

Welcome to Sto-Rox School District Student/Parent Handbook 2019-2020



SCHOOL BUILDING HOURS:

Primary Center (Grades K-3): (Students may enter building no earlier than 8:30 a.m.)
Kindergarten: 8:30 a.m. to 2:30 p.m.
Grades 1-3: 8:30 a.m. to 3:30 p.m.

Upper Elementary School (Grades 4-6)
7:45 a.m. to 2:45 p.m. (Students may enter building no earlier than 7:45 a.m.)

Jr.-Sr. High School (Grades 7-12)
7:20 a.m. to 2:13 p.m. (Students may enter building no earlier than 7:00 a.m. and will report to the cafeteria for breakfast)

Sto-Rox Primary Center 300 Ewing Road McKees Rocks, PA 15136 412-771-3213 x3 Fax: 412-771-8641	Sto-Rox Upper Elementary School 298 Ewing Road McKees Rocks, PA 15136 412-771-3213 x2 Fax: 412-771-3848	Sto-Rox Jr.-Sr. High School 1105 Valley Street McKees Rocks, PA 15136 412-771-3213 x1 Fax: 412-771-8395
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Dear Parent and Student:

Hello and welcome to a new school year. All of us at Sto-Rox School District are excited to get the 2019-2020 school year under way.

We are starting the new school year with many new faces and several familiar faces in new positions.

We welcome the following in their new roles:

Heather Johnston - Upper Elementary Principal
Chris Captline - Jr.-Sr. HS Assistant Principal of Academic Affairs
Sam Weaver - Jr.-Sr. HS Assistant Principal of Student Affairs

We also welcome a new Primary Center Principal, William Schleicher and a new Director of Curriculum and Instruction, Michael Amick.

The Primary Center has an academic focus this year based off of our Comprehensive Plan for School Improvement. The plan focuses on ELA, Math, and PBIS (Positive Behavioral Interventions and Systems).

The Jr.-Sr. High School has a similar plan based off the Targeted Plan for School Improvement.

We look for students to make great strides over the next three years of the plan and will push students to their greatest potentials.

To our families of the Sto-Rox School District, we welcome you into our schools, and we look forward to your support, volunteerism, and encouraging your children to do their best.

This handbook serves to provide our families and students with important information about our schools. Keep this accessible for future reference. If any of the contents appear unclear, please do not hesitate to contact your child's building principal.

I, along with all the staff and teachers, look forward to a great 2019-2020 school year.

Sincerely,

Frank Dalmas
Superintendent of Schools

PERSONNEL DIRECTORY

DISTRICT - WIDE

Frank Dalmas	Superintendent	5236	fdalmas@srsd.k12.pa.us
Susan Gratton	Secretary to Superintendent/ Board Secretary	5236	sgratton@srsd.k12.pa.us
Jacky Beck	Business Manager	5248	jbeck@srsd.k12.pa.us
Tina Nagel	Secretary to Business Manager/ Transportation Secretary	5217	tnagel@srsd.k12.pa.us
Sophie Shuhilo	Accounts Payable Secretary	5275	sshuhilo@srsd.k12.pa.us
Jeannine Bressler	Payroll/Personnel/Benefits Secretary	5263	jbressler@srsd.k12.pa.us
Brian Worst	Network Specialist	5277	bworst@srsd.k12.pa.us
VACANT	Computer Technician	1125	
Dayna Sikora	Director of Pupil Services	4010	dsikora@srsd.k12.pa.us
Michael Amick	Director of Curriculum & Instruction	4050	mamick@srsd.k12.pa.us

JR.-SR. HIGH SCHOOL, 1005 Valley Street, McKees Rocks, PA 15136

VACANT	Principal	1010	
Sam Weaver	Assistant Principal of Student Affairs	1020	sweaver@srsd.k12.pa.us
Chris Captline	Assistant Principal of Academic Affairs	1030	ccaptline@srsd.k12.pa.us
Beth Harvey	Secretary	1000	bharvey@srsd.k12.pa.us
Joe Herzing	Sr. Guidance Counselor	4103	jherzing@srsd.k12.pa.us
Stacey Huber	Jr. Guidance Counselor	4104	shuber@srsd.k12.pa.us
Marsha Hansberry	Central Registration/ Jr.-Sr. Guidance Secretary	4100	mhansberry@srsd.k12.pa.us
Toni Daloso	Pupil Services/Special Educ. Secretary	4000	tdaloso@srsd.k12.pa.us
Darcy Mueller	School Nurse	1040	dmueller@srsd.k12.pa.us
Dave Coleman	Probation Officer	1045	dcoleman@srsd.k12.pa.us
Tim Messina	Attendance Officer/Home-School Visitor	4020	tmessina@srsd.k12.pa.us
Lisa Hatton	Food Services Director	1055	lhatton@srsd.k12.pa.us
Tammy Eberlein	Food Service Secretary	1055	teberlein@srsd.k12.pa.us
Mike Spisak	Athletic Director	4200	mispisak@srsd.k12.pa.us

UPPER ELEMENTARY SCHOOL, 298 Ewing Road, McKees Rocks, PA 15136

Heather Johnston	Principal	2010	hjohnston@srsd.k12.pa.us
Sandy Kaczmarek	Secretary	2000	skaczmarek@srsd.k12.pa.us
Robin Cato	Dean of Students	2210	rcato@srsd.k12.pa.us
Helen Shearer	Guidance Counselor	4105	hfranklin@srsd.k12.pa.us
Gail Piole/ Darcy Mueller	School Nurses	2040	gpiole@srsd.k12.pa.us/ dmueller@srsd.k12.pa.us

PRIMARY CENTER, 300 Ewing Road, McKees Rocks, PA 15136

William Schleicher	Principal	3030	wschleicher@srsd.k12.pa.us
Patty Piett	Secretary	3000	ppiett@srsd.k12.pa.us
Julie Blanc	Dean of Students	3314	jblanc@srsd.k12.pa.us
Celeste Sicilia	Head Teacher	3313	csicilia@srsd.k12.pa.us
Desire Krawchyk	Guidance Counselor	4106	dkrawchyk@srsd.k12.pa.us
Dorey Whealan-Buell	School Psychologist	4070	dbuell@srsd.k12.pa.us
Kara Hertzberg	School Psychologist	4080	khertzberg@srsd.k12.pa.us
Gail Piole	School Nurse	3040	gpiole@srsd.k12.pa.us

AUGUST 2019						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 19 Clerical Day (Primary) / In-Service (UE & HS) (Act 80)
- 20 In-Service (District) (Act 80)
Open House
Primary 5:00-7:00 p.m.
Upper Elem. 6:00-8:00 p.m.
- 21 In-Service (Primary) (Act 80) / Clerical Day (UE & HS)
Open House
Jr.-Sr. HS 6:00-8:00 p.m.
- 22 First Day for Students

SEPTEMBER 2019						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 02 Labor Day (No School)
- 30 In-Service (Act 80) (No School)

OCTOBER 2019						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 25 Clerical Day (No School)
- 28 End of the 1st nine weeks

NOVEMBER 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 1 Parent-Teacher Conf. (.5 In-Service (Act 80); .5 Clerical Day) (No School)
- 27 Half Day for Students and Teachers
- 28-29 Thanksgiving Break

DECEMBER 2019						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 2 Thanksgiving Break
- 23-31 Christmas Break

JANUARY 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 01 New Year's Day
- 02 School Resumes
- 15 End of the 2nd nine weeks
- 15 Half Day for Students/In-Service for Teachers (Act 80)
- 20 M.L. King Day (Students - No School) (Teachers - Clerical Day)

FEBRUARY 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

- 12 Half Day for Students/In-Service for Teachers (Act 80)
- 17 Presidents Day (No School)

MARCH 2020						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 11 Half Day for Students/In-Service for Teachers (Act 80)
- 24 End of the 3rd nine weeks
- 20 Clerical Day (No School)

APRIL 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- 8 Half Day for Students and Teachers
- 9-13 Easter Break

MAY 2020						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 25 Memorial Day (No School)

JUNE 2020						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- 3 Half Day for Students/ Clerical Day for Teachers
- 4 Graduation
- 11 Kenneywood

School Hours

Jr.-Sr. High School 7:20 a.m. – 2:13 p.m.
 Upper Elementary 7:45 a.m. – 2:45 p.m.
 Primary Center (Kindergarten) 8:30 a.m. – 2:30 p.m.
 Primary Center (Grades 1-3) 8:30 a.m. – 3:30 p.m.

/ = Half Day X = No School

**STO-ROX SCHOOL DISTRICT
PROGRESS REPORTS / REPORT CARD SCHEDULE**

September 23	Mid-way point of nine weeks
Week of September 30	Progress reports sent home
October 28	End of 1 st nine weeks
Week of November 4	1 st quarter report cards sent home
December 3	Mid-way point of nine weeks
Week of December 9	Progress reports sent home
January 15	End of 2 nd nine weeks /1 st semester
Week of January 20	2 nd quarter report cards sent home
February 19	Mid-way point of nine weeks
Week of February 24	Progress reports sent home
March 24	End of 3 rd nine weeks
Week of March 30	3 rd quarter report cards sent home
April 29	Mid-way point of nine weeks
Week of May 4	Progress reports sent home
June 3	End of 4 th nine weeks /2 nd semester Half day for students/teachers.
June 4	Graduation
Week of June 8	4 th quarter report cards sent home Jr.-Sr. High School students only

► **RAPTOR SYSTEM:** The safety of our students and staff is our highest priority. The Sto-Rox School District utilizes the **RAPTOR** visitor registration system to enhance school security. All parents, guardians, and visitors will be required to present a government issued photo identification (for example, driver's license) when entering the building.

► **CELL PHONES: THE DISTRICT IS NOT RESPONSIBLE FOR STOLEN, MISSING, AND/OR BROKEN CELL PHONES.**

The use of cell phones on the school bus is **strictly prohibited.**

Primary Center & Upper Elementary: If a student brings a cell phone to school, they must give it to their homeroom teacher. It will be returned to the student at the end of the school day. If a student violates this policy, the phone will be taken and a parent/guardian will be required to pick it up at the end of the school day.

Jr.-Sr. HS: Grades 7 – 8: If a student brings a cell phone to school, they must turn it in at bag check. It will be returned to the student at the end of the school day. If a student violates this policy, the phone will be taken and a parent/guardian will be required to pick it up at the end of the school day.

Jr.-Sr. HS: Grades 9 – 12: Students are permitted to carry cell phones to school. However, phones must be turned off and stored out of sight during school hours. Phones may not be used to talk, take pictures, play games, record or text during school hours, including lunch. Parent permission to carry a phone must be on file in the school office.

► **DANCES/SPECIAL EVENTS:** Dances/special events are held for the enjoyment of the student body and may be used for raising funds. Dances are open to Sto-Rox students in Grades K-12 (at their grade appropriate building). Parents and students must understand that any behavior, academic or attendance issues can cancel their permission to go even the day of the event. No outside guests are permitted at the Primary Center, Upper Elementary, and Jr.-Sr. HS dances. However, students not attending the Sr. High School are permitted to attend but only with the proper form submitted to the dance chaperone. Home-schooled students are permitted to attend as per Board policy.

► **DRESS CODE:** Please be aware that the student dress code policy (Policy 221) will be strictly upheld. If school attire is considered inappropriate, the student will be given an opportunity to call home for a change of clothing. If a change is not available, the student will be sent home with parent/guardian; no credit will be earned for the day's classes.

1. Attire must not be destructive to school property.
2. Dress must comply with all health and safety codes.
3. Dress must not interfere with the educational process or rights of others.
4. Shoes must be worn. For safety purposes, at the Primary and Upper Elementary, no slides or flip/flop type footwear are permitted; sandals with back straps may be worn. At the Jr.-Sr. High School, from August through October 31, slides, flip/flops, and sandals are permitted. From November 1 through April 31, slides, flip/flops or sandals are NOT permitted. From May 1 to the end of the school year, slides, flip/flops, and sandals are permitted.
5. All forms of headgear are prohibited in the buildings including, but not limited to, baseball caps, do-rags, and hoodies. Female students may wear hair bands and hair scarves at the discretion of the principal. Headphones are not to be worn during class time.

6. Sunglasses are prohibited in the buildings.
7. Winter coats and jackets may not be worn in classrooms, only at administrative discretion in certain circumstances.
8. Bare midriffs, see-through garments, white undergarment type T-Shirts, bare backs, halter tops, low cut blouses and tank tops are prohibited.
9. Pants must be worn at the waist at all times. Progressive discipline will occur if not followed.
10. Shorts, skirts, dresses: Length is to be reasonable, typically to the extended fingertip, and not offensive.
11. Shorts: Length is to be reasonable, typically to the extended fist length. Spandex shorts are prohibited.
12. Obscene, profane language or provocative pictures on clothing/jewelry are prohibited.
13. No pajamas or pajama type wear is permitted. Bedroom slippers are not permitted.

► **POLICIES:** We encourage you to visit our website to review all District policies in detail. (Attached is revised Policy 204 – Attendance which has some important changes.)

► **COMMUNITY ELIGIBILITY PROGRAM:** Sto-Rox School District will offer a free Breakfast and Lunch for ALL students. Every student has the opportunity to eat breakfast and lunch each school day. Ala carte lunch items are also available for purchase. **Jr.-Sr. High School: Please arrive to school early enough to eat before you are to report to class.**



► **CONTROLLED SUBSTANCES/PARAPHERNALIA:** The use of controlled substances is strictly prohibited on school buses or school property. If a student arrives to school and is suspected of being under the influence of illegal substances, the District has the right to search for additional contraband. The parent will be notified; if the student is deemed unable to attend classes, the parent will be responsible for transporting the student home. If the parent is unable, the student will spend the day in in-school suspension.

► **GRADING:** The Sto-Rox School District recognizes the need for a specific, comprehensive policy incorporating the purpose, evaluative procedures and contributing factors involved in the administration of a grading system. This policy will be considerate of and reflective and consistent with the variant needs inherent in curriculum design in addressing academic competencies in grades kindergarten through grade twelve.

Definition

Grading shall be that system of measuring and recording student progress and achievement, which enables the student, parents and teachers to learn the student's strengths and weaknesses and know where remedial work is required. Such grades shall measure the student's progress against his/her own potential for achievement.

Delegation of Responsibility

The Board directs that the instructional program of this District include a system of grading for all pupils, which is consistent with the educational goals of the District. The Superintendent shall develop procedures for grading.

The present percentage grading system in the School District will be maintained in grades one through twelve:

<u>Percentage</u>	<u>Grade</u>
90-100	A
80-89	B
70-79	C
60-69	D
59-below	F

NOTE: Kindergarten will continue to utilize “Satisfactory” and “Unsatisfactory” (“S” and “U”) grades.

Evaluative Procedures - Grades K-6

Homework serves a variety of functions in the educational process:

1. As an educational reinforcement technique to the material presented in the classroom.
2. As an educational tool to promote independent study skills.
3. As a means of communication between the school and home on what subject area material is being taught.

No credit is to be given for a student’s homework if he/she is illegally absent. Teachers will assign meaningful, relevant homework Monday through Thursday evenings and to provide a timely critique on the quality of the completed work to the individual student. This critique should take the form of a check mark and/or a brief narrative, and/or a letter grade. Teachers should be aware of what is considered grade level for reading and issue grades appropriately.

The parent’s responsibilities are to set a regular time aside each evening for homework to be accomplished, create a quiet, conducive, home atmosphere during this time, keep good reference sources available, and foster discussion relating to the homework content and completion.

Grade books/EduStar must be **current** and organized. Any number score, grade, or checkmark should be labeled in the book. Define symbols and codes in the front of the book. Again, you may maintain your own paper grade book; however, keeping the electronic grade book is **required**.

Evaluative Procedures – Grades 7-12

The assignment of grades should reflect every demonstrative measurable aspect of a student’s performance in each subject area. To this end, the following evaluative procedures are to be utilized by all major subject area teachers, and to the maximum extent possible in the minor subject areas of physical education, music, art, keyboarding and word processing, family consumer science and technology education.

1. Assessment 60% of each Nine-Week Grade

Formal classroom assessment should specifically reflect and correlate with identified grade level curriculum goals. They are to follow the developmental, sequential aspect of the curriculum and be accountable to only the state School District Curriculum. The format and quantity of assessment is left to the discretion of the individual teacher, as well as whether absolute or relative (normal curve) values will be utilized in scoring. Jr.-Sr. High School: a minimum of three formal assessments for each marking period is strongly recommended in order to provide adequate justification in determination of progress reports. Middle School: it is highly recommended that assessments are administered on a weekly basis in order to provide adequate justification in determination of progress reports.

2. Class Participation

20% of each Nine-Week Grade

Daily student involvement in the educational process is essential for the maintenance and continuity of instruction and to appreciate the dynamics and subtleties of subject material. Students who are actively involved in their academics develop a greater depth of understanding and may be better able to verbally demonstrate competencies in an on-going fashion.

Therefore, classroom attendance is to be evaluated in the following manner:

- a. Students who daily attend are to be given a numerical representative grade (based on present grading system) reflective of the quality of their classroom involvement.
- b. Students who willfully cut classes or who are chronically illegally absent are to be given no higher than a zero, letter grade “F” for the days they miss. Any assessment which the student misses due to illegal absence will receive a numerical grade of 0%, letter grade “F” and will not be permitted to take the assessment(s).
- c. Suspensions: These are legal school-determined absences in which the student is permitted to recoup lost academics. It is the student’s singular responsibility to approach the teacher for the material offered during his/her suspension. These students will have a period equal to the number of days suspended in which to make up the work and/or assessments.

3. Homework Assignments

20% of Each Nine-Week Grade

Homework serves a variety of functions in the educational process. The School District believes the three most important are as follows:

- A. As an educational reinforcement technique to the material presented in the classroom.
- B. As an educational tool to promote independent study skills.
- C. As a means of communication between the school and home on what subject area material is being taught.

No credit is to be given for a student’s homework if s/he willfully cuts class or is illegally absent.

The teacher’s responsibilities are to assign meaningful, relevant homework and to provide a timely critique on the quality of the completed work to the individual student. This critique should take the form of a check mark and/or a brief narrative, and/or a letter grade. This, on a weekly basis, can serve as an invaluable communication tool between the teacher, student, and home.

Homework must be given at least three times per week and documented in the teacher grade book.

The student’s responsibilities are to develop good study skills, complete given assignments, and to note questions or concerns in areas of academic uncertainty or confusion on the homework assignments and in the classroom.

The parent’s responsibilities are to set a regular time aside each evening for homework to be accomplished, create a quiet, conducive, home atmosphere during this time, keep good reference sources available, and foster discussion relating to the homework content and completion.

Code of Conduct/Board Policies

The entire directory of Board policies and guidelines are available through the Sto-Rox School District website at www.srsd.k12.pa.us. If you do not have internet access, you may request specific policies from your child's school.

Some frequently referenced policies are:

Policy 113	Special Education/Special Programs
Policy 113.1	Special Education Behavior Management
Policy 204	K-12 Attendance (Revised 8-15-19 - Attached)
Policy 212	Reporting Pupil Progress
Policy 213	Grading of Student Progress
Policy 218	Student Discipline
Policy 221	Dress Code
Policy 233	Suspension and Expulsion
Policy 235	Student Rights
Policy 237	Electronic Devices (i.e. cell phones, iPods, etc.)
Policy 238	Athletics & Extracurricular Activities (Revised 8-15-19)
Policy 248.1	Prohibition Against Bullying
Policy 810	Transportation
Policy 815	Acceptable Use of the Internet

Parent Right-to-Know Information

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

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

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

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

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

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

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

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

STO-ROX SCHOOL DISTRICT Annual Public Notice

The Sto-Rox School District maintains pupil records as an inherent part of the student's education associated with the provision of necessary instructional services. These records are confidential and privileged and access is limited to the following school district employees: Administrators, counselors, specialists, student's classroom teachers, and members of the secretarial staff. The Sto-Rox School District's student educational records policy is in compliance with Pennsylvania Board of Education regulations and with the Family Educational Rights and Privacy Act. School district employees shall abide by the Student Educational Records Policy.

Parents of students in the Sto-Rox School District and students who have attained the age of 18 have the right to a copy of the District's records policy and the right to inspect and obtain copies of records by contacting the building principal. The principal has 30 days to respond to a written request for copies of the records. For further details, obtain a copy of the records policy from the school principal.

If students transfer to another school system, educational records will be forwarded upon written request from that school. A high school transcript will be released to post-secondary educational institutions, or prospective employers only upon the parent's or student's written authorization.

Each parent has access to his/her child's records unless the school district has received a copy of a court order which limits access. This regulation holds even if only one parent has custody of the child.

Types of records:

Directory Information Categories:

- * Student's name, address, phone number, date, photograph, place of birth
- * Awards won and offices held
- * Major areas of study
- * Participation in officially recognized activities and sports
- * Post high school endeavors
- * Recognition of achievements in academic and non-academic areas of endeavors
- * Recognition of graduating seniors
- * Weights and heights of athletes

The parent or eligible student may refuse to permit the designation of any or all of these categories by notifying the principal within 30 days of the publication and distribution of this notice.

Health Records: Vision, hearing, specific health conditions and immunization records.

Academic and Attendance Records: Grades, and general achievement or ability test results.

Special Education Records: School districts are required to annually notify parents that a file is maintained for students receiving special education programming and services. The school principal is responsible to ensure that the collection, maintenance and storage of information are in accordance with state and federal regulations. Parents and other persons or agencies required by law have access to this file.

Parents and eligible students who have attained the age of majority have the following rights:

- * The right to review, inspect and obtain a copy of the records.
- * The right to challenge the contents of the records with intent of removal or edit factual accuracy.
- * The right to refuse individual consent, where that permission is needed for releasing certain information by the Sto-Rox School District.

Prior to the destruction of personally identifiable information, the school district will send written notification to the parents. Parents shall also be informed of their rights to receive a copy of the material to be destroyed.

Special Education File: Location

The building in which the student receives special education instructional services as well as in the Pupil Services office. The file is separate from the regular school file. Contents: relevant special education data, identifying psychological and academic reports, other data pertinent to the student's special education placement or handicapping condition.

Parents' Right to Know

Parents have the right to ask for the following information about their children's classroom teachers or paraprofessionals:

- * Whether the teacher is properly certified by the PA Dept. of Education for the grades and subjects he/she teaches.
- * Whether the teacher is teaching under emergency or other provisional status in which PA licensing criteria have been waived.
- * Whether the teacher has any baccalaureate degrees or advanced degrees and the subject of the degrees.

* Whether the child is provided services by paraprofessionals and if so their qualifications.

If you would like to receive specific information about your child's teacher or paraprofessional, please contact your school principal. Our district is fully committed to the success of your child. We appreciate your partnership in our efforts to provide the best education for your child.

Child Identification Activities

The Sto-Rox School District employs the following procedures for locating, identifying and evaluating the needs of school-aged students requiring special programs and/or services. As mandated by School Code, the district routinely conducts screenings of a child's hearing acuity and visual acuity. Screening for speech and language skills is on an ongoing basis by referring children to the therapist. Gross motor and fine motor skills, academic skills and social/emotional skills are assessed by classroom teachers and support staff on an ongoing basis. Building level screening meetings are held monthly to conduct various ongoing screening activities which include: review of group-based data, such as enrollment and health records, report cards, ability and achievement test scores. Needs identified from these sources, as well as information from parents and agencies are assessed, noted within the student's records, and discussed with parents.

If appropriate, the child screening team recommends interventions to be implemented by the instructional staff or to document the need for further evaluation. If it is determined that a student may be eligible for special education, the student is referred for a multidisciplinary team evaluation. After the evaluation is completed, an evaluation report is prepared with parent involvement. The report includes specific recommendations for the types of intervention necessary to meet the needs of the student.

When the multidisciplinary team's evaluation report is completed and in accordance with state regulations, and IEP Team meeting with parent involvement is scheduled to develop an appropriate Individualized Education Plan (IEP) for the student. Parents of students who suspect that their child is exceptional and in need of special education services may request a multidisciplinary team evaluation of their child by submitting a written request to the building principal.

Services for School Age Exceptional Students

The school district provides a free, appropriate public education to exceptional students according to state and federal mandates. To be eligible, the child must be of school-age, require specially designed instruction, and meet eligibility for mentally gifted and/or one or more of the following physical or mental disabilities as set forth in state and federal regulations; autism/pervasive developmental disorder, blindness/visual impairment, deafness/hearing impairment, mental retardation, multi-handicap, neurological impairment, physical disability, emotional disturbance, specific learning disability, speech/language impairment, and other health impairment.

Services designed to meet the needs of eligible students include supportive intervention in the regular class, supplemental in the regular class or in a special education resource program, placement in a part-time or full-time special education class in a regular school or placement in a full-time special education program outside of the regular school. The extent of special educational services are determined by the parents and staff at the IEP Team meeting and are based on the student's identified needs and abilities, chronological age and the intensity of the specific interventions. The school district also provides related services, such as transportation, physical therapy and occupational therapy that are required to enable the student to derive educational benefits.

Prior to the initiation of services, parents are presented a “Notice of Recommended Educational Placement” (NOREP) with which they may agree or disagree. If parents disagree with the program being recommended, they have the right to request a pre-hearing conference, mediation, or/or a due process hearing. Copies of the Procedural

Safeguards Notice are issued when Permission to Evaluate/ Reevaluation Forms are sent to parents and at each IEP Team meeting. The school district also provides program services for students identified as being mentally gifted, K-12. Any questions or concerns, please feel free to contact the Director of Pupil Services, Ms. Dayna Sikora, at 412-771-3213.

Early Intervention:

Children who will be at least 3 years of age by September 1st and are suspected to have a disability in one or more of the following areas may be eligible to receive Early Intervention Services: Physical Development, Cognitive and Sensory Development, Learning Problems, Speech/Language Development, Social/Emotional Development, other significant health impairment. Parents can contact Project DART, Allegheny Intermediate Unit, Dr. Susan Sams, 412-394-5816.

Chapter 15 (504) Notice

The Sto-Rox School District complies with the requirements of Section 504 of the Rehabilitation Act and its implementing regulations for all students with known handicapping conditions. Section 504 and its accompanying regulations protect otherwise qualified handicapped students who have physical, mental or health impairment from discrimination because of those impairments. The law and its regulations require public educational agencies to ensure that these students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate. School districts are required to provide these students with aids, services, and accommodations that are designed to meet the educational needs of the students as adequately as the needs of non-handicapped students are met. These aids, services and accommodations can include, but are not limited to, special transportation, modified equipment, and adjustments in the student’s instructional program or the administration of needed medication.

Sto-Rox Primary Center & Upper Elementary - Family School Policy 2019-2020

VISION:

The Sto-Rox Primary Center and the Upper Elementary School recognize that family and school engagement is the foundation for student success and well-being that produces citizens who are life-long learners and community contributors.

PURPOSE:

The Sto-Rox Primary Center and the Upper Elementary School acknowledge that families and schools have vital roles in ensuring that a child's development and education is a shared partnership that requires a collaborative effort. Each partner has the responsibility to be knowledgeable and foster a climate of respect and cooperation for the benefit of all students under the guidelines of Title 1 requirements.

DEFINITIONS:

Parent/Family- The term "parent/guardian" refers to the legal guardian or other person standing in "*loco parentis*" such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child. The terms parent/guardian and family may be used interchangeably throughout these documents.

School- The Sto-Rox Primary Center and the Upper Elementary School are two of the three schools in the Sto-Rox School District, comprised of students living within the boundaries of Stowe Township and McKees Rocks Borough.

FAMILY SCHOOL PARTNERSHIP

The Sto-Rox Primary Center and the Upper Elementary School recognize that families may be diverse in cultures, language, resources and needs; however all share the school's commitment to the educational success of their children. Sto-Rox Parent Engagement recognizes its responsibility to help eliminate the barriers that impede family involvement and to create an environment supportive of family involvement programs that have been developed in collaboration with parents/guardians. Therefore, this policy shall establish guidelines for programs and practices that reflect the needs of the students and their families.

TITLE 1 REQUIREMENTS

The Sto-Rox Primary Center and the Upper Elementary School shall incorporate the Title 1, Part A parent involvement requirements into this policy, programs and practices and ensure that all families are informed about the opportunity and expectation to participate in two-way and meaningful communication involving student academic and other activities. The district shall strive to ensure families are full partners in their child's education and are included, as appropriate, in decision making, recommending allocation of resources and on advisory committees to assist in the education of their child, as well as all others in the district.

EXPECTATIONS

The family-school partnership shall emphasize a strength based perspective that builds resiliency factors and serves to leverage the resources and assets of family members, schools, community groups and address the needs to improve learning and achievement opportunities for all students. The district will strive to achieve this through various practices including:

- Families shall be invited to actively participate in development of school board policies, strategic planning processes, school improvement plans and programs and services where applicable.

- Families will be provided with assistance in understanding the State’s academic content and standards, local assessments, and how to effectively monitor their child’s progress and work with teachers to improve academic success.
- Should families harbor blockades in obtaining the understanding of state policies such as language barriers, literacy impairments or lack of knowledge of how to overcome these obstacles, the district shall strive to work with any community group/local agency necessary to eliminate these restrictions.
- Title 1 fund budgeting shall include the opinions and input from families to effectively resolve barriers stated above, and also to indicate a transparency in how the funding is being utilized as applicable. Fund distribution for the academic success of the students shall also be included in discussions with families.
- Every communicative outlet available to the district shall be utilized to inform families and concerned community members of the meetings planned to focus on the execution of these programs and for the planning strategies for any other program with the goal of home-school improvement.

ELEMENTS OF EXECUTION

Efforts shall be made to include the following practices:

- Create a welcoming, safe environment for students, supporting healthy youth development
- Expanding communications between families and schools
- Encouraging supportive home environments
- Promoting and encouraging volunteer support from the family and community as permitted
- Facilitating and communicating about learning opportunities outside of the school for student s and family

EVALUATION

Families shall participate in evaluating the implementation and effect of this policy on student success. A year end meeting shall be utilized to determine said effectiveness and suggest improvements and new strategies to move forward towards student success.

Sto-Rox Jr.-Sr. High School Family School Policy 2019-2020

VISION:

The Sto-Rox Jr.-Sr. High School recognizes that family and school engagement is the foundation for student success and well-being that produces citizens who are life-long learners and community contributors.

PURPOSE:

The Sto-Rox Jr.-Sr. High School acknowledges that families and schools have vital roles in ensuring that a child's development and education is a shared partnership that requires a collaborative effort. Each partner has the responsibility to be knowledgeable and foster a climate of respect and cooperation for the benefit of all students under the guidelines of Title 1 requirements.

DEFINITIONS:

Parent/Family- The term "parent/guardian" refers to the legal guardian or other person standing in "*loco parentis*" such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child. The terms parent/guardian and family may be used interchangeably throughout these documents.

School- The Sto-Rox Jr.-Sr. High School is one of the three schools in the Sto-Rox School District, comprised of students living within the boundaries of Stowe Township and McKees Rocks Borough.

FAMILY SCHOOL PARTNERSHIP

The Sto-Rox Jr.-Sr. High School recognizes that families may be diverse in cultures, language, resources and needs; however all share the school's commitment to the educational success of their children. Sto-Rox Parent Engagement recognizes its responsibility to help eliminate the barriers that impede family involvement and to create an environment supportive of family involvement programs that have been developed in collaboration with parents/guardians. Therefore, this policy shall establish guidelines for programs and practices that reflect the needs of the students and their families.

TITLE 1 REQUIREMENTS

The Sto-Rox Jr.-Sr. High School shall incorporate the Title 1, Part A parent involvement requirements into this policy, programs and practices and ensure that all families are informed about the opportunity and expectation to participate in two-way and meaningful communication involving student academic and other activities. The district shall strive to ensure families are full partners in their child's education and are included, as appropriate, in decision making, recommending allocation of resources and on advisory committees to assist in the education of their child, as well as all others in the district.

EXPECTATIONS

The family-school partnership shall emphasize a strength based perspective that builds resiliency factors and serves to leverage the resources and assets of family members, schools, community groups and address the needs to improve learning and achievement opportunities for all students. The district will strive to achieve this through various practices including:

- Families shall be invited to actively participate in development of school board policies, strategic planning processes, school improvement plans and programs and services where applicable.

- Families will be provided with assistance in understanding the State's academic content and standards, local assessments, and how to effectively monitor their child's progress and work with teachers to improve academic success.
- Should families harbor blockades in obtaining the understanding of state policies such as language barriers, literacy impairments or lack of knowledge of how to overcome these obstacles, the district shall strive to work with any community group/local agency necessary to eliminate these restrictions.
- Title 1 fund budgeting shall include the opinions and input from families to effectively resolve barriers stated above, and also to indicate a transparency in how the funding is being utilized as applicable. Fund distribution for the academic success of the students shall also be included in discussions with families.
- Every communicative outlet available to the district shall be utilized to inform families and concerned community members of the meetings planned to focus on the execution of these programs and for the planning strategies for any other program with the goal of home-school improvement.

ELEMENTS OF EXECUTION

Efforts shall be made to include the following practices:

- Create a welcoming, safe environment for students, supporting healthy youth development
- Expanding communications between families and schools
- Encouraging supportive home environments
- Promoting and encouraging volunteer support from the family and community as permitted
- Facilitating and communicating about learning opportunities outside of the school for student s and family

EVALUATION

Families shall participate in evaluating the implementation and effect of this policy on student success. A year end meeting shall be utilized to determine said effectiveness and suggest improvements and new strategies to move forward towards student success.

Homeless Student and McKinney-Vento Information

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act) defines *homeless* as follows:

The term "homeless children and youths"--

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

(B) includes—

- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;*
- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

The McKinney-Vento Act is designed to address the challenges that homeless children and youths have faced in enrolling, attending, and succeeding in school. If students or families live in any of the above situation, please contact your school counselor, school social worker, or District Homeless Liaison:

Eligible children have the right to:

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local school; or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is your preference. * If the school district believes that the school you select is not in the best interest of your children, then the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.
- Receive transportation to and from the school of origin, if you request this.

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STATEMENT OF RECEIPT OF HANDBOOK

I, _____, (name of student) have received the Student Handbook for 2019-2020 school year, and I have been informed that all Board policies are available on the District website at www.srsd.k12.pa.us.

Student Signature

Parent Signature

Date

Date

PERMISSION TO PUBLISH PHOTOGRAPHS

Throughout the school year, the Sto-Rox School District would like to use photographs and/or videos to highlight student accomplishments. Several places that we may use photographs and/or videos include: **hallways, slideshow presentations, yearbook, newspaper articles, and the District website.**

___ I give my permission to the Sto-Rox School District to publish my son/daughter's photo.

___ I do not give my permission to the Sto-Rox School District to publish my son/daughter's photo.

Parent's name: _____

Parent's signature: _____

Date: _____

**** DETACH THIS FORM AND RETURN TO HOMEROOM TEACHER ****

Network and Internet Access: Student Consent and Waiver

I, _____, (name of student) agree to the following:

1. My use of the Sto-Rox School District's network must be consistent with the District's primary goals.
2. I will not use the Sto-Rox School District network for illegal purposes of any kind.
3. I will not use the Sto-Rox School District network to transmit threatening, obscene, or harassing materials. The District will not be held responsible if I participate in such activities.
4. I will not use the Sto-Rox School District network to interfere with or disrupt network users, services, or equipment. Disruptions include, but are not limited to, distribution of unsolicited advertising, propagation of computer viruses, or using the network to make unauthorized entry to any other machine accessible via the network.
5. It is assumed that information and resources accessible via the Sto-Rox School District network are private to the individuals and organization which own or hold rights to those resources and information unless specifically stated otherwise by the owners or holders of rights. Therefore, I will not use the Sto-Rox School District network to access information or resources unless permission to do so has been granted by the owners or holders of rights to those resources or information.

Student Signature

Parent Signature

Date

Date

NOTE: NO student will be permitted to use the internet without a dated permission form signed by both the parent and the student.

***** DETACH THIS FORM AND RETURN TO HOMEROOM TEACHER *****

