

GARNET VALLEY SCHOOL DISTRICT

2017 – 2018

Elementary Parent

Student Handbook

Guide to the

Garnet Valley Elementary Progress Report GVEPR

Bethel Springs Elementary School

“Learning and Fun All in One”

Concord Elementary School

“Where Caring and Learning Go Hand in Hand”

Garnet Valley Elementary School

“A Caring Community of Learners”



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Mrs. Vanessa Stroup, Concord Elementary School Principal

Mr. Andrew Smith, Concord Elementary School Assistant Principal

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Garnet Valley School District

Strategic Plan

Vision

The vision of the Garnet Valley School District is to be a premier school district committed to continual improvement characterized by:

- High educational standards and expectations
- Exemplary programs and instruction for all students
- A safe learning environment
- Students who possess the skills to achieve in a global community
- Commitment to inspire life-long learning

Mission

Quality Educational Opportunities for All

In pursuit of this mission, the Garnet Valley School District will:

- Exude enthusiasm for the learning process
- Address the unique needs of each learner
- Endeavor to provide all students with a solid educational foundation for life-long learning
- Help students develop their thinking skills
- Prepare students for responsible citizenship in a world of constant change
- Develop a high-performance workforce

DISTRICT GOALS

It is the goal of the Garnet Valley School District to:

- Support a quality curriculum that meets the changing needs of all students in the Garnet Valley School District.
- Develop, implement, and support a long-range facility plan that meets curricular, student and community needs.
- Continue to improve communications and community relations.
- Continue to support integration of technology throughout the school district.
- Develop and implement a comprehensive program that provides a safe environment and promotes understanding and respect.
- Support a quality educational program through the equitable distribution of resources.

Through the Garnet Valley Strategic Plan we will aim to accomplish the goals listed above.

Through our elementary school programs teachers, parents and administrators will strive to hold high standards for all students and will aim to develop the whole student including the social, emotional, physical and intellectual capabilities, while at the same time maintain realistic expectations and recognizing individual goal areas and strengths.

REGISTRATION PROCEDURES AND REQUIREMENTS

REGISTRATION - Kindergarten registration takes place in the winter. Pre-registration will be available at Concord School prior to electronic registration taking place. Dates and times to pick up the packets, to electronically register, and to return the packets will be posted on the school websites in the winter. New students may be registered anytime at the Garnet Valley Education Center. See the District website for registration hours and to download the registration packet.

ENROLLMENT – To enroll in kindergarten, a child must be five years old by September 10th of the current school year. To enroll in first grade, a child must be six years old by September 10th of the current school year.

BIRTH CERTIFICATE – State law requires proof of a child’s age at the time of registration. The School District requires that a copy of the child’s birth certificate be presented at the time of registration.

IMMUNIZATION VERIFICATION – Children will not be permitted to attend school without the following immunizations: The Pennsylvania Department of Health requires the following immunizations for students entering school for the first time. Proof of immunizations must be submitted to the school nurse by August 15 prior to the start of the school year.

- 4 doses of DPT (diphtheria, tetanus, pertussis), DT, DtaP, or Td vaccine including one dose administered on or after the fourth birthday
- 4 doses of oral or injectable Polio vaccine
- 2 doses of Measles vaccine administered on or after the first birthday, preferably in the form of Measles, Mumps, and Rubella (MMR)
- 2 doses of Mumps vaccine administered on or after the first birthday
- 1 dose of Rubella vaccine administered on or after the first birthday
- 3 doses of Hepatitis B vaccine
- 2 doses of Varicella (Chickenpox) vaccine or history of disease

PROOF OF RESIDENCY – In addition to the birth certificate and immunization record, 2 proofs of residence must be presented to activate the registration process. See the District website for the list of required documents and forms.

ATTENDANCE POLICIES & PROCEDURES

Why Is Attendance Important? – When students are absent or late for school they miss time learning. Since each day’s learning builds upon previous information and skills, it is essential that students attend school regularly and on time. Many learning activities employ cooperative learning strategies, partner work and group discussions. Students cannot benefit from such activities when they are not in attendance in school.

ABSENCE POLICY AND PROCEDURE – Parents will receive an automated phone call when a student is marked absent. There is no attendance call in line. Students absent for two or more days may have work requested by the parent/guardian contacting the teacher(s).

State law establishes conditions under which a child may be excused from attendance at school. In keeping with these statutes and recommendations of the State Department of Education, pupils in the Garnet Valley Schools may be excused temporarily from school attendance for the following reasons:

1. Sickness
2. Quarantine
3. Death in the immediate family
4. Weather so inclement as to endanger the health of the child or make roads impassable
5. For observance of a major religious holiday
6. For other exceptional reasons with the approval of Administration

Parents/guardians shall provide a written explanation for the absences of a child. These shall be required in advance for types of absences where advance notice is possible. In instances where the school administration believes that absences due to illness are chronic or irregular, the school administration may request a physician’s statement certifying that such absences are medically justifiable.

In accordance with truancy policies, frequent or prolonged absence without satisfactory reason or willful violation of the compulsory attendance laws shall be handled in conformity with the procedures stated in the Pennsylvania School Code. See also the disciplinary action for truancy as a Level II offense in the Disciplinary Action Schedule.

Excuse notes are to be turned in by the student within three days after return from an absence. The absence of any student failing to comply with this time period will automatically become unexcused and illegal and the school laws of Pennsylvania shall be applied accordingly.

The School Attendance Register, Department of Public Instruction, is the official manual on matters of attendance.

The following procedures shall be followed in administering the Garnet Valley School District’s attendance procedures in regard to absences and lateness:

1. The parents/guardians of students who miss 10 days of school or late 10 days shall be notified in writing of the student’s attendance record.
2. A parent/guardian conference may be requested by the administration when a student has

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missed a total of 10 days or late 10 days. Absences beyond 10 days, as well as excessive lateness not excused by a physician will be considered for truancy proceedings.

EVERY LATENESS will be **UNEXCUSED** unless the student comes to school with an acceptable excuse note from the parent or guardian.

EXCESSIVE LATENESS may result in administrative recommendations regarding grade retention or other action, which may be made in writing to the Superintendent.

An absence from school for the purpose of an educational trip will be considered for approval by school administration. A request form must be completed and can be obtained in the main offices of each school. Completed forms are to be turned in to the school office at least 2 weeks prior to the first day of the requested absence for consideration. Absences resulting from an approved request will be considered excused. Absences resulting from a denied request will be considered unexcused.

Your child will officially be marked as late (tardy) if he/she arrives in the homeroom after 8:55 AM. Children arriving late must be accompanied by a parent/guardian and are required to sign in at the front desk in the school office. Repeated lateness represents a distinct disruption to the learning process and classroom routines. Therefore, parents should make every effort to prevent tardiness.

WITHDRAWALS – Withdrawal Forms must be completed at the school office. Student records will be forwarded upon request from the new school. The courtesy of adequate notice should be extended to the teacher when a student is leaving or withdrawing.

SAFETY PROCEDURES

1. All doors will be locked in all schools. Doorbells are located in the front of the buildings for visitors.
2. If you are visiting the school, please sign in at the office and follow the procedures for all visitors.
3. All GV staff members as well as any visitors are required to wear ID badges.

VISITORS – All visitors are required to check in with the office before visiting any classroom and to adhere to the following regulations:

1. Enter the building at the main office door.
2. Go directly to the office, sign in on the register and inform the school secretary of your destination.
3. PLEASE DO NOT GO to any area of the building without receiving permission from the office.
4. Do not attempt to go to a classroom to pick up a child. Students who are being dismissed early will be sent to the office.
5. Pick up a visitor badge to be worn while you are visiting. Return the visitor badge at the conclusion of your visit.

ARRIVAL & DISMISSAL INFORMATION

SCHOOL DAY FOR GRADES 1-5 - The school day begins at 8:40 a.m. and ends at 3:10 p.m.

SCHOOL DAY FOR KINDERGARTEN – Morning session will begin at 8:40 a.m. and dismissal will be at 11:30 a.m. The afternoon session will begin at 12:30 p.m. and dismissal will be at 3:10 p.m.

EARLY DISMISSAL – Please do not ask to have your child dismissed early except for an unavoidable emergency.

Our procedure for dismissing a child early is as follows:

1. The parent should send a written request to the homeroom teacher.
2. Parents must wait in the office for their children. Office staff will call for the child. Please do not go to the classroom for the child.
3. If a person other than a parent calls for the child, the person must stop at the office and present identification before the child is released. That person must also have verified permission to take the child out of school.

In the event of an emergency, students will be dismissed according to their regular routine. Please call the main office if different arrangements are necessary in the event of an early dismissal.

Bethel Springs Elementary 610-579-3000

Concord Elementary 610-579-6100

Garnet Valley Elementary 610-579-4150

BUS CHANGE— If your child wants to accompany a student on a different bus we must receive a note from each child's parent stating parent's approval, student's name, the bus number, and the student's name with whom your child will be riding. Additional bus riders may be limited due to bus capacities.

DELAYED OPENINGS & EARLY DISMISSAL

In cases of inclement weather, the School Messenger Communication System will dispatch information to families by phone. Voicemail messages will be directed to contact **only** the number that you have designated as the primary contact number to the school district. E-mail messages for delays and closures may also be sent via the E-alert system to registered users of the GVSD website. In the case of a delayed opening, kindergarten will operate on a modified schedule. The AM class will be dismissed at 12:30 and the PM class will have a 1:30 start time.

Should there be an **urgent message**, like a weather related early closing or school emergency, the same voicemail and E-alert procedure would be activated.

The communication for school closings is as follows:

- 4:50-5:00AM
 - District Twitter Posting (@GarnetValleySD)
 - Media Outlet Postings (ABC, NBC, CBS, FOX, and KYW Radio)
 - District Website Posting
- 5:00-5:15AM:
 - Email to all users
- 5:30AM:
 - Phone messaging begins. It could take up to 20 minutes before the software completes the operation.

Please take parental responsibility in preparing for inclement weather situations by developing a plan that is understood by your child. You may even practice the plan. Concord, Bethel Springs and Garnet Valley Elementary Schools are always striving to provide the utmost care to preserve the safety and well-being of all children.

WALKING/BIKING/DRIVING TO OR FROM SCHOOL

WALKING/BIKING TO/FROM SCHOOL – Elementary students are not permitted to walk or ride bikes to or from school. Exceptions to this rule must be requested by the parent/guardian and approved by the building principal.

DRIVING YOUR CHILD TO SCHOOL – If your child normally takes the bus and you plan to pick him/her up at school, **you must send a permission note to the school office in advance of afternoon pick-up.** Concord, Garnet Valley, and Bethel Springs School parents/guardians must adhere to the Drop-Off and Pick-Up procedures on the next page, when driving a student to or from school.

DROP-OFF & PICK-UP PROCEDURES

Drop-Off

1. **Concord Elementary School**: Please drop your children off at the designated parent drop off/pick up area on the side of the school between 8:20 and 8:50 a.m. A paraprofessional will supervise the children in the lobby at 8:20 a.m. Students MAY NOT be dropped off to wait in the lobby prior to 8:20 a.m. NO SUPERVISOR IS ON DUTY. STUDENTS MUST BE WALKED INTO THE BUILDING.
2. **Garnet Valley Elementary School**: If you are dropping your child off at school in the morning, please enter and leave by the GVES driveway off Station Road. Cars may not access our school by using the driveway in front of GVMS. In the morning you may drop your child off at the cafeteria side entrance to the school adjacent to the parent drop off/pick up parking area between 8:20 and 8:50 a.m. A paraprofessional will supervise the children in the lobby at 8:20 a.m. Students MAY NOT be dropped off to wait in the lobby prior to 8:20 a.m. NO SUPERVISOR IS ON DUTY. PLEASE DO NOT DROP CHILDREN OFF AT THE FRONT SCHOOL DOORS. THIS IS A BUS PARKING ONLY AREA.
3. **Bethel Springs Elementary School**: Please drop off your children at the side entrance of the gym between 8:20 and 8:50 a.m. PLEASE DO NOT DROP OFF CHILDREN AT THE MAIN ENTRANCE OF THE BUILDING. A paraprofessional will supervise the children as they arrive at the gym. Students MAY NOT be dropped off to wait in the gym prior to 8:20 a.m. NO SUPERVISOR IS ON DUTY.

Please note - After 8:50, parent must park and walk student into school office.

Pick-Up

1. **Concord Elementary School**: In the afternoon you may pick up your child at the designated area between 3:10 p.m. and 3:20 p.m. A paraprofessional will supervise the children at the side door. DO NOT arrive later than 3:20 p.m. to pick up your child.
2. **Garnet Valley Elementary School**: In the afternoon you may pick up your child at the cafeteria side entrance to the school adjacent to the parent drop off/pick up parking area. A paraprofessional will supervise the dismissal at that location. DO NOT PARK IN THE BUS LOADING AREA. This area is closed off to cars between the hours of 7:00 a.m. to 4:00 p.m. There is no office pick up after 2:50PM. Please use the car line.
3. **Bethel Springs Elementary School**: In the afternoon you may pick up your child at the side entrance of the gymnasium (same location as for the AM drop-off) between 3:10 p.m. and 3:20 p.m. A paraprofessional will supervise the children in the gym. DO NOT arrive later than 3:20 p.m. to pick up your child.
4. **Kindergarten Mid-day Drop Off/Pick Up at Concord**: There will be transportation available for kindergarten students at mid-day. In the afternoon you may choose to pick up AM kindergarten students (11:35) and drop off PM kindergarten students (12:20-12:30) at the designated parent drop off/pick up area on the side of the school. Specific procedures for pick up/drop off will be indicated in the Concord summer mailing.

Parents should NOT park in bus areas at any time. Please park in legitimate spaces in the

parking lot.

MEDICAL INFORMATION

NURSE – The Garnet Valley School District employs a nurse on a full time basis. The school nurse assists the school doctor and dentist with state required medical care to students beyond first aid. First aid is defined as immediate temporary care given in case of accident or serious illness. Parents should contact the school nurse if their child has a health problem that might have some effect on the child while at school. Such information will be kept on file in the nurse’s suite.

***IMPORTANT NOTE** – Students are not permitted to carry medicine of any kind (prescription or over-the counter) to or from school. **All medication must be brought into the school by an adult.** This shall apply to all cases other than those outlined in school board policy #210.*

ACCIDENTS – If a minor accident occurs, first aid will be administered. You will be notified in the event of a serious accident or illness. 911 will be called when necessary.

COMMUNICABLE DISEASE – State law provides that pupils shall be kept out of school, if they show unusual skin eruptions, swelling about the neck suggesting mumps, sore throat, symptoms of whooping cough, diseases of the eyes, pink eye, impetigo, pediculosis or ringworm.

The public health regulations for communicable diseases will be communicated as needed through the school district.

FEVER – Students must be fever free for 24 hours without medication before returning to school.

PHYSICAL AND DENTAL EXAMINATIONS – The School Health Act of Pennsylvania requires physical and dental examinations at various intervals during your child’s school years. We recommend that these examinations be done by your family physician and family dentist since he or she can best evaluate your child’s health and assist you in obtaining necessary treatments and corrections. Forms will be distributed. If the completed forms are not received by September 30 of the school year, your child will be scheduled for the examination at school. Parents will be informed of any possible deficits noted during the examinations. We urge you to have such deficits explored by your family health care provider.

HEARING AND VISION EXAMINATIONS – The school nurse will annually administer screenings to all students. If deficits are found, you will be notified. If a deficit is noted you should have your child examined by a specialist. You will be responsible for any costs incurred.

MEDICATION – All medication (whether upon parent’s or doctor’s written request) must be dispensed by the school nurse. All medication must be labeled as to type and dosage. Expired medication will not be dispensed. It is the parent’s responsibility to get the medication to the school nurse.

AIDS - State law mandates that all elementary students in Pennsylvania be instructed in Acquired

Immune Deficiency Syndrome (AIDS) - awareness, as well as drug and alcohol awareness.

HEAD LICE (PEDICULOSIS) – When a case of head lice is found, it is important to treat it immediately because the lice spread easily. Head lice have not been known to carry any disease, nor should their presence necessarily be associated with dirtiness or uncleanliness.

However, to prevent spread of the condition, it should always be treated immediately and aggressively. If your child is found to have head lice, the school will notify you and provide you with more information. Students must be checked by the school nurse before returning to school. Please encourage your child not to wear hats or use combs, brushes or other devices belonging to other children.

CAFETERIA SERVICE

Breakfast and lunch menus are posted on the school website on a monthly basis. Breakfast is available in each school's cafeteria daily from 8:20AM to 8:50AM.

KINDERGARTEN SNACK PROGRAM — Snack is part of the kindergarten day. Students can bring a drink and snack from home OR the cafeteria offers a snack program for parents to purchase for the entire year. Kindergarten parents receive a letter explaining the cafeteria snack program cost at registration.

CAFETERIA DEBIT SYSTEM – Each student will receive a Personal Identification Number (PIN). Parents may opt to pre-pay for lunches/snacks through www.myschoolbucks.com or by sending a check to the cafeteria manager at the given elementary school. Myschoolbucks.com also allows parents to view the purchases that have been made by students. Checks can be sent in with your child. The child will give the check to his/her classroom teacher who will forward it to the cafeteria manager. When your child goes to the cafeteria he/she simply types his/her PIN into the keypad in the cafeteria line. Your child's picture appears on the monitor at the cashier's station. The cashier verifies the purchase and the amount is deducted from your child's account. When your child's account balance is low, you will receive notification through www.myschoolbucks.com or from the cafeteria manager. The account should always be kept in the positive. Although the cafeteria debit system is in place, students may opt to use cash for their cafeteria purchases.

LOST OR FORGOTTEN LUNCH OR LUNCH MONEY – Students who forget their lunch or lunch money will receive predetermined lunch (not snacks or additional drinks) according to the following guidelines:

1. Students should place their lunch order as usual during homeroom so that the cafeteria staff can be sure to prepare the proper amounts of lunches.
2. Students must take what they ordered when buying their lunch.
3. Students receiving a lunch will have the cost of the lunch debited to their account.

CURRICULUM

CORE CURRICULUM — Students in grades K-5 are instructed in the following core subjects: language arts, mathematics, social studies, and science.

SPECIAL AREA CLASSES

Special Area Class	Kindergarten	Grades 1-5
Art	45 minutes - 1x/week	60 minutes - 2x/week
Music	30 minutes - 1x/week	30 minutes - 2x/week
Physical Education	30 minutes - 1x/week	30 minutes - 2x/week
Library	30 minutes - 1x/week (Book Exchange Only)	30 minutes - 2x/week (Library Skills and Book Exchange)
Health	30 minutes - 1x/week 1 trimester	30 minutes - 1x/week 1 trimester
Developmental Guidance	30 minutes - 1x/week 2 trimester	30 minutes - 1x/week 2 trimester
Study Skills	N/A	30 minutes - 1x/week

PHYSICAL EDUCATION – A student may be excused from these classes in the following manner:

1. Student has a doctor’s note
2. The parent sends a written request stating the reason for non-participation.
3. Upon request of school nurse

Note: Students are expected to come prepared with sneakers and appropriate dress on physical education days.

SUPPORT SERVICES AND ADDITIONAL INFORMATION

IST – An Instructional Support Team (IST) meets regularly at Concord School, Garnet Valley Elementary School and Bethel Springs Elementary School to confer and support students with

academic, emotional, and behavioral difficulties. For more information about IST, please speak with a building administrator.

PSYCHOLOGICAL EXAMINATIONS – A district psychologist may administer a battery of tests to determine the existence of possible learning difficulties and/or emotional problems and to make plans to meet the learning needs of the child. The IST process would be the prerequisite of psychological testing.

SPECIAL EDUCATION SERVICES – The school district offers services to eligible students as determined by a multidisciplinary evaluation and the Individualized Education Plan (IEP) team. For more information about support services, please speak with a building administrator.

RETENTION POLICY – The issue of retention is treated very seriously and will necessitate careful discussion. The vast body of current research does not support retention; however, each child will be considered individually. Discussion regarding retention will focus on the child’s social and emotional growth and academic achievement and other pertinent information. The determination to retain or not will be made by the principal and based on input from parents, teachers and other administrators.

PROGRESS REPORTING – Student progress will be reported to parents/guardians three times each school year using the Garnet Valley Elementary Progress Report (GVEPR).

PARENT TEACHER CONFERENCES – There are three marking periods each school year for grades K through 5. During two of these marking periods, the teachers schedule conferences with parents in order to report student progress. These conferences are scheduled once during the fall and once during the spring of each year.

DISCIPLINE

CONCORD ELEMENTARY, GARNET VALLEY ELEMENTARY, and BETHEL SPRINGS ELEMENTARY SCHOOL EXPECTATIONS

1. Keep your hands, feet and objects to yourself.
2. Speak and act in kind ways with adults and each other.
3. Treat school and each other’s property with care.
4. Use whole body listening.
5. Walk quietly in our hallways.
6. Meet the school bullying expectations.
 - a. We will not bully others.
 - b. We will try to help students who are bullied
 - c. We will try to include students who are left out.
 - d. If we know that someone is being bullied we will tell an adult at school and at home.

CAFETERIA RULES:

In the cafeteria, students are expected to:

1. Talk in quiet voices.
2. Clean up your food or trash.
3. Use good table manners.

If a student fails to behave in an acceptable manner the staff or building administrators will address the behavior.

PLAYGROUND RULES

On the playground, students are expected to:

1. Follow school rules.
2. Ask a paraprofessional for permission to enter the building.
3. Listen for the whistle. Stop playing and walk quietly and quickly into the line.

BUS SAFETY

The bus stop is considered part of the school environment therefore school rules should be followed. It is the parent's' responsibility to impress upon their children the necessity of good behavior for safety at the bus stop.

Students should be at their bus stop at least five minutes before the scheduled pickup time. The bus driver has no responsibility to wait for tardy students.

Students should use only their designated bus stop. Exceptions to the use of any other bus stop or bus other than normally scheduled will be considered for emergencies only, due to the potential overcrowding of a bus. Parents may obtain permission for bus or stop changes through the transportation supervisor's office.

Electronic devices may not be used on the school bus. If a parent chooses to have their student carry a cell phone for availability during aftercare, the cell phone must remain off and in the school bag while on the bus and throughout the entire school day.

STUDENT DRESS CODE

Student dress should be appropriate for the school setting. A student should always keep in mind that his/her appearance must not present a clear and present danger to the student's health and safety, cause an interference with work, or create classroom or school disorder. Students dressed inappropriately will be referred to the office.

The following regulations will be observed:

1. Extremes in apparel or jewelry, which are: distracting, disruptive, disrespectful, revealing or unsafe will not be permitted.
2. Clothing or jewelry displaying: alcohol, drugs, tobacco, weapons, violence, obscenities, lewd or illegal behavior, sexual overtones, satanic/cult references, double meaning, or any reference that is disruptive to the educational environment will not be permitted. Any jewelry item that is an impediment to the safety of the student or that of others should be removed at the request of the staff member.
3. Undergarments worn as outer garments are not permitted, nor should clothing be worn in such a manner that allows undergarments to be seen.
4. Bare midriff clothing, see-through shirts, low-cut tops and/or dresses, thin-strapped tops and/or dresses; tube tops and muscle shirts will not be permitted.
5. Heavy boots with black lug soles will not be worn in school.
6. Hats, caps, bandannas or other head covering will be removed while in the buildings and placed in student locker or cubby.
7. Any items that might be used as weapons, i.e. chains, ropes, heavy bracelets or oversized rings will not be allowed.
8. Torn or ragged clothing will not be permitted.
9. Outerwear (coats/jackets) must be placed in lockers or on coat hooks during school.
10. Flip Flop style sandals are not permitted. Sandals with back straps are permitted.

GENERAL INFORMATION

LOST AND FOUND - Articles that are found in the school or on the grounds are to be turned in to the Lost and Found Department, which is located in the cafeteria. Money or valuables are turned in to the school office.

RESPONSIBILITY FOR BOOKS AND OTHER SCHOOL PROPERTY - Students are responsible for the care and safe keeping of textbooks and all school property. Should a school textbook or library book be lost, the parent should contact the school office to learn the replacement cost. Money should then be delivered to the school office as soon as possible. If a student fails to turn in either the fee or the book his/her report card will not be distributed until such time as the book or money are offered.

STUDENTS USE OF PHONES - Students will be discouraged from using the school telephones. Only in the case of extreme emergencies will students have access to telephones. Forgotten homework, projects, or musical instruments are not considered extreme emergencies. Students should come to school prepared for all school activities. Students may not have cell phones turned on during the school day.

ACCIDENT INSURANCE - You will be given an opportunity to purchase accident insurance for your child. This insurance covers the medical costs resulting from accidents occurring at school or on the way to and from school. Information is available the first week of school.

V.E.F.L.S. - Voluntary Elementary Foreign Language Study – Offers students in grades two through five an opportunity to be introduced to French, Spanish or German. The program is strictly voluntary, and is a parent-sponsored activity. The students meet once a week for 45 minutes before the start of

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the school day.

PARTIES - Classroom parties are held in all classrooms for Halloween, Winter Break, and Valentine's Day.

FIELD TRIPS - Students are taken on field trips supervised by classroom teachers. Educational experiences available outside the school boundaries are provided to enhance and extend classroom instruction. A student will not be permitted to go on a field trip without parent approval. Field trip permission slips provided by school must be signed by parents. Students without a signed permission form will remain at school and will participate in another class's activities rather than attend the field trip.

ASSEMBLY PROGRAMS - Students will be given opportunities to enjoy assembly programs. The programs will be coordinated with classroom activities and units of study.

FIRE DRILLS - Fire drills are conducted on a monthly basis. Students are taught where and how to exit the building in case of emergency. Other safety drills are also conducted periodically such as tornado, severe weather drills and lockdown drills.

PHOTO/VIDEO TAPE PERMISSION - At various times during the year, we have the opportunity to photograph/videotape students as they participate in school programs. We request your permission to include your child in pictures/recordings that may occur during the school year. Please refer to the photo/video tape release located in the Parent Portal on the district website under Technology Opt Out Option.

ASSISTANCE DURING RECESS - Teachers are available to assist students during recess periods. This time is used to help students complete assignments that were missed during absences from sickness, music lessons, ATP classes, and other out-of class activities. Students are expected to report to the teacher for extra help. Teachers, including math, special education and reading specialists, also utilize this time to conduct individual or small group remediation.

HOMEWORK GUIDELINES - The Elementary Schools of Garnet Valley School District have established guidelines in accordance with School Board policy on homework. This policy considers homework to be an integral part of the total education process. Completion of homework is part of the student's responsibility. Failure to complete homework can result in consequences outlined in the GVSD Procedural Manual, which can be found on www.garnetvalleyschools.com, under Parent Resources/Policy Materials. These consequences can include parent communication, verbal reprimand, and recess detention assigned by the teacher. Homework typically includes nightly reading and math assignments.

Introduction to the Garnet Valley Elementary Progress Report - GVEPR

Philosophy Statement

The Garnet Valley Elementary Progress Report is an objective assessment of progress toward achievement of district and state standards as well as individual growth over time. The progress report facilitates ongoing conversation among teachers, students, and parents/guardians.

Why We Use Standards Based Reporting

Teachers, parents/guardians and administrators formed a Progress Report Committee and began the task of determining how to report student growth and achievement more effectively. Characteristics of an ideal progress report were identified through research on assessment and best practice, examining samples from other districts already using a standards-based reporting system and by defining those qualities essential to teachers and parents/guardians in our own district. The GVEPR shows a student's progress towards standards while also indicating an investment in the learning process.

This progress report reflects the criteria determined to be of value to our teachers and parents/guardians. Additionally, the committee recommended the shift from a quarterly reporting system to a trimester to allow teachers and students more time each marking period to teach and assess the standards.

We have continued to work collaboratively with teachers each subsequent year as we update the progress report to reflect changes made in the curriculum.

Description of Proficiency Levels (Grades K-1)

The standards-based progress report indicates each individual student's progress toward mastery of academic standards as outlined by the Pennsylvania Department of Education. The GVEPR reports the student's progress towards academic standards as well as reflecting progress of grade level expectations. It also indicates a student's investment of effort in the learning process.

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The district has developed progress reports for all elementary grades, K to 5.

Kindergarten

Progress of kindergarten students will be reported in Mathematics, Language Arts, Art, Health, Music, and Physical Education two times during the year. Academic Indicators, shown below, will reveal achievement toward the end of the year standards.

N (Needs Attention) – The student is not progressing at the rate expected for the grade level and needs additional support and intervention in order to meet the standard. Benchmark skills for the grade level are not being met.

P (Progressing) – The student is progressing as expected for the grade level and is on track for meeting expectations. Benchmark skills for the grade level are met. The district goal is for all students to meet or exceed this level.

S (Strongly in Place) – The student shows an in-depth understanding of the skill or concept of this standard. He/she can apply knowledge or skill independently. Benchmark skills for the grade level are fully and consistently met and extended.

X - Not assessed at this time.

The skills related to the standard will be marked for the trimester showing progress. Not all students progress at the same rate. However, the goal is that they reach the standard by the end of the year. Progress towards demonstration of the “Qualities of a Learner” will also be reported.

1st Grade

Progress of students in grade 1 will be recorded in a similar manner as kindergarten students, with two exceptions. Progress will be reported three times during the year. Academic indicators for all subjects will be N (Needs Attention), P (Proficient), S (Strongly in Place).

2nd to 5th Grades

Progress of students in grades 2 to 5 will be recorded three times a year in Mathematics, Language Arts, Science, Social Studies and special subjects.

BB (Below Basic) - The student shows little understanding and minimal display of skills. Additional work is needed. Benchmark skills for the grade level are not being met.

B (Basic) – The student shows partial understanding and limited display of skills. Reinforcement of skills is necessary. Benchmark skills for the grade level are not yet fully met.

BH (High Basic) - The student is progressing toward proficiency.

PL (Low Proficient) - The student is beginning to show proficiency.

P (Proficient) – The student shows consistent, solid, understanding of skills and demonstrates competent performance at an expected level of achievement. Benchmarks are fully and consistently met. **The district goal is for all students to meet or exceed this level.**

PH (High Proficient) - The student is progressing toward advanced proficiency.

A (Advanced) – The student shows consistent, accomplished, or excellent understanding and performance beyond expected levels of achievement. Benchmark skills are fully and

consistently met and extended.

X – Not assessed at this time.

Description of Qualities of a Learner:

The GVEPR is also a report of those behaviors that enhance the student’s ability to learn. Our goal is to help students own their learning – to take responsibility for reaching their learning goals and improving their performance. Effort in each academic area and Qualities of a Learner will be reported utilizing the following symbols:

+ Exceeds expectations

/ Meets expectations

% Opportunities for growth recommended

A self-directed learner is a student who works independently, listens actively, participates in class discussions, uses time wisely, assumes responsibility for belongings, returns homework on time, and seeks help when needed.

A quality producer is a student who follows directions, completes class work on time, completes homework, and produces neat and organized work.

A collaborative worker is a student who works cooperatively with others.

A respectful citizen is a student who demonstrates a positive attitude, is courteous and considerate, shows respect for self, others and property. He/she also follows classroom rules and demonstrates self-control.

English Language Arts

As we continue to transition to the PA [Core] Standards, changes have been made in the reporting of English Language Arts. The English Language Arts section of the GVEPR has been organized into the five PA Standards categories, which describe what students should know and be able to do with the English language, pre-kindergarten through Grade 12. The categories remain the same for all progress reports. The content and skills within these categories are spiraled, therefore the material and skills in the primary years is built upon in subsequent years.

The five standard categories are listed below:

- Standard 1: Foundational Skills begin at prekindergarten and focus on early childhood, with some standards reflected through Grade 5. These foundational skills are a necessary and important component of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend text, both literary and informational, across disciplines.
- Standard 2: Reading Informational Text enables students to read, understand, and respond to informational text.
- Standard 3: Reading Literature enables students to read, understand, and respond to works of literature.
- Standard 4: Writing develops the skills of informational, argumentative, and narrative writing,

as well as the ability to engage in evidence-based analysis of text and research.

- Standard 5: Speaking and Listening focuses students on communication skills that enable critical listening and effective presentation of ideas.

With a focus on college and career readiness, the instructional shifts as reflected in Common Core are evident throughout the PA [Core] Standards:

- Balancing the reading of informational and literary texts so that students can access nonfiction and authentic texts, as well as literature
- Focusing on close and careful reading of text so that students are learning from the text
- Building a staircase of complexity (i.e., each grade level requires a “step” of growth on the “staircase”) so that students graduate college or career ready
- Supporting writing from sources (i.e., using evidence from text to inform or make an argument) so that students use evidence and respond to the ideas, events, facts, and arguments presented in the texts they read
- Stressing an academically focused vocabulary so that students can access more complex texts

The English Language Arts Standards also provide parents and community members with information about what students should know and be able to do as they progress through the educational program and at graduation. With a clearly defined target provided by the standards, parents, students, educators, and community members become partners in learning. Each standard implies an end-of-year goal—with the understanding that exceeding the standard is an even more desirable end goal.

The Elementary Math Program

The elementary math program will be reflective of the mathematic standards, referred to as the PA Core standards. These standards have undergone intense scrutiny by the PA Department of Education and are intended to provide all students with a thorough foundation in mathematics. Some skills and concepts have been shifted from a grade that they were commonly included in in the past to a grade for which they are more suitable based on student readiness. Fewer skills and concepts are presented at each grade level than in the past in order to provide the students with sufficient time to explore concepts more fully and to develop a solid understanding that can be built upon in subsequent years. Our program will focus on both mathematical understanding and procedural skill in all grades. Emphasis will be placed on reasoning, problem solving, modeling, decision making, and engagement so that students can express and experience mathematics in and outside of the classroom. To that end, there are eight “Mathematical Practices” that will be part of the curriculum for each grade level. These practices are:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.

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- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

The following outlines provide the general categories and specific concepts and skills for each grade.

Kindergarten

Counting and Cardinality

- Know number names and write and recite the count sequence.
- Apply one-to-one correspondence to count the number of objects.
- Apply the concept of magnitude to compare numbers and quantities.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to.
- Understand subtraction as taking apart and taking from.

Numbers and Operations in Base Ten

- Use place value to compose and decompose numbers within 19.

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in each category.
- Identify values of coins.

Geometry

- Identify and describe two- and three- dimensional shapes.
- Analyze, compare, create, and compose two- and three-dimensional shapes.

Grade One

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Numbers and Operations

- Extend the counting sequence to read and write numerals to represent objects.
- Use place value concepts to represent amounts of tens and ones and to compare two-digit numbers.

Measurement and Data

- Order lengths and measure them indirectly and by iterating length units.
- Tell and write time to the nearest half hour using both analog and digital clocks.
- Represent and interpret data using charts and tables.
- Identify penny, nickel, dime, quarter and their values.

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Geometry

- Compose and distinguish between two- and three-dimensional shapes based on their attributes.
- Use the understanding of fractions to partition shapes into halves and quarters.

Grade Two

Operations and Algebraic

- Thinking Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

Numbers and Operations

- Use place value concepts to represent amounts of tens and ones and to compare three digits.
- Use place value concepts to read, write, and skip count to 1000.
- Use place value understanding and properties of operations to add and subtract within 1000.

Measurement and Data

- Measure and estimate lengths in standard units using appropriate tools.
- Extend the concepts of addition and subtraction to problems involving length.
- Tell and write time to the nearest five minutes.
- Solve problems using coins and paper currency.
- Represent and interpret data using line plots, picture graphs, and bar graphs.

Geometry

- Analyze and draw two- and three-dimensional shapes having specified attributes.
- Use the understanding of fractions to partition shapes into halves and quarters.

Grade Three

Operations and Algebraic Thinking

- Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.

Numbers and Operations

- Apply place value understanding and properties of operations to perform multi-digit arithmetic.

Numbers and Operations (Fractions)

- Explore and develop an understanding of fractions as numbers.

Measurement and Data

- Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.
- Recognize perimeter as an attribute of plane figures.
- Know the difference between linear and area measure.

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- Tell and write time to the nearest minute and solve problems calculating time intervals (elapsed time).
- Solve problems involving money and using a combination of coins and bills.
- Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.

Geometry

- Identify, compare, and classify shapes and their attributes.
- Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.

Grade Four

Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.
- Develop and/or apply number theory concepts to find factors and multiples.
- Generate and analyze patterns using one rule.

Numbers and Operations

- Apply place value concepts to show an understanding of multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Numbers and Operations- Fractions

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions and compare decimal fractions.

Measurement and Data

- Solve problems involving measurement and conversion of measurements (larger unit to a smaller unit).
- Represent and interpret data involving fractions using information provided in a line plot.
- Translate information from one type of data display to another.
- Understand concepts of angles and measure angles.

Geometry

- Draw lines and angles and identify these in two-dimensional figures.
- Classify two-dimensional figures by properties of their lines and angles.
- Recognize symmetric shapes and draw lines of symmetry.

Grade Five

Operations and Algebraic Thinking

- Interpret and evaluate numerical expressions using order of operations.
- Analyze patterns and relationships.

Numbers and Operations

- Apply place value concepts to show an understanding of operations and rounding as they

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pertain to whole numbers and decimals.

- Extend an understanding of operations with whole numbers to include decimals.

Numbers and Operations- Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement and Data

- Convert like measurement units within a given measurement system (customary and metric systems).
- Represent and interpret data using appropriate scale.
- Solve problems involving computation of fractions using information provided in a line plot.
- Understand concepts of volume and relate volume to multiplication and to addition.

Geometry

- Graph lines in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.
- Classify two-dimensional figures into categories based on an understanding of their properties.

Grade Four Accelerated

Operations and Algebraic Thinking

- Represent and solve problems involving the four operations.
- Develop and/or apply number theory concepts to find factors and multiples.
- Generate and analyze patterns using one rule.
- Interpret and evaluate numerical expressions using order of operations.
- Analyze patterns and relationships using two rules.

Numbers and Operations

- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Apply place value concepts to show an understanding of operations and rounding as they pertain to multi-digit whole numbers and decimals.
- Extend an understanding of operations with whole numbers to perform operations including decimals.

Numbers and Operations- Fractions

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions and compare decimal fractions.
- Use equivalent fractions to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement and Data

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- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data involving fractions using information provided in a line plot.
- Translate information from one type of data display to another.
- Solve problems involving computation of fractions using information provided in a line plot.
- Understand concepts and properties of angles and measure angles.

Geometry

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Recognize symmetric shapes and draw lines of symmetry.
- Classify two-dimensional figures into categories based on an understanding of their properties.

Grade Five Accelerated

The Number System

- Compute fluently with multi-digit numbers and fractions.
- Compute fluently with common factors and multiples.
- Apply and extend previous understandings of multiplication and division to fractions.
- Understand the place value system as it pertains to whole numbers and decimals.
- Apply place value concepts to show an understanding of operations and rounding for whole numbers and decimals.
- Apply and extend previous understandings of numbers to systems of rational numbers.
- Understand the coordinate plane and graph in all 4 quadrants.

Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Understand the process of solving one-variable equations or inequalities and apply to real-world and mathematical problems.
- Represent and analyze quantitative relationships between dependent and independent variables.

Measurement and Data

- Convert like measurement units within a given measurement system.
- Solve problems using conversions within a given number system.
- Apply concepts of volume to solve problems and relate volume to multiplication and addition.

Geometry

- Classify two-dimensional figures into categories based on an understanding of their properties.
- Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.

Ratios and Proportional Relationships

- Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- Understand the concept of a unit rate and use rate language in the context of a ratio

relationship.

- Use ratio and rate reasoning to solve real-world and mathematical problems.

Statistics and Probability Develop an understanding of statistical variability. Summarize and describe distributions.

Other Subjects Assessed on the GVEPR

Our current Social Studies and Science curricula are also based on state standards. Social Studies and Science are assessed using the same academic indicators that are used for Language Arts and Mathematics. Classroom instruction and assessments reflect our current curriculum.

Special Area Subjects Assessed on the GVEPR

Curriculum for special areas (Art, Health, Music, and Physical Education) is based on state and/or national standards. Indicators on the GVEPR reflect a student's proficiency in each curricular area. The "Academic Indicators" and "Qualities of a Learner" in these areas follow the same definitions as in all other academic areas.

<u>ADMINISTRATIVE OFFICES</u>			
80 Station Rd. Glen Mills, PA 19342			
Superintendent	610-579-7367	Superintendent's Fax	610-579-7368
Asst. Supt.	610-579-7362		
Asst. Supt. (HR)	610-579-7387		
Business Office	610-579-7374	Business Office Fax	610-579-7369
Special Education	610-579-7301		
Maintenance Dept.	610-579-7485		
Transportation	610-579-7482		
Human Resources	610-579-7387		
Registration	610-579-7300		

*Concord Elementary School
114 Station Road
Glen Mills, PA 19342*

*Garnet Valley Elementary
School 599 Smithbridge Road
Glen Mills, PA 19342*

*Bethel Springs Elementary School
3280 Foulk Road
Garnet Valley, PA 19060*

School 610-579-6100
Fax 610-579-6179
School Nurse 610-579-6158

School 610-579-4150
Fax 610-579-4139
School Nurse 610-579-4146

School 610-579-3000
Fax 610-579-3002
School Nurse 610-579-3012

GARNET VALLEY SCHOOL DISTRICT ELEMENTARY EXCUSE BLANK

Student's Name _____

Grade ____ Homeroom Teacher _____

Date(s) of Absence/Lateness: _____

Reason for Absence/Lateness: _____

Parent/Guardian Signature: _____

Please attach Doctor's Note if applicable.