

PAXTANG ELEMENTARY SCHOOL

Parent Handbook

2018 - 2019

All children are important at Paxtang.



Paxtang Elementary School

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CENTRAL DAUPHIN SCHOOL DISTRICT MISSION STATEMENT

Central Dauphin, a uniquely diverse school district, ensures all students a challenging and dynamic curriculum that prepares them to succeed in a changing global society by inspiring lifelong learning in a caring collaborative community.

PAXTANG ELEMENTARY SCHOOL MISSION STATEMENT

To provide a safe, academically challenging environment that engages all students through well-planned and executed teaching strategies, develop positive social skills that fosters productive, self-reliant citizens for the Paxtang community and beyond.

We believe that all children should be educated in a positive environment where all



IMPORTANT INFORMATION FOR PARENTS

First Day of School: August 27, 2018
Last Day of School: June 5, 2019
School Hours: 9:00 AM - 3:45 PM
Kindergarten: Morning Session 9:00 - 11:45 AM
Afternoon Session 1:00 - 3:45 PM

ARRIVAL

Students who walk or those driven to school should **NOT** arrive before 8:45 AM. Students will be considered tardy if they are not in their homeroom by 9:00 AM. Please note that students coming in the front door as the bell rings are tardy. Tardy time is determined by building clocks only.

Two Hour Delay

<u>Grade(s)</u>	<u>Arrival Time</u>	<u>Dismissal Time</u>
K-AM	10:45-11:00 AM	12:45 PM
K-PM	1:45-2:00 PM	3:45 PM
1 st – 5 th	10:45-11:00 AM	3:45 PM

DISMISSAL

- **Bus students** will exit the building using the back doors. (By the playground)
- **Morning kindergarten** children will be dismissed through the front doors (Rutherford Street)
- All **walkers** will leave the building either using the Swan Street or Alley Exits.

STUDENT APPOINTMENTS AND EXCUSES FOR ABSENCES

Students who need to be excused for appointments must bring a note signed by their parent/guardian. This note will be given to the student's teacher and placed in an envelope that will be picked up and brought to the office. Students will NOT be called to the office until the parent/guardian arrives. This minimizes the time missed in the classroom. Parents must come directly to the office to pick up their children for appointments. If someone else is picking up your child, please make sure their name is written in the note. We will NOT release a child to anyone other than the parent/guardian unless otherwise stated. All individuals picking up students should have a picture ID available. Upon returning to school from an appointment, students must deliver a doctor's note to the office. A note from the appointment **MUST** accompany the child in order for the time to be excused. If a note from the appointment is not received the time will be unexcused.

Students **MUST** turn in a written excuse for an absence to **the office** the first day they return to school following the absence. **If a note is not received within 3 days of the absence, state law requires us to mark the student unlawfully absent.**

END OF MARKING PERIOD

Marking Period 1: October 30, 2018 Marking Period 2: January 17, 2019
Marking Period 3: March 27, 2019 Marking Period 4: June 5, 2019

- Note: Kindergarten receives progress reports for marking periods 2 & 4. First grades receive report cards for marking periods 2, 3 & 4.
- All report cards are now viewed online. ***Please make sure we have a current email address and that you have registered your child in the Home Access Center (HAC). The office will be providing assistance with HAC at Parent/Teacher conferences.

PARENT CONFERENCE DATES

November 6, 2018: K-5 conferences – **students do not come to school**
November 7, 2018: Kindergarten conferences – **grades 1-5 regular school day**

January 24, 2019: Kindergarten conferences – **grades 1-5 regular school day**
January 25, 2018: K-5 conferences – **students do not come to school**

GRADING INFORMATION

Students are graded in physical education, art, and music during the second and fourth marking periods. In assessing a student's achievement in academic subjects and determining a grade, teachers may utilize the items listed below:

- Tests/quizzes
- Teacher observation of student's level of mastery
- Student effort
- Individual and group reports/projects
- Mastery level skill worksheets
- Completion of homework assignments
- Classroom assignments
- Student participation in class

Practice worksheets, which enable a student to work toward mastery of a skill, are not graded. Students would not be penalized for incorrect responses, nor would they receive credit for correct responses. These items are for practice and enable the student to work through any problems and obtain teacher assistance before testing takes place.

APPROACHES TO LEARNING

All children receive feedback "Approaches to Learning" which provides details about school conduct. These ratings are determined primarily by classroom behavior. However, behavior in the cafeteria, halls, restrooms, specials, and on the playground also have an impact on these scores. Teachers confer with each other and, when needed, with the principal prior to determining this report card grade.

QUESTIONS REGARDING GRADES

Upon viewing your child's report card online, we suggest you discuss the report card with your child. If questions or concerns arise, please call the teacher to schedule an appointment. This need not be done for the first and second report cards because parent conferences are scheduled at the close of each of these marking periods. Please note that report cards are now viewed online. (HAC)

CAFETERIA SERVICES

Do to federal funding, all students at Paxtang Elementary will receive free breakfast and lunch if they desire.

BUILDING SECURITY

Entrance/Exit doors will be locked once students have entered the building and after they are dismissed. Access to the building during the school day can only be made through the front entrance. Visitors should ring the bell to the left of the entrance doors and wait for a response from the office. The door will be unlocked electronically so you may turn the handle and pull the door open.

All parents/guardians must report to the office to receive approval before entering the building. Please have your picture identification or license with you when you come into the office. These security procedures have been put into place for the safety of your children. No one will be permitted to go to a classroom unless approved by Mr. Stewart or Mr. Keich and proper clearances are provided or on file.

DRESS CODE FOR STUDENTS

The student dress code is outlined in the district handbook. Please see the following page for district guidelines.

- The length of shorts and skirts may NOT be excessively short and must extend to mid-thigh.
- Halter, tube tops, “spaghetti” straps, and tank type tops are NOT TO BE WORN.
- Logos or writing on t-shirts or other clothing should be appropriate.
- Platform soled shoes, flip flops, and thong sandals can cause injury during certain activities and walking on stairs and should NOT BE WORN.
- Students who are dressed inappropriately will need to call home from their classroom and ask someone to bring a change of clothes to school. The nurse will not be able to provide clothes for dress code violations. The clothing in the nurse’s office is for emergency use only.
- Dress code is expected to be enforced and discussed throughout the school year.

FORGOTTEN ITEMS

We are aware that items are forgotten at home from time to time and will need to be dropped off in the office. Please limit the items to only those that are necessary. Please try to make sure that lunches, instruments, and sneakers come to school with your child and are not being dropped off on a regular basis. Please share keys and personal information with them at home.

BIRTHDAY TREATS

Students are permitted to bring a **small** edible treat into their class to celebrate their birthday. Please make sure you are contacting your child's teacher prior to the day so specific plans can be made.

- Birthday treats are to be sent with the child or dropped off in the office.
- Parents will not be permitted to go to the classroom to deliver the treats.
- Central Dauphin School District prefers healthy treats for the students.
- All items are to be individual servings.

No personal birthday presents such as cards, balloons, gift bags, and flowers will be able to be presented to children during the school day.

STUDENT DISCIPLINE POLICY

Paxtang Elementary School expects students to respect and consistently follow socially acceptable behaviors. As the Paxtang Student Pledge states, Today I will be respectful, responsible, safe, and prepared. I control the choices I make. These choices have rewards and consequences. I pledge to be an honest, responsible Paxtang citizen. Those students, who choose to follow all school rules, will be provided with rewards. On the other hand, when school rules are broken, all adults within the building will respectfully and consistently follow through with appropriate consequences.

What is Positive Behavior Intervention and Support or PBIS?

Paxtang Elementary School has adopted a school-wide approach to discipline known as Positive Behavior Intervention and Support (PBIS). PBIS promotes strategies intended to focus our school's disciplinary efforts toward positive reinforcement of desired student behaviors. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn.

We have adopted a unified set of school rules. These rules define our expectations for behavior throughout our school. You will see rules posted throughout the building and your child will be learning them during his/her first days at school and these rules will be reviewed continuously throughout the school year. Our unified school rules, found in every classroom and non-classroom settings in the school, are as follows:

- Rule 1: Be Respectful
- Rule 2: Be Responsible
- Rule 3: Be Safe
- Rule 4: Be Prepared

As part of our PBIS process, teachers and other staff members use evidence-based practices to increase student learning and decrease classroom disruptions. To keep students aware of the rules in a positive manner, we do the following when teaching academics and behavior:

- constantly teach and refer to our school-wide expectations
- provide students with more praise than correction
- talk to students with respect using a positive voice tone
- actively engage everyone in the class during instruction
- use pre-correcting prompting, and redirecting as we teach
- look for the positive first and provide positive, immediate, frequent, and explicit feedback

PAXTANG ELEMENTARY SCHOOL RULES

- 1) Be Respectful - Each student will act in a respectful manner.
- 2) Be Responsible - Each student will be responsible for his/her behavior.
- 3) Be Safe - Everyone will maintain an environment that is safe and conducive to learning.
- 4) Be Prepared - Each student will be prepared to learn and participate effectively in school activities.

Be Respectful - Each student will act in a respectful manner.

For Example ...

Say, "please," "thank you," "sorry," & "excuse me"

Cooperate with others - Adults and other children listen to and follow directions.

Be Responsible - Each student will be responsible for his/her behavior.

For Example ...

When rules are broken, be honest about it.

When the choice is made to break school rules, be prepared to accept the consequences.

Be Safe - Everyone will maintain an environment that is safe and conducive to learning.

For Example ...

Keep your hands and feet to yourself.

Use appropriate language.

Walk while inside the building.

Be Prepared - Each student will be prepared to learn and participate effectively in school activities.

For Example ...

Have all materials for class (pencils, books, paper, etc.).

Have homework and class work.

If behavior problems occur with individual students, the staff will utilize logical consequences. Examples: Running in the hallway/return and walk, throwing trash on the floor/pick it up and throw it away, not lining up properly/go to the end of the line,...

Bus behavior - If an incident report is provided to the principal regarding a student's behavior on the bus, the principal will decide what the consequence will be. Reoccurring incidents may result in loss of bus privileges.

Severe Infraction Clause - If a student has inappropriate physical contact of any kind and/or uses unacceptable verbal language, consequences will be assigned by the principal according to Central Dauphin School District's Code of Conduct.

PAXTANG PLAYGROUND

Playground Area

Students planning to use the equipment should wear sneakers. Students wearing other types of shoes have a tendency to slip and fall and as a result they will not be permitted on the equipment.

ACADEMIC ORGANIZATION & PROGRAM FOCUS

English Language Arts (ELA): Reading, English, Spelling, Handwriting

Program Focus:

Students continuously progress through all reading skills. Teachers are encouraged to enhance reading development through the use of children's literature and in the integrated language arts curriculum. Teachers read aloud to students and independent reading is done at the discretion of the teacher. The district curriculum requires that language arts skills be taught through application in writing. Students are taught the writing process in grades 1-5 with specific pieces of writing required in each grade. Spelling is taught individually, small group and through whole class instruction. Word families are the basis of instruction but new words may also include words from writing samples or content subjects.

Handwriting

Printing is taught in grades K-2 with cursive introduced during grade 3. Handwriting skills are refined throughout the elementary years through practice in all grades.

Mathematics

Students learn basic facts and develop computational skills. They will develop an understanding of abstract concepts and problem solving which will enable the student to use thinking and reasoning abilities throughout life. Use of manipulative and calculators will also be a priority. Math language and vocabulary is also a very important part of instruction.

Social Studies

Students begin with an awareness of self and interactions with others in the family and community. As students' progress, the curriculum is expanded to our state and nation. Map skills are included at every level.

Science

Students develop thinking skills related to scientific inquiry through investigations. By encouraging the learner's natural curiosity, students discover, solve problems, and work cooperatively to explore the scientific world.

Art

Students engage in art instruction to experience and appreciate various art forms. The program is supplemented with classroom activities. Specific objectives are set for each grade level to accomplish.

Music

Students participate in vocal music instruction. Basic vocal skills are developed along with an appreciation for music. The program is supplemented by elective instrumental music instruction available in grades 4-5 and in chorus in grades 4-5.

Physical Education

Physical education instruction is conducted each cycle. The program is reflective of the students' physical development. Basic games and team sport skills are presented with an emphasis on sportsmanship. The program is supplemented with an adapted physical education program for those students requiring special instruction because of physical handicaps.

Technology

Students at every grade level have access to computers. Each classroom in grades K-5 has at least two computers to be used on a daily basis by students. Each classroom has the opportunity to use the computer lab on a weekly basis as well as other times for research projects.

Library

Students in grades 1 – 5 will visit the library once per cycle for instruction and book exchange. Students are taught how to use the library resources including electronic search stations and research materials. It is also available at other times for research projects.

Multi-Tiered System of Support (MTSS)

MTSS is a multi-step approach to providing high quality instruction and interventions to students who struggle with learning and behavior. The whole idea is to prevent students from developing serious academic problems in reading, as well as, to enhance instruction for those students who are doing well. All students will be assessed several times during the year. Every student will receive the core Language Arts curriculum in the regular education setting. The progress of a student is monitored and the results used to make decisions about the need for further research-based instruction and/or targeted interventions. The interventions will occur mostly in small groups and instruction will be delivered by teachers trained in specific programs.

By using the MTSS process, our school can potentially reduce the time a student waits before receiving additional instructional assistance; increase the number of students who succeed within the general education program and limit the amount of unnecessary testing that is not related to instruction.