



PARENT HANDBOOK 2011~2012

Stephanie P. Viola, Principal
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Rydal East Elementary School
1160 Huntingdon Pike
Huntingdon Valley, PA 19006
PHONE 215-884-1308
FAX 215-884-8955

Rydal West Elementary School
1231 Meetinghouse Road
Rydal, PA 19046
PHONE 215-884-0192
FAX 215-572-7963

WELCOME to Rydal Elementary School

Dear Parents, Guardians, and Students,

Welcome to Rydal Elementary School! Our entire staff is so pleased that you are a part of our school community. At Rydal Elementary School, we are committed to academic excellence and positive student character. We work hard to ensure all our students feel safe, secure, and happy.

This handbook has been developed to provide you with valuable information about our academic program and school procedures. At Rydal we recognize the importance of a positive home-school connection. We want to work collaboratively with families to provide our students with the best possible educational experience.

Our professional faculty has created an outstanding academic program that meets each child's educational, social and emotional needs. We stress teamwork and commitment as we strive to build a community of learners in which everyone experiences personal success.

We pride our school on its positive learning environment, where the focus is on learning not discipline. Our School-Wide Positive Behavior Support (SWPBS) program encourages students to be responsible, respectful, thoughtful and kind. By working together parents and staff members share the responsibility of teaching our children appropriate behavior. Collaboratively, we create a safe, secure and stimulating environment for all children.

Open communication between home and school is an important ingredient in a quality education. Here at Rydal, we strive to communicate with you through our annual open houses, parent/teacher conferences, telephone calls, e-mail, notes, website, newsletters and report cards. We also encourage parental input to ensure that all aspects of your child's education can be considered.

Please begin this cooperative process by reviewing this handbook together. Read the expectations and discuss them. If you have any questions or suggestions, contact your classroom teacher or me.

We look forward to working with you during this school year.

Sincerely yours,

Stephanie P .Viola
Principal

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Rydal School Mission Statement

Rydal Elementary School is a place where staff, students, and parents are collectively committed to “achieving excellence.” Our population is comprised of people of various cultural, socio-economic and religious backgrounds. This diversity enhances the life experiences of our community of learners, yet it also creates our greatest challenge. On a daily basis, we strive to provide an equal opportunity for all of our students to attain academic success. The professional staff is dedicated to learning and adapting innovative teaching strategies to meet the unique learning needs of each child. This vision has led to a strong collaboration between all staff members and our families.

The Rydal community embraces the attributes that distinguishes us from one another and builds upon the common values of respect, responsibility, thoughtfulness and kindness. Our character education program, which emphasizes character development and service learning, is at the core of the Rydal experience. Parents, students and staff view these initiatives as significant components of our identity and mission.

There is truly a sense of “family” at Rydal Elementary School. Parents and community members are intricately involved in school life. Their contributions are numerous and appreciated. Staff members work as a team to ensure student success and accomplish building goals. Students feel supported and valued as individuals. As a family, we are proud of our accomplishments and expect a bright future for our school.

STAFF LISTING

Stephanie P. Viola, Principal
Rochelle Marbury, Curriculum Specialist

RYDAL WEST

Deborah Economides, Secretary
Elaine Cawley, Psychologist
Alyssa Kim, Reading Specialist
Anne Marie Magaha, Kindergarten
Heather Garcia, Kindergarten
Kathleen Bradbury, Kindergarten
Gwen Mitchell, Grade 1
Sara Kleiner, Grade 1
Charlene Crawford, Grade 1
Erin Kelly, Grade 1
Nancy Ross, E.S.L./APEX
Ron Ashlock, Head Custodian
Marty O'Donnell, Night Custodian

Natalie Haertsch, Art
Michael O'Brien, Physical Education
Jane Richards, Music
Jim Burgess, Music
Susan Drubin, Speech/Language
Chris Campoli, Librarian
Mary Briggs-Dicker, Librarian
Susan Duda, Nurse
Stacie Hazard, Health Assistant
Elaine Flint, Playground
Margaret James, Playground
Bill Ernst, Playground
Ellen Harris, Playground

RYDAL EAST

Eileen Tholey, Secretary
Elaine Cawley, Psychologist
Alyssa Kim, Reading Specialist
Elizabeth Miller, Autistic Support
Rebecca Caldwell, Autistic Support
Jenna Beauregard, Learning Support
Dena McNulty, Learning Support
Ashley Garrett, Grade 2
Beth Newman, Grade 2
Elizabeth McGovern, Grade 2
Linda Johnson, Grade 2
Leah Colfer, Grade 3
Justine Wilson, Grade 3
Nary Chou, Grade 3
Stephanie Zacharias, Grade 3
Melissa Grey, Grade 4
Cavan Loeffler, Grade 4
Edith Sabach, Grade 4
Dara Whiteside, Grade 4
Kathleen Gross, Grade 5
Cora Weiner, Grade 5
Corey Druding, Grade 5
Julie Cross, Grade 5
Jill Amentt, Grade 6
Ken Begley, Grade 6

Richard Blyweiss, Grade 6
Susan Drubin, Speech/Language
Michael O'Brien, Physical Education
Natalie Haertsch, Art
Nancy Ross, E.S.L./APEX
Pam DaSilva, APEX
Jane Richards, Music
George Frueh, Instrumental Music
Ellen Strange, Instrumental Music
Nicholas Vallerio, Instrumental Music
Christine Campoli, Librarian
Susan Duda, Nurse
Elaine Park, Health Assistant
Janet Lee, I.A.P.
Cindy Hagan, Aide, Spec. Ed.
Nanci Goldenberg, Aide, Spec. Ed.
Mary Rocks, Aide, Spec. Ed.
Robin Bowman, Cafeteria
Jackie Rosania, Playground
Ismalie James, Playground
Sumio Okabayashi, Playground
Marlene Ross, Aide Office/Caf/Play
Dan Jones, Head Custodian
Dan Spang, Night Custodian
George Goldston, Night Custodian

DISTRICT CALENDAR

Each family should receive a district calendar during the first week of school. Please note the schedule of holidays and special events listed on the calendar. Important school events are also included in our monthly newsletter.

ABINGTON CALENDAR 2011-2012

JULY 2011

S	M	T	W	T	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						

AUGUST 2011

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28	29	30	31			

SEPTEMBER 2011

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OCTOBER 2011

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NOVEMBER 2011

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27	28	29	30			

DECEMBER 2011

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JANUARY 2012

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29	30	31				

FEBRUARY 2012

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MARCH 2012

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APRIL 2012

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22	23	24	25	26	27	28
29	30					

MAY 2012

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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		

JUNE 2012

S	M	T	W	T	F	S
				1	2	
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- Schools and Offices Closed
- △ Teacher Inservice Days; No Classes
- No Classes

Student Days 184
Teacher Days 191

Note: June 18, 19, 20, 21, and 22, 2012 will be scheduled as instructional days in the event schools are closed due to weather emergencies during the regularly scheduled school year.

CHILD CHECK LINE

East (215) 517-2724
West (215) 517-2725

Parents must report their child's absence. When reporting your child's absence please call the Child Check Line and leave the following information on the tape: Child's name, your name, teacher's name, date(s) of absence, and the reason for the absence. If you do not report your child's absence, a member of our staff will use the telephone numbers you provide on the emergency card to locate your child.

WEBSITE

<http://www.abington.k12.pa.us/rydal/>

Use the Rydal website to learn about the school and communicate with the staff. Here you will find up to date information about activities at school. You can view the school calendar and also access staff members' e-mail addresses. There is also a wonderful selection of links for parents and students.

Abington School District (ASD) - Rydal Elementary - Windows Internet Explorer

http://www.abington.k12.pa.us/rydal/

Abington School District (ASD) - Rydal Elementary

September Newsletter

Rydal Elementary
East: Voice 215.884.1308 | Fax 215.884.8955
1160 Huntingdon Pike, Huntingdon Valley, PA 19006
West: Voice 215.884.0192 | Fax 215.572.7963
1231 Meetinghouse Road, Rydal, PA 19046

U.S. News & World Report
Best Places to Live
BEST PLACES TO LIVE
BEST COLLEGIATES
ENGLIS

Home Principal Staff PTO Library Lunch Contact About Rydal Mission More

School Spotlight

School Calendar

Sep 2011

S	M	T	W	T	F	S
28	29	30	31	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

Abington School District Calendar 2011-2012

News & Announcements

Staff Resources

Open House September 19th (K-3)

Staff Email
ASD Intranet
Virtual Private Network

Check Out Our New Library Catalog Homepage

Error on page.

start Handbooks parent handbook 201... Rydal Parent Handbo... Abington School Distri... 7:52 PM

COMMUNICATION

Effective communication between home and school is essential to the success of each child. Read carefully the advice and information provided over the next few pages. As situations or needs occur, please refer back to these positive communication strategies.

Addressing the Staff:

At Rydal School we wish to maintain a friendly, yet, professional relationship with parents and children. Our staff is highly trained and talented. Over ninety-percent of our teachers and administrators have earned both Bachelor and Masters Degrees. A few members have obtained or are seeking Doctoral degrees. Unlike preschool environments, we ask that you do not address us by our first names. Please use an employee's surname, for example, Mr. Begley, Ms. Economides, Mrs. Kelly.

Communicating Information to the Staff:

These types of messages usually involve transportation, homework completion, questions related to classroom events, or a "heads up" on family matters. Listed below are the forms of communication available to you.

- A *note*-Sending in a brief note is actually the best way to communicate with your child's teacher. Teachers usually ask the children at the beginning of the day for any "notes to the teacher". Having your note early in the day assures prompt action or response.
- *E-mail*-Teachers check their e-mail usually once a day (before or after school). Please recognize that teachers have been directed to never check or respond to e-mail during instructional time! If you need a response or action within a school day, do not count on e-mail. Teachers should respond within 24 hours to an e-mail.
- A *call* to the office-The secretaries at Rydal East and West will be glad to take a message for your child's teacher. Please note: Secretaries will not interrupt a teacher during instruction time. Your child's teacher will return a phone call within 24 hours (providing he/she is in school). If your message to the teacher requests a call back prior to the end of the school day, please inform the secretary of the urgency. If you have not heard from the teacher after 24 hours, please call the office and ask the secretary to alert the principal.
- District *voice mail*-The staff members' voice mail numbers and the process for leaving these messages after 4 p.m. daily are in the Rydal School directory. This is the least effective way to communicate with staff. So few people use it that staff members do not check it daily.

Communicating Concerns to the Staff:

These messages are usually related to classroom behavior, playground incidents, aggression or bullying. Our school-wide positive behavior program asks our students and staff to be respectful, responsible, thoughtful and kind. We ask the same of you. Many of the issues mentioned above are reported to parents by children after the school day and the situations can produce emotional reactions. Before picking up the telephone or pounding on those computer keys, please, please...

- Take a deep breath! Yelling, demanding, being condescending and using inappropriate language accomplishes nothing. In fact, staff members will quickly conclude a conversation with an angry, volatile parent or guardian. Also, the principal will be notified and she will arrange a meeting of the parties in a calm, confidential environment, if necessary.
- Get the details! Take a few minutes to discuss the situation with your child before calling the school. Your child knows more than you may think. Ask such questions as:
 - Who was involved in the situation?
 - Where and when did it occur?
 - Who was the closest adult to the situation?
 - Were there any witnesses? Who are they?
 - What happened prior to the situation?
 - Is there something you could have done to prevent the situation?
 - Did you tell an adult? If so, whom?
 - Did you visit the nurse?

“Processing” the situation usually helps both the parent and child calm down.

- Once you are composed and have the details, call the school. The secretary will record for the school administrators all of the information you provide. The situation will be investigated the next day. You will receive a return phone call from either the classroom teacher or an administrator.

Communication from the School:

- News and Events-The Rydal School Newsletter is sent home each month. It provides a calendar of the month’s events, information on our monthly character education activities, highlights of PTO fundraisers and student accomplishments.
- Curriculum Information
 - ❖ “Family Letters” are the communication tools of our Everyday Mathematics program. Teachers send these correspondences at the beginning of each new unit of study. The letters include the skills and algorithms introduced in the math unit and the answers to the Home/Study Links (homework sheets) for the unit. Another helpful resource for parents is the Student Reference Book which is available in grades 2-6. Students may take them home regularly to assist with homework.
 - ❖ At the core of the school district’s Communication Arts Program is the Macmillan/McGraw-Hill anthologies which are divided into 6-10 themes per year. Prior to beginning each theme, your child’s teacher will send home Macmillan’s “Family Newsletter”. This correspondence provides parents with theme-related activities and books to enjoy with their children. Parents/Guardians of first grade children also receive a letter prior to each theme which provides information on the content and skills introduced in the new theme.
 - ❖ The teachers at each grade level have created their own newsletter describing the units of study in our social studies and science curricula. Look for these correspondences coming home in your child’s folder or book bag at the beginning of each unit of study.

If you have any questions related to the curriculum or assessments administered to your child, please contact his/her teacher. In some cases the teacher will refer your questions or concern to our Curriculum Specialist. In these rare instances, you will receive a response directly from her.

**QUESTIONS OR CONCERNS
THE BEST ROUTE IS THE DIRECT ROUTE**

Parents often wonder where to turn with a question or a concern regarding their child or other school issues. Starting “too high up the ladder” often requires information backtracking and can leave valuable allies out of the loop. When you are not happy with a particular situation, where do you go without ruffling too many feathers? Here are some handy guidelines to use.

1. If it is a classroom problem, start with your child’s teacher. He/she is in the best position to address classroom related issues. If the problem is outside the teacher’s area of expertise or control, the teacher will refer you to the right person.
2. If you have not been able to resolve your problem with the teacher, go next to the principal who usually will be able to resolve your problem or refer you to the right person.
3. Do not contact the Superintendent’s Office if you have not discussed your concerns with the principal first. The Superintendent’s Office will refer you back to the principal for assistance.

DAILY SCHEDULE

RYDAL WEST

FULL DAY KINDERGARTEN AND GRADE ONE

8:30 a.m. - 8:50 a.m.	Students arrive at school (There is no supervision prior to 8:30 a.m. Please do not bring your child to school before 8:30 a.m.)
8:50 a.m.	Classes begin
11:30 a.m. - 12:15 p.m.	Lunch and recess (Kindergarten)
12:25p.m. - 1:10 p.m.	Lunch and recess (Grade 1)
2:00 p.m. - 2:15 p.m.	Recess
3:10 p.m.	Dismissal (Bus leaves for Rydal East; parent pick-up)

RYDAL EAST

8:30 – 8:50 a.m.	Students arrive at school (There is no supervision prior to 8:30 a.m. Please do not bring your child to school before 8:30 a.m.)
8:50 a.m.	Classes begin
10:45 a.m. – 11: 45 p.m.	Lunch and recess for grades 2 and 3
11:25 a.m. – 12:25 p.m.	Lunch and recess for grades 4 and 5
12:15 p.m. – 1:15 p.m.	Lunch and recess for grades 6
3:20 p.m.	Dismissal

* Please do **NOT** walk your child to his/her classroom. Teachers are preparing for the instructional day and this morning time is highly valuable to them. If you need to speak to a teacher, either inform the secretary, Ms. Economides or Mrs. Tholey, or send a note to the teacher. You will receive a prompt reply.

OUR INSTRUCTIONAL CURRICULUM

Rydal School is one of seven elementary schools in the Abington School District. All curricula, textbooks, instructional programs, computer software and assessments are selected for use in all seven schools and approved by the Board of School Directors. These practices ensure consistency across the schools and a smooth transition of all students in-to the Junior High.

- ◆ Rydal Elementary School serves students in kindergarten through grade six.
- ◆ Rydal Elementary School has two classes for autistic children in grades 2-6 and classes for learning support children in grades K-6. The APEX program for academically gifted children begins in grade one.
- ◆ The average class size is 22 students.
- ◆ The Macmillan/McGraw-Hill “Treasures” Reading Program is used in grades kindergarten through six. Reading and writing skills are developed as part of an integrated approach to Communication Arts. Zaner Bloser Handwriting is implemented in grades K-3 with small group instruction provided for children needing the extra practice in grades 4-6. Rydal East/West enjoys the services of a reading specialist who works with students and teachers to promote student success in reading and writing.
- ◆ The University of Chicago School Mathematics Project, Everyday Mathematics, is used for mathematics instruction in grades kindergarten through six. This program is among the best of the new generation of mathematics programs developed to address the mathematics standards and the curriculum guidelines established by the National Council of Teachers of Mathematics.
- ◆ The Science and Technology for Children Program, developed by the National Science Resource Center at the Smithsonian with the support of the National Science Foundation, is used in grades kindergarten through six. This hands-on science program is articulated with the national science standards and Project 2061 standards.
- ◆ The Macmillan/McGraw-Hill social studies program is a textbook based program that offers instruction in civics, economics, geography, and history and focuses on the people and places of the Western Hemisphere. A special unit on Pennsylvania is offered to students in grade four.
- ◆ Library and information services are provided through support staff, programs, and dedicated facilities for all students at Rydal West and East. Online sources and the Internet are available.
- ◆ Computer instruction is provided through fully equipped, networked computer labs and computers in our classrooms.

- ◆ Health education is taught in all elementary grades and includes age appropriate instruction on the consequences of tobacco, drug and alcohol abuse. The DARE (Drug Abuse Resistance Education) Program and AIDS instruction is offered to students in grade six.
- ◆ Instruction in art, general music, library and physical education is provided on a weekly basis through instructional specialists. A choral music program is offered to students in grades five and six.
- ◆ A developmental program of instrumental music instruction is offered to elementary students. Instruction on string instruments begins in grade three and instruction on brass, percussion, and woodwind instruments begins in grade four.

EVALUATING STUDENT PERFORMANCE

Students are evaluated by teachers in the various subject areas. The teachers establish their expectations for the lessons taught and determine the evaluation that students receive for their work. Students are usually graded on competency, productivity and demonstrated performance of newly acquired skills.

The State of Pennsylvania reports progress in mastery of the standards using the descriptors: Advanced, Proficient, Basic, and Below Basic. Improving academic performance for all children is an essential part of Pennsylvania's educational system. In keeping with this vision, the Commonwealth of Pennsylvania and the Abington School District have established academic standards that define what students should know and be able to demonstrate at specific grade levels. The four performance levels illustrate students' achievement of the Academic Standards. The state descriptors are defined as follows:

Level	Description of Academic Performance for this Level
Advanced	The Advanced Level reflects superior academic performance. Advanced work indicates an in-depth understanding and exemplary display of the skills included in the Pennsylvania Academic Content Standards. Students working at the advanced level are functioning above the expectations for the grade level (93-100% mastery on assessment items).
Proficient	The Proficient Level reflects satisfactory academic performance. Proficient work indicates a solid understanding and adequate display of the skills included in the Pennsylvania Academic Content Standards. Students working at the proficient level are functioning at the expectations for the grade level (80-92% mastery on assessment items). The instructional goal for ALL students is Proficiency!
Basic	Basic work indicates a partial understanding and limited display of the skills included in the Pennsylvania Academic Content Standards. This work is approaching satisfactory performance, but has not been reached. There is a need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level. Students working at a basic level have made some progress but have not yet met the expectations for the grade level (60-79% mastery on assessment items).
Below Basic	Below Basic work indicates little understanding and minimal display of the skills included in the Pennsylvania Academic Content Standards. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level. Students working at a below basic level are working significantly below expectations for the grade level (less than 60% mastery on assessment items).
N/A	Not assessed during the present marking period. Not all modes of writing will be assessed during each marking period.

Report cards are issued three times a year; during conferences in December (December 6, 7, 8, 2011), during conferences in March (March 6, 7, 8, 2012) and June 15, 2012.

ASD ASSESSMENT PROGRAM 2011~2012

Administered to students enrolled in grade(s) indicated:

FEDERAL and STATE ASSESSMENTS	GRADE(S)	DATES
National Assessment of Educational Progress (NAEP) in Economics, Reading and Mathematics	12	February 16, 2012
PSSA Math and Reading	3 – 8, 11	March 12 – 23, 2012
PSSA-M Math, PSSA-M Reading	4 – 8, 11	March 26- 30, 2012
PSSA and PSSA-M Math and Reading Make up	3 – 8, 11, as needed	
PSSA Writing	5, 8, 11	April 16 – 20, 2012
PSSA Science	4, 8, 11	April 23 – 27, 2012
PSSA-M Science	8, 11	
PSSA Writing and Science Make Up	4,5, 8, 11, as needed	April 30 – May 4, 2012
PASA Math and Reading	3 – 8, 11	TBD
PASA Science	4, 8, 11	TBD
OTHER ASSESSMENTS		
<u>College Board Tests:</u> ReadiStep™ Field Test	9	October 12, 2011
Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT®)	10, 11	October 12, 2011
Gallup® Student Poll	5 – 12	Fall 2011
Olweus Bullying Questionnaire	3 – 6	Spring 2012
Cognitive Abilities Test	K, 2	March 1 – 9, 2012

Administered selectively based upon specific program and/or student needs:

GRADE	TEST
12	PSSA Retest Math, Reading, Writing, October 24 – November 4, 2011
K-2	Emerging Literacy Survey
K-6	Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
K-6 (Overlook)	Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next)
K-6	QPS (Quick Phonics Screener)
ELL K-12	World Class Instructional Design and Assessment Annual Placement Test (WIDA-APT)
ELL K-12	WIDA Access for English Language Learners
1-12	KeyMath Diagnostic Arithmetic Test – Normative Update; Key Math – 3
1-12	Qualitative Reading Inventory, Burns & Roe Informal Reading Inventory, Critical Reading Inventory
3 – 11	4Sight (standards-based reading and mathematics assessment)
6 – 12	<u>Classroom Diagnostic Tools:</u> Science, Biology, Chemistry, Mathematics, Algebra I, Algebra II, Geometry, Reading/Literature and Writing/English
8 - 9	<u>Naviance Program Assessments:</u> personality profile, career interest profiler, exploration careers and clusters
Special Education K-12	Scholastic Reading Inventory (SRI)
Special Education K-6	The Assessment of Basic Language and Learning Skills-Revised (The ABLLS-R)
Special Education 10-12	System for Assessment and Evaluation – career/vocational assessment (SAGE)

ACADEMIC SERVICES AND OPPORTUNITIES BEYOND THE CURRICULUM

Rydal School's "core team" meets weekly to review and analyze all curriculum-based assessments in reading and mathematics. Classroom teachers also keep the team abreast of behavioral concerns, attendance/tardiness issues and parent requests. Using all available data, the core team determines the students in need of remediation, enrichment and/or acceleration. Core team members include the principal, curriculum specialist, school psychologist and reading specialist.

REMEDIAL SERVICES

The first level of remedial support is within the classroom. Teachers are required to provide tier group reading support 3 times per week. This small group instruction targets approaching, on-level, and beyond level readers.

Services Provided By:

- The reading specialist, Mrs. Kim, provides remedial reading instruction to individual groups in grades K-6.
- The curriculum specialist, Ms. Marbury, or the Instructional Assistance Program Aide, Mrs. Lee, provides remedial math instruction to individuals/small groups.

Criteria for Student Identification:

- PSSA scores indicating below grade level achievement: *Basic or Below Basic*
- Two (2) consecutive reading or math test scores below 70%
- In grades K-2 in regards to reading, a score below benchmark on DIBELS, a test of phonemic awareness and reading fluency.

Parent Notification:

Once a child is identified as needing remedial support services, Ms. Viola sends home a letter informing the parents that the child will begin to receive services.

Number of Sessions per Week:

Students in remediation are seen up to three (3) times a week, 30-minutes each session.

Remediation Instruction:

Reading-K-2, there is a heavy emphasis on phonics, decoding (reading words) and fluency. In 3-6, there is a heavy emphasis on learning how to answer comprehension questions orally and in writing. Test preparation is also emphasized.

Math-*Compass Learning*, an Internet-based program aligned to the Everyday Mathematics units, is utilized in addition to individual/small group instruction.

Contact Persons: Mrs. Alyssa Kim for reading remediation information and Ms. Rochelle Marbury regarding math remediation (215-884-1308)

ENRICHMENT

Grades 1 and 2

Rydal Elementary enrichment students in grades 1 and 2 participate in the Pennsylvania Statistics Poster Contest. They review basic math skills and are introduced to ways to enrich their mental math abilities. Geometry and measurement are also emphasized throughout the program. Students learn about ways to collect and graph data and to provide summaries of their data using <http://nces.ed.gov/nceskids/creatagraph> and/or Microsoft PowerPoint. Posters submitted to the PA competition will also be submitted to the National Statistics Poster Competition which is sponsored by the American Statistical Association.

To obtain additional information about the Pennsylvania Statistics Poster Contest and the American Statistical Association, feel free to view <http://www.math.iup.edu/paposters/> for more information.

Grade 3

Rydal Elementary's third grade enrichment groups participate in a math contest called Mathfax. Mathfax was created for one primary purpose: to sharpen the participating students' test taking math skills that are needed to do well on college entrance exams. The competition was designed to give the teachers an educational tool that will motivate their students to excel in mathematics. There are four contests, each 30 minutes long. The three highest scores for each test will become your school score. The test will be graded, and the scores will be entered onto the internet. After the fourth and final contest, the top three students will receive awards.

Additional information about Mathfax can be obtained by visiting www.Educontest.com.

Grades 4-6

Rydal Elementary's enrichment students in grades 4-6 participate in the Math Olympiad competition. This world-wide competition consists of 5 monthly timed tests starting in November. The math problems are designed to help students develop the ability to think mathematically, rather than to teach more advanced or unusual topics.

Math Olympiad was created to stimulate enthusiasm and a love for Mathematics as well as:

- To introduce important Mathematical concepts
- To teach major strategies for problem solving
- To develop Mathematical flexibility
- To foster Mathematical creativity and ingenuity
- To provide for the satisfaction, joy, and thrill of meeting challenges

Grade 6

Rydal's grade 6 students often participate in the Pennsylvania Math League contest as well. Students in each league compete for the highest scores, while schools compete for the highest team score: the total of the top 5 scores in each school. Questions may cover: basic computation plus exponents, fractions, reciprocals, decimals, rates, ratios, percents, angle measurement, perimeter, area, circumference, basic roots, patterns, sequences, integers, triangles, and right angles, and other topics. The contest encourages a variety of problem-

solving skills and methods, to improve students' abilities and understanding of mathematical connections, while having fun!

Contest Format: The contest consists of 40 multiple-choice questions that can be completed in 30 minutes. On each 3-page contest, the questions on the 1st page are generally straightforward, those on the 2nd page are moderate in difficulty, and those on the 3rd page are more difficult.

Additional information about the Pennsylvania Math League can be obtained by visiting <http://www.mathleague.com/contests.htm>.

ENRICHMENT CRITERIA

The Abington School District establishes specific criteria to be used in every elementary school to determine eligibility for math enrichment. The criteria include a child's scores on the appropriate grade level placement test, the most recent CogAT, the end-of-book test, and PSSA if available as well as report card grades.

Contact Persons: Ms. Rochelle Marbury (215-884-1308)

ACCELERATION

READING

All teachers have classroom sets of early readers and chapter books. Teachers also maintain a library of high interest books in their rooms. During Literacy Stations or Tier Time, teachers meet with students who have been identified in need of enrichment 3 times per week. This instruction helps the students read text more critically. The Accelerated Reader Program is offered through the Rydal East Library for children in grades 3-6. Accelerated Reader is also a component of the APEX program. Reading Olympics, an extra-curricular activity, is sponsored by the school for interested students in grades 4-6. The district has established specific criteria for grade level acceleration in Communication Arts. Parents requesting acceleration must schedule an appointment with the principal to discuss the process.

MATHEMATICS

When a child is accelerated in Mathematics, he/she receives math instruction in a class one grade level above his/her current placement. This requires the two teachers, current grade level and above grade level teachers, to teach math at the same time each day. Below is the screening process for math acceleration.

Screening –

Placement Testing is conducted in the spring of each school year. Qualifying students will be administered Phase 1 of the mathematics placement test. If the student receives a Proficient score on this assessment, Phase 2 is then administered. Phase 2 consists of the skills that are to be developed at the next grade level. If the student receives a Proficient score on the Phase 2 assessment, he/she will be considered for mathematics acceleration.

Once a child qualifies for acceleration, the Director of Curriculum for Abington School District meets with the parents to explain the K-12 implications of acceleration.

Contact Person: Ms. Rochelle Marbury (215-884-1308)

APEX

The Identification Process for Mentally Gifted Students

(Chapter 16 Special Education for Gifted Students)

Definition of Mentally Gifted:

Mentally gifted is defined as outstanding intellectual and creative ability, the development of which requires special services and programs not ordinarily provided in the regular education program. The term includes a person who has an IQ of 130 or higher and when multiple criteria, as set forth in the Department guidelines, indicate gifted ability. Determination of gifted ability shall not be based on IQ scores alone.

Screening and Assessment:

School districts must adopt and use a system for identifying all students within the district who are thought to be gifted.

Team includes parents, teacher, and school psychologist.

Referrals can be made by parents or teachers. Parent request for a gifted evaluation must be in writing and are limited to one per school year.

Abington School District Gifted Screening and Identification Process

All kindergarten, second, and fourth grade students are given the Cognitive Abilities Test, a group administered test of aptitude. Students who perform in the 95th percentile rank or higher are referred to the gifted screening process. Students can also be referred at the request of their teacher or parents.

Screening process consists of:

1. Review of academic record (report cards, district or state administered standardized assessment, other information that may be available)
2. Teacher input – Teacher Recommendation Form and rates of acquisition and retention
3. Curriculum based assessments in reading and mathematics

If a student meets the criteria at the screening level, a formal evaluation is requested.

Once parent permission is obtained, the evaluation consists of:

1. All the data that was gathered in the screening process
2. Parent input – Parent Information and Parent Recommendation forms and any other input the parent(s) wish to provide
3. Standardized assessment of cognitive functioning administered by the school psychologist
4. Standardized assessment of academic achievement administered by the school psychologist
5. Any other data submitted for consideration

A Gifted Written Report (GWR) is prepared which includes the information and findings from the evaluation concerning the student's educational needs and strengths. The report makes recommendations as to whether the student is gifted and in need of specially designed instruction.

If the student is found to meet the criteria, based on the GWR, then a Gifted Individual Education Program (GIEP) is developed. A GIEP is a written plan describing the education to be provided to a gifted student. Abington School District's gifted program for the elementary level consists of APEX (Abington Program for Excellence) in which identified gifted students are pulled out of the regular classroom for approximately 2.5 hours per week. The focus of the program is the development of critical thinking, self-expression, respect for the opinion and ideas of others, listening skills, and logic. Students' individual gifted needs are addressed through this program. Contact Person: Mrs. Elaine Cawley (215-884-1308).

ENGLISH AS A SECOND LANGUAGE

Abington School District provides English as a Second Language (ESL) instruction. Students whose dominant language is not English are assessed upon entry into the district and, if warranted, are provided ESL support instruction. All ESL students who have been in the country for one or more years, regardless of their ESL level, are to receive regular classroom grades on the Abington School District Report of Student Progress. Students exit the ESL program when they meet the following criteria: (1) a score of Basic on the PSSA (or comparable district-wide assessment for students in grades K-2); (2) a score of 5 or higher on the Tier C WIDA language proficiency exam given annually by the State; and (3) a score of 70 % or higher in all four core subject areas.

EXTRA-CURRICULAR ACTIVITIES

Before and after school activities are added or deleted based on the interests of the students and faculty members willingness to sponsor the activities. They frequently change from year to year.

- Science Club
- Basket ball
- Indoor Hockey
- Soccer
- Track
- Drama Club
- Small Group Tutoring
- VIBE & IMAGINE: A leadership club for minority children in grades 4-6 based on the Jr. and Senior High Model
- Multicultural Arts & Crafts
- Computer Math Enrichment
- Spanish Club

ARRIVAL AND DEPARTURE

Students who have been assigned bussing are urged to ride their assigned buses to and from school to help minimize car traffic around the school. Students in grades kindergarten through fifth grade are not permitted to ride bicycles to school. Walkers are to stay on sidewalk areas and obey school and crossing guard personnel.

- **ALL** bus students will unload and load in the front loop of the school.
- Absolutely no car traffic is permitted in the bus zone at arrival/dismissal times. No vehicles will be permitted in this area during the school day.
- Supervisory personnel will be on duty in the bus zone to assist children when unloading the buses and ensure their safety into the building.
- At dismissal, school personnel will be on duty throughout the hallways and in the bus loading area to assist students and ensure their safety.
- For safety and security reasons, parents, guardians, and visitors are not permitted in the hallways or in the bus loading zone area at any time.

ARRIVAL PROCEDURES

1. Students may arrive at Rydal West or East no earlier than 8:30 a.m.
2. Rydal East parents should drop off students in the back parking lot near the sixth grade entrance (upper parking lot). Students will walk around the building to play area. West parents should drop students off by side doors (not the front doors).
3. Students will line up single file at the 8:50 a.m. bell.
4. Teachers will pick up their classes and escort them into the building.
5. On rainy/cold days students should report to the multi-purpose room. (East – The “orange cone” is the signal to come indoors. Parents may drop students off by the cone on inclement days.) (West – An orange cone is placed at the playground entrance and students should report to the multi-purpose room.)
6. Between 8:30 a.m. – 8:50 a.m. students should not be in the halls or classrooms.

DISMISSAL PROCEDURES

1. East students will remain in their classrooms until the 3:20 p.m. dismissal bell. West students will be dismissed at 3:10 p.m.
2. East teachers will escort bus students to the Rydal Raccoon Café and gymnasium. West teachers will escort students to the buses and an aide will accompany the pick-up students to the lobby.
3. At Rydal East, parents will wait outside for students at the upper end of the back parking lot. West parents may wait in the lobby by the side door.
4. There should be no eating of food/candy while waiting for or riding the bus.

5. Rydal students waiting for a bus will sit in the correct bus line.
6. Students who walk home should leave school via the lobby doors (East only).
7. Only in the case of an emergency may a student ride a bus or walk home with another student. The parent must provide a note or call the office prior to dismissal to inform the school of the emergency circumstances. Please do not send an email! Buses cannot be used to transport children to play dates.
8. A kindergarten student MUST be met at his/her bus stop by a parent. If a parent is not there, the child will be returned to the school.

AFTERCARE

Before and after school care is provided by the Abington YMCA at Rydal East. School personnel do not make arrangements for a child's participation in aftercare. Parents interested in the service should contact the YMCA at 215-884-9622.

ATTENDANCE

Regular school attendance is required of all students enrolled in the school during the days and hours that the school is in session. The School Board considers the following conditions to constitute reasonable cause for absence from school:

1. Personal illness
2. Quarantine of the individual or home
3. Death in the immediate family
4. Educational trip. These trips, which cannot exceed three days, must be of an educational nature, aligned to your child's grade level curriculum, and are not designed for family vacations.
5. Exceptional, urgent reasons – must pertain to student
6. Religious holiday
7. Suspension from school
8. Required court appearance
9. In the case of the exceptional student (Special Education), where absence is caused by or directly related to the student's exceptionality.
10. Religious instruction – at the written request of a parent, students may be excused for up to 36 hours of religious instruction per year.

If a telephone call has not been received for a child recorded as absent by the teacher, the school will attempt to locate the child through telephone calls to numbers previously secured from the parent. **Should you have the Call Intercept/Block function on your telephone, please make sure that it recognizes the school numbers.** It is hoped that, should a child not reach school for some reason, an early determination of his or her whereabouts can be made. **Parents must report their child's absence. When reporting your child's absence please call East – 215-517-2724 or West – 215-517-2725 and leave the following information on the tape: Child's name, your name, teacher's name, date(s) of absence, and the reason for the absence.**

If you do not report your child's absence, a member of our staff will use the telephone numbers you provide on the emergency card to locate your child.

Parents should make every effort to schedule appointments for their children outside of the instructional day. The district firmly believes that there is a high correlation between class attendance and student achievement. The majority of what is learned in school involves direct instruction by a teacher, the interaction between teacher and student, and the interaction among students. These activities occur in school and are missed by a student who is absent from school. What is missed cannot be made up through homework or extra assignments. Therefore, if a student is absent three consecutive days or has absences exceeding 15% of the class time, the teacher will refer the student's name to the office for further investigation. Following each absence, parents are to provide a written excuse note indicating the reason for the child's absence. The school district also supplies Excuse for Absence cards which are available in both offices. A copy of the card is in the Appendix of this Handbook.

Unexcused absences include such reasons as missing the bus, family vacations, or failure to provide a written excuse note upon the student's return to school. After three days of unexcused absence a warning notice will be sent to the parents or guardian. With the next unexcused absence, a criminal complaint will be filed without warning with the District Justice for court action.

Parents may request assignments for students who are absent by calling the school no later than 10:00 a.m. for same day pick up. Homework may be picked up at 2:45 p.m.

BIRTHDAYS

Parents may send a small treat to be distributed at snack or lunch time. *No sheet cakes, balloons or flowers are to be delivered to school.* We request that deliveries be made to the office before 9:00 a.m. to avoid disruption to the educational program. If you plan to send a small treat, please arrange a specific date with your child's teacher. **Additionally, parents must check with their child's teacher about specific food allergies prior to sending any treats to school.** No class time will be used for birthday celebrations during the instructional day. Birthday invitations are not to be distributed during school time. Student addresses are available in the Rydal Directory for those who wish to invite individual children to parties outside school.

BUS RULES AND REGULATIONS

Children who ride buses are expected to conduct themselves in such a manner as not to endanger themselves, their peers, or the safe operation of the bus. A student may be suspended from bus transportation by the principal for disciplinary reasons, in which case the parents are responsible for the pupil's transportation.

All students must ride the bus to which they have been assigned, both to and from school daily. Due to busing capacity, we are unable to grant any requests for students to ride another bus. No student assigned to a bus is permitted to walk home. A written request from a parent or guardian is required before a child will be allowed to walk to a friend's house.

CAFETERIA

The Abington School District provides a nutritious lunch in each cafeteria. Menus are planned by the district's Food Services Manager to fulfill nutritional requirements as specified by federal regulations. Each month the children are given a printed menu to take home which lists the offerings for the month. The menu can also be found on the school district's website. Chartwells, the school district's food service provider, has established a convenient, easy and secure online payment service for parents which allows them to deposit money in their child's school meal account and monitor the meals being purchased. To access these services simply log on to the district's website, go to the "About ASD" tab, select the "Lunch Program Info" and click on the Nutrikids link. Cash and checks will also be accepted for payment. Please make checks payable to Abington School District Food Services. For 2011-2012, a school lunch is \$2.40 and milk is \$0.55.

Applications for free and reduced lunches are available through the school office. Until a notice of approval for free or reduced lunch has been received, parents are responsible for providing lunch or money to purchase lunch.

Duty assistants supervise the cafeteria. Students will be directed by the staff in matters pertaining to: traffic, clean-up operations, disposal of trash, general behavior, and dismissals. Children are expected to conduct themselves in the same manner as would reasonably be expected of them in the dining room of their home. Failure to obey rules will result in the loss of cafeteria privileges. The rules related to student behavior in the cafeteria are included in the School-Wide Positive Behavior Support Program in the Appendix of this Handbook. It is important for parents to take the time to review them with their children.

CAR POOL PROCEDURES (EAST ONLY)

Below are the guidelines for the Rydal East car pool area.

PARKING:

1. Park in designated areas only. Do not park outside of the lanes or in the back by the chain fence. Come early if you want a parking space!
2. If the car pool has formed, DO NOT go around the cars to park.
3. You must come to the sidewalk to get your child(ren). Do not wave a child to your car. The individual supervising the children will not allow a child to leave the waiting area without a parent.

CAR POOL LANE:

1. On inclement days only, drop off your child(ren) by the back doors. An orange cone will be out to indicate the drop-off area.
2. When entering the parking lot, pull up to the area marked in yellow. As the lane moves, continue to approach the yellow area and stop when you get there!
3. Once in the car pool lane, do not leave your car.

4. If your child is not out of the building by the time you have reached the yellow zone, you will be directed to drive forward and wait.
5. Stay in the line! Do not cut through the parking lot. Please do not pull around the other cars to enter the parking lot.

Our safety and traffic procedures will be carefully monitored and adjusted, if necessary. They have been established for the safety of our students – not for convenience. We thank our families in advance for their cooperation, support, and patience in helping to provide safe and orderly arrival and dismissal procedures for our students.

CARE OF SCHOOL PROPERTY

The School Board charges each student in the schools of this district with responsibility for the proper care of school property and the school supplies and equipment entrusted to his or her use. Students who willfully cause damage to school property will be subject to disciplinary measures. Students and others who damage or deface school property will be prosecuted and punished under law. Parents and guardians of students will be held accountable for students' actions.

CHANGE OF ADDRESS—WITHDRAWAL

It is the responsibility of the parent/guardian to notify the school office of any change in address or telephone numbers. In the event a child is moving out of the community, a note must be submitted to the office stating the reason for the withdrawal and when the anticipated move will transpire. In order for school records to be forwarded to the new school, it is necessary for parents to sign a release form in the school office prior to withdrawal. When a family moves out of the district, the child is considered a non-resident and is no longer eligible to attend the schools of Abington School District. If it is determined that a student is a non-resident, the child will not be allowed to return to school, and a bill will be issued for the days which the child attended as a non-resident.

CHILD ABUSE

All Abington School District employees are required by law to report any suspicion of physical, mental or sexual abuse. We will contact appropriate agencies and cooperate with them in accordance with the law.

DISMISSAL DURING SCHOOL HOURS

Parents should make every effort to schedule appointments for their children outside of the instructional day. In the rare event when students must be excused from school during school hours, students must present their teacher with a written request upon arrival at school. Students will only be released to parents or guardians of those individuals whose names appear on the Emergency Card on file in the school office. Any other person who wishes to take a child with them will have to wait for telephone verification by the parent or guardian. Students will be dismissed from the office only. **A parent who has sole custody of his or her children must have the appropriate court order on file in the school office.** When a parent or designee comes to pick up a child, the parent must show proper identification and sign the child out in the log located in the office. The secretary will call for the student. Children will not be dismissed directly from the classroom. If the child later returns to school, please check in at the office in order to make school officials aware of the student's return. **This procedure is designed for the safety of our students and will be strictly enforced.**

EMERGENCY CARDS

Emergency cards are kept for each child, providing information to assist in locating parents, the family physician or an emergency person. **Please be sure to provide a local number (i.e.: a friend, neighbor nearby, etc.). It is important for you to keep this information up-to-date in the school.**

Annually, parents or guardians are asked to complete the Weather Emergency Closing – Student Procedures card. A copy of the card is in the Appendix of this Handbook. You are asked to describe your family emergency plan in case of an early dismissal. Please recognize that the plan **CANNOT** be to call home or wait at school! When Abington schools are being closed for inclement weather, parents will be contacted by telephone using the district's new Global Connect system. Announcements on KYW radio (1060 AM) will operate when adverse conditions such as severe snow storms, snow and ice cause the interruption or cancellation of classes. Abington School District's radio code number is 301. When school is closed only "301" is announced. If there is a delayed opening, the announcement will indicate "301– two hours late". Weather related closing or delayed opening information is also transmitted via cable television Channel 43 and AMP-850. Television stations WPVI (Channel 6), WCAU (NBC 10) and Fox 29 have also implemented school closing alerts.

FIELD TRIPS

Teachers may schedule field trips during the day from October through May when such a trip enhances the instructional program. Children must have a signed permission slip in order to participate in the activity. In the event a child does not go on the trip, he/she is required to attend school. Provisions will be made for the child to be placed in another class for the length of the trip.

FIRE and EMERGENCY DRILLS

Once a month during the school year in accordance to the law we will hold a fire drill. Other emergency and weather related drills are conducted as well. Children are expected to follow directions of the principal and teachers during these drills. District and building safety plans have been developed to ensure student and staff safety.

HEALTH SERVICES

School nurses work under written order of the school physician for first aid. **School nurses are prohibited by law to diagnose injuries or illness. Please do not send the child to the nurse for diagnosis.** She will only observe the condition and refer the child for medical advice.

Decisions regarding the need for medical care rest with parents; therefore, parents are always contacted to take the child home or to the doctor as the need arises.

When a child shows signs of illness, he or she should remain at home. **The child should be kept at home for at least 24 hours after a temperature elevation has subsided.** Upon returning to school, the student must present a note from the parents or guardians stating the dates of and the reason for absence. A doctor's note is required after an absence of three days or more. If a child has had a communicable disease, please consult the district policy for re-admission. Parents are urged to protect their children with the school insurance group plan. It is important that injuries and accidents in school, or on the way to and from school, are reported promptly to the nurse or school office. Athletic injuries, which occur during physical education classes, should be reported to the physical education teacher immediately. Parents can help with their children's health by establishing daily routines of cleanliness, which should include check for ticks and head lice.

Emergency cards are kept for each child, providing information to assist in locating parents, the family physician, or an emergency contact person. Please provide telephone numbers for two local emergency contact persons. These contacts must be aware that they would need to be available to come and pick up your child in the event of illness/injury. It is important for parents to keep this information up-to-date in the school records. Children will only be sent home with people who have been listed as emergency contacts unless parents verify on the telephone that another designee will pick up the student on that day. **Should you have the Call Intercept/Block function on your telephone, please make sure that it recognizes the school numbers.**

Care given in the school is limited to first aid in accidents and illness until the parent can be reached to take the child home, to the doctor, or to the hospital. If your child should visit the Nurse's Suite during the school day at Rydal West, he or she will receive the Health Room Visit Notice. This form has been created to keep parents informed of the reason your child visited the suite and treatment provided. A copy of the notice has been provided in the Appendix of this Handbook.

HOLIDAY ACTIVITY DAYS

Four holiday activity days are scheduled for each grade level during the year. Special classroom events are scheduled for Halloween, Winter Party, Valentine's Day Party and end of year party.

Students will be given a special treat and room parents organize the classroom activity. Parents interested in serving as room parents should attend the PTO organizational meeting. Supervised academic arrangements will be made for any student not celebrating a particular holiday for religious or personal reasons.

HOMEWORK

Homework assignments are designed to: enrich or extend what has been learned in the classroom, practice skills already learned, read for enrichment or enjoyment, conduct research as an outgrowth of classroom activities, and/or learn how to work independently. It is the student's responsibility to complete and submit all homework on time. An established place should be determined for completion of homework assignments and projects.

A good rule of thumb guide to use for the length student homework assignments is 20-30 minutes for grades K- 2, 30-40 minutes for grade 3, 40-50 minutes for grade 4, and 50-60 minutes for grades 5 and 6. Teachers may, however, assign long-range projects throughout the year. Please check your child's homework assignment book daily.

LIBRARY~MEDIA CENTER

The Abington School District maintains comprehensive collections of print and non-print materials to enhance the children's instructional program. The schools have a modern library for the students' use that also has opportunities for students to use technology to obtain information from the Internet. Children are scheduled to visit the library on a weekly basis to be instructed in library science and/or to do research on special projects. Pupils will be encouraged to use the library for their own use as well as for resources relevant to classroom studies.

LOST AND FOUND

Both Rydal East and West have a "Lost and Found" area. At Rydal East, the "Lost and Found" is located in the Café and at Rydal West it is located on the stage. It is strongly recommended that all garments, instruments, lunch boxes, book bags and umbrellas be labeled with your child's name. This insures a speedy return of valuable items.

MEDICINES

The administration of medicine to students by the nurse may be authorized only in emergency cases and only upon the completion and filing of the forms giving permission to administer the medicine, as noted by the physician's and parent's instructions. **All medicines must come to school in the original container and be kept in the nurse's office.**

No medication is to be sent to school unless it is a prescription for special medical conditions. These emergency medications may be sent to school if the following rules are met:

- ◆ Send a note from a doctor stating the name of the medication and how it is to be given (dosage, time to be given, reason for medication, length of time)

medication is to be administered). The medication must have the prescription label on the container.

- ◆ Send a note from the parent or guardian giving approval for the medication to be administered at the school.
- ◆ The medication must be kept in the nurse's office. Please notify the nurse of any changes in the medication.

PERSONAL ITEMS OF VALUE

Parents are urged to help their children understand that they are **not** to bring items of value (either monetary or sentimental) to school. This includes headsets, Walkman radio/tape players, or other electronic devices or toys. The district cannot be responsible for the security of such items. Therefore, students are requested to bring to school only those items that are essential for their educational activities.

PHOTOGRAPHY

Each year a photo is taken of your child for our school records. We realize that there are reasons why a family might not want their child's picture published or shared with the public. This includes school publications, our website, Channel 43, AMP850 and other visual image transmission system. **If this applies to your situation, please feel free to write a letter to the school principal.** A copy of your letter will be sent to the Community information Network at the District Administration Building, indicating that your child should not be photographed for the purpose of being included in a publication or videotape production. Please include your child's name, grade, age, and homeroom teacher's name. This request should be done on a yearly basis. Of course, your wishes will be respected.

PTO

The Rydal PTO is sincerely interested in the work of the school and total program. All parents and guardians are encouraged to become members of the PTO and are invited to attend monthly meetings. These meetings are listed on the school calendar and are open to all parents and guardians. The Executive Board is the nucleus of the organization and consists of all officers and chairpersons of standing committees. The PTO sponsors many activities for students and their families throughout the year.

RECESS

Supervision is provided by the duty assistants. **As a matter of safety and for legal reasons parents are not to join students on the recess yard.**

A copy of the rules related to student behavior during playground and indoor recess is included in this Handbook. It is important for parents to take the time to review them with their children.

REPORT CARDS AND CONFERENCES

Since the education of the child is of mutual concern to the parent and the school, open lines of communication are encouraged. Times are scheduled in the fall and in the spring for parents to have conferences with teachers. These conferences are designed to review student progress, discuss social and emotional issues, and set goals for continued growth. Communication with parents throughout the year is essential to students' success in school. To arrange to meet with a teacher throughout the year, please write a note or call the school to set up an appointment. **There are to be no "corridor conferences" or telephone conversations expected during supervisory or instructional time, which begins at 8:30 a.m.**

SCHOOL HOURS

Children may arrive at school between 8:30 and 8:50 a.m. **Parents are reminded that there is no supervision provided until 8:30 a.m. School dismisses at Rydal West at 3:10 PM and at East at 3:20 PM.**

STUDENT DRESS CODE

The School Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. Each student, however, is expected to demonstrate cleanliness, propriety, modesty, and a good sense of attire and appearance. Tee shirts bearing offensive and inappropriate slogans, messages, or language will not be permitted as they create disorder and disrupt the educational program. Shoulders must be covered at all times and spaghetti strap tops are not appropriate for dress. Additionally, flip flops should not be worn as they present a hazard when students are traveling on our stairwells.

STUDENTS' RIGHTS AND RESPONSIBILITIES

All children between the ages of six and twenty-one residing in the Commonwealth are entitled to a free and full education in schools. Commensurate with the right to a free and full education is the responsibility of the school to insure that all students receive a quality education. Students' responsibilities are to:

- be aware of all rules and regulations for student behavior and conduct themselves in accordance with them
- dress themselves to meet fair standards of safety, health, and common standards of decency
- assume that, until a rule is waived, altered, or repealed, it is in full effect
- protect and take care of the school's property
- attend school daily, except when excused, and be on time for all classes and school functions
- make all necessary arrangements for making up work when absent from school
- pursue and attempt to complete the course of study prescribed by state and local school authorities
- be aware of and comply with state and local laws
- assist the school staff in running a safe school for all students enrolled there

VISITING THE SCHOOL

Parents and community members are invited to visit Rydal School during Open House, American Education Week, for Parent/Teacher Conferences, special events, and informally throughout the school year.

For the protection of our children all parents and visitors must use the front main entrance to enter/exit the building and follow these procedures:

- ◆ Report immediately to the office after entering. Be sure that anyone who may have entered with you comes to the office as well.
- ◆ Ask permission, sign in, and receive a Visitor's Badge to go into any area of the building.
- ◆ Always wear the Visitor's Badge and be sure it is visible.
- ◆ Go only to the areas where permission is granted.
- ◆ Sign out and return Visitor Badge when leaving the building

Unnecessary interruptions disturb the learning process for all of the children. Therefore, forgotten items should be brought to the office. **Please do not ask office personnel to interrupt the teacher to indicate that a forgotten item has been delivered to the office.** These items will be taken to the child at a time when it does not disturb the class. In the event that a parent-teacher conference is desired, the office personnel will assist in arranging a mutually convenient time for both teacher and parent.

VOLUNTEERS

Parents are encouraged to volunteer in our library, school store, computer labs and during Kid Writing at West. Numerous opportunities exist through active involvement in our Parent Teacher Organization.

RYDAL RACCOONS' SONG

Hail to the Rydal Raccoons...
You'll learn about us in our school tune
Sports and art and music, too
Reading and math, we like to do!

Rydal, Rydal – we're out of sight
Our school colors are green and white
The staff and students are so cool
Three cheers for our Rydal School!
Go! Go! Go!

HEALTH ROOM VISIT NOTICE

Rydal Elementary School
Health Room Visit Notice

Name: _____
Date: _____

Your child was seen by the nurse for the following:

Reason

- | | |
|---|---|
| <input type="checkbox"/> allergy/asthma | <input type="checkbox"/> rash/dry skin |
| <input type="checkbox"/> cough/cold | <input type="checkbox"/> toothache/gums/loose tooth |
| <input type="checkbox"/> headache | <input type="checkbox"/> muscle cramp |
| <input type="checkbox"/> stomachache | <input type="checkbox"/> menstrual cramps |
| <input type="checkbox"/> sore throat | <input type="checkbox"/> fall |
| <input type="checkbox"/> diarrhea | <input type="checkbox"/> head bump |
| <input type="checkbox"/> vomited | <input type="checkbox"/> bump/bruise |
| <input type="checkbox"/> nosebleed | <input type="checkbox"/> injury |
| <input type="checkbox"/> cut/scrape | <input type="checkbox"/> _____ |

Treatment

- | | |
|---|--|
| <input type="checkbox"/> wash/clean | <input type="checkbox"/> temperature/pulse/respiration check |
| <input type="checkbox"/> band aid/dressing | <input type="checkbox"/> ice applied |
| <input type="checkbox"/> neurological check | <input type="checkbox"/> eye/ear evaluation |
| <input type="checkbox"/> cool compress applied | <input type="checkbox"/> _____ stabilized/wrapped |
| <input type="checkbox"/> heat applied | <input type="checkbox"/> anesthetic applied |
| <input type="checkbox"/> topical cream/lotion applied | <input type="checkbox"/> _____ |
| <input type="checkbox"/> rest | _____ |

This injury involves disciplinary action/concern. Refer to the building principal.

Notes: _____

Signature: _____

BEHAVIOR

THE RYDAL ELEMENTARY SCHOOL SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT (SWPBS) PROGRAM

The SWPBS Program is a school-wide behavior management program which has been implemented at both Rydal East and West. This program:

- ◆ Enables all of our students to become responsible and contributing members of our school community
- ◆ Requires a common commitment endorsed by teachers, specialists, staff members, parents, and students

This is our SWPBS Mission Statement:

Every child is everyone's responsibility, and appropriate social behavior needs to be taught and continually encouraged by the entire school community (faculty, staff, parents, and students).

The philosophy is supported by the following Belief Statements:

- ◆ Every child needs to feel a sense of belonging and self-worth.
- ◆ It is essential to have a consistent home and school commitment.
- ◆ Children's choices are their own.
- ◆ Appropriate school behavior needs to be taught and rewarded.

The benefits of using SWPBS are:

- ◆ increased academic engaged time
- ◆ increased use of critical thinking, reasoning, and problem solving skills by students
- ◆ significant reductions in discipline problems referred to the school office
- ◆ increased levels of consistency in the application of discipline strategies by teachers and staff across classrooms and the entire building

We are teaching the children to be respectful, responsible, thoughtful and kind. Our Rule Matrix is on the following pages. Lessons have been designed to address these behaviors in the cafeteria, hallway, instructional areas, etc.