

STUDENT-PARENT/GUARDIAN HANDBOOK 2021-2022



Artman Elementary School Grades K - 3

343 North Hermitage Rd.

Hermitage PA 16148-3320

724-981-8750 ext. 5000

Office Hours 8:00am to 4:00 pm

Principal: Mrs. Amy S. Wanchisn

If you would like any school district document translated, please contact us at 724-981-8750. Contactez-nous pour la version française. Si Ud. Quisiera tener una traducción de este document Ud puede ponesrse en contacto con nosotros.

Dear Parents,

I am happy to welcome you to Artman Elementary School in the Hermitage School District. The teachers and staff are eager to provide your child with an exceptional year of learning.

This handbook is provided to help you understand some of the basic procedures and policies used at our school on a daily basis. I encourage you to read it and refer to it when you have questions. It covers a broad range of topics and may prove helpful to you throughout the school year.

We need your help and cooperation in implementing many of the procedures listed in this handbook. Our school works best when parents, staff and students are all working cooperatively using the same procedural guidelines. The items listed in this handbook are intended to maintain an effective and orderly learning environment for all of the children attending Artman Elementary School.

Once you have read the handbook, if you have additional questions, please call the school office for assistance at 724-981-8750 ext. 5000.

Best wishes for a terrific school year!

Sincerely,

Amy S. Wanchisn

Artman Elementary Principal

PTO Officers K-3

Megan Lowry - President

Kyleigh Chovan – Vice President

Jennifer McConnell– Treasurer

Bonnie Kerlek – Secretary

Lori Voytik – Member-at-Large

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DISTRICT MISSION STATEMENT

"The Mission of the Hermitage School District is to educate our students to become motivated and responsible citizens. We will graduate students that are critical thinkers, effective problem solvers, strong communicators and creative individuals. Our students will use literacy, writing and technology as tools to contribute and compete in a diverse society."

PRIVACY RIGHTS OF PARENTS AND STUDENTS

The school district and its employees are required by federal law and state and federal rules and regulations to protect the rights of students. The foundation of these rights comes from federal legislation entitled Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment). There are some rules and regulations dealing with regular and special education students' rights and privacy. All students are covered by the state regulations contained in Chapter 12, known as Students' Rights and Responsibilities. The basic premise of these laws, rules, and regulations is that information about students cannot be disclosed without written parental consent. A more detailed description of the Family Educational Right and Privacy Act can be found on our website under, "Annual Public Notice".

HERMITAGE SCHOOL DISTRICT SPECIAL SUPPORT SERVICES

FOR INFORMATION ONLY

Annual Public Notice of Special Education & Early Intervention Services and Programs

It is the responsibility of the Pennsylvania Department of Education to ensure that all children with disabilities residing in the Commonwealth, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated. This responsibility is required by a federal law called the Individual with Disabilities Education Act (IDEA).

The IDEA requires each state educational agency to publish a notice to parents in newspapers or other media before any major identification location or evaluation activity. The IDEA requires this notice to contain certain information. Pennsylvania law requires each school district to fulfill this notice requirement by providing an annual public notice.

The school district is required by the IDEA to provide a free appropriate public education to children with disabilities who need special education and related services. Pennsylvania has adopted state laws which conform with the IDEA and which school districts must follow. In Pennsylvania a school age child with disabilities who needs special education and related services is identified as a child with a disability. Students are exceptional if they need specially designed instruction and have one or more of the following physical or mental disabilities:

Autism/Pervasive Development Disorder	Orthopedic Impairment
Deaf-Blindness	Other Health Impairment
Deafness	Specific Learning Disability
Emotional Disturbance	Speech or Language Impairment
Hearing Impairment	Traumatic Brain Injury
Intellectual Disability (Mental Retardation)	Multiple Disabilities
Visual Impairment Including Blindness	

In Pennsylvania, students also qualify as exceptional if they require specially designed instruction and are determined to be mentally gifted. Also, school districts are required to conduct child find activities for children who may be eligible for gifted services via 22 PA Code Chapter 16. For additional information regarding gifted services, the parent may refer to 22 PA Code Chapter 16. If a student is both gifted and eligible for Special Education, the procedures in IDEA and Chapter 14 shall take precedence.

EARLY INTERVENTION

IDEA requires the provisions of a free appropriate public education (FAPE) to children with disabilities between 3 years of age and the school district's age of beginners. In Pennsylvania, a child between 3 years of age and the school district's age of beginners who has a developmental delay or one or more of the physical or mental disabilities listed above is identified as a child with a disability. Developmental delay is defined as a child who is less than the age of beginners and at least three years of age and is considered to have a developmental delay when one of the following exists: (i) the child's score, on a developmental assessment device, an assessment instrument which yields a score in months, indicates that the child is delayed by 25% of the child's chronological age in one or more developmental areas, or (ii) the child is delayed in one or more of the developmental area, as documented by test performance of 1.5 standard deviations below the mean on standardized tests. Developmental areas include cognitive, communicative, physical, social/emotional and self-help. For additional information you may contact the Early Intervention Program Supervisor at Midwestern Intermediate Unit IV, 453 Maple Street, Grove City, PA 16127 or (724) 458-6700.

These children are afforded the rights of school age exceptional children, including screening, evaluation, individualized education program planning, and provisions of appropriate programs and services. The Pennsylvania Department of Education is responsible for providing programs and services to these children under Act 212 of 1990, the Early Intervention Services System Act.

SCREENING

Each school district must establish and implement procedures to locate, identify, and evaluate students suspected of being exceptional. These procedures include screening activities, which include but are not limited to: review of group-based data (cumulative record, enrollment records, health records, and report cards); hearing screening (at a minimum of kindergarten, special ungraded class, first, second, third, seventh, and eleventh grades); vision screening (every grade level); motor screening; and speech and language screening.

In schools which have an Instructional Support Team (IST) or child study team or Response to Instruction and Intervention (RtII), the above screening activities may be a consideration used by these teams as another level of screening. Parents and members of the professional staff of the student's school have the right to request screening by the IST or child study team.

Except as indicated above or otherwise announced publicly, screening activities take place in an ongoing fashion throughout the school year. Screening is conducted in the student's home

school unless other arrangements are necessary. Telephone numbers and addresses can be found at the end of this notice for more information.

EVALUATION

When screening indicates that a student may be exceptional, the school district will seek parental consent to conduct an evaluation. "Evaluation" means procedures used to determine whether a child has a disability and the nature and extent of the special education and related services that meet the child's needs. The term means procedures used selectively with an individual child and does not mean basic tests administered to or procedures used with all children.

In Pennsylvania, this evaluation is called a multidisciplinary evaluation (MDE). It is conducted by a multidisciplinary team (MDT), which must include a school psychologist, a teacher and the parents. The MDE process must be conducted in accordance with specific timelines and use procedural safeguard procedures. For example, tests and procedures used as part of the multidisciplinary evaluation may not be racially and culturally biased.

The MDE process results in a written evaluation report called an (ER). This report makes recommendations about a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction. The evaluation report also makes recommendations for educational programming regardless of whether or not the team recommends that the student is exceptional. Once parental consent for an evaluation is obtained, the school district has timelines and procedures specified by law, which it must follow.

Parents who think their child is a child with a disability may request, at any time that the school district conduct a multidisciplinary evaluation. This request should be made in writing to the Coordinator of Special Education Office. If a parent makes an oral request for a multidisciplinary evaluation the school district shall provide the parent with a form for written permission. Instructional Support (IS) activities or RtII do not serve as a bar to the right of a parent to request, at any time, including prior to or during the provision of instructional support activities, a multidisciplinary evaluation. For information about procedures applicable to your child, contact the school which your child attends. Telephone numbers and addresses can be found at the end of this notice. Parents of preschool age children three through five may request an evaluation in writing by addressing a letter to the Early Intervention Program Supervisor at Midwestern Intermediate Unit IV, 453 Maple Street, Grove City, PA 16127 or by contacting the Preschool Connection at 1-800-345-0033.

Parents also have the right to obtain an independent educational evaluation. The school district must provide to parents, on request, information about where an independent educational evaluation may be obtained.

CONSENT

School entities cannot proceed with an evaluation, or with the initial provision of special education and related services, without the written consent of the parents. For additional information related to consent, please refer to the Procedural Safeguards Notice which can be found at the PaTTAN website at www.pattan.net. Once written parental consent is obtained, the school district, intermediate unit or charter school will proceed with the evaluation process. If the parent disagrees with the evaluation, the parent can request an independent education evaluation at public expense.

PROGRAM DEVELOPMENT

Once the evaluation process is completed, a team of qualified professionals and the parents determine whether the child is eligible. If the child is eligible, the individualized education program (IEP) team meets, develops the program, and determines the educational placement. Once the IEP team develops the program, and determines the educational placement, school district staff, intermediate unit staff, or charter school staff will issue a notice of recommended educational placement/prior written notice. Your written consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

EDUCATIONAL PLACEMENT

A single test or procedure may not be the sole factor in determining that a child is exceptional. The IEP team must include a district representative, the student's teacher, special education teacher and the parents. If the student is determined to be exceptional an IEP will be developed.

An IEP describes a student's current educational levels, goals, and objectives, and the individual programs and services, which the student will receive. IEP's are reviewed on an annual basis. The IEP team will make decisions about the type of services, the level of intervention and the location of intervention.

Placement must be made in the least restrictive environment in which the student's needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

SERVICES FOR PROTECTED HANDICAPPED STUDENTS

Students who are not eligible to receive special education programs and services may qualify as protected handicapped students and therefore be protected by other federal and state laws intended to prevent discrimination. The school district must ensure that protected handicapped students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for the individual student.

In compliance with state and federal law, the school district will provide to each protected handicapped student without discrimination or cost to the student or family, those related aides, services, or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for protected handicapped students are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs.

The school district or parent may initiate an evaluation of a student under the laws, which protect handicapped students. Parents who wish to have a child evaluated should contact the building principal or the Office of Special Education.

CONFIDENTIALITY

Each school district protects the confidentiality of personally identifiable information regarding its exceptional and protected handicapped students in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and other applicable federal and state laws.

The Family Education Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. The age of majority in Pennsylvania is 21. These rights are:

- 1.) The right to inspect and review the student’s education records within 45 days of the day the school receives request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- 2.) The right to request the amendment of student’s education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the school to amend a record that they believe is inaccurate. They should write the school principal (or appropriate school official) and clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- 3.) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent is disclosure to school officials with legitimate education interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her task.

A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.

- 4.) The right to file a complaint with the U.S. Department of Education concerning alleged failure by the school district to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

The school district maintains its education records in compliance with the guidelines for the collection, maintenance and dissemination of pupil records. Category “A” data which includes the minimal personal data necessary for operation of the school district will be maintained for a minimum time period of a 100 years. Category “B” data which includes verified information of clear importance, but not absolutely necessary to the school, over time, in helping the child or in protecting others will be maintained until the child leaves school. Category “C” data which includes potentially useful information, but not yet verified or clearly needed beyond the immediate present, will be reviewed at least once a year and destroyed as soon as its usefulness has ended.

In addition, the school district may release “directory information” without parental consent unless a prior written objection to the release of such information is provided to the school district by the parent(s). “Directory information” includes the following: student’s name, address, telephone listing, date and place of birth, photographs, videotapes, major fields of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, duties of attendance, honors and awards received. If you object to the disclosure of this information, you must submit a written letter of objection to the school district. Written objections for students 3-5 years old should be mailed to Midwestern Intermediate Unit IV at 453 Maple Street, Grove City, PA 16127.

For additional information related to student records, the parent can refer to the FERPA at the following url: <http://www.ed.gov/policy/gen/quid/fpco/ferpa/index.html>

PROCEDURAL SAFEGUARDS

Procedural safeguards protect the rights of parents and students. These safeguards include the following:

- Parent’s consent is always required prior to:
 - A. Conducting an initial (for the first time) evaluation or a reevaluation,
 - B. Initially placing a child with a disability in a special education program,
 - C. Disclosing to unauthorized persons personally identifiable information.
- The school district must notify parents in writing whenever it wants to begin, change, or discontinue special education and related services. Along with this notification, the school district will provide the parents with a comprehensive, written description of their rights.
- Parents who disagree with such actions proposed or refused by the school district have the right to request a hearing by an impartial third party using a procedure called due process.
- Before a due process hearing will take place, the district must convene a preliminary meeting with the parent and the relevant member(s) of the IEP team in an attempt to resolve issues without the need for a due process hearing.
- Pennsylvania has also made mediation services available throughout the Commonwealth at Commonwealth expense. Mediation services help parents and agencies involved in a dispute over special education to attempt to reach a mutually agreeable settlement with the assistance of an impartial mediator. Mediation is completely voluntary. Mediation does not deny or delay a party’s right to a due process hearing.

- School districts also have the right to initiate due process in certain situations. During a due process procedure, a student must remain in the last agreed upon educational placement (a status called pendency). Due process procedures are governed by timelines and procedures in Pennsylvania law. Throughout due process, an attorney may represent parents.
- Due process hearings are oral personal hearings and are open to the public, unless the parents request a closed hearing. The decision of the hearing officer shall include finding of fact, a discussion, and conclusions of law. The decision of the hearing officer may be appealed to the appropriate court.
- Each school district must make available, upon request, printed information regarding special education programs and services and parent due process rights. This printed information is available from each building principal and/or the Office of Special Education.

MODE OF COMMUNICATION

The content of this notice has been written in straight forward, simple language. If a person does not understand any of this notice, he or she should contact the school district or IU and request an explanation.

The school district or IU will arrange for an interpreter for a parent with limited English proficiency. If a parent is deaf or blind or has no written language, the school district or IU will arrange for communication of this notice in the mode normally used by the parent (e.g. sign language, Braille, or oral communication).

For further information contact:

Hermitage School District
 Director of Special Services, LEA
 411 North Hermitage Road
 Hermitage, PA 16148
 724-981-8750 ext. 6015

The school district, intermediate unit or charter school will not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, sex, disability, age, religion, ancestry, or any other legally protected classification. Announcements of this policy are in accordance with the state and federal laws, including Title VI of the Civil Rights Act of 1966. Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and the Americans with Disabilities Act of 1990. For information regarding grievance procedures, services, activities, programs and facilities that are accessible to and usable by handicapped persons or, for inquires regarding compliance with the above nondiscriminatory policies, please contact the Superintendent of Schools at your local school district, or Midwestern Intermediate Unit IV, 453 Maple Street, Grove City, PA 16127 (724-458-6700).

The school district will make reasonable accommodations to its programs and services to assure access to all persons. If, because of a disability, you require an accommodation please contact the Superintendent of Schools, Americans with Disabilities Act Coordinator at the school district in which you reside listed above or the Director of Special Education at Midwestern Intermediate Unit IV at (724)458-6700.

August 2018

CHILDREN/YOUTH EXPERIENCING HOMELESSNESS

Pennsylvania's Education for Children and Youth Experiencing Homelessness Program was established to make sure homeless youth have access to a free and appropriate public education while removing barriers that homeless children face. Its goal is to have the educational process continue as uninterrupted as possible while the children are in homeless situations.

Section 725(2) of the McKinney-Vento Act¹⁰ defines “homeless children and youths” as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes —

- Children and youths who are:
 - sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled-up”);
 - living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
 - living in emergency or transitional shelters; or
 - abandoned in hospitals;
- 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;
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.
- Unaccompanied homeless youth including any child who is not in the physical custody of a parent or guardian. This includes youth who have run away from home, been thrown out of their home, been abandoned by parents or guardians, or separated from their parents for any other reason.

If you are aware of any children in the school district who may possibly fit the above criteria, or if you have a complaint regarding McKinney-Vento provisions, please contact a school principal or the school district’s homeless liaison, Nanci Hosick, at 724-981-8750, ext. 6015 or nanci_hosick@hermitage.k12.pa.us. Services and support are available for these students.

Homeless Liaison

Nanci Hosick

724-981-8750, ext. 6015

nanci_hosick@hermitage.k12.pa.us

See HSD website for board policy #251: Homeless students at www.hermitage.k12.pa.us

Offices: Central Admin: School Board Policies

Artman Elementary
FACULTY AND STAFF
2021-2022

Principal:	Mrs. Amy Wanchisn		
Adm. Asst:	Mrs. Cindy Foster		
Bldg. Secretary:	Mrs. Diane Edwards-Murphy		
Kindergarten:	Ms. Sherry Bayuk Mrs. Amy Cox Mrs. Kim Gagliardi Mrs. Ashley Goff Mrs. Gina Gurska Ms. Shanna Resetar Mrs. Angela Smith	Speech Therapists:	Mrs. Danielle Fromm Ms. Lisa Umbaugh Mrs. Cheryl Martuccio
		ESL:	Mrs. Cheryl Martuccio
		Quest:	Ms. Lindsay Ramage
		Child Serv. Specialist:	Ms. Patricia Bruzzese
Grade One:	Mrs. Meghan Cowart Mrs. Marla DeJulia Mrs. Megan Russo Mrs. Jennette Swatsworth Mrs. Maegan Telega Mrs. Mary Trimble Mrs. Jennifer Wadrose	Nurse:	Mrs. Raeann Erdesky
		Psychologists:	Mrs. Morgan O'Connor Mr. Patrick Aretz
		Learning Support Aides:	Mrs. Sandy Pallini Mrs. Allie Brown Mrs. Tammie Brown Mrs. Dorothy Myers Mrs. Michelle Rueberger
Grade Two:	Mrs. Megan Beighley Mrs. Megan Glus Mrs. Stacey Mattocks Mrs. Natasha Reino Mrs. Jessica Schuster Mrs. Alyssa Scott	Custodians:	Mrs. Kate Thomas Mrs. Dana Resele
		Instructional Aides:	Mrs. Joyce Barlow Mrs. Jennifer Black Mrs. Kira Drakulic Mrs. Shannon Gargano Mrs. Lori Gargasz Mrs. Jodie Heylmun Mrs. Toni Pletcher Mrs. Laurie West Mrs. Lori Woods
Grade Three:	Mrs. Jaclyn Barker Mrs. Anna Gilson Mrs. Mellissa Grande Mr. Matt McKee Ms. Marly Nichols Mr. Chris Ramage		
Learning Support:	Mrs. Erica Kizak Grade 1 & 2 Mrs. Jaime Townsend Grade K	Cafeteria:	Mrs. Madonna Brown Mrs. Pam Cart Mrs. Denise Flocco Mrs. Rachel Elvasky Mrs. Cindy Means Mrs. Susan Morgenstern Mrs. Leisa Conlin Mrs. Cheryl McLallen
Art:	Mrs. Jessica Gibb		
Music:	Mrs. Lanette Winterberger		
Physical Education:	Mr. Shawn Valenly		
Literacy Center:	Mrs. Shelley Cummings		
Instructional Coach:	Mr. Vince D'Angelo		
Instructional Coach:	Mrs. Beth Stefano		
Autistic Support:	Mrs. Kerri McCowien Mrs. Megan Gregor		
Emotional Support:	Mrs. Taylor Forbes		

TEACHER/AIDE QUALIFICATIONS

As a parent of a student at Artman Elementary School, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information regarding your child's teachers. You may inquire regarding:

- Whether the PA Dept. of Education has licensed or qualified teachers and aides who provide services to your child.
- The teacher's college major and advanced degrees.

Any information regarding teacher qualifications can be obtained by contacting the principal's office.

CHILD SERVICES SPECIALIST

Our Child Services Specialist is available to help families take advantage of benefits provided by our school and by various support agencies within our community. Guidance is also available in matters such as school attendance and social or school adjustment.

Artman Elementary

2021-2022

Calendar Highlights

****This is a tentative schedule. ALL of these dates are subject to change. Should an adjustment be necessary, you will be notified as soon as possible.**

August	23-27	Flexible In-Service Days (In-Service Day #1)
August	30	In-Service Day #2; final classroom prep
August	31	<i>First Day of School ; Kindergarten Orientation</i>
September	1	First Day of School for Kindergarten
September	3	In-Service Day #3 Staff meeting
September	6	Labor Day – No School for Students/Staff
September	9	Open House
September	13-24	Fall Global Assessments
September	17	Constitution Day
September	17	PTO Fundraiser Kick-Off Assembly
October	1	1st Mid Nine Week
October	3	Progress Reports sent out (Grade 3 only)
October	7	School Picture Day
October	7	PTO Family Fun Night - Coolspring Corn Maze
October	29	PTO Fall Parties
November	4	End of the first nine weeks
November	5	In-Service Day #4, No School for Students, 180-Day Staff
November	11	1 st nine weeks portfolios/report cards sent home (tentative date)
November	16-18	2nd Grade Musical
November	24-29	Thanksgiving Break- No school for students and staff
November	30 - Dec.6	PTO Craftland
December	13	2 nd Mid Nine Week
December	15	Progress Reports sent out (Grade 3 only)
December	22	PTO Winter Holiday Party
December	23-31	Winter Vacation Break - No school for students and staff
January	10-21	Winter Global Assessments
January	17	No school for teachers, students and 180-staff
January	25	End of the second nine weeks/first semester
February	1	2 nd nine weeks portfolios/report cards sent home (tentative date)
February	8	100 th Day of School
February	14	PTO Valentine's Day Party
February	14	Jump Rope for Heart Event
February	17	PTO Family Game Night
February	18	No School for teachers, students, 180-day staff
February	21	In-service Day #5 – No school for students
February	28	3 rd Mid Nine weeks
March	2	Progress Reports sent out (Grade 3 only)
March	8-9	Kindergarten Registration for 2021/2022 school year
March	18	No School for teachers, students, 180-day staff
March	18	PTO Princess Ball
March	21	In-service Day #6 - No school for students
March	29 - 31	3rd Grade Musical
April	4	End of 3 rd nine weeks

Artman Elementary Calendar Highlights Continued:

April	11	3 rd nine weeks portfolios/report cards sent home (tentative date)
April	14-18	Spring Break Vacation
April	25-29	Grade 3 – PSSA ELA Testing
May	2-5	Grade 3 – PSSA Math Testing
May	6	Act 80 Day – No School for students
May	9-20	Spring Global Assessments
May	9-13	Teacher Appreciation Week
May	10	4 th Mid Nine Weeks
May	12	Progress Reports sent out (Grade 3 only)
May	19	Get to Know Artman Day
May	24-27	Grandparents Breakfast / Luncheon
May	30	Memorial Day - No school for students and staff
June	7	PTO Field Day
June	8	Move Up Day
June	10	Last day of school/early dismissal; 4 th nine weeks/2 nd semester portfolios & report cards sent home

Snow Day Make-up: 2/18/22, 3/18/22, 4/14/22

EDUCATION PROGRAMS

EDUCATIONAL PROGRAM

The Artman Elementary School early childhood program for kindergarten through third grade is a rich and balanced academic curriculum of age-appropriate activities that encourage children to want to learn more.

A core of basic skills is developed through a balance of experiences, skills, and information. The curriculum is organized thematically and integrates language arts (reading, writing, oral language and listening), math, spelling, science, social studies, health, and handwriting.

Opportunities to explore and develop creatively, physically, socially, and intellectually are also provided through visual and fine arts, music, physical education, and library. Technology integration occurs daily through the use of iPads, interactive white boards, and chromebooks within the classroom setting.

The primary program is a flexible one based on developmentally appropriate practices and the interest and needs of the young learner.

The Hermitage School District offers a comprehensive K-12 “QUEST” Program for students who are mentally gifted. Parents/guardians may obtain information about the evaluation process from the principal’s office or the Director of Special Services at 724-981-8750 Ext. 6300.

The Hermitage School District School Report Card can be accessed at the PA Department of Education website (www.pde.state.pa.us).

KINDERGARTEN PROGRAM

Our Kindergarten program is designed to help five year olds make the transition from home to school. The Kindergarten atmosphere is one of play and nurturing care in which children are treated as children.

Teachers promote “work-play”, the kind of serious play that children do when they are reading, performing, building with blocks and shapes, counting beads and writing stories.

The program is a full day. A half day kindergarten option is also available and is arranged when preferred by the parent/guardian or when recommended by school personnel.



OPEN HOUSE

Parents/guardians and children are encouraged to attend Artman Open House in September. Families will have the opportunity to meet the teachers and visit the school.

ARRIVAL/MID-DAY/DEPARTURE PROCEDURES

VISITORS/VOLUNTEERS ENTRY INTO BUILDING

All visitors, regardless of the nature of their visit, must report to the main office to sign in upon entering the school.



SCHOOL HOURS

School opens to students at 8:30 am and closes at 3:55 pm. Students may enter the school at **8:20 am** if they are transported by car. All car riders must enter through the main entrance of the Artman Building.

ARTMAN ELEMENTARY – DAILY BUILDING SCHEDULE 2021-2022

Time:	Daily Routine / Activity:
8:30–8:50 am	Student drop-off begins w/staff supervision Buses Unload
8:50 am	Instructional Time Begins Morning Instructional Block Language Arts, Mathematics
11:05 am	Kindergarten Lunch
11:45 am	Grade 2 Lunch
12:20 pm	Grade 1 Lunch
1:05 pm	Grade 3 Lunch
11:35am – Kindergarten 12:15pm – Grade Two 12:50pm – Grade One 1:35pm – Grade Three	Afternoon Instructional Block Mathematics, Science, Social Studies
3:25 pm	Class Closure Time
3:30pm-3:55pm	DISMISSAL Car riders called; begin loading buses
4:00 pm	Office Closes

Note: Special arts classes will occur throughout the day based on individual teacher schedules. These classes include: art, music, library, and physical education

STUDENT DROP-OFF

Drop-off time is 8:30 - 8:50 am. Parents/guardians are to refrain from parking and walking their children into the building. Please simply drop off and drive on; this is necessary to keep traffic flowing. A student entering later than 8:50 am is considered late and **must** enter the office, **accompanied by the parent/guardian**.

LATE ARRIVALS

Tardy time is 8:50 am. Children who arrive late to school must report to the office for a “late slip”. An adult **must** accompany the child into the office. The one exception is when the tardiness is caused by a late bus. In cases of repeated late arrivals, parents will receive an attendance letter.

Unlawful tardies include but are not limited to the following: car trouble, failed alarm, oversleeping, friend forgot to pick me up.

MEDICAL APPOINTMENTS/EXCUSES FOR EARLY DISMISSAL

If the student has a doctor or dentist appointment, it should be scheduled after 3:30 pm. Most doctors and dentists will do so if the parent/guardian requests it. If it is absolutely necessary to be excused for an appointment, the student must bring in a note signed by the parent/guardian requesting that the student be excused. **The note must have the student's first and last name, the teacher's name, the time he/she is to be excused, and the name of the doctor or dentist that he/she is going to see for other reasons.** Children are dismissed to their custodial parent/guardian only. If someone other than the parent/guardian is to pick up your child, please indicate the designated adult that you give permission to release your child to.

The student is expected to be in school for as much of the school day as possible; if the appointment is over in the morning, the student is expected to return to school to complete the day. Likewise, if the appointment is in the afternoon, the student is expected to attend morning classes. The student is required to bring back a note from the appointment (return to school order). Without prior notification and/or written verification from the doctor the lost time will be considered unlawful.

Parents/guardians must sign out and pick up their child in the principal's office. **Please be prepared to show photo identification. When picking up your child please do not park along the curb of the school, as it is a fire lane.**

PICK-UP PROCEDURES

1. **ALL** car riders must bring a note to school indicating the name of the adult picking them up at dismissal. This note must contain the following information:
 - a. First name of child
 - b. Last name of child
 - c. Grade level of child
 - d. Homeroom teacher's name
 - e. Date
 - f. Parent Signature
2. Each day a list of car riders will be created based on the notes sent into school. If you do not send in a note, your child will be placed on the bus.
3. A district-issued car rider sign to be displayed in your car window. Three copies of this sign were mailed to you in August. Please be sure whoever is picking up your child has this sign displayed as it will assist in expediting our dismissal process.
4. Car rider dismissal will follow a similar procedure as the 2020/2021 school year.
 - a. Please enter the district campus from Highland Road and pull up along the sidewalk for student pick-up
 - b. Display your district-issued car rider sign in your front car window
 - c. Artman staff will ask you to pull up to the orange cones for student pick up
 - d. Your child will be escorted out of the building and to your car
 - e. Exit the district campus by McDonald's
5. **Please do not arrive early as this causes major traffic issues in our parking lot and onto Highland Road.**
 - a. Kindergarten and 3rd grade car riders: 3:30pm - 3:40pm
 - b. 1st grade and 2nd grade car riders: 3:40pm-3:55pm
 - c. If you have children in both time frames, please arrive during the second time frame (3:40pm-3:55pm)

6. If you forget to send a note to school indicating that your child will be picked up, please call Artman 724-981-8750 ext. 5000 before 12pm.

STUDENT ATTENDANCE

ATTENDANCE – PHILOSOPHY AND RATIONALE

In order for students at Artman Elementary School to be productive citizens and contributing members of society, they must meet the responsibilities set by society. Students at Artman Elementary School are expected to share with the administration, faculty, and citizens of the city of Hermitage the responsibility for developing a climate within the school that is conducive to learning and citizenship. In order to foster dependability, reliability, and to achieve habits necessary for success in life, attendance standards must be adhered to in order for the student to take full advantage of the educational opportunities available to them on a daily basis.

The Pennsylvania School Code, State Board of Education regulations, and Hermitage School District policy require regular daily attendance. Regular daily attendance is necessary for students to achieve the maximum potential benefit from any course.

SCHOOL ABSENCES/ATTENDANCE

1.Required excuses: When a student returns to school after an absence, a written excuse must be provided by the parent/guardian. The excuse must **include the student's first and last name, grade, teacher name, date(s) of absence(s), reason for absence, parent/guardian signature.** The excuse must be provided within 3 days of the child's return or the absence may be declared illegal. Excused absences include illness of the child, quarantine, death in the immediate family, impassable roads, extremely inclement weather or exceptionally urgent personal or family reasons. (These must be cleared through the principal's office.) If a student is absent for 3 or more consecutive days, a medical excuse is required.

2.Medical/Non-medical excuses: If your child is seen by a physician, please supply a doctor's excuse upon return to school. As per the Hermitage School District policy, parents are required to provide a doctor's excuse for the remainder of the year once their child has missed 10 or more days of school for non-medical reasons. Failure to supply a medical excuse when required will result in an illegal absence. **Medical** is defined as "under doctor's care for a specific absence," i.e. doctor's excuse due to surgery, serious flu, mononucleosis, etc. **Non-medical** excused absence is a parent/guardian excuse stating the reason for absence, i.e. cold, stomach ache, sore throat, etc.

Extended Illness: Homebound instruction will be provided to those students with a bona fide medical need as attested to by a physician. It is intended to service students who will have an anticipated long-term absence, not merely students who will have an absence of less than 10 days duration. Please contact Mrs. Linda Willey at (724) 981-8750 ext. 6015 for more information.

3. Students sent home from school due to illness: If your child is sent home from school due to fever, *he/she is required to stay home the following school day*. Students can only return after they are fever-free for 24 hours without medication. This absence will be considered as a **medical excuse**. A fever is considered 100.4° and above.

4. Family Educational Vacation Policy:

Family educational vacation trips will be approved if they have educational merit, are supervised, and if the student does not have poor grades or attendance. Request forms for such trips are to be completed and returned to the principal's office at least one (1) week prior to the trip. Blank forms are available in the Office and on the Hermitage School District website. The forms must be completed prior to the trip or make-up work will not be permitted.

Students who are approved for educational vacation trips are to make arrangements with the teacher prior to the absence for make-up work. All work must be submitted on the day of return to school.

With no prior school approval the absence will be considered unexcused.

A family will be permitted five approved educational trip/vacation days during the course of the school year (approved by the principal), that will not be applied toward a child's 10 days of excused absence without a medical excuse.

5. Illegally absent: If your child accumulates five (5) unexcused absences, you will begin to receive attendance letters. After ten (10) unexcused absences you could be subject to legal charges and fines. Absences, or tardiness for reasons such as "missed the bus", "slept in", "helping sick mother at home", "shopping", etc. are considered unexcused.

ACADEMICS

STUDENT HOMEROOM ASSIGNMENTS



The scheduling of students is a complicated process with each homeroom having a similar make-up including the number of students, an equal distribution of girls and boys, a mix of students of varying abilities, as well as a number of other important considerations. These assignments are completed with consideration of the varied needs of all students concerned.

HOMEWORK

Artman teachers may be assigning homework or at-home projects. Homework provides your child with extra practice necessary to learn the skills considered essential to his/her learning. At home projects promote family involvement with classroom subject matter.



Homework Assignments due to absence: Though it is very important that your child not fall behind on his/her assignments due to illness, we ask that you request homework after the child has missed more than one day. Please allow your child the first day to rest. If more than one day is missed, please call the office no later than 11:00 am to allow the child's teacher enough time to prepare the work for pick-up. For multiple absences (i.e. remainder of the week) please allow 24 hrs. for assignments.

MONITORING OF STUDENT PROGRESS BY PARENTS/GUARDIANS

Parents/guardians will receive an access code and password to access student grades via Powerschool. These access codes are valid each year the child is in attendance and will not be redistributed annually. Teachers will update student grades weekly beginning the second full week of each grading period. If you are in need of assistance with this program, please contact Frank Gingras, the district Technology Coordinator at frank_gingras@hermitage.k12.pa.us.

CURRICULUM REVIEW

Parents/Guardians may request in writing to have an opportunity to review instructional materials. The request should be sent to the building principal.

PARENT PORTFOLIO REVIEW CONFERENCES

Portfolio review conferences are scheduled throughout the school year upon parent/guardian request. Please call your child's teacher for an appointment to discuss your child's progress. Phone conferences can also be used to communicate a child's progress.

EXEMPTION FROM INSTRUCTION

Parents/Guardians have the right to have their children excused from specific instruction that conflicts with their religious beliefs. The request must be made in writing and must detail the specific instruction from which the student is to be excused. This request must be sent to the building principal.



REPORT CARDS

Report cards are issued at the end of each nine-week grading period. The report card is a permanent record for the parent/guardian and need not be returned. Beginning in Grade 3, progress reports indicating reasons for unsatisfactory or failing work, as well as positive comments, are sent home midway through each grading period. Failure to receive a progress report does not necessarily mean a student will receive a passing grade, as other factors also impact grades.

GRADES

Report cards and student portfolios will be issued as follows:

Grades 1, 2 & 3 – At the conclusion of the 1st, 2nd, 3rd, and 4th nine-week period

Kindergarten – At the conclusion of the 2nd, 3rd, and 4th nine-week period

The following subjects are marked with number grades: reading, spelling, writing, mathematics and handwriting.

Subjects taught but not graded at the primary level are social studies, science/health, music, art, physical education, and library.

The grading scale for Kindergarten & Grade 1 is as follows:

93-100%	3 – Meeting Grade Level expectations
75-92%	2 – Approaching Grade Level expectations
Below 74%	1 – Beginning to develop Grade Level expectations

The incomplete grade (I) will indicate that some requirement has not been completed. The grade may be removed only by completion of the requirement.

The grading scale for Grades 2 & 3 is as follows:

A: 93%-100%	B: 85%-92%
C: 75%-84%	D: 65%-74%
F: 64% and below	

End of 9-Week Period

November 4, 2021

January 25, 2022

April 4, 2022

June 10, 2022

PROMOTION AND RETENTION

The recommendation of the classroom teacher shall be required for promotion or retention of a student.

The building principal shall be assigned the final responsibility for determining the promotion or retention of each student.

In all cases of retention, the parents/guardians shall be fully involved and informed throughout the process. Parents/Guardians and students shall be informed of the possibility of retention of a student well in advance.

Academic achievement, attitude, effort, work habits, behavior, attendance and other factors related to learning shall be evaluated regularly and communicated to students and parents/guardians.

The district shall utilize multiple measures of academic performance as determinants in promotion and retention decisions.

FIELD TRIPS

Field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important component of the instructional program of the school. Properly planned and executed field trips can:

1. Supplement and enrich classroom learning by providing educational experiences in an environment outside the schools.
2. Arouse new interests among students.
3. Help students relate academic learning to the reality of the world outside of school.
4. Introduce community resources, such as natural, cultural, industrial, commercial, governmental, and educational.
5. Afford students the opportunity to study real things and real processes in their actual environment.

Students on field trips remain under the supervision and responsibility of the school and are subject to its rules and regulations.

DISCIPLINE/ANTI-BULLYING/P200

PRINCIPAL'S PLAN

When a child is sent to the principal's office for disciplinary consequences, it is regarded as a serious matter. The principal will contact the parent/guardian by telephone or in writing. In some instances, behavioral plans among student/parent/guardian/teacher will be implemented.

RULES OF BEHAVIOR

Teachers and students will discuss the rules of the school during the first few days. Most rules will be the same kind your child has at home. Our school-wide rules are:

- 1. Be Ready**
- 2. Be Respectful**
- 3. Be Responsible**

DISCIPLINARY ACTIONS

A progression in disciplinary action will result in one or more of the following actions along with a call home:

1. Time out
2. Written/verbal apology
3. Parent/guardian Conference
4. Loss of privilege (i.e. recess, attendance of program or field trip)
5. Shortened school day
6. Suspension (1 – 10 days)
7. Other – includes restitution (monetary, cleaning)

DISCIPLINARY CODE

The disciplinary procedures herein pertain to school functions, home or away, school buses, or any other time students are representing their school. Not all acts of misconduct can be itemized; however, appropriate and reasonable disciplinary action will be taken for offenses not necessarily specified in this section. Respect and decency will prevail at the Artman Elementary School. Below is a list of main areas of misconduct leading to disciplinary action. Behavior which can be considered improper for an atmosphere conducive to learning shall be divided into two categories - minor and major infractions.

Minor Infractions

Some behaviors that could be considered as minor infractions:

1. Tardiness (unless habitual)
2. Dress code violation
3. Possession of radios, laser pointers or other electronic devices at school unless granted permission by the teacher for a class project
4. Failing to follow proper procedures in the cafeteria
5. Failing to follow class rules and regulations as described by the teacher

Major Infractions (Include but not limited to:)

Some behavior that could be considered major infractions:

1. Disruption of the normal school process
2. Damage, destruction, or theft of property (school or private)
3. Fighting and/or assault
4. Possession of weapons (guns, knives, other sharp instruments capable of inflicting serious injury) or other dangerous objects or toys
5. Bullying: threatening, intimidating, verbal abuse, causing or attempting to cause physical injury to any person.
6. Possession or use of tobacco, alcohol or other intoxicants or drugs or look alike drugs
7. Leaving the building or grounds without permission of authorized school personnel
8. Forging, altering, or theft of school-related documents including classroom tests and other related documents
9. Insubordination/defiant behavior
10. Wrongful discharge of an alarm system. (Referral will be made to proper authorities.)
11. Obscene, vulgar and/or profane language, obscene gestures, written, verbal, or pictorial. (Referral will be made to proper authorities.)
12. Gross misbehavior
13. Possession and/or use of any electronic device without teacher permission (cell phones, cameras, MP3 devices, etc.)
14. Harassment, sexual harassment/misconduct (verbal, written or pictorial harassment, bullying, or abuse, unwelcome touching, repeated remarks to a person with sexual or demeaning implications)
15. Extortion
16. Computer policy violation: Use of computer for anything other than educational purposes.

The administration will make the decision as to what action will follow based on the severity of the infraction. Suspension, recommendation for expulsion, or referral to authorities may be appropriate.

TERRORISTIC THREATS/ACTS

A terroristic threat is a threat (orally, written, or pictorial) to commit violence communicated with the intent to terrorize another, to cause evacuation of a building, or to cause a serious public inconvenience, in reckless disregard of the risk of causing such terror and inconvenience.

A terroristic act is an offense against property or involving danger to another person.

When an administrator has evidence that a student has made a terroristic threat or committed a terroristic act, the following guidelines shall be applied:

1. The building administrators may immediately suspend the student
2. The building administrators shall report the incident to the superintendent
3. Based on further investigation, the superintendent and/or administrators will report the student to law enforcement officials
4. The superintendent and/or administrators may recommend expulsion of the student to the school board

Due process rights will be followed in all cases.

SUSPENSION

Students may be suspended for one to ten days depending upon the infraction. In cases of suspension of four or more days, the student and parents/guardians will be offered an informal hearing with the principal. Suspension from the school includes suspension from all classes and activities.

ANTI-BULLYING INITIATIVE

It is our hope to eliminate the negative effects of bullying on our students by creating an environment that does not tolerate this type of behavior. Students and parents are encouraged to report incidents of bullying immediately to school personnel.

The Hermitage School District policy is to maintain a safe environment for all district students, all professional and non-professional district employees, and all visitors to the district. This will include all school activities on campus, at school functions, and while using school transportation. The policy extends to an environment in which bullying is unacceptable and not tolerated.

DEFINITION OF BULLYING: Bullying is a pattern of aggressive, repetitive, deliberate, conscious, systemic and/or premeditated intent by an individual or group to inflict physical, verbal, graphic, emotional, and/or racial suffering on another individual or group. Any behavior that is the improper use of power to intimidate, threaten, humiliate, distress, or hurt others is bullying behavior.

Bullying may include, but is not limited to:

- **Physical:** Assault, pushing, shoving, taunting, unwanted contact
- **Social:** Extortion, intimidation, threats, looks, gestures, threats of harm of retaliation, taking and holding possessions for any reason
- **Emotional:** Social isolation, harm to ego, harm to self or others
- **Verbal/Communication:** Spoken/written/drawn, rumors, name-calling, teasing, offensive graphics, purposeful false allegations

Consequences for persons who bully others may be subject to disciplinary action.

Artman anti-bullying activities and procedures include, but are not limited to:

- Curriculum development in reference to bullying
- Development of pledges for staff, parents, and students
- Utilization of surveys and incidents reports
- Anti-Bullying program ongoing throughout the year

THE PRINCIPAL'S 200 CLUB

The Principal's 200 Club is a school-wide positive behavior program where staff members provide daily recognition to students following our school rules. Ten tickets will be given out by five staff members each day. These ticket bearers could be your child's classroom teacher, an aide, the principal, the cafeteria teachers, or even the custodian. If your child is rewarded with this ticket, they will sign our Celebrity Book, and pick a number between 1 and 200. Their name will be placed on the Principal's 200 Board with that corresponding number. That student will also receive a certificate to take home. Once we have a complete column of numbers (vertically), those students will receive the Mystery Motivator. Once the Motivator is given, we will remove all of the names and a new board will be started.

BUSING/BUS DISCIPLINE



BUSES

Your child is expected to ride his/her own bus to and from school. Only in emergency situations are students permitted to ride other buses. These requests are granted by the transportation office only.

Please note: A Kindergarten student will not be permitted to exit the bus unless the driver can see an adult at the stop or at the door, if it is visible to the driver. The student will be returned to the school if no adult is present.

Questions about the buses should be directed to the Transportation Coordinator, Adam Reagle, at 724-981-8750, ext. 1800.

BUS DISCIPLINE PROCEDURE

Students who display discipline problems on the bus may have their riding privileges suspended by their principal. The parents/guardians of suspended students are responsible for seeing that their children get to and from school safely.

1st offense—warning, assigned seating.

2nd offense—one-day suspension of privileges or conference (driver/principal/parent/guardian).

3rd offense—3-day suspension of privileges.

4th offense—5-day suspension of privileges with option to suspend for the remainder of the year.

5th offense—10-day suspension of privileges with option to suspend for the remainder of the year.

6th offense—30-day suspension of privileges with option to suspend for the remainder of the year.

7th offense—riding privileges suspended for the remainder of the year.

Parents/guardians are responsible for providing transportation when a student's behavior is inappropriate for the bus.

The use of video and audio surveillance is utilized on each bus to assist in monitoring student behavior.

BUS RULES

Riding a school bus is a privilege dependent upon safe and satisfactory behavior. All bus drivers are instructed to report to the transportation director the name of any student who fails to obey the bus driver or the bus regulations.

The following behaviors will result in disciplinary action:

1. **The use of loud and/or profane language.**
2. **Eating or drinking on the bus.**
3. **Littering.**
4. **Throwing objects in or outside the bus.**
5. **Not remaining seated.**
6. **Placing hands, head or feet outside the windows. (Windows are opened with driver permission only.)**
7. **Vandalism of any sort.**
8. **Use or possession of tobacco and lighting of matches or lighters. (Those smoking on the bus may be referred to the Fire Marshal.)**
9. **Possessing radios, tape players or any form of sound system without the written permission of a teacher indicating it is for school use. (The bus driver has been instructed to confiscate these items and turn them over to the school principal. They will be kept in the school office until parents/guardians pick them up.)**
10. **Possessing squirt guns, water bottles, glass containers and live animals of any kind.**
11. **Situations not mentioned above that interfere with the safety of others will be referred to the building principal.**

DRESS CODE

DRESS AND GROOMING

We are proud that Artman students behave in a manner that is a credit to themselves and their families. Experience has shown a connection between good behavior and proper dress and grooming.

DRESS CODE GUIDELINES

All students are encouraged to be appropriately dressed and groomed in order to promote pride in oneself and the school he/she attends. Each student must be neat, clean and wear clothing that is not disruptive to the educational process, or that constitutes a threat to the purpose of education, safety and health. Valuables including personal possessions, money, hand-held video games, and trading cards (ex. Pokemon) should be left at home. The school will not be responsible for lost or stolen articles. All dress codes are to be adhered to during the school day and at all school sponsored functions.

1. Face masks are to be worn while mandated by the Governor. These masks will be worn when social distancing measures are not able to meet the required standards (ex: entering and exiting school, hallway transitions, etc.).
2. Any garment with a design, wording or advertisement, which is in poor taste, may not be worn. No garments with implications concerning tobacco, alcohol, illegal drugs, violence, racial/ethnic slurs and/or sex will be permitted in school or school sponsored activities.
3. Skirts and shorts must be fingertip length or longer for school wear. No cut-off shorts, brief jogging shorts, spandex shorts, etc. or ripped or torn clothing.
4. Trousers that reveal underwear, that inhibit leg mobility or that can be readily pulled or readily fall down are prohibited.
5. Students are not permitted to wear undershirts as outer garments; also students are not permitted to have unbuckled or hanging overall straps or to wear bare midriff tops, halter-tops, tube tops, sheer see-through tops, ripped clothing or exposed undergarments.
6. Chains are not permitted to be hanging from clothing.
7. Sunglasses are to be worn only outside of the building unless special permission is given. Headgear, sweatbands, and bandannas are prohibited.
8. Jackets and coats designed to be worn outdoors are not to be worn during the school day.
9. For reasons of health and safety, additional restrictions may be required for students participating in certain activities or classes. These restrictions will be determined by the person in charge of the activity or class and reviewed by the building principal.
10. In judgmental situations, the building principal will determine the appropriateness of dress. **Socks need to be worn by students on scheduled gym days. Flip-flops, beach shoes, or skate shoes are not permitted to be worn as they pose a safety risk for students. Students wearing backless sandals are not permitted on the playground apparatus for safety reasons. Teacher discretion may be used to determine if student footwear is safe for the playground apparatus.**
11. No unnatural attire or hair styles that cause a distraction or disruption of the learning environment will be permitted.

SCHOOL POLICIES

ACCESS TO STUDENT RECORDS POLICY

It is your right as a parent/guardian to inspect, review, copy and request corrections of your child's records. Both natural parents have the right to access unless there is a court order or legal binding document specifically prohibiting access. Student records are confidential and will only be accessed by authorized persons.

If you desire to review your child's records, please put your request in writing; include your name, current address and the basis upon which you claim the right of access to the information (if you are the parent, guardian, etc.). **The office requires 5 days notice for copies of records.**

COMPUTER POLICY

The Hermitage School District computer use policy is posted on the student registration portal that must be reviewed by the parent/guardian annually. **This policy must be electronically signed and adhered to throughout the school year. Violation of this policy will result in the loss of the privilege to use the computer and may carry further disciplinary action as determined by the administration.** The computer and its electronic information have become an integral part of education in the district. It is imperative that each student complies with this policy. **Failure to electronically review and sign the Internet Usage Form after the first four weeks of school will result in immediate removal of computer privileges.**

Any computer usage either in school or out of school that interferes and/or causes a disruption of the normal school process will be subject to disciplinary action. In addition, any damage to or use of school computers for any task other than school related work is prohibited.

CUSTODIAL AND NON-CUSTODIAL RELATIONSHIPS POLICY

In order to maintain the well being of its students, the Hermitage School Board of Directors has adopted a policy stating the Rights and Responsibilities of Custodial and Non-custodial Parents when no legal determination of custody exists.

A non-legal custodial parent would be identified as having physical possession of the student(s) during the school term and is the one who exercises control over the student(s) on a day-to-day basis. Student(s) must reside with a parent in Hermitage at least 50% of the time in order to be enrolled or to continue to attend classes with the school district.

Students entering the district must be a resident of the district and be claimed at the end of the year on the parent/guardian's income tax form as a dependent.

The rights of both custodial and non-custodial parents will be respected equally when a court order exists concerning special restrictions. It is the responsibility of the custodial parent to provide the school with a copy of the court order. In this case student(s) will not be released to the non-custodial parent unless a **WRITTEN** consent from the custodial parent exists.

If you are a non-custodial parent, you may request in writing to be placed on the mailing list to receive important information about your child's education. Send your requests to the school secretary.

All questions regarding this policy can be directed to the Office of the Director of Special Services at 724-981-8750, ext. 6300.

DIGITAL IMAGING POLICY

Use of digital imaging devices including but not limited to: cell phones, cameras, video, etc. to capture still images or footage of students and school personnel is strictly prohibited.

NON-DISCRIMINATION POLICY

The Hermitage School District is an equal opportunity education institution and will not discriminate on the basis of sex, race, color, national origin, religion, marital status or handicap in its activities, programs or employment policies as required by Title IV, Title IX, and Section 504 of the Rehabilitation Act. For more information contact the Director of Special Services, Compliance Officer, 411 North Hermitage Road, Hermitage, PA 16148, (724) 981-8750 ext. 6015.

PERSONAL ELECTRONIC DEVICES

The Hermitage School District adopted a new policy regarding the School Use of Personal Electronic Devices during the 2012-2013 school year. The Artman staff discussed the types of devices that would be useful for our young students as well as when these devices would be appropriately used during our school day. The following are the specific details of the implementation of personal electronic device usage for Artman Elementary:

Beginning in First Grade, students are allowed to bring in eReader Tablets to be used at teacher's discretion during Silent Sustained Reading (SSR) and indoor recess. Students are to store their devices in their backpacks or their individual desks when they are not in use. Classroom teachers will review the procedures for use and storage of the devices with their students.

If the use of electronic devices would be appropriate for a specific unit in the classroom or in one of the Special Area classes (Art, Music, Physical Education, Library) a separate letter will be sent home informing families of what devices would be allowed and how they would be used.

Student possession of cell phones and other personal electronic devices designed to communicate, create or store information is permitted by the Hermitage School Board at the discretion of the classroom teacher. Students, parents/guardians, and community members who choose to connect to the District network agree to the requirements of the Computer/Network Acceptable Use Policy and should consider his/her personal device subject to the same level monitoring and access as any district-owned technology device. The district reserves the right to monitor Internet and network use of personal devices on district guest networks.

It should be noted that the Hermitage School District does not require bringing personal devices into school and that owners assume all risks of damage, theft, loss or misuse of such devices. The use of personal devices is with the understanding that the student has the permission of their parent/guardian to bring it onto school property. **The District holds no responsibility for damage or loss of the personal device.** Use of personal or district technology devices that disrupt the instructional day or includes possession, viewing, sending, or sharing video or audio information which has inappropriate content on school grounds, school events, or school buses is prohibited and will result in disciplinary action and/or confiscation of the personal device.

- Use of any digital imaging device including, but not limited to, scanners, cameras, communication devices, to capture still images or video footage of students or school personnel unless under the direct supervision of a teacher and only for internal school use is prohibited.
- Devices cannot be charged on school grounds. If the device battery runs out, it must be put away.
- Instructional time will not be spent on technical support for personal devices.
- Students should register their device using the Google Form located on the school district website. In the event the device should be lost or stolen, this will aid the district in helping to recover it.

RESIDENCY/MULTIPLE OCCUPANCY POLICY

We acknowledge that some adults may, out of necessity, live with other individuals within the Hermitage School District. Children of these adults may attend school in our district provided the following conditions are met.

1. A sworn affidavit of multiple occupancy is executed and filed.
2. The residence is actually within the boundaries of the Hermitage School District.
3. The children and adults are actually residing at that address continuously and not merely during the school week or year.
4. The responsible adult(s) provide at least four (4) of the following documents at time of enrollment:
 - a. deed, escrow papers
 - b. lease agreement/rental contract
 - c. letter from landlord on letterhead
 - d. utility bills
 - e. verification of Social Services
 - f. phone bill
 - g. unemployment/employment check

Providing false information is a Misdemeanor of the Third Degree punishable by a fine of not more than \$2500.00 and/or imprisonment of not more than one year. In addition, tuition payments to the district must be paid for all days a student attended Hermitage Schools while not a resident.

SMOKE-FREE ENVIRONMENT POLICY

As of August 27, 1996, smoking is prohibited at all times by all persons on district property. There will no longer be designated smoking areas outside of any school building or in athletic areas. Civil fines could be imposed upon any persons violating this policy. The district appreciates your cooperation and attention to this request.

USE OF BICYCLES/MOTOR VEHICLES/SKATE BOARDS/SKATES

The use of the above is not allowed at school.

VOLUNTEER POLICY:

School Volunteers

The Hermitage Board of School Directors recognizes that parent/guardian and community volunteers can make many valuable contributions to our schools by providing significant services to students. They enrich and extend the curriculum by sharing hobbies, career expertise, and cultural knowledge. They are willing helpers in our cafeterias, in classrooms, in the library, in athletics, for special projects, or as student mentors.

Authority:

Volunteers participate in the instructional setting as resource guests. Volunteers shall not be asked to assume the professional responsibilities of the school staff, but may, under the direction of a staff member who has been granted permission, provide assistance in the identified activity, which is supportive, reinforcing, or enriching in nature.

The board shall provide authorized volunteers the same liability insurance coverage as provided for employees in the district.

Expectations and Limitations:

- a) Volunteers work in the presence of and are supervised by the host staff member. At no time should students be left alone with volunteers.
- b) Volunteers must sign in to the building principal's office upon arrival, sign out at departure, **and must wear security name tags while they are in the building or activity area.**
- c) Teachers/staff members are responsible to prepare volunteers for their participation in the educational activity as needed. Teachers/staff members are responsible to safeguard the right of each student to a confidential educational program and to ensure that volunteers remain confidential.
- d) Volunteers are expected to follow the instructions of the staff member who is responsible to orient the volunteer to the learning activity and to the expectations of the learning. Discipline remains the responsibility of the teacher or staff member in authority. Volunteers are encouraged to redirect students to the task at hand but are not permitted to directly administer student discipline. In instances where health or safety is in jeopardy, the volunteer should notify the teacher immediately.

Guidelines for Volunteer Screening:

- a) The purpose of volunteer screening is to ensure a safe educational environment for our students, faculty, and staff.
- b) The recruitment, selection, and training of volunteers will be monitored by the building principal, and/or appropriate staff member.
- c) All recommendations for individuals to serve as volunteers must be approved by the superintendent, building principal, coach/advisor, or other person in authority.
- d) **Clearances are required** for all unpaid adult volunteers who are responsible for the welfare of a child or have the possibility of caring for, supervising, guiding or controlling children or routine interaction with children, **regardless of the number of hours or frequency** of the contact. **Beginning for the 2015/16 school year, any parent volunteer (classroom, school event, PTO event, or field trip chaperone) must obtain the following clearances:**

Clearances Required for Volunteers

1. PA State Criminal Record Check
2. PA Child Abuse History Clearance
3. Federal Criminal History Record Check (Fingerprint) (unless Volunteer Request for Waiver is submitted and approved.)

Age/Renewal of Clearances

When first submitted, the clearances cannot be more than twelve (12) months old.

After the first submission, clearances must be updated every sixty (60) months from the oldest date on the clearances.

Screening Application:

The Volunteer Screening application must be submitted and cleared prior to the individual being accepted.

Classroom Visitation Policy:

Parents/Guardians may request to visit their child's classroom, but the request must be made prior to the visit, in accordance with established administrative regulations.

WELLNESS POLICY

The Pennsylvania Department of Education issued a mandate of all school districts to develop a Wellness Policy by July 1, 2006. The Hermitage School District has developed a wellness policy to promote a healthier environment in our schools that includes physical fitness, health education and nutrition. This policy was developed in conjunction with guidelines from the Pennsylvania Department of Education and physical education teachers, administrators, parents, students, board members, and community representatives.

The area of nutrition requires us to make a substantial adjustment with our snacks, celebrations, treats, etc. to address childhood wellness and prevent exposing children to various foods containing potential allergens. Far too many children across the Commonwealth and throughout our nation have suffered serious health problems/seizures/death as a result of an allergic reaction to something they ate. The health, safety, and welfare of our students is paramount so we are sure you understand the need for your cooperation. In lieu of bringing snacks, treats, etc. for parties and birthdays, please send in items such as:

- * Stickers
- * Coloring pages
- * Toys
- * Pencils
- * Crayons
- * Books

We know that this decision will impact school in many ways, but the purpose of this policy is to promote a safe and healthy environment. Your support of this policy is greatly appreciated.

BREAKFAST/LUNCH PROGRAM



BREAKFAST AND LUNCH PROGRAM

mySchoolBucks.com provides parents/guardians with a convenient secure online pre-payment service to deposit money into a meal account, should you so desire. Parents may fund up to \$120.00 per student, but a family may pay for all their students on a single transaction. The program also provides parents/guardians with the ability to view their child/children's account balance and eating history report.

For parents/guardians/students choosing not to participate in the online pre-payment service identified above, another option is also available. Every student in our district has been entered into the mySchoolBucks.com website. This is an internal computerized payment system for the cafeteria. Parents/guardians may send payments (preferably checks) for their child/children's lunches/breakfasts from one week to the entire year.

Students in Grades K-3 will have their payments collected during the homeroom period. **Please have the cash/checks enclosed in a sealed envelope identifying the child's first and last name and Student I.D. number.** The homeroom teachers will route the envelope to the office. Students are able to receive lunch or milk at the register via their account.

Breakfast price is \$.75 daily.

Lunch price is \$2.15 daily.

Reduced price lunches \$.40

Milk price (if purchased separately) is \$.45 daily.

Free and Reduced Lunches:

An application for Free and Reduced lunches will be sent home at the beginning of the school year. If you qualify for the program, you must complete the form and submit it to the school at the beginning of the year. **This form MUST be completed each year.** You will receive notification that your child has been approved for the program. If you have questions regarding the program, please contact the Food Services Director, Adam Reagle at 724-981-8750 ext. 1800.

Food Allergies:

If you are concerned about a food allergy that your son/daughter has, please notify the cafeteria with this information. A warning will appear on the screen for a review of the items on the student's tray.

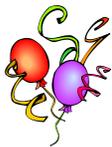
Cafeteria Rules:

1. Be Ready
2. Be Respectful
3. Be Responsible

The last 2 minutes of each lunch period will be silent to help transition students to the classroom.

Students should enjoy their lunchtime and use good judgment at the same time. The people on duty have complete authority over the students. Any student breaking the rules will be dealt with accordingly. Violations may result in a warning cafeteria note sent home, seating away from the group at a table in the cafeteria, or an office referral.

SCHOOL PROCEDURES



BIRTHDAY CELEBRATIONS

When your child's birthday comes, a small gift such as stickers, pencils, coloring pages, crayons, toys, or books may be sent to school. **(Per our Wellness Policy, no edible treats are to be sent to school.)** Time will be allotted for singing and for him/her to share the gift.

We always recognize this special day, but parties and elaborate treats are for home, not school.

Please note: We ask that you do not send party invitations to school for distribution **unless** there is an invitation for every child.

Please limit invitations to birthday celebrations only.



EMERGENCY INFORMATION SHEETS

The "Returning Student Information Form" was emailed to all families in July. If you have not already submitted the form, please review and submit the form as soon as possible. This information helps our office, teachers, and school nurse contact you should an emergency occur.

FIRE DRILL

Fire drills are necessary to assure orderly exit in an emergency and also required by state law. As soon as the fire alarm sounds, you should exit the building quickly and safely as directed by your teacher. Know the exit designated for each area to which you are assigned. Please remain outside and away from the building until you are told to reenter.

If the fire alarm sounds during dismissal, everyone must exit the building as directed by school personnel. Once the building has been confirmed safe to re-enter, regular dismissal procedures will be followed. Parents are not permitted to remain in the building when the fire alarm sounds. All students will exit the building with their assigned teachers to ensure safety and order.



MEDICATIONS

STUDENTS ARE NOT PERMITTED TO BRING THEIR MEDICATION TO SCHOOL

Parents/guardians are responsible for bringing **ALL** medications to school. A physician's order and medication consent form must be completed in order for the school nurse to administer any medications. It must be in the original container with a prescription label. You may request your pharmacist to provide a separate bottle for the school. Non-prescription medication is not permitted in the school.

As an example, medications given four times a day are **ONLY** given at school when the physician requests a noon dose. Medications given three times a day are generally given before school, after school and at bedtime unless otherwise ordered by the physician.

The above procedure was established to insure maximum safety for every student attending our school.

Students in grades K-6 must keep inhalers in the health room. Students in grades 7-12 may carry inhalers provided they can administer the inhaler independently.

The school nurse will communicate with all families the schedule of required immunizations, physical exam, and screenings.

The school board authorizes that students who have been diagnosed by a physician or are suspected of having a disease by the school nurse shall be excluded from school for the period indicated by regulations of the Department of Health for certain specified diseases and infectious conditions.

The school nurse shall report the presence of suspected communicable diseases to the appropriate local health authority, as required by the Department of Health.

PERSONAL VALUABLES

Warning: Do not leave valuables or money in your desk, coat/book bag storage area (locker or locker room locker if applicable). The school will not be responsible for lost or stolen articles. **LEAVE VALUABLE ITEMS AT HOME.**



SCHOOL PROPERTY CARE

Students are responsible for the proper care of all books, supplies and furniture supplied by the school. All textbooks are “loaned” to students free of charge. However, students are responsible for lost or damaged books and will be expected to pay for them.

School lockers and/or its contents are the property of the school district and subject to search if there is a reasonable suspicion indicated.

SEVERE WEATHER DRILL

Upon arrival at their designated area, students are to face the wall and be in a crouching or sitting position, hands and arms shielding the head. Cooperation and silence is expected at all times.

STUDENT LIABILITY

Failure to return books and school property, not meeting financial obligations, and other encumbrances are recorded as they occur. Student participation in other school-related activities may also be jeopardized until such obligations are met.

Winter Weather Watch

WHEN SNOW OR OTHER INCLEMENT WEATHER IS PREDICTED, THE SAFETY OF HERMITAGE SCHOOL STUDENTS IS THE PRIMARY CONCERN OF OUR SCHOOL PERSONNEL.

SCHOOL CLOSING, DELAYS OR EARLY DISMISSAL: If school is to be delayed, cancelled, or an early dismissal is required, the decision will be broadcast on the following radio stations or TV channels:

WPIC 790 AM

ROCK 107

K105

WHOT 101.1 FM

WKBN CHANNEL 27 TELEVISION & 570 AM, FM

WYTV CHANNEL 33 TELEVISION

WFMJ CHANNEL 21 TELEVISION

KDKA 1020 AM RADIO AND TELEVISION

On days when weather conditions cause only minor delays for the school buses, students are asked to wait a maximum of fifteen minutes at the bus stop. However, the waiting period is at the **parent's discretion** depending on wind chill factor, etc.

One (1) or two (2) hour delays in school starting time may be made when weather conditions warrant. If road conditions worsen during the day and it is not possible to properly maintain the roads, students may be delayed in arriving home. **There may be advanced warning during the school day of potential weather conditions that would warrant closing school at an earlier time. This would only be done in an extreme situation. We ask our parents/guardians to please have an arrangement planned for their child in case of such an emergency, or any other emergency which may occur on a local or national level.**

2 Hour Delay Schedule

In the event of a 2-hour delay, the following schedule will be implemented:

- 10:35– 10:50 a.m. arrival
- No breakfast will be served
- All lunch times will be 10 minutes later than their regular scheduled time.

Kindergarten 11:15 a.m.

Grade 2 11:55 a.m.

Grade 1 12:30 p.m.

Grade 3 1:15 p.m.

All special classes will begin at **11:00 a.m.** and follow a modified schedule for the day.

Teachers will follow their regular schedule beginning at 10:50 a.m.

Regular dismissal time and procedures are to be followed.

Please Note Potential Make-up Days:

Depending on the amount of days, the following days have been designated as make-up days for school closing due to inclement weather/other closings: February 18, 2022, March 18, 2022, April 14, 2022. And if necessary, the last day of school in June may need to be adjusted.



Artman Elementary School has a broad base of family and community involvement. To volunteer, contact your child's teacher, the PTO, or call the principal's office. Parent and community volunteers are a valued asset to extend the curriculum by sharing hobbies, career expertise, and cultural knowledge. Some opportunities for involvement include but are not limited to:

PARENT AND SCHOOL COMMUNICATION

- Parent Teacher Organization (projects and committees)
- Title I Parent Council
- New parent tour and welcome materials

IN SCHOOL PARTICIPATION FOR PARENTS

- Classroom learning center helpers
- Resource participants (classroom speakers to educate on hobbies, careers)
- Special programs (speakers, careers, and grandparent activities)
- Library and cafeteria helpers
- Reading buddies
- Junior Achievement volunteers

SCHOOL WIDE ACTIVITIES

- Grade level programs
- R.I.F.-"Reading Is Fundamental"
- Fall Open House
- Kindergarten Orientation

AT HOME INVOLVEMENT

- Regular family reading
- At home projects
- Homework help

Title I Schoolwide Handbook 2021-2022

**Artman Elementary School
343 North Hermitage Road
Hermitage, PA 16148
www.hermitage.k12.pa.us
(724) 981-8750 ext. 5000**

Welcome Letter

Dear Families,

A warm welcome is extended to all parents on behalf of our teachers, administrators and support staff at the Hermitage School District.

We hope that the information included in this handbook is useful to you as a guide and information resource. May it be a first step in building stronger communication between the Hermitage School District and its families.

This Title 1 Schoolwide Parent Involvement Handbook contains basic information about parent meetings, whom to contact if you need assistance and many of the programs that our school provides for children. More detailed information is included about Parent's Rights and District/School Policies. We also cite other programs and agencies that team with our school in a collaborative effort to support and fund social and educational needs for families.

We thank the many families who consistently support our schools with their efforts at home, as well as those who spend time working and helping at school.

Please attend Title I Family Programs throughout the year to find out more about the K-7 Schoolwide Programs and activities that are available for your children.

Sincerely for Kids,
~Hermitage School District~

Title I Schoolwide Handbook 2021-2022

Hermitage School District provides a caring and supportive learning community in which members challenge and motivate each other to become proficient, honorable citizens and productive life long learners.

What is Title 1?

Title I is the largest federally funded program in education, signed into law in 1963 by President Lyndon Johnson. The program, Elementary Secondary Education Act (ESEA) Title I, was designed to help students having difficulties with reading and/or mathematics by providing funds for extra attention, as well as materials and teachers. Monies are appropriated to each state for management and distribution to each school district. Each school district must sign an agreement to accept the conditions of the Title I contract.

Since it began, the program has gone through numerous name changes but it continues to provide supplemental instructional help for those students needing it the most. Through the Schoolwide Plan all students at Artman Elementary Middle School are benefiting from the additional support.

What is a Title I Schoolwide Program?

Schools must meet certain requirements to be eligible for a Schoolwide Program. Only schools with poverty levels of 40% or greater can apply for a Schoolwide Title I Program. It is recommended that the school gather information and to involve parents, administration and staff in the process of writing the Schoolwide Plan. The school's strengths and weaknesses are examined to determine the best approach to meet the needs of all students within the school. With the information gathered, the planning committee decides on the grades, subjects and educational techniques and methods to be used, as well as procedures for evaluation of the entire program.

Artman Elementary School is approved to be a schoolwide Title 1 program beginning the 2018-19 school year. This means we provide **all** students with support and assistance. The school wide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title 1 school. The primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficient and advanced levels of achievement on state academic achievement standards. Services provided may include parents participating in meetings as well as decision making and resources. The goal is to reinforce the skills taught in our curriculum and assist the student in achieving grade level proficiency in those skills.

Your child may receive services and/or support from a staff member that will be communicating with their teacher and Title I instructors. The school personnel will continue working to provide your child with the necessary skills and support to be more successful in achieving the expected learning standards. The grouping of students and instructors responsible for additional support may vary throughout the year as your child's needs change. Your child's progress will continue to be monitored to determine the continued need of services.

Schoolwide Program Goals

- To implement a variety of effective teaching strategies to meet the varied learning styles of each student
- To increase active participation of all families in the education of their children both at home and at school
- To support a behavior plan that will elicit positive behavior and attitudes throughout the entire school community
- To improve student performance in math and reading
- To utilize and schedule staff to maximize instructional time

Family involvement is more than just returning forms to school or coming to a Parent Teacher Organization (PTO) meeting. Along with staff, families can be student advocates. Families are encouraged to make positive changes to support students through involvement in advisory councils, district task forces, schoolwide planning committees, and through many other opportunities within the school, classroom, and home.

In order to build a partnership, families and teachers need to understand each other's expectations. They must become active and open communicators beginning with elementary and continuing through the middle school and high school..

Parent and Family Engagement Policy

The Hermitage School District, in accordance with the strategic plan, is committed to providing quality education for every child. Academic success has been proven to increase significantly when schools and parents/guardians form strong partnerships and are both involved with the decisions that affect education. It is the policy of the Hermitage School District that parent involvement in the Title I schoolwide program in Artman Elementary School is an integral part of the district's success.

Information and materials will be provided to teachers to enhance the understanding of the importance of parental involvement and to build more effective communication skills.

Parents and staff members of Artman Elementary School will jointly review and revise the Title I Program. An ongoing evaluation process will be used to improve the Parent Involvement Plan and K-3, 4-5, and 6-7 Programs annually.

Compact

A compact is a document that is sent home from school stating what the school, parents, and child are willing to do during the school year. Students experience valuable and lasting success when families and teachers play supportive roles in their education. Parents are asked to give their input for the current Parent/Student/School Compacts. Each parent/guardian will receive a compact document in this handbook.

Schoolwide Assessments

The purpose of assessments in the Hermitage School District are to monitor student progress toward district and state standards. The District Framework for Curriculum, Instruction and Assessment provides for multiple forms of assessments.

The fall, winter and spring school wide assessments are part of the secured assessments component of the Hermitage School District Assessment System. Reading assessments and Math assessments are given at each assessment period (fall, winter and spring). Assessments measure cumulative grade level knowledge and skills.

Each assessment contains four levels of performance: Below Basic, Basic, Proficient, and Advanced. Students who score in the proficient range are reaching grade level expectations. For most assessments, Below Basic and Basic scores mean students are working below grade level expectations, and Advanced range students are exceeding grade level expectations. Fall, winter and spring score reports for schoolwide assessments are mailed to all parents.

All schoolwide K7 grade assessments are reviewed and revised yearly.

Curriculum and Standards

The state academic standards are benchmark measures that define what students should know and be able to do at specified grade levels. As such they must be used as the basis for curriculum and instruction in Pennsylvania's public schools. In addition to the state academic standards, the Department of Education developed and the State Board adopted Assessment Anchors for each subject and grade level assessed by the Pennsylvania System of School Assessment (PSSA). Assessment Anchors are a subset of the state academic standards. They define the academic content and skills that are assessed by the PSSA. In addition, as required by the federal No Child Left Behind Act of 2001, the Board adopted alternative learning standards for students with the most severe cognitive disabilities. For more information visit Pennsylvania's Department of Education website at <http://www.education.pa.gov>

Where can I find more information?

Common Core Standards <http://www.corestandards.org>

PA Common Core (PACC) <http://www.pdesas.org/standard/>

Contact Information

This information is subject to change without notice. To find current information and email address, please view the Hermitage School District website at www.hermitage.k12.pa.us

Dr. Daniel Bell – Superintendent	(724) 981-8750 ext. 6000
Mr. Brian Schaller - Director of Curriculum and Instruction	(724) 981-8750 ext. 6000
Mrs. Nanci Hosick - Director of Special Services	(724) 981-8750 ext. 6000
Mrs. Amy Wanchisn - Artman Elementary School Principal	(724) 981-8750 ext. 5000
Mrs. Beth Stefano – Instructional Coach	(724) 981-8750 ext. 5913
Mr. Vince D'Angelo – Instructional Coach	(724) 981-8750 ext. 5025

2021–2022 School Year

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

Artman Elementary School

Purpose

The Board recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. This policy, developed by Artman Elementary School in collaboration with and agreed to by parents and family members, describes how parents and family members will be engaged at the school level.

Components

The school complies with federal law related to the engagement of parents and family members by detailing how the school will:

1. Involve parents and family members in the planning, review and improvement of the school's Parent and Family Engagement Policy:
 - *Artman Elementary School will involve parents in the planning, review and improvement of the school's Parent and Family Engagement Policy during the annual Title I Parent Meeting. Parents will be given an opportunity to share feedback regarding the Parent and Family Engagement Policy through verbal and/or written comments.*
2. Convene an annual meeting, at a convenient time:
 1. To which all parents and family members of participating children shall be invited, and encouraged to attend;
 2. To inform parents and family members of their school's participation as a Title I school; and
 3. To explain the requirements and the rights of parents and family members to be involved.
 - *Artman Elementary School will hold an annual Title I Parent Meeting in the fall to inform parents of the school's participation in Title I programs and to explain the requirements and the rights of parents to be involved in the Title I program.*
3. Offer a flexible number of meetings in the morning and/or the evening, and may provide Title I funds, if sufficient, to facilitate parent and family member attendance at meetings through payment of transportation, child care costs and/or refreshments.
 - *Artman Elementary School will offer a flexible number of additional parent involvement meetings throughout the year and schedule them at various times, such as later in the morning or evening, so that as many parents as possible are able to attend.*

- *Artman Elementary School will, when needed, use Title I funds to pay reasonable and necessary expenses associated with parent involvement activities to enable parents to participate in school related meeting and training sessions.*
4. Involve parents and family members, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school's parent and family engagement program:
 - *Artman Elementary School will involve parents in the planning, review and improvement of the school's Title I program at the annual Title I Parent Meeting. Parents will be given a chance to provide feedback and engage in discussion about the Title I program at the meeting. A parent survey will be conducted at the beginning of the year allowing parents an opportunity to provide comments and suggestions regarding the Title I program.*
 - *Artman Elementary School will involve parents in the planning, review and improvement of the school's Parent and Family Engagement Policy during the annual Title I Parent Meeting. Parents will be given an opportunity to share feedback regarding the Parent and Family Engagement Policy through verbal and/or written comments.*
 5. Provide parents and family members of participating children with timely information about the Title I program:
 - *Artman Elementary School will provide all parents with timely information about the Title I program. Global assessments are scheduled in both math and reading and results are sent home to parents at least three times a year (Fall, Winter and Spring).*
 6. Provide parents and family members of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the state academic standards:
 - *Artman Elementary School will provide parents with a description of the curriculum, the forms of academic assessments used and the proficiency levels students are expected to meet during the annual Title I parent Meeting in the fall. There will also be information and discussion regarding the PA Core Standards, Curriculum, Assessments, and progress monitoring, including the proficiency levels expected.*
 7. Provide, if requested by parents and family members, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions:
 - *Artman Elementary School will, at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by scheduling meetings with parents to jointly set academic goals for students and establish supports at a time that is convenient for parents.*
 8. Involve parents and family members in the joint development of the Schoolwide Program Plan in accordance with federal law. [Note: applies only to Title I schools operating a Schoolwide Program]:
 - *Artman Elementary School will involve parents in the planning, review and improvement of the school's Schoolwide Plan during the annual Title I Parent Meeting. Parents will be given an*

opportunity to share feedback regarding the Schoolwide Plan through verbal and/or written comments.

9. Create a school-parent and family compact developed jointly with parents and family members outlining how parents and family members, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:
 - Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children in Title I programs to meet the state academic standards, and the ways in which each parent and family member will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time and
 - Address the importance of communication between teachers and parents and family members on an ongoing basis through, at a minimum:
 - Teacher conferences with parents and family members in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - Frequent reports to parents and family members on their children's progress;
 - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - Ensuring regular two-way, meaningful communication between parents and family members and school staff, in a language that parents and family members can understand.
 - *Artman Elementary School will jointly develop with parents the School-Parent Compact at the annual Title I Parent Meeting. Artman Elementary School's compact outlines how parents, staff and the student will share in the responsibility for supporting the students learning and ensuring regular two-way, meaningful communication with parents and family members in a language parents and family members can understand. Parents will be given an opportunity to share feedback regarding the School-Parent Compact through verbal and/or written comments.*
10. Provide assistance to parents and family members in understanding the state academic standards, state and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children:
 - *Artman Elementary School will provide assistance to help parents understand the State academic content standards, local assessments and how to work with their children and their teachers to improve their children's academic achievement during Parent Workshops, Parent-Teacher Conferences, and the annual Title I Parent Meeting. Also sent home to parents will be Title I progress monitoring data including benchmarks expected. Parents will also receive information explaining the Title I program as well as a list of free resources available from the Intermediate Unit IV.*
11. Provide materials and training to help parents and family members to work with their children to improve their children's achievement, such as literacy training and using technology including

education about the harms of copyright piracy, as appropriate, to foster parent and family involvement:

- *Artman Elementary School provides materials and training to help parents work with their children to improve their children's achievement using Parent Workshops, websites and handouts that include strategies to promote literacy and technology, including education about the harms of copyright piracy. Materials provided during those workshops include handouts and websites that foster parent and family involvement.*

12. Educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents and family members, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school:

- *Artman Elementary School will educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents and family members, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners by*
 - *Conducting parent surveys relating to the value of building ties between parents and schools and use that data to educate teachers and staff*
 - *Conducting teacher surveys relating to the value of building ties between parents and schools and use that data to educate teachers and staff*
 - *Parent feedback during Title I meeting, PTO meeting and Parent Advisory Council meetings*
 - *Trainings during staff meetings based on the importance of two-way communication and the value and utility of contributions of parents and family members as equal partners*

13. To the extent feasible and appropriate, coordinate, and integrate parent and family member involvement programs and activities with other federal, state, and local programs including public preschool programs, and conduct other activities that encourage and support parents and family members in more fully participating in the education of their children:

- *Artman Elementary School coordinates and integrates parent and family member involvement programs and activities with other federal, state, and local programs, including:*
 - *Success by Six*
 - *Head Start*
 - *Pre-K Counts*
 - *Little Hornets*
 - *Summer Academy learning opportunities*
 - *Hermitage Parks and Recreation activities*
 - *Mercer County Behavioral Health Commission*
- *Artman Elementary School conducts other activities that encourage and support parents and family members in more fully participating in the education of their children, including:*
 - *Annual Title I Parent Meeting*
 - *PTO meetings*
 - *Coffee Talk*
 - *Parent Workshops*

14. Ensure that information related to school and parent and family member programs, meetings, and other activities is sent to the parents and family members of participating children in a format and in a language the parents and family members can understand:
 - *Artman Elementary School will ensure that information related to school and parent and family member programs, meetings, and other activities is sent to the parents and family members of participating children in a format and in a language the parents and family members can understand by offering multiple ways parents can continue to be informed about their child's school (paper, email, website) to insure the inclusion of all parents and family members.*
15. Provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children):
 - *Artman Elementary School will ensure that opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children): by offering multiple ways parents can continue to be informed about their child's school (paper, email, website) and/or translating documents and handouts whenever necessary to insure the inclusion of all parents and family members.*
16. Ensure distribution of the policy to all parents and family members with a child participating in a Title I program by the following means:
 - *Artman Elementary School will ensure distribution of the policy to all parents and family members using multiple methods of communication (regular mail, email, phone calls, websites).*

Delegation of Responsibility

The Superintendent or designee shall ensure that the Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.

The building principal and/or Title I staff shall notify parents and family members of the existence of Title I programs and provide:

1. An explanation of the reasons supporting their child's selection for the program.
2. A set of goals and objectives to be addressed.
3. A description of the services to be provided.
4. A copy of this policy and the School-Parent and Family Compact.

Each school with a Title I program shall provide communications, information and school reports to parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, in a language and format they can understand.

SCHOOL-PARENT COMPACT

Artman Elementary, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), and participating children agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2021-2022.

School Responsibilities

Artman Elementary will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Our curriculum is aligned to the PA standards. In addition, our curriculum is mapped vertically and aligned from kindergarten through grade 12. We utilize technology based instruction programs which are also aligned to the standards. Small group instruction is provided. All teachers and instructional assistants are highly qualified.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

The Annual Title I Parent Meeting will be held on September 9, 2021 to explain and sign the learning compacts. Parents are also asked for topic ideas about which they would like to learn more and also times that would be convenient for them. Instructional Coaches as well as classroom teachers are available for individual parent-teacher conferences.

3. Provide parents with frequent reports on their child's progress.

Parents of students receiving Title I support will receive progress monitoring updates.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Instructional Coaches and classroom teachers are available to meet individually with parents both before and after the school day. In addition, Instructional Coaches and classroom teachers are available by phone, email, and at ATP meetings.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Observations in a classroom are available at any time upon making arrangements with the office, Instructional Coaches and classroom teachers.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

- *Monitor attendance.*
- *Making sure that homework is completed.*
- *Volunteering in my child’s classroom*
- *Participating, as appropriate, in decisions relating to my child’s education.*
- *Promoting positive use of my child’s extracurricular time.*
- *Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

Student Responsibilities

I, as student, will share the responsibility to improve my academic achievement and achieve the State’s high standards. Specifically, I will:

- *Do my homework every day and ask for help when I need to.*
- *Read about 15 minutes of AR daily either independently or with a parent*
- *Give my parents or the adult who is responsible for me all notices and information received by me from my school every day.*

Teacher’s Signature _____ Date _____

Parent’s Signature _____ Date _____

Student’s Signature _____ Date _____

**Hermitage School District
Transition Plan
2021-2022**

Transition Plan- The following outlines the transition points for K-7 students in our district and the activities that staff and parents have developed to assist students in their transition. Parent input will be sought during the Annual Title 1 Parent Meeting as to how to improve student and parent transition.

Artman Elementary School: Kindergarten -3rd grade

- **Transition point:** Pre-K to Kindergarten
 - Gearing Up for Kindergarten
 - Getting to Know Artman Day
 - Early Childhood Council
 - Kindergarten Orientation
 - Success by Six
 - Success by 3
 - Little Hornets
 - Head Start and Transition Meeting
 - Pre-K Counts Transition Meeting
 - Early Intervention Transition Meeting
- **Transition points:** K to 1, 1 to 2, 2 to 3, & 3 to 4 -Artman to Ionta
 - Current classroom teachers assist in the development of class lists for next grade
 - Move up day- Students go to their next year's teacher for a formal opportunity to meet them, visit the classroom, and hear about the year to come.
 - Parents and students attend Open House during the first 2 weeks of school and have an opportunity to see the school, meet the teacher, visit the Title 1 teachers, and learn about programs available for parents and students. A Title 1 parent meeting is held during Open House.
 - Parent Training during the Scholastic Book Fair

Ionta Elementary School: 4th & 5th Grades

- **Transition points:** Entering into 4th grade, 4 to 5, 5 to 6.
 - Parents attend a Meet & Greet before the start of school and have an opportunity to see the school, meet the teacher, visit the Title 1 teachers, and learn about programs available for parents and students. A Title 1 parent meeting is held during Meet & Greet. There will be sign-in sheets for parents.
 - Current classroom teachers assist in the development of class lists for next grade
 - Move up day- Students go to their next year's teacher for a formal opportunity to meet them, visit the classroom, and hear about the year to come.

Delahunty Middle School: 6th & 7th Grades

- **Transition points:** Entering 6th grade, 6 to 7, 7 to 8
 - Parents attend a Meet & Greet before the start of school and have an opportunity to see the school, meet the teacher, visit the Title 1 teachers, and learn about programs available for parents and students. A Title 1 parent meeting is held during Meet & Greet.

- o Move up day- Students go to their next year's teacher for a formal opportunity to meet them, visit the classroom, and hear about the year to come.

Parent Involvement programs and activities integrated with other programs-

Parent meetings are held as part of Meet & Greet and Open House activities

Parent training materials:

- Parent Reading Packet- Comprehension and Fluency strategies
- Access to online resources:
 - o Envision Math, Go Math, Reading Street, Read Live- Intervention, AR 360, and teacher Google Classroom Pages
- Summer Slide Prevention Packet- Provides daily grade specific activities for parents to assist their students with over the summer to prevent skill regression over the summer.

Hermitage School District Artman Elementary School

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)]

September 1, 2021

Dear Parent(s)/Legal Guardian(s):

Your child attends Artman Elementary School, 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 Artman Elementary School, 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 additional 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.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact Mrs. Wanchisn at Artman Elementary School at (724) 981-8750 ext. 5000.

Sincerely,

Amy Wanchisn, Principal

Hermitage School District
TITLE IA COMPLAINT RESOLUTION PROCEDURES
2021-2022

Introduction

On December 10, 2015 a new Federal education law was signed by the President. This law, the Every Student Succeeds Act (ESSA), requires schools that receive federal Title IA funding adopt written procedures for resolving complaints filed.

Definition

A “complaint” is a written, signed statement filed by an individual or an organization. It must include:

- a) A statement that a school has violated a requirement of federal statute or regulation that applies to Title IA.
- b) The facts on which the statement is based.
- c) Information on any discussions, meetings or correspondence with a school regarding the complaint.

Complaint Resolution Procedures

- 1) **Referral** – Complaints against schools should be referred to the District’s Federal Programs Office:

Mr. Brian Schaller, Director of Curriculum & Instruction
411 N. Hermitage Road
Hermitage, PA 16148
(724) 981-8750 ext. 6105
brian_schaller@hermitage.k12.pa.us

- 2) **Notice to School** – The Federal Programs Office will notify the school Superintendent and Principal that a complaint has been received. A copy of the complaint will be given to the Superintendent and Principal with directions given for the Principal to respond.

- 3) **Investigation** – After receiving the Principal’s response, the Federal Programs Office, along with the Superintendent, will determine whether further investigation is necessary. If necessary, the Federal Programs Director and the Superintendent may do an onsite investigation at the school.

- 4) **Opportunity to Present Evidence** – The Federal Programs Director may provide for the complainant and the Principal to present evidence.

- 5) **Report and Recommended Resolution** – Once the Federal Programs Director has completed the investigation and the taking of evidence, a report will be prepared with a recommendation for resolving the complaint. The report will give the name of the party bringing the complaint, the nature of the complaint, a summary of the investigation, the recommended resolution and the reasons for the recommendation. Copies of the report will be issued to all parties involved. The recommended resolution will become effective upon issuance of the report.

- 6) **Follow up** – The Federal Programs Director and the Superintendent will ensure that the resolution of the complaint is implemented.

7) **Time Limit** – The period between the Federal Programs Director receiving the complaint and resolution of the complaint shall not exceed forty-five (45) calendar days.

8) **Right to Appeal** – Either party may appeal the final resolution to the Department of Education. Appeals should be addressed as follows:

**Ms. Susan McCrone, Chief
Division of Federal Programs
Pennsylvania Department of Education
333 Market Street, 7th Floor
Harrisburg, PA 17126-0333**

<p style="text-align: center;">Artman Elementary Absentee Form</p> <p>Date _____ Date(s) of Absence: _____</p> <p>Student Name: _____</p> <p>Teacher Name: _____</p> <p>Reason for Absence: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;">Parent Signature</p>	<p style="text-align: center;">Artman Elementary Absentee Form</p> <p>Date _____ Date(s) of Absence: _____</p> <p>Student Name: _____</p> <p>Teacher Name: _____</p> <p>Reason for Absence: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;">Parent Signature</p>
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