<https://www.education.pa.gov/K>

[12/Homeless%20Education/mckinneyvento/Pages/default.aspx](https://www.education.pa.gov/K12/Homeless%20Education/mckinneyvento/Pages/default.aspx)

FORT CHERRY ELEMENTARY CENTER

CODE OF CONDUCT FOR STUDENTS

1. Students are responsible to show respect for self, by being respectful of others
 - a. Make only positive comments to and about others
 - b. Always use appropriate language
2. Students are responsible to be respectful to all adults
3. Students are responsible to keep hands, feet, and objects to self
4. Students are responsible to use good manners
5. Any student who is moving about the building during class periods must have permission from the teacher
6. Every teacher, staff member, or substitute teacher has jurisdiction over the student at all times during the school day
7. Students will be permitted to go home with another student only when parents of both students furnish the office with a written request.
8. Students not completing required work or behaving inappropriately can be denied assembly programs, field trips, and/or any extra curricular activities

The following items/behaviors are prohibited and will not be tolerated in the school building, on the school grounds, and/or on the way to and from the school building:

1. Use of electronic devices other than 1:1 technology, including cell phones are prohibited during the school day unless specific permission is granted by a teacher for class assignment/project *[If seen or heard, item(s) will be taken and returned at the end of the school day]*
2. Eating/Drinking outside of the cafeteria unless under the direction of employee or staff member (This includes consumption of candy or chewing of gum.)
3. Fighting
 4. The neglect or willful destruction of school property or the property of others (This would require restitution of any damage.)
5. Obscene and/or vulgar language to any other student, employee, or staff member
6. Written or verbal threats/or gestures
7. Distribution of party invitations unless the entire class is invited or all girls/all boys depending on student gender

8. Possession of any object that can be used, looks, or is a weapon
9. Possession, sale, distribution, and/or use of tobacco, drugs, or alcohol
10. Act of, participation in, and/or encouragement of bullying, cyberbullying, and/or social networking to intimidate, humiliate, or torment another person

EXCLUSIONS FROM SCHOOL OR CLASSES

Students may be excluded and/or expelled, on any account of disobedience or misconduct in accordance with Fort Cherry School Board Policy and/or Fort Cherry Elementary Center Student Responsibilities and Rules.

After a student has accumulated 3 suspensions from school, a School Board hearing may be scheduled to proceed with expulsion process.

A. Types of Offenses

1. Defacing school property, school personnel's property, or property of other students
2. Vandalism of school, school personnel's property, or property of other students
3. Excessive tardiness or absence
4. Fighting on school property or while going to and from school
5. Possession and/or use of drugs or look alike, alcohol and/or use of tobacco products
6. Possession of a weapon or look alike firearm in accordance with the Pennsylvania School Code
7. No students shall express through words, actions, or pictures any obscene or offensive material which is utterly devoid of redeeming value
8. Extortion or verbal threats to students or staff members
9. Bullying of peers or staff members
10. Disruption of classes
11. Cutting classes
12. Misconduct on school buses
13. Unauthorized private transportation
14. Starting of fires in or on school property
15. Causing false alarms
16. Bomb threats

17. Setting off firecrackers or bombs on school property
18. Striking any staff member
19. Chronic disregard of school regulations and rules

B. Weapon Violation, Terroristic Threat, or Terroristic Act

In accordance with *Fort Cherry School Board Policies 218.1 and 218.2*

1. A weapon violation may lead to immediate suspension with notification of Police, Superintendent, and Parents of any and all students involved in the incident—which may result in School Board expulsion hearing
2. A terroristic threat or act may lead to immediate suspension of student with notification to Superintendent—which may result in School Board expulsion hearing

All above offenses may be disciplined by the principal to include but not limited to: after-school detention, in-school suspension, out-of-school suspension, Saturday detention, referral to School Police Officer, and/or School Board expulsion hearing.

BUS RULES/EXPECTATIONS

In addition to the definitions provided herein concerning ridership eligibility, the district reserves the right to suspend, deny, or otherwise qualify the ridership of any student who does not comply with the rules regarding behavior and discipline on the bus. The following are the guidelines for student behavior.

1. Behavior on School Buses/Vans-Because the drivers must keep their attention upon the highway and the operation of their buses, they cannot jeopardize the safety of all students because of the behavior of a few. Therefore, the following regulations shall be strictly enforced.
 - A. No student shall throw, shoot squirt guns, or otherwise impel any paper, metal, or other substance in or around the school bus.
 - B. No student shall use loud, profane, or obscene language or gestures in or around the school bus.
 - C. Spitting in or around the school bus is not permitted.
 - D. No student shall indulge in pushing, fighting, or other unruly behavior in or around the school bus.
 - E. No student shall deliberately disobey, abuse, or otherwise show disrespect for the driver of the vehicle or its helpers, aids, chaperones, or monitors.
 - F. All students shall remain seated at all times while on the bus. Keep the aisle clear.
 - G. Students shall not raise or lower the windows at any time without first receiving permission from the driver. Do not throw anything out of the bus window. Keep hands, feet and arms inside the bus.
 - H. No student shall deliberately mar, deface, or tamper with any part of the vehicle. The individual will pay for damage.
 - I. There shall be no possession or use of any tobacco product in or around the vehicle at any time. Lighting of matches or lighters in or around the bus is prohibited.

- J. There shall be no consumption of food, no drinking of pop, milk, or any other beverage on the bus.
- K. There shall be no littering or throwing debris from the vehicle.
- L. Students shall be courteous to fellow pupils.
- M. The excessive show of affection is not permitted.
- N. Students must embark and disembark from their assigned stops. Parental and administrative approval is required if a student wished to leave a bus at any other place than the regular assigned stop.
- O. Students are permitted to ride only those buses to which they are assigned by the appropriate administrator.
- P. No student shall indulge in bullying or harassment of another student.
- Q. Possession of a weapon or any object used as a weapon is prohibited.
- R. Producing an audible sound with any musical instrument or electronic instrument is prohibited.

2. Right and Responsibilities Policies-While the law permits the school district to furnish transportation, it does not relieve parents of students from exercising responsibility and supervision until such time as the child boards the bus in the morning and after the child leaves the bus at the end of the school day.

- A. Waiting pupils must be at the bus stop no less than 5 minutes no more than 10 minutes before the scheduled bus arrival. If the school bus does not arrive at the bus stop on time because of mechanical failure, road, or weather conditions, the pupil is expected to wait a reasonable length of time (at least ½ hour in inclement weather) then return to his/her home. Whether the school bus is on time or late, the bus will not stop if there is no indication of pupils coming.
- B. Bus drivers shall wait at any school 5 minutes after dismissal for late pupils. If the student misses the bus, the parents shall be notified to arrange for the pupil's transportation home.

3. Behavior at the Bus Stop

- A. Students shall go directly from home to the bus stop using good safety practices when walking in areas where sidewalks are not provided.
- B. They shall arrive at the bus stop no earlier than 10 minutes before their bus is scheduled to arrive (parents should be made aware of this rule and be encouraged to cooperate).
- C. Students shall remain in the designated waiting areas, paying very special attention to the rights of the property owners in the vicinity.
- D. Students as they arrive at the bus stop, shall get in line, wait a reasonable and safe distance from the roadway, and use the concept of good school and community citizenship while waiting for the bus.
- E. Students shall board the bus in a quiet manner, taking their seats immediately.

- F. Students shall exit the bus in a quiet manner and proceed directly to their homes or to the assigned area at school.

4. Responsibility of the Students to the Bus Drivers

- A. The bus drivers are responsible for the safety of the students on their buses, and as such, deserve the respect and cooperation as classroom teachers.
- B. Safety related requests from the bus driver are to be honored by the student without question.
- C. In considering the bus to be an extension of the classroom, the board shall require children to conduct themselves in a manner consistent with established standards for the classroom.
- C. Children who become serious disciplinary problems on the bus may have their riding privileges suspended by the responsible principal. In such cases, the parents of the

children involved become responsible for seeing that their children get to and from school.

- E. The administration has the right to bypass any level depending upon the seriousness of the offense as determined by the judgement of the administration.
- F. It is to be understood that the Fort Cherry Code of Conduct and the Crimes Code are also applicable to the Fort Cherry Bus Rules for Students.

5. Items Permitted on the School Bus-In an effort to eliminate dangerous situations; the following policy will apply to what students are permitted to carry onto school buses. This policy has been established in conjunction with bus drivers and administrators to reduce the possibility of accidents on school buses.

- A. Transportation of musical instruments on buses.
 - 1. Only instruments, which can be held on the lap or between the knees, should be carried onto the bus. This would include violins, small cellos, flutes, clarinets, trumpets, oboes, bassoons, recorders, keyboards, French horns, mellophones, E-flat altos, saxophones, guitars, trombones, baritones, and practice pads, snare or field drums. These would be considered "lap" or "between the knees" instruments.
 - 2. Large cellos, bass violas, double basses, sousaphones, large saxophones, bass drums, all of which are "non-lap" variety, should not be allowed on the bus. The bus drivers do have the prerogative of refusing to allow students with large instruments on the bus.
 - 3. No instrument, small or otherwise, should occupy any space in the aisle or on a seat space.
 - 4. Instruments are not to be removed from their carrying cases while on the way to or from school
 - 5. Radios of any size ("Walkman" or boxes) are not permitted on buses.
 - 6. As the aisles must be clear at all times, any item which obstructs the aisle is not permitted on the bus.

B. Potentially Dangerous Items

1. No glass jars or aquariums or other glass items are permitted on the bus. If one of these items would break, it could create an unsafe situation on the bus, especially if one of the animals are in the glass containers.
2. No animals, insects, reptiles, etc., are permitted on the bus unless required as part of the school curriculum. Items brought to school must be in plastic containers.
3. If it is important that potentially dangerous items be brought to school, students should make other arrangements than the school bus to transport those items to and from school.

ARRIVAL AND DISMISSAL

**NO STUDENT SHOULD ARRIVE AT FORT CHERRY ELEMENTARY
CENTER EARLIER THAN 8:45 AM.**

However, students will be marked tardy if arriving after 9:00 AM.

8:45 AM-9:15 AM – Breakfast

10:45 AM – 1:15 PM – Lunch

3:25 PM – Dismissal

Regulations Governing Early Dismissal of Pupils

1. A parent desiring an early dismissal of a child must send with the child on the day he/she is to be excused, a note requesting release with the date, the time the pupil is to be excused, and the reason for the early dismissal. These notes are to be given to the homeroom teacher who in turn sends them to the office for recording. If you are picking your child up from school, please go to the school and ring the buzzer. You will be required to have a photo ID.
2. No student will be dismissed unsupervised to get into a car in the parking lot under **any circumstances**.
3. Students will be dismissed from the classroom **when the parent arrives at the school**. This rule is for the safety and security of every student.

In case of emergency when a child is already in school and a written request is not possible, the parent must phone the school office at 724.796.1551, ext. 2000 giving the information as noted in regulation (1). The call may be verified on the basis of information noted in Sapphire. **Also, if a student wishes to go home with another student, the office will need notes from both students**. This will assure the school that both families are aware of the situation.

Parents bringing children to school between 8:45 AM and 9:00 AM should drop them off in the drop off zone behind the water tower. If children are being picked up at 3:25 PM, parents should get in line behind the school buses.

DRIVER'S LICENSE OR PHOTO I.D. IS REQUIRED TO PICK YOUR CHILD UP.

ATTENDANCE

In order for a child to learn the expected skills, regular school attendance is required. A child cannot learn these skills when frequent absences occur. Children need to have a positive attitude toward learning and attending school regularly.

School Day is from 8:45 - 3:25:

- A student is designated tardy if arrival is after 9:00 A.M.
- A student is designated absent for a half day if present only for A.M. or P.M. hours.
- A student must be present for at least 3 hours and 30 minutes to be considered present for a half day.

Approved reasons for absence:

The only reasons for an approved absence from school according to state law are:

1. Religious holidays
2. Health care
3. Sudden illness or other emergencies
4. Educational trips **with prior approval at least 5 days in advance**
 - ~must provide destination and reason for trip
 - ~only approved if student is under 10 day absence threshold
5. Death in immediate family

If a student is absent on the day of a school sponsored activity, he/she will not be permitted to participate in the activity during school time or in the evening, for example: band, choral concerts, etc. Also, missing the bus or being suspended from the bus for misconduct **is not** a legal reason to be absent from school according to state law.

Requests for released time for dental and medical appointments will be honored. Parents are urged to make appointments for out-of-school hours and non-school days. Requests for release for other reasons will be acted upon by the administration.

Upon return to school:

- Whether a student is absent or tardy, the morning following an absence, the student should have a written statement from his/her parents/guardian stating the exact reason for the absence. "Illness" or "Appointment" is not an exact reason; please be more specific.
- Any absence not followed with a legal excuse will be designated *illegal unexcused*.
- Any excuse not falling within the list of approved reasons for absence will be designated *illegal excuse*

Truancy:

Fort Cherry School District's [Attendance Policy](#) was revised in July 2022 to better reflect Commonwealth law.

For all absences, the policy requires that, for excusal, a written excuse is sent to the building within five (5) days of the child's return to school. Written excuses may be submitted in the following ways:

- Written note submitted to the school.
- Emailed note to the building secretary:
 - **Elementary:** tgoddard@fortcherry.org
 - **High School:** jpartozoti@fortcherry.org
- Complete the Sapphire Absence Form.
- Have a medical note emailed or faxed to your child's building.
 - Fax Numbers
 - **Elementary:** 724-356-2770
 - **High School:** 724-356-2769

After ten (10) total days of absence (for any reason), medical documentation will be required to excuse any future absence.

Any absence for which a note is not submitted or is deemed not to meet the requirements set in policy is coded as unexcused/unlawful. The graphic on the next page details the process for addressing unexcused/unlawful absences.



Fort Cherry School District

Attendance Protocol

Process for **Unexcused/Unlawful** Absences

of
Unexcused
Absences

Action
Taken

1

- A call is made via the Sapphire auto-caller to notify the family of the child's absence.

2

- A call is made via the Sapphire auto-caller to notify the family of the child's absence.

3

- A letter is mailed to notify the family of the absences.
- The family is offered a Student Attendance Improvement Conference.
- The student is referred to BluePrints.

4

- A letter is mailed to notify the family of the absences.
- A Student Attendance Improvement Conference is scheduled.
- A Student Attendance Improvement Plan is drafted.

5

- A letter is mailed to notify the family of the absences.
- The letter notifies the family that a citation will be filed on the next unexcused absence.

6

- A citation for truancy is filed with the local magistrate.

8

- The student is referred via ChildLine to Children and Youth Services.

Homework:

Being absent from school does not excuse a student from any work or assignments, which were assigned during his/her absence. It is the student's responsibility to see his or her teacher to request make-up work.

When requesting homework for a child who is absent two or more days, please call the school office by **9:15 AM** on the morning of the absence. The homework may be picked up in the school office at **3:45 PM**. Also, other students may only carry home paperwork for students who are absent—no textbooks or workbooks shall be sent home with friends or siblings.

Any requests received after 9:15 AM will be collected for the following day.

Homework Infractions:

All homework will be checked for completion and if announced, may be graded.

Missed assignments will result in the following:

<u>Level of Homework Infraction</u>	<u>Consequence</u>
First Offense	Verbal Warning Opportunity to Complete During Recess
Second Offense	Loss of Recess Parent Notification by Teacher
Third Offense	Sent to Principal After School Detention—1 hour Parent Notification
Fourth Offense	Sent to Principal After School Detention—1.5 hour Parent Notification
Fifth Offense	Sent to Principal Saturday Detention Parent Notification

~ Disciplinary actions are at the discretion of the Principal ~

DRESS CODE

Students who are proud of their school will reflect this pride by their good grooming, neat appearance, and outstanding citizenship.

Clothing must meet school standards of safety, decency, health, and must not be overly distracting or immodest. The dress code applies during school hours and at all school related functions.

The following are not permitted:

1. Bare feet, flip-flops/no-back shoes, inline sneaker skates, or winter boots.
2. Hats, hoods, scarves, bandanas, or head coverings
Tank tops (thin shoulder strap), halter tops, half shirts, fishnet jerseys, or any clothing exposing bare midriff or garments that are cut low in front or under arms.
3. Short shorts/dresses/skirts
K – 3: reasonable-type for developmental age
4 - 6: must be mid-thigh length or below (finger-tip length)
4. Undergarments may not be exposed
5. Pajamas/Sleepwear
6. Sunglasses (unless prescribed by a doctor)
7. Clothing expressing vulgarity, profanity, promiscuity, references to drugs and/or alcohol, racial slurs, weapons, violence
8. Any clothing accessory or item that may inhibit safety and/or be a distraction (This includes, but is not limited to various jewelry items, chain wallets, stud belts/bracelets/necklaces, and etc.)

HEALTH INFORMATION

Medication to be taken at school:

Prescription drugs:

1. Written authorization from either the parent or legal guardian requesting and permitting the administration of the specified dosage of medication is to be presented to the school. This authorization is to be renewed each time there is a change in instructions.
2. A signed order from the prescribing physician is required (see permission form).
3. Prescription drugs are to be presented in the ***original pharmacy-labeled container***. Each container is to be labeled as to the patient's name, dosage and administration schedule and placed in the custody of the school nurse, principal or principal's designee.
4. All physicians-prescribed medication shall be administered by the school nurse, principal, or principal's designee.
5. **The first day's dosage of any new medication is to be given at home.**
6. The parent's of any student requiring first-time, long-term medication should notify the school nurse or building principal.
7. If the child receives daily medication, a month's supply may be kept in the nurse's office. (No more than 30 doses.) The parent must bring **all** medication to school and not send medication on the school bus.

Non-prescription Drugs:

1. A list of allowable medications is attached to the standing orders kept on file in the nurse's office.
2. Verbal or written authorization from either the parent or legal guardian will be considered sufficient permission for the school to administer non-prescription medication on that list.
3. Medication that is not on that list must also have a prescription from their prescribing doctor.
4. Each container is to be labeled with the child's name and will be brought to school by a parent or legal guardian.
5. All non-prescribed medication should be administered by the school nurse, principal or the principal's designee.

Field Trips:

1. One dose of the medication will be maintained in the original prescription bottle for use on the child's field trip.
2. The teacher on the field trip will hold and administer the medication unless parent is attending.
3. **Students are not permitted to carry or self administer medication without the proper authorization.** The nurse is to be notified by patient of any use of medication on the field trip.

Immunization necessary for school admittance:

As required by the law and regulations, persons "in charge of" public, private, or parochial schools shall require all students entering school for the first time to be immunized as directed by the school Secretary of Health.

Minimum Immunization for Adequate status:

1. 4 doses of tetanus, diphtheria and acellular pertussis* (1 dose on or after the 4th birthday)

2. 4 doses of polio (4th dose on or after the 4th birthday and at least 6 months after previous dose given)**
3. 2 doses of measles, mumps, rubella***
4. 3 doses of hepatitis B
5. 2 doses of varicella (chickenpox) or evidence of immunity

* Usually given as 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

If a child does not have all the doses above, or needs additional doses, and the next dose is medically appropriate, the child must receive the dose within the first 5 days of school or risk exclusion. If the next dose is not the last in the series, the child must also provide a medical plan (red and white card) for obtaining required dose(s) from their doctor within the first 5 days of school or risk exclusion. Failure to follow medical plan risk exclusion.

Rules and regulations for the control of Communicable Disease:

For the following diseases, it is recommended by the school authority and examining physician that the student remain out of school for the specified days or longer if the case indicates.

<u>Disease</u>	<u>Exclusion Period From School (must remain home)</u>
Chicken Pox	5 days from onset of rash or until all pox marks are dry
Measles	4 days from onset of rash
Mumps	9 days from onset or until the swelling is completely subsided
Pink Eye	<u>U</u> ntil discharge is gone or 24 hours after institution of antibiotic therapy, or released by doctor
Scarlet Fever	10 days from onset if no physician is in attendance or 24 hours after institution of antibiotic therapy.
Strep Throat	10 days from onset if no physician is in attendance or 24 hours after institution of antibiotic therapy.
Whooping Cough	3 weeks from onset if no physician in attendance or 5 days from Institution of antibiotic therapy.

Nurse's Office:

The health room is an important part of our school. Among activities that occur here are: vision and hearing screenings, heights and weights, physical and dental examinations, and first aid treatment for illness or injury occurring at school.

The school nurse is available during the school day to provide for the health needs of the students. However, the health room is not to be used as a resting place for children who did not sleep enough. We hope all children will come to school well rested and ready to learn. The nurse is not to treat injuries that happen outside of school hours, or diagnose rashes or other ailments. Obtaining care for these conditions is a parental responsibility.

If the child is ill prior to coming to school, ie. during the night or morning, the parent should keep the child at home. The child should not be sent to school so that the nurse can diagnose the illness.

Students who feel they have an illness or injury should report the nature of the problem to the teacher. The teacher will send the student to the nurse's office. If the student is well enough, the student will be

sent back to class after examination. If needed a parent or emergency contact will be notified for the child to be taken home.

If a student is found to have lice or nits, the child will be removed from the classroom and sent home for treatment. The student must be brought by an adult to school to be rechecked for reentrance in the building. In addition, those students in contact with the known student will be checked as a precaution.

It is important that an emergency contact with a viable phone number is recorded for each student. Valuable time is lost when this information is not available to the school. *Please notify the school of any change in your emergency contact, your phone number, or a change in your work number.*

Please notify the school nurse of any changes in the health condition of your child. If your child has a change in medications, please inform the school nurse.

Use of the school elevator must have orders from a doctor. Any child wearing a restrictive device to school shall not be able to participate in school activities such as gym and recess until a return to activity note is received. Any restrictions in activity from your doctor will restrict both gym and recess.

Fort Cherry Elementary Center



110 Fort Cherry Road
McDonald, PA 15057
724.796.1551 phone
724.356.2770 fax

Dear Parents/Guardians:

Fort Cherry Elementary Center has an elementary **Student Assistance Program (SAP)** available to any child in need. This program is designed to offer support services to students experiencing academic, behavioral, and/or social-emotional difficulties that may pose barriers to school success.

The SAP Team, which consists of teachers, counselor, principal, psychologist, and student service coordinator, will meet with you to discuss concerns and will suggest possible ways to help. Any staff member and/or parent/guardian can refer students to SAP as we are here to help our students do their best in school and reach their highest potential.

To reiterate, parents and guardians will be invited to become part of the team and with your assistance, a plan will be created to assist your child to be more successful in school.

If you have any questions or would like to refer a student to the SAP program, please contact **Mrs. Brianne Eiler, Student Service Coordinator**, at **724.796.1551 ext. 2003** or email ***beiler@fortcherry.org***. There is also a SAP Referral Form link on the FC Website.

In advance, thank you for being an active member in your child's education.



REPORT CARDS

Pupil progress is ongoing through the Sapphire Parent Portal for all grades. The purpose of the report card is to provide information to the parent concerning the child's social growth, performance as related to the child's potential, work, study habits, and attendance.

Grading System:

Marks shall be given to all pupils in all subject areas as indicated on the report card. A letter and percentage equivalent table is listed below:

A	Excellent progress 90 – 100 %
B	Good progress 80 – 89 %
C	Average progress 70 – 79 %
D	Below average progress 60 – 69 %
F	Not passing 0 – 59 %

Honor Roll:

Elementary Honor Roll will be for grades 1- 6. Honor Roll will be determined four times a school year. The Honor Roll will be based on the grades received by student for that grading period.

Honor Roll will be based on all core subject areas.

Honor Roll Classifications are:

High Honor Roll	QPA 4.0
Honor Roll	QPA 3.0 - 3.9 (No D's or F's)

Academic Awards:

At the **end of the school year**, academic awards will be presented for students in Grades 1-6. Students will be acknowledged for High Honor Roll, and Honor Roll, in Grades 1-6.

Further, at **Six Grade Graduation**, students are able to receive several special awards:

Presidential Award

Requirements: Grade Point Average of 3.5 or higher for Grades 4, 5, & 6 (1st marking period only), plus Standardized Test Score of ADVANCED in Math or Reading in Grade 5.

Principal's Award

Requirements: Grade Point Average of 3.3 or higher for Grades 4, 5, & 6 (1st marking period only), plus Standardized Test Score of PROFICIENT in Math or Reading in Grade 5.

Scholar Award

Requirements: Grade Point Average of 3.0 or higher for Grades 4, 5, & 6 (1st, 2nd, and 3rd marking periods)

Diaz Award

Requirements: Top five students according to grade point average for the sixth grade year.

Schwartz Leadership Award

Requirements: Winning essay depicting a well-rounded student who, through their essay, demonstrates the following criteria: community involvement, encouraging leadership, positive peer interaction, strong work ethic, good manners, helpful, responsible, consistent, supportive, and kind to all

SPECIAL CLASSES

Library

Our Library is one of our very special services. Students come to the Library on their assigned day. Students may sign out a maximum of two (2) books at one time.

1. All books are checked out of the library for a two-week period. Books may be renewed for another two-week period.
2. Materials lost or damaged when checked out to your child must be paid for at the replacement cost.
3. All general rules apply within the Library setting.

Students will attend library once a week for a period of 41 minutes.

Physical Education

All children are required to participate in physical education classes. If for some reason a child is unable to participate in physical education due to an injury or illness, an excuse from the parent or the family physician is required, which will excuse the child from the class.

However, if a child is unable to do limited activity, please have the physician state what activity would be acceptable. Also, please have the physician state the length of the exclusion from physical education.

The children can wear jeans, slacks, shorts, and skirts or dresses with shorts or slacks with them. These skirts and blouses should be designed to allow the girls to move freely. Knit types are the best, but not required.

The best shoes for gym are regular tennis shoes. Shoes designed for outdoor activity are not to be worn in physical education classes. Examples of these outdoor styles are: turf shoes, hiking boots, snow

boots, work boots, and fashion boots. Sandals, clogs, jellies, and dress shoes are not safe for gym. Students will have P.E. class once a week for a period of 41 minutes.

Art

Art education provides a means for the child to express his/her ideas, feelings, and emotions; helps him/her to appreciate beauty in the world about him/her; and help him/her develop confidence in his/her own abilities. Students will attend art class once every six days for a period of 41 minutes.

Instrumental Music & Instrumental Band

Instrumental Music is available to our intermediate level students. Lessons are provided by the instrumental instructor. Additionally, instrumental students have the opportunity to participate in an Elementary Band.

Music

It is the purpose of the music teacher in the elementary school to develop those potentialities for growth in the enjoyment of and participation in music that are inherent in every child. Students participate in music once a week for a 41minute period.

TEAMology

Teamology is for students in Grades K-6. The school guidance counselor helps foster important life skills, healthy attitudes, strong character, positive relationships, and active citizenship through a prescribed curriculum.

