

Indiana Area Elementary Schools



Student-Parent Handbook* 2016-2017

***This handbook is intended to provide elementary-specific information and serve as a digest of information available in the Indiana Area School District (IASD) Attendance, Behavioral Guidelines and Discipline Policy.**

A Note from the Principals



Welcome to Indiana Elementary Schools!

We would like to wish all families a happy, safe, and productive school year. The elementary team looks forward to being a positive support in your child's academic and personal growth. Each child, parent/guardian, teacher and administrator is a key member of the educational success that we are striving to achieve! We encourage parents to become actively involved in their child's education.

Our goal is to create an outstanding educational environment where staff, students, and families treat each other with respect. To accomplish this goal, we need to be responsible for our actions and work hard to achieve our fullest potential. The joint effort between home, school, and community supports growth and student learning that leads to success!

This handbook has been created so that the policies and procedures of the elementary schools are explained and are easily accessible. The information in this handbook has been prepared to help answer questions that you may have about your child's education. Should any questions arise, please contact your building principal.

We are excited for the beginning of another great year at the Indiana Area School District, and we look forward to working with you to make this the best school year yet!

Sincerely,

Mr. Robert Rizzo, Principal – Ben Franklin Elementary

Mr. Donald Springer, Principal – East Pike Elementary

Ms. Marilyn Walther, Principal – Eisenhower Elementary

Mrs. Lawra Stuart, Principal – Horace Mann Elementary

Table of Contents

A typical day in the IASD Elementary Schools	4
Morning arrival procedures	5
Afternoon dismissal procedures	5
Parent/Guardian requested early dismissals	6
Scheduled half days	6
Scheduled 2-hour late starts	6
Act 80 days and in-service days	6
Weather emergencies	7
IASD Prekindergarten Program (PA PreK Counts)	7
Breakfast-Lunch program	7
Vacations/Family trips	8
Attendance	8
Tardiness	9
Local testing schedule	9
Vigorous Physical Activity (VPA)/Flex time	9
Homework	10
Field trips	10
PTA	10
Home-School communication	11
Video Taping/Pictures of students	11
Student expectations	12
Disciplinary options/responses	13
OLWEUS Bullying Prevention Program	14
School counseling services	14
Transportation	15
School bus safety	16
IASD Technology Shared Vision: Transforming Education, Empowering Learners	17
Health services	17
School security	20
Clearances	21
Personal belongings	21
Accommodating Students with Disabling Special Dietary Needs	21
Snacks and the district wellness policy	22
Parent engagement and volunteering	24
Commonly used acronyms in education	24
IASD testing, measurement, and individual appraisal program	28

Important Contacts to Remember

Building	Principal/Director	Phone	Email
Ben Franklin	Robert Rizzo	(724) 465-5637	rrizzo@iasd.cc
East Pike	Donald Springer	(724) 463-8567	dspringer@iasd.cc
Eisenhower	Marilyn Walther	(724) 463-8566	mwalther@iasd.cc
Horace Mann	Lawra Stuart	(724) 463-8560	lstuart@iasd.cc
Transportation Director	Mike Travis	(724) 463-7591	mtravis@iasd.cc
Krise Bus Manager	LeeAnne Isenberg	(724) 349-3944	lisenberg@ridesta.com

A Typical Day in the IASD Elementary Schools

8:35 AM

Student Arrival

Students are **NOT** to arrive at school prior to 8:35 AM. Students arriving early must wait in designated areas.

8:35 - 8:55 AM

Breakfast

Students should go directly to the cafeteria upon entering the building if they wish to purchase breakfast. "Grab and Go" breakfasts will be available for students to take to their homerooms.

9:00 AM - 3:40 PM Instructional Day (All PreK – 5 Students)

Students are expected to be in their classrooms at 9:00 AM. Students arriving later than 9:00 AM will be marked tardy and will be missing critical instructional time, which has the potential to lead to unnecessary academic struggles. Along with the regular classroom curriculum, students will participate in specials (Art, Library, Music, and Physical Education classes), academic intervention periods, as well as daily VPA/Flex time. A technology class is part of the special subjects rotation for 4th and 5th grade students.

Times TBA

Lunch

3:40 – 4:00 PM

Dismissal

Every child is assigned to a school bus. We encourage all children to ride the school bus on a daily basis. If you need to pick up (or drop off) your child from school, please follow the outlined procedures specific to your child's building. If your children attend multiple buildings, check with your building principal to determine the most efficient way to pick them up.

The IASD elementary schools follow a 4- or 6-day schedule. This ensures that no instructional days and correlating specials are "skipped" when school is not in session. For example, if day 1 is on Tuesday and there is no school on Wednesday, then Thursday would be day 2. Using the same example, if art class is on day 2, art would then be on Thursday instead of Wednesday. The first two weeks of school are outlined as follows:**

East Pike and Ben Franklin will operate on a 4-day schedule. Example listed below:

- August 30, 31, September 1, 2, are days 1-4 respectively
- September 5 is Labor Day (No School)
- September 6 becomes day 1
- September 7, 8, 9 are days 2, 3, 4 respectively

Eisenhower and Horace Mann will operate on a 6-day schedule. Example listed below:

- August 30, 31, September 1, 2, are days 1-4 respectively
- September 5 is Labor Day (No School)

- September 6 and 7 become days 5 and 6 respectively
- September 8 then becomes day 1 and the rotation continues

**Kindergarten students will follow the kindergarten Soft Start schedule provided by the classroom teachers. Information specific to Soft Start activities will be sent home to incoming kindergarten families over the summer prior to enrollment.

Morning Arrival Procedures

Morning arrival is a very busy time. All of the students are arriving at the school within a twenty-five minute time frame. To ensure the safety of all students, the following student drop-off procedures must be followed.



- Students should arrive to school between 8:35 and 8:55 AM. Breakfast is served beginning at 8:35 AM and will conclude at 8:55 AM.
- **Students who arrive after 9:00 AM are considered tardy and must report to the office prior to going to their classroom. Parents need to sign their child in and fill out a tardy excuse.**
- Patience is the key. Please take your time during this busy drop-off time and follow the directions of the staff members on duty. Taking a few extra minutes to ensure an orderly and safe drop off is well worth the time to keep each child safe.



Afternoon Dismissal Procedures

Dismissal time can be the busiest time of the school day. The first priority is to dismiss all students safely, and we try to do that in an organized and timely manner. Students may be riding the bus home, getting picked up, or walking. Any deviation from what the child normally does can cause a lot of confusion (and has the potential to create undue stress and incorrect destinations). To ensure that all of our students are safe and are dismissed with the appropriate adults, the following dismissal procedures must be followed.

- If your child's dismissal routine is going to change, even for a day, please be sure to notify the classroom teacher with a note. Students often mistakenly tell us they are going to be picked up, which can lead to them missing the bus.
- If your child is going to be picked up on a daily basis, a daily note is not required. Simply send one note to notify your child's teacher within the first week of school, and we will

make sure your child's name is on the Permanent Pick-up List. He/She will be dismissed to the pick-up area daily.

- If your child is riding the bus home with another student, written permission from the families of **BOTH STUDENTS** is required.
- The buses are called in the order that they arrive and may be in a different order each day. Please make sure your child knows his/her bus number so that when it is called over the intercom system, he/she is prepared to board promptly. Buses are called two (2) times, and students are dismissed by their teacher to leave the room for their bus.

Parent/Guardian Requested Early Dismissals

Parents who need their child to be dismissed prior to the end of the regular school day must send in a note with their child. **In the event that an early dismissal is not planned or an emergency arises, it is expected that you call the office prior to arriving at the building.** You must report directly to the office upon your arrival. Parents or other designated persons who are picking up a child must sign the child(ren) out and, in some cases, show identification. If a person cannot be positively identified, then the child(ren) will not be released until verification is made.

Scheduled Half Days

The Indiana Area School District schedules two half days per year. One occurs in May and the other on the last day of school. 12:00 P.M. is our dismissal time on these days with lunch not provided.

Scheduled 2-Hour Late Starts

The Indiana Area School District values continued professional development to ensure the staff is adequately prepared to meet the increased demands of educating your child in the 21st century. Four days have been identified as an early 2-hour professional development day. During these days, students will report to school by 11:00 a.m. instead of the usual time of 9:00 a.m. For the 2016-2017 school year, these dates have been identified as 9/16/16, 10/21/16, 11/29/16, and 1/3/17.

Act 80 Days and In-Service Days

Periodically, the district will provide professional development opportunities for the staff. These days are called Act 80 and In-Service days. Students do not attend school on Act 80 or In-service days unless they are designated as one of the two half days.

Weather Emergencies

In the event of an early dismissal, delay or a cancellation, you should receive an automated phone call. When school is delayed for two hours, the starting time will be 11:00 AM. Students should arrive at their bus stop two hours later than their regularly scheduled time. No breakfast will be served on two-hour delay days. In the event of a severe storm forecast or other emergency, when children are already at school, an early dismissal may occur. Parents/guardians who work or are not at home should ensure that their child knows where he/she will go should such a situation arise (daycare, grandparents' house, neighbor, etc.).

IASD Prekindergarten Program (PA PreK Counts)

Preschool children ask a lot of questions and are very curious about their world. We could answer their questions, and sometimes we do. But we want them to find their own answers because we want children to see themselves as inventors, problem solvers, discoverers, and capable learners. We encourage children to think for themselves, observe, and explore the world around them to see if they can find answers on their own. The more active children are in their work, the more they learn and remember. With your active involvement in this program, it is our goal that your child will leave with a strong foundation for future learning. We encourage you to read carefully through the content of this handbook so you will understand the policies and procedures of our elementary schools. If you have any questions do not hesitate to call your child's teacher. With successful enrollment in the IASD program, your child will be provided daily with transportation to/from school, breakfast, and lunch. Please pay attention to the school calendar. On district Act 80 days, Prekindergarten students may still attend school, however meals and transportation are not provided.

Breakfast – Lunch Program



School breakfasts and lunches are available for purchase as an option to the students. In all four elementary buildings, breakfast is served from 8:35 AM until 8:55 AM. Lunch times will vary from building to building to accommodate the instructional day. Students “pay” for their lunches using their student ID (or pin). Food service workers assist the students in memorizing their number. Whether a family deposits money in their child's lunch account or a family qualifies for Free/Reduced status, ALL students enter their pin in the same fashion, allowing us to preserve the confidentiality of each family's economic status. If your family meets the income guidelines for the Free/Reduced lunch program, we encourage you to apply. The application process is even easier now as you can apply online at www.paschoolmeals.com. Additionally www.myschoolbucks.com is a wonderful resource for families. Parents are able to load money into their child's' account (for a small online processing fee*), manage their school breakfast/lunch accounts, and view purchases online. *During August, September, and January the online processing fee is waived.

Vacations/Family Trips

Family vacations and trips are approved by the building principal, in advance, up to ten (10) days cumulative per year. Requests for days beyond the 10-day limit require approval by the superintendent. A pre-approval must be obtained and processed in advance of the absence, otherwise days may be marked as unexcused. A letter must be written to the building principal that includes the dates of the trip, as well as the educational component. Parents should be reminded that vacation and family trip absences count towards a student's total number of absences. A reasonable amount of advanced notice is needed to process the request and prepare assignments.

Attendance

Daily attendance in school is extremely important and should be established early. Children achieve more and feel better about themselves when instruction is continuous and when a sense of belonging is established within the classroom. Those who learn the importance of regular attendance tend to stay more actively involved and do better in school. However, we understand that children may become ill. We request that you call the school prior to 9:30 a.m. on the day of the absence to inform us of your child(ren)'s absence. An automated call will be placed to you with a reminder to send in a written excuse upon your child's return to school if you fail to inform the school of the absence.

Pennsylvania public school attendance law requires that all absences be treated as unexcused/unlawful until the school district (school) receives a written excuse indicating the reason(s) for an absence. Parents/guardians must submit a written excuse within three (3) school days of an absence and will be informed if they neglect to do so. Please note that absences without excuses will be permanently recorded as unexcused/unlawful. Any work missed during an unexcused absence may not be completed and will be recorded with score of "0".

***See the IASD Attendance, Behavioral Guidelines and Discipline Policy booklet for more information concerning attendance.**

Children under a doctor's care for a contagious disease or those with chronic absences, may be required to submit an excuse from a physician.

Pennsylvania school law identifies excused/lawful absences as those related to:

- illness of the pupil
- death of an immediate family member
- medical/dental appointments
- bona fide religious holiday
- quarantine
- pre-approved educational travel
- court hearings related to student involvement with county children and youth or juvenile probation office agencies

- authorized school activities (field trips)

The parents of chronically tardy students may receive a call, letter, or visit from school personnel and/or the district office. Continued concern may result in required excuses from a physician, the development of a Truancy Elimination Plan (T.E.P.), parental appearance before a magistrate, and/or referral to Children Youth and Family Services.

Please be advised that when there is a scheduled **half-day of school** on the calendar and a student is absent, he/she will be charged a **full day** absence.

Tardiness

Morning procedures are important to a child's success at school; therefore, it is imperative that students arrive before the official start time. Buses arrive and students may begin entering the building at 8:35 AM. Please note that the instructional day begins promptly at 9:00 AM. We recognize that early appointments and family emergencies do arise; however, students arriving after 9:00 AM, regardless of the reason, are considered tardy and must be signed in at the office by an adult before proceeding to their classrooms. While a tardy is typically considered unexcused, students arriving to school late due to a medical appointment will be considered excused if a written physician's excuse is provided.

***See the IASD Attendance, Behavioral Guidelines and Discipline Policy booklet for more information concerning tardiness.**

Local Testing Schedule

Throughout the school year students are assessed, and the data is used to make educational decisions that will better enable them to grow as a learner. The 2016-2017 Testing, Measurement, and Individual Appraisal Program for students in grades K-12 can be found in the back of this handbook on page 22. To provide students the best chance of success, we ask that parents ensure their child is well rested and has a healthy breakfast before coming to school. Teachers will do their best to notify parents when their class is planning to assess their students.

VPA/Flex Time

Students will have VPA (**V**igorous **P**hysical **A**ctivity) daily. When weather permits, VPA is outside on the playground. Students should be appropriately dressed for the weather. During inclement weather, students have indoor VPA. In addition, students will have an equal amount of Flex Time daily. Flex Time is used to finish incomplete work or to serve as a "Think Time" to reflect on inappropriate actions. If students do not need Flex Time on a given day, they will continue to participate in VPA for the remainder of this time block.

Homework

Homework assignments are designed to:

- Provide essential practice in needed skills
- Establish good work habits
- Afford an opportunity for increasing self-direction
- Enrich and extend the in-school learning experience
- Help students learn to budget their time



Parents can support their child's learning at home by providing a quiet, well-lit area for their child to work. It is important for parents to encourage and support their child(ren) to learn in and outside of school.

If a parent desires to seek additional help for their child beyond the school day, the school guidance counselor can provide contact information for tutoring and afterschool programs such as The Salvation Army, Indiana Free Library, etc.

Field Trips



Field trips are an integral part of the curriculum, and students will be participating in them throughout the school year. Parents will be notified well in advance of all field trips, and parent/guardian written permission will be required for the student to participate.

To ensure the safety of all of our students, field trip chaperones must obtain Act 34 (Criminal Record), Act 151 (Child Abuse), and Act 114 (FBI Fingerprint Check) clearances every 5 years. Residents of Pennsylvania for 10 or more years may sign an affidavit verifying residency and must be notarized. Please allow plenty of time to obtain your clearances. Parents (who are not chaperones) and siblings are not permitted to attend field trips.

PTA

Parents serve a variety of roles at the elementary school level. The Parent Teacher Association is one way parents can be involved in the school. We encourage you to become an active member of our PTA. To learn more about the PTA, check out your school's website and click on the PTA link.

The PTA organizes fundraisers, contributes to field trip costs, coordinates book fairs, works closely with teachers/principals to enhance the educational programming and much, much more! The PTA also sponsors two parties annually: Fall Harvest and Valentine's Day. Each homeroom is limited to 5 parent volunteers. Party volunteers must be a member of the PTA in good standing.

Home-School Communication

Communication and cooperation between home and school is vital. Discussing a concern and asking questions of your child's teacher is strongly encouraged. The IASD employs multiple means of communication with families. We share a great deal of important information through many channels.

- **Email:** If you would like to receive important updates and news about school events via email, please ensure that the office has your updated email address. If you have not received any email correspondence please check your Junk Mail Folder. You may email a teacher or leave a message with the building secretary. A directory of teacher's email addresses can be found on the school website.
- **Monthly Newsletter:** Each building generates and distributes a newsletter containing pertinent information relevant to the upcoming month including classroom information, PTA updates, guidance counselor information, etc. For parents with email capabilities, the newsletter will be sent via email. Those without email will receive the newsletter via mail or it will be sent home with their child.
- **PowerSchool:** Parents of students in 3rd-12th grade have access to PowerSchool which is a grade management system. Parents can check on assignment grading and completion, receive academic information from the teacher, and much more. For log-in information, please contact your school counselor.
- **District and Building Websites:** The IASD has committed to developing our district website, so it may become a valuable resource for students and parents. The site is updated regularly and contains a variety of information for students and parents such as building calendars, announcements, student highlights, links to other pertinent sites, etc.
- **Parent/Guardian-Teacher conferences:** Held twice annually, conference days are intended to provide an opportunity for parents and teachers to discuss individual student progress and achievements. While these dates are set aside for conferencing, a parent or teacher can request a conference at any time of the year to discuss elementary programming and student needs.
- **Phone Conferences:** While we are a district that embraces the 21st century, we still value regular parent communication through phone conferencing. Feel free to call the school to speak with your child's teacher. Teachers cannot accept parent phone calls during instructional time or when supervising students.

Video Taping/Pictures of Students

The Indiana Area School District enjoys promoting our school and sharing our students' wonderful accomplishments with the community on our



website, newspapers, and local television stations. The district allows students to be recorded, photographed, and interviewed for legitimate public purposes. **If you do not allow your child to be photographed, videotaped, or interviewed for the purpose of promoting our school and district, please contact the office at your child's school.**

Student Expectations

- Be on time for school, work hard, and learn to the best of your ability.
- Students will show respect and be honest with teachers, school staff, and visitors, as well as to one another. All members of the school staff have the authority to correct or redirect any student.
- Students will follow the rules of the classroom and the school.
- Students will follow all safety rules while on the bus.
- Students will behave properly in the hallways, on the playground, and on school buses.
- Disruption of classes will not be tolerated under any circumstances. Disruptions result in the interference of the learning process for all students.
- Students will be responsible for bringing home school letters to parents on the same day the student receives the letter.
- Students should complete homework to the best of their ability.
- School property and the property of others are to be respected by all students.
- During a field trip or a school activity, students should remember that school rules are still in effect at all times and that chaperones will have the authority to correct students when needed.
- The use of profane language by any student will not be tolerated under any circumstances.
- Fighting and bullying will not be tolerated. It is important for all students to feel safe and comfortable in school. Threatening another student or staff member is unacceptable and will not be tolerated. This includes verbal, written, pictorial, electronic (cyberbullying) and implied threats. Any such incidents should be reported to school personnel.



***See the IASD Attendance, Behavioral Guidelines and Discipline Policy booklet for more information concerning school expectations.**

Disciplinary Options/Responses

Behavior is motivated by our own personal needs. We are all responsible for our own behavior, and no one makes us do anything. All behavior has consequences. Responsible behavior gives us the best chance of getting our needs met while not denying others the same opportunity to have their needs met. Even when we all try our best, we sometimes make mistakes. When a behavioral choice is made that is irresponsible, disrespectful, uncooperative, or shows poor citizenship, it is the responsibility of the school staff to intervene in an appropriate manner. Please understand that we subscribe to the belief that “it takes a village to raise a child.” Many staff members within the building will share the responsibility of caring for your child and could be involved in the reporting of an incident.

Intervention helps the child evaluate his/her own behavior. By asking children to evaluate their own behavior, they may be able to realize that the choices they are making are inappropriate. Possible interventions include:

- verbal reminder
- changing seats
- loss of privileges
- think time
- behavior plan
- parent conference
- loss of flex time
- confiscation of items

Repeated inappropriate behavior requires other interventions. When previous interventions have failed or when the seriousness of a first offense warrants, the child may need to be removed from the situation. Severely inappropriate behavior also requires additional intervention to help ensure the future safety and well-being of the other members of the school community.

The following are ways of removing the student from the situation.

- removal from the room or other space
- loss of bus privileges
- exclusion from extracurricular school sponsored activities
- in-school suspension
- out-of-school suspension
- alternate seating or location

Principal Intervention

Certain behaviors require the immediate intervention of the principal. Some of these behaviors include: inappropriate language, fighting, aggression, defiance, disrespect, or stealing. A child who is referred to the principal may have to develop a plan to change his or her behavior and may also be required to participate in a conference with his or her parents/guardians to encourage better choices. A cafeteria or flex time-out, bus suspension, in-school suspension, or out-of school suspension assignment may be necessary.

Student Discipline Form

Any student who is referred to the office may receive a student discipline form that details the behavioral concern, location, possible motivation and administrative consequence. This form is sent home to parents/guardians.

***See the IASD Attendance, Behavioral Guidelines and Discipline Policy booklet for more information concerning disciplinary options/responses.**

OLWEUS Bullying Prevention

All of our elementary schools participate in the OLWEUS Bullying Prevention Program (OBPP). The OBPP is designed to improve peer relations and help to make schools safer, more positive places for students to learn and develop. Our schools are committed to providing a safe, positive learning environment for all students.

The OLWEUS Bullying Prevention Program defines bullying as, **“A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself.”**

- Bullying is aggressive behavior that involves unwanted, negative actions
- Bullying involves a pattern of behavior repeated over time
- Bullying involves an imbalance of power or strength

We recognize that bullying creates an atmosphere of fear and intimidation and detracts from the safe environment necessary for student learning. School settings include: in school, on the school grounds, in school vehicles, at the designated bus stop, or at any activity sponsored, supervised, or sanctioned by the school.

Therefore, the Indiana Area School District prohibits bullying by all students!!

School Counseling Services

The Indiana Area School District has three (3) elementary counselors on staff. Ben Franklin and East Pike schools each have a full-time counselor, while Eisenhower and Horace Mann schools share a counselor. School counselors serve many purposes throughout the school day, and they work directly with the building principal to service the students in the best possible manner.

A school counselor’s role involves (but is not limited to):

- Supporting students
- Helping students develop positive peer relations
- Assisting in the coordination of IEP evaluations and meetings
- Classroom Visits

- o Developmental Guidance Program
- o Bullying (OLWEUS)
- o Conflict resolution
- o Career development
- o Other classroom-specific topics
- Liaison to outside services
 - o Tutoring/Academic supports
 - o Mental Health Agencies
- Building a Home-to-School Connection
 - o Death of a family member or pet
 - o Illness of a family member
 - o Change in family dynamics
 - o Situations that occur at school or on the bus
 - o Academic concerns

Transportation

Mike Travis is the transportation director for IASD. He is the liaison between the schools and Krise (the bus company that IASD contracts to provide student transportation). LeeAnne Isenberg is the manager of the buses and drivers that work for Krise. When an after-hour issue occurs related to transportation you should first contact Mike Travis at (724) 463-7591 and, if unsuccessful, then contact LeeAnne Isenberg at (724) 349-3944. The elementary school offices close at 4:00 p.m. and may not be the most efficient way to get the service you need. Please consider adding the school's phone number, Mr. Travis's number, and Ms. Isenberg's number to your phone contacts list. In the event of an emergency, it will be beneficial to have quick access to these numbers.



It is important to remember that riding a school bus is a privilege extended by the school district. We expect students to respect that privilege and to demonstrate safe school bus behavior.

For incoming kindergarten students and/or transfer students, the district provides a bus orientation before the first day of school. Information will be sent out via postal mail from the transportation office as well as bus assignments and route information.

Parents are asked to:

- **Be present (or a suitable designee be present) at the bus stop for all children in prekindergarten and kindergarten. The driver will not let your child off the bus without being able to see you. If you are not at the stop, the driver will return your child to the school's main office to wait for you to pick him/her up there.**
- Review bus information and safety rules (found in the next section) with your child.
- Be sure your child knows his/her bus stop and both the morning and afternoon bus number(s). Place your name/address/phone number in your child's backpack.

- Encourage your child to pay attention to the bus route they will routinely follow. His/Her awareness will help to avoid missing his/her stop.
- Discuss with your child the importance of safety and appropriate behavior while riding the bus and at the bus stop. **Remind your child that misbehavior could result in a suspension of his/her bus riding privileges.** The safety of all students riding the bus is most important.
- Parents/guardians are responsible for providing transportation for all before and after school activities.
- No excuse will be accepted from any student absent or tardy from school because he/she missed the bus. While an excuse is still mandated, the absence/tardy will still be considered unexcused.

School Bus Safety

It is important to remember that riding a school bus is a privilege extended by the school district. We expect students to respect that privilege and to demonstrate safe school bus behavior. Bi-annually each bus participates in a mandatory evacuation drill. Advance notice is not typically provided to ensure fidelity of the evacuation procedures. Parents are encouraged to discuss emergency etiquette with their child(ren).

Bus Rules are as Follows:

- Arrive at the bus stop ten minutes before pick up time.
- Board the bus in an orderly fashion.
- Sit in your assigned seat.
- Remain seated at all times.
- Nothing is to be passed through or outside of the windows.
- Talk to friends around you using quiet, conversational volume (an indoor voice) and use appropriate language.
- Electronic devices may not be used to video or to take pictures of yourself or other students while on the bus.
- Students are responsible for any damage caused to the bus or another student's belongings.
- Food, beverages, tobacco products, gum, and littering are not permitted on the bus.
- Follow the directions of the bus driver and safety patrols.
- Watch for your stop, look both ways, and exit the bus.

* Busses are equipped with audio equipped video cameras. The video will be reviewed in the event that it may become necessary to resolve a discipline (or any other) issue. For more information, please review board policy 810.3 (Transportation - Video/Audio Recording).

Consequences for Bus Rule(s) Violation

Bus safety is such an important part of the school day. It is necessary that all students follow appropriate bus behavior. Any such violation of bus safety will be promptly and strictly enforced. There will be appropriate consequences including suspension of riding privileges based on the student's actions.

*Please see the I.A.S.D. Attendance, Behavioral Guidelines and Discipline Policy for specific information regarding bus conduct guidelines and safety procedures.

IASD Technology Shared Vision: Transforming Education, Empowering Learners

The Indiana Area School District (IASD) is committed to its shared technology vision of transforming learning and empowering learners. This vision includes all learners but at the heart is the student. Student-centered learning is just one of [The ISTE Essential Conditions](#)¹ IASD uses to leverage technology for learning. All students will receive a district-provided Google account and will have varying access to Google Apps for Education (GAFE) and other digital tools based on developmental and age criteria. IASD values student privacy and employs best practices to adhere to [Children's Online Privacy Protection Act \(COPPA\)](#) and [Family Education Rights and Privacy Act \(FERPA\)](#). Network and device filters are utilized across the district. While the district does not monitor student files or email correspondence, it is important to note that created documents and correspondence via email or the Chat feature of Google Hangouts are archived and will be accessed if the district suspects a violation of the Internet, Telecommunications Technology and Electronic Media Usage Policy. Several links regarding student privacy and security, as well as other informational resources, are listed on the IASD website. District-provided Google accounts include a combination of a student's last name, first initial and graduation year. These accounts do NOT include birthdates, social security numbers or home addresses. The district-provided Google account log-in structure, third-party apps/vendors, privacy and security agreements, as well as specifics regarding GAFE access by grade level, are available on the district website under the "Technology" tab.

IASD is reshaping instruction and learning for the 21st century and beyond, employing soft skills and the 4C's of education. These include: communication, collaboration, critical thinking and creativity. These digital tools provide enhanced instructional strategies and improved student engagement. Student engagement is essential for academic growth. IASD is proud to offer students cutting-edge tools to empower their learning.

Health Services

The nursing staff at IASD consists of school nurses and nurse assistants who work together to keep our students healthy and ready to learn! The school nurse is an integral part of the educational team, providing guidelines for school personnel so that specific health needs of students are met. She also provides, performs, administers, and/or supervises all necessary medical treatment procedures required by the student population and performs state mandated health screenings. Under the direction of the school nurse, the nurse



assistant assesses the seriousness of illnesses or injuries that occur during the school day. The nurse assistant will administer minor first aid to students with injuries or illnesses that occur at school. However, serious injury or illness may necessitate parental/guardian notification and possible outside medical attention. These decisions are at the discretion of the nurse, with consideration for the needs of the student.

Elementary Building Nurses:

East Pike	Mrs. Beth Mauk, LPN School Nurse
Ben Franklin	Mrs. Nicole Reilly, RN, CSN School Nurse Mrs. Carolyn Clawson, LPN Nurse Assistant
Eisenhower	Mrs. Nicole Reilly, RN, CSN School Nurse Mrs. Anita Small, LPN Nurse Assistant
Horace Mann	Ms. Susan Zundel, RN, CSN School Nurse Mrs. Lane Lukehart, LPN Nurse Assistant

Exclusion from School

The Pennsylvania and Indiana County Health Departments require exclusion of all students who are suspected or have been diagnosed as having the following communicable diseases:

Illness

	<u>A student may return to school...</u>
Varicella (Chicken Pox)	When all vesicles (sores) are crusted; approximately five days from eruption of last crop of vesicle.
Pediculosis (Head Lice)	After appropriate treatment has been instituted and has been checked by the nurse.
Scabies	After completion of appropriate treatment and judged not infective by a physician.
Impetigo	24 hours after beginning appropriate treatment.

The school nurse should be consulted if there are any questions or concerns regarding readmission to school. Please notify the school nurse immediately if the student is diagnosed with chickenpox, head lice, scabies, impetigo or any communicable disease. This information remains confidential and is shared on a “need to know” basis only.

Sickness and Injuries

Students should not be sent to school if they have:

- A fever of 100.4 degrees or higher (students should be fever free without the use of fever reducing medication for 12-14 hours before returning to school)
- Vomiting or diarrhea within the last 24 hours
- A stomachache or fatigue, accompanied by a fever and/or vomiting
- A headache lasting one or more days, or recurring
- Red, irritated eyes with pus-like or excessive watery drainage
- Persistent, uncontrollable coughing or sneezing

When children become ill at school, it is the parent's/guardian's responsibility to provide transportation from school to home. Emergency care cards, completed by parents/guardians annually or when contact information changes, enable the nursing staff to ensure that children receive the best possible aid in the event of an emergency at school. Each fall, an emergency card is sent home. Please take the time to carefully complete the card. It should contain the business telephone numbers of parents/guardians and telephone numbers of two people who would be available during the day to assist with your child's illness or injury, should one occur. Please sign the emergency care card and list any health problems that your child might have, including allergies. If at any time during the school year the information on the emergency card changes, please notify the nursing staff immediately. The emergency card is of vital importance, giving school personnel access to information needed in the event of a student's illness or injury.

Medication

Medications should be given at home whenever possible. If medications have to be administered at school, the following procedures must be followed for **both prescription and non-prescription medication**. Should the need arise for a student to be given medications during school hours, these procedures must be followed:

- Written instruction signed by a physician with the diagnosis, medication, dosage, time to be given at school, length of time to be given, possible side effects, physician signature, and parent/guardian signature are required for all types of medication. Forms are available from the school nurse or on the district website.
- It is the parent's/guardian's responsibility to maintain an adequate supply of medication throughout the school year.
- Medication must be brought to the nurse's office by the parent/guardian in the prescription-labeled container, which must remain at school.
- If the nurse is not available, the building principal or designees will accept the medication.
- The school nurse will review all new medication requests.
- **The first dose of medication:**
 - When a child has been prescribed a new medication that must be taken in school, it is the parent's/guardian's responsibility to give the first dose when the child is at home to ascertain the child's reaction to the medication.
- Medication will be discarded one week following the expiration date, or at the conclusion of the school year, unless the parent/guardian requests return of the medication. Medication will be returned to the parent/guardian or an adult designee only.

Immunizations

The following *minimum* immunizations are required for attendance in all grades for the 2016-2017 school year:

1. Diphtheria and Tetanus Vaccine (DTaP) - Four or more properly spaced doses with one dose administered on or after the fourth birthday.
2. Polio Vaccine (IPV) - Three or more properly spaced doses.

3. Measles Vaccine - Two properly spaced doses (preferably MMR) with the first dose administered at 12 months of age or older, or measles immunity proved by blood test.
4. Mumps Vaccine - Two properly spaced doses administered at 12 months of age or older or a physician's signed statement that your child was diagnosed with mumps disease.
5. Rubella (German Measles) - One dose administered at 12 months of age, or rubella immunity proved by a blood test.
6. Hepatitis B Vaccine - Three properly spaced doses.
7. Chickenpox (Varicella) Vaccine - Two doses administered at 12 months of age or older, or chickenpox immunity proven by a blood test **or** written statement of history of chickenpox disease by parent/guardian or physician.

Allowable exemptions:

Medical: Physician must submit a signed statement indicating that a specific immunization(s) would be harmful to your child's health.

Religious: Moral/Ethical Objection: Parent must provide a written objection to immunization based on religious grounds or strong moral or ethical conviction. Please be aware that students exempted from immunization may be excluded from school in the event of an outbreak of a communicable disease (listed above) as directed by the Pennsylvania Department of Health and our school physician.

Provisional Enrollment: Students entering Pennsylvania schools for the first time or those who transfer from out of state are granted provisional enrollment status for an incomplete immunization record. Student must have at least one vaccination from each series to begin school. Provisional enrollment status is valid for eight months from date of enrollment. The school nurse reviews the student's immunization record every 60 days until required immunization(s) are received or the provisional enrollment period has expired. After expiration of the provisional enrollment period, the student's name shall be submitted to the school administrator who undertakes the suspension procedure.

School Security

Physical and procedural changes to improve school security will be evident once again this school year. Physical changes vary by school and include main entrances, exterior and interior doors, communication systems, and video surveillance. Procedural changes will be in place at all schools and include locked doors after school hours and no admittance during the school day unless arranged in advance. No one should arrive at a school unannounced and expect to be granted entrance. **You must call the school in advance.** The inconvenience caused by these changes will increase the safety of students and staff. Please be prepared to be denied access if the school was not notified in advance of your arrival. The building secretaries have been trained to ask who you are and your reason for gaining entry.

Clearances

Act 153 of 2014 amends the Child Protective Services Law. As part of this law, all chaperones and volunteers are required to provide the school district with clearance certifications (Act 34 Criminal Record Check, Act 114 FBI Fingerprint Clearance and Act 151 Child Abuse History Clearance) that are less than five (5) years old. Chaperones and volunteers that have been residents of Pennsylvania for ten (10) or more years can sign an affidavit in lieu of applying for the Act 114 FBI clearance. Clearance packets are available in the main office. The Act 34 and 151 clearances are free for volunteers, but may not be used for employment purposes.

Due to the nature of the elementary school setting, teachers will occasionally invite parents in for a classroom performance. These events do not require obtaining clearances. For each event, a list of attendees is required and coordinated through the classroom teacher. This list is not required for evening events such as Back-to-School nights, Orientations, Academic Project Fairs, etc.

Child Abuse Clearance Act 151

<http://www.dhs.state.pa.us/findaform/childabusehistoryclearanceforms/index.htm>

This clearance can be completed online with a response usually the same day. You may also print and complete the form and send it to the address indicated on it. Results take 3-5 weeks to be returned.

Criminal Background check by PA state police Act 34

<https://epatch.state.pa.us/Home.jsp;jsessionid=0AA0F253556794EBC86C4FE9EBC48D20>

To do this online, fill out the required information. You will have the results back in a matter of minutes. **Print several copies of the results from the screen or save it as a PDF file to be accessed later** because the watermark in the printout will not show if copied. You may also submit the form by mail with results received in a few weeks.

FBI Fingerprint clearance Act 114

Go https://www.pa.cogentid.com/index_pde.htm and click "register online", pay the fee and input your information. Then print the confirmation information and take it to one of the fingerprinting locations listed on the site. (Locally, fingerprinting can be done at ARIN IU. Call 724-463-5300 to make an appointment.)

Personal Belongings

When determining whether to allow your child to bring personal belongings with him/her to school (electronics, cell phones, favorite toys, etc.), please be reminded that the school district is not responsible for lost or stolen items. The safest option is to keep those important and often expensive items at home. While we will do all we can to try to recover lost or stolen items, we cannot guarantee their safe return home. Students should not bring cell phones to school. In the event that a cell phone must be brought, the cell phone must be turned off and

remain in the student's book bag while on school property (including the school bus and bus stops).

Weapons are strictly forbidden on school grounds (including the school bus and bus stops). Toys and other personal belongings resembling a weapon could result in a disciplinary response similar to possession of an actual weapon.

*Please see the I.A.S.D. Attendance, Behavioral Guidelines and Discipline Policy for more information regarding Personal Belongings.

Accommodating Students with Disabling Special Dietary Needs

Students with food allergies may be identified, evaluated and determined to be disabled, in which case the district shall make appropriate accommodations, substitutions or modifications in accordance with the student's medical needs. The district must provide reasonable accommodations, substitutions or modifications for students with disabling dietary needs. The student's physician shall provide documentation regarding the student's dietary needs.

Students who fall under this provision must obtain and provide a written medical statement signed by a licensed physician. The medical statement must identify:

1. The student's special dietary disability.
2. An explanation of why the disability restricts the student's diet.
3. The major life activity(ies) affected by the disability.
4. The food(s) to be omitted from the student's diet.
5. The food or choice of foods that must be provided as the substitute.

Confidentiality

The district may share information of students with food allergies, to those staff members with legitimate educational interest in the information. District staff shall maintain the confidentiality of student records as required by law, regulations and Board policy. The school board policy on Food Allergy Management, #209.1, is available on the school district website under School Board – Board Policies.

Snacks and the District Wellness Policy

When considering what snacks to send to school with your child, please consider these helpful notes from our school district wellness policy. More information about Board Policy 246 (Student Wellness) can be found at <http://iasd.schoolwires.net/Page/104>.



1. Competitive foods are defined as foods offered at school other than through the National School Lunch or School Breakfast Programs and include a la carte foods, snacks and beverages; vending food, snacks and beverages; school store food, snacks and beverages; fundraisers; classroom parties; holiday celebrations; and food from home.
2. All competitive foods available to students in district schools shall comply with the Indiana Area School District Nutritional Standards for Competitive Foods which are available on the district's website (www.iasd.cc). The nutritional standards shall be implemented as a three (3) step plan.
3. Exclusive competitive food and/or beverage contracts shall be approved by the Board in accordance with provisions of law.
4. Nutrition information for a la carte snacks and beverages offered in snack bars, meal service lines, vending and school stores is readily available to students, parents/guardians and the school community.
5. Nutritious and appealing foods such as fruits, vegetables, low and nonfat dairy products and whole grain products will be available wherever food is sold or offered on the school campus during the school day.
6. All a la carte snacks and beverages offered for sale to students during the school day comply with the USDA regulations prohibiting the sale of foods of minimal nutritional value.
7. A minimum of seventy-five percent (75%) of snack foods sold in vending machines, snack bars, and school stores as well as a la carte offerings that are part of the school meals program will meet the criteria outlined below. This seventy-five percent (75%) level represents a required minimum standard. The percentage of foods and beverages meeting these parameters may be increased at any time by the recommendation of the Indiana Area School District Wellness Committee.
8. Food shall not be used in the schools as a reward or punishment.
9. As a guideline for party planning, please adhere to the 3-1 ratio where for each non-preferred item, three healthier options (fruits, vegetables, milk) are available as well.

Snacks (Found on the Nutritional Information label of the item)

- No more than 200 total calories per package
- No more than thirty-five percent (35%) calories from fat
- No more than ten percent (10%) calories from saturated fat
- No more than 480 mg sodium
- No more than thirty-five percent (35%) sugar by weight
- Excludes fruits, vegetables, nuts, seeds, and nut butters

Beverages

- One hundred percent (100%) fruit and vegetable juice, limited to 12 oz. portion size
- Fat-free and one percent (1%) milk, 8-16 oz. portion size
- Water and flavored water without added sugar, unlimited portion size
- Caffeine free except flavored milk
- Carbonated water and carbonated one hundred percent (100%) fruit juice with USDA approval

Birthday Snacks

- When students have a birthday, if a parent decides to provide a snack for the class, we ask that he/she follows the healthy snack guidelines and wellness policy found within this section of the handbook.

Parent Engagement and Volunteering

The IASD Elementary schools promote volunteerism and getting involved in the school culture. Throughout the year there are many ways that you, as parents, can participate in meaningful activities with your child. Volunteering is a great way to connect to your child's teacher, other parents, staff, and administrators. While there are many activities that are available to parents, a few to highlight are:

- Back-to-school night
- Joining the PTA
- Volunteering at the school's book fair
- Attending Parent-Teacher conferences
- Volunteer at events like the Academic Projects Fair, All Sports Day, holiday related events, etc.
- Chaperoning field trips
- Chaperoning classroom parties
- Reading to your child's class or helping other students
- Eating lunch with your child
 - Notify school ahead of time that you will be having lunch with your child
 - Bringing outside fast food for your child to eat is discouraged
 - Food may not be brought in for children other than your own child

If you are interested in volunteering, more information can be found on the IASD website at <http://iasd.schoolwires.net/domain/619>. Upcoming events are mentioned in each school's newsletter and posted on the school's website.

Commonly Used Acronyms in Education

ACT

American College Test. An assessment taken by students as a precursor to college/university admission.

AP

Advanced Placement. A program that enables high school students to complete college-level courses for college placement and/or credit.

AYP

Adequate Yearly Progress. A former measure under No Child Left Behind used by the state to gauge yearly progress of student subgroups toward meeting 100% proficiency in reading and mathematics.

CDT

Classroom Diagnostic Tool. The CDT is a set of online assessments, divided by content area, designed to provide diagnostic information in order to guide instruction and remediation.

COPPA

Children's Online Privacy Protection Act

DIBELS

Dynamic Indicators of Basic Early Literacy Skills. An assessment system designed to assess all students' progress. It is not a reading program. The students are tested three times a year; Fall, Mid-Year, and Spring. Classroom teachers utilize progress monitoring throughout the year. Students fluency is measured in five areas: Letter Naming, Initial Sound, Phoneme Segmentation, Nonsense Words, and Oral Reading.

DRA

Developmental Reading Assessment. The DRA is a standardized reading test used to determine a student's instructional level in reading. It is administered individually to students by teachers and/or reading specialists. Students read a selection (or selections) and then retell what they have read to the examiner. As the levels increase, so does the difficulty level for each selection.

ELA

English Language Arts. It is part of the PA Core Standards. ELA refers to reading, literature, reading, writing and speaking and listening.

ELL

English Language Learner. Student whose first language is one other than English and who needs language assistance to participate fully in the regular curriculum.

ESEA

Elementary and Secondary Education Act. This is the principal federal law affecting K-12 education. When the ESEA of 1965 was reauthorized and amended in 2002, it was renamed the No Child Left Behind (NCLB) Act. In 2009, the program was again referenced as the Elementary and Secondary Education Act.

ESL

English as a Second Language. A program model that delivers specialized instruction to students who are learning English as a new language.

ESSA

Every Student Succeeds Act. Taken from www.NEA.org, "*Passage of the Every Student Succeeds Act (ESSA) ushers in a new era in public education for students, families, and educators, and closes the chapter on the formerly one-size-fits all approach. The ESSA will ensure every student has access to a high quality education, regardless of ZIP code, and that strategies to engage families and communities are central to school improvement efforts.*" For more information about the ESSA, please visit this site (<http://www.ed.gov/essa?src=rn>)

FERPA

Family Education Rights and Privacy Act

GAPE

Google Apps for Education. District provided online digital tools used with chromebooks and PCs.

IDEA

Individuals with Disabilities Education Act. This federal law, reauthorized in 2004, is designed to ensure that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.

IEP

Individualized Education Program. The IEP is a written statement for a student with a disability that is developed, at least annually, by a team of professionals knowledgeable about the student and the parent. The plan describes the strengths of the child and the concerns of the parents for enhancing the education of their child, and when, where, and how often services will be provided. The IEP is required by federal law for all exceptional children and must include specific information about how the student will be served and what goals he or she should be meeting.

iReady Math/Reading

An adaptive Diagnostic for reading and mathematics that pinpoints student needs at the sub-skill level. It also serves as an ongoing progress monitoring tool showing whether students are making adequate gains throughout the year.

LEA

Local Education Agency. Synonymous with a local school system or a local school district, indicating that a public board of education or other public authority maintains administrative control of the public schools in a city or county.

LEP

Limited English Proficient. Students whose first language is one other than English who need language assistance to participate fully in the regular curriculum and the statewide assessment system.

MTSS (Formerly referred to as RtII)

Multi-Tiered System of Supports. MTSS is a multi-tiered framework that promotes school improvement through engaging, high quality instruction. Additionally it is a method of academic intervention used in to provide early, systematic assistance to children who are having difficulty learning.

NCLB

No Child Left Behind. NCLB is the 2002 reauthorization of the Elementary and Secondary Education Act of 1965 and represents a sweeping change in the federal government's role in local public education. NCLB's primary goal is for all public school children to be proficient or above in reading and mathematics by 2013-14. Title I schools that do not meet certain student achievement standards face sanctions under this law.

PD

Professional Development. The term refers to skills and knowledge attained for both personal development and career advancement such as continuous courses, workshops, activities and learning objectives aimed at helping professional educators and staff members improve their skills in their fields.

PDE

Pennsylvania Department of Education

PLC

Professional Learning Communities. PLCs are defined by collaborative inquiry, shared decision-making

and joint planning of instruction among teachers. Teachers are provided structured time to work together in planning instruction, observing each other's classrooms, and sharing feedback.

PSAT

Pre-Scholastic Assessment Test. Normally taken by high school juniors as a practice test for the SAT. Some schools use the PSAT as a diagnostic tool to identify areas where students may need additional assistance or placement in more rigorous courses.

SAS

The Pennsylvania Standards Aligned System. The SAS is a collaborative product of research and good practice that identifies six distinct elements which, if utilized together, will provide schools and districts a common framework for continuous school and district enhancements and improvements.

SAT

The SAT is often taken by high school juniors and seniors as a precursor to college/university admission. It assesses a student's verbal, mathematical and writing skills.

SIP

School Improvement Plan. A plan that includes strategies for improving student performance, how and when improvements will be implemented, use of state funds, requests for waivers, etc. Plans are in effect for no more than three years.

STEM/STEAM

Science, Technology, Engineering, (Arts), and Mathematics. STEM/STEAM curriculum emphasizes connections within and between the fields of mathematics and science; integrates technology; introduces and engages students in the engineering design process; cultivates creativity; and develops skills that drive innovation.

SWPBIS

School Wide Positive Behavior Intervention and Support. Positive Behavior Intervention and Support programs are a way to impact school learning environments by establishing and reinforcing clear behavioral expectations in order to support high student performance and to reduce behavioral problems. SWPBIS site schools work to integrate their Safe Schools Plans, character education efforts and strategies, and discipline efforts in order to make the school's caring and safe communities for learning.

Title I

Title I is the largest federal education funding program for schools. Its aim is to help students who are behind academically or at risk of falling behind. School funding is based on the number of low-income children, generally those eligible for the free and reduced price lunch program. Title I used to be known as Chapter I

VPA

Vigorous Physical Activity. More information regarding VPA can be found in Board Policy 246 - Student Wellness (<http://iasd.schoolwires.net/Page/104>).

WIN

What I Need. "What I Need" time is the part of the school day where each student receives instruction through intervention and enrichments on their own level.

IASD 2016-2017

Testing, Measurement, and Individual Appraisal Program

Test	Administered	Grade Level	Purpose
W-APT	Throughout the year upon enrollment	K-12	Screening tool to determine English as a Second Language needs
Phelps Kindergarten Readiness Scale	Spring	Prior to entrance	Assessment of readiness skills; Title I identification
Speech/Language Screening	January/February	2	Assessment of speech and/or language difficulties
DIBELS & Number Knowledge Test	Periodically according to RtII	K-2	Assessment of progress in reading and math concepts
Fountas & Pinnell Benchmark Assessment System (replaces DRA's)	On going	K-5	Assessment of Reading levels and growth
I Ready	Fall, Winter, Spring (2 or 3 times)	K-5	Measures progress over time in reading, math, and language arts
Classroom Diagnostic Tests	On going	4-12	On-line diagnostic tests in Math, Language Arts, Social Studies and Science
Keystone Exams (Winter) Wave I Algebra I, Biology, Literature	December 5-16, 2016	7-11	Keystone Eligible Content/Retakes
Keystone Exams (Spring) Algebra I, Biology, Literature	May 15-26, 2017	7-11	Keystone Eligible Content/End of Course Assessment
PSSA English Language Arts (ELA)	April 3-7, 2017	3-8	Assessment of Writing achievement and Reading comprehension
PSSA Mathematics	April 24-28, 2017	3-8	Assessment of Math concepts/problem solving
PSSA Science	May 1-5, 2017	4 and 8	Assessment of Science achievement
PSSA Make-ups (ELA, Mathematics, Science)	May 8-12, 2017	3-8	All Make-ups
PASA – PA Alternate System of Assessment	TBD	3-8, 11 4 and 8	Measures the attainment of knowledge and skills of students with cognitive disabilities (IDEA '97)
ACCESS for ELLs (WIDA)	TBD	K-12 ESL students	Assessment of English language acquisition
PSAT	Fall	10, 11	Assessment of reading, writing and math skills to determine early indicators of SAT success
PSAT 8/9	Fall	9	Career Exploration
AGS Grade + (Group Reading & Diagnostic Evaluation)	Spring	Title I Students	To determine growth in vocabulary, comprehension & listening skills
HEALTH SCREENING: Medical Exam (Private or at school) Dental Exam (Private or at school) Body Mass Index Vision, Height, Weight Hearing Test Scoliosis Screening	During school	K or 1, 6, 11 K or 1, 3, 7 K – 12 K – 12 K – 3, 7, 11 6, 7	
Life Steps Screenings	Fall	PreK	To determine need for OT, PT, Speech and/or Autism services
Assessment Status Reports/Child Outcomes Report/Creative Strategies	Fall/Winter/Spring	Prek	Assessment of the following categories: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science & Technology, Social Studies, the Arts, and English Language Acquisition as necessary

Note: Dates may be subject to change. Rev. 5/16/16 bb