

GARNET VALLEY SCHOOL DISTRICT

2022 – 2023

Elementary Parent/Guardian

Student Handbook

Guide to the

Garnet Valley Elementary Progress Report GVEPR

Bethel Springs Elementary School

“Learning and Fun All in One”

Concord Elementary School

“Where Caring and Learning Go Hand in Hand”

Garnet Valley Elementary School

“A Caring Community of Learners”



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Mrs. Janine Conley, Garnet Valley Elementary School Assistant Principal
Mrs. Tara Allen, Bethel Springs Elementary School Principal
Mrs. Susan Papson, Bethel Springs Elementary School Assistant Principal
Dr. Adam Penning, Concord Elementary School Principal
Mrs. Ashley Leach, Concord Elementary School Assistant Principal

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Garnet Valley School District

Mission and Vision Statements

The mission of the Garnet Valley School District is to provide quality education opportunities for all. In pursuit of this mission, the Garnet Valley School District will:
Exude enthusiasm for the learning process; Address the unique needs of each learning
Endeavor to provide all students with a solid educational foundation for lifelong learning; Help students develop their thinking skills; Prepare students for responsible citizenship in a world of constant change; Develop a high-performing workforce.

The vision of the Garnet Valley School District is to be a premier school district committed to continual improvement characterized by: High educational standards and expectations; Exemplary programs and instruction for all students; A safe learning environment; Students who possess the skills to achieve in a global community;
Commitment to inspiring life-long learning.

GVSD Educational Value Statements

Students

We believe that all students can learn, and our students need to embody the values of respect, strong work ethic, self-discipline, and good citizenship.

Staff

We believe that all students can learn and in order for that to occur we need to provide our students with a comprehensive curriculum in core content areas as well as the arts. The district has implemented a differentiated instructional model that recognizes that students have various learning needs. The district measures student achievement using standardized test scores, performance assessments, enrollment in Advanced Placement courses, service learning, and local assessments in math, reading, and writing.

Administration

We believe that all students can learn and in order for that to happen, we need to provide our students with a safe and caring environment where they feel secure, comfortable, and are able to thrive. To this end, the district has a comprehensive crisis plan and multiple educational programs that teach social and emotional skills, conflict resolution, bullying prevention, and strategies that promote a

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healthy lifestyle. We strive to foster an environment that embraces diversity. We believe that it is imperative that all stakeholders are considered in the decision-making process.

Parent/Guardian

We believe that all children can learn. Parents/Guardians need to employ respect, support, engagement, and good citizenship in order to help students achieve at high levels.

Community

We believe that all students can learn and in order for that to occur we need to offer an excellent educational program while maintaining fiscal responsibility. Garnet Valley School District has efficiently managed its operating system without overburdening the local taxpayers or sacrificing the necessary educational elements needed for high-achieving schools.

REGISTRATION PROCEDURES AND REQUIREMENTS

REGISTRATION - Registration information can be found on our district website at the following site:
<https://www.garnetvalleyjaguars.com/registration>

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

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

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

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

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

ATTENDANCE POLICIES & PROCEDURES

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

ABSENCE POLICY AND PROCEDURE – Garnet Valley has moved to a more efficient student absence reporting system called SafeArrival by School Messenger. This system makes it easy for parents/guardians to report their child's absence, reduces the time it takes to verify student attendance and will allow our staff to respond to unexplained student absences more efficiently.

SafeArrival gives parents/guardians 3 options to report an absence: by phone, by using an App, or by logging into the website. Click [here](#) to learn how to use Safe Arrival: This system is available 24 hours/day, 7 days a week. Future absences can also be reported in advance.

Parents/Guardians who report their child's absences using the SafeArrival system will **NOT** receive a call from our automated attendance system. Additionally, parents/guardians who report their child's absences using the SafeArrival system will **NOT** be required to send in an additional absence note as the reporting system will count as the note. **Absences must be reported through Safe Arrival by 10:00 AM each day that your child is absent. If parents/guardians do not use Safe Arrival to report the student absent, they will receive an automated phone call. Parents/Guardians may not access Safe Arrival after 10:00 AM to report an absence. They will then have to email the attendance secretary (please do NOT email the teacher) at the child's school to report the reason for absence. The email will serve as a note to excuse the child's absence.**

Attendance Secretaries:

Bethel Springs Elementary	Mrs. Eleanor McGlinn	mcgline@garnetvalley.org
Concord Elementary	Mrs. Liz Parenti	parente@garnetvalley.org
Garnet Valley Elementary	Mrs. Terri Centone	tcentone@garnetvalley.org

SafeArrival uses our student information system (ALMA) to verify all accounts so it is important that parents/guardians use the same email address on file in ALMA when creating their SafeArrival account.

Students absent for two or more days may have work requested by the parent/guardian contacting the teacher(s).

Absences and Excuses

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

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- Illness
- Healthcare Appointment
- Observance of a Major Religious Holiday
- Death in the Immediate Family Member
- Injury
- Required Court Appearance
- Pre-Approved Absence
- Quarantine

In order for an absence to be excused, a parent/guardian must respond to the Safe Arrival phone call, use the Safe Arrival app to report the absence ahead of time, or submit a written note to the office within three days after return from an absence. The absence of any student failing to comply with this time period will automatically become unexcused and illegal, and the school laws of Pennsylvania shall be applied accordingly.

- In instances where absences are chronic or irregular, the school administration may request a physician's note certifying that such absences are medically justifiable.
- Three consecutive days of absence will require a doctor's note.
- School administration shall excuse observance of a religious holiday only for those days published by the State Department of Education.
- Absences for a portion of the school day and tardiness will be considered on a cumulative basis and may be translated into equivalent days.

Truancy

Frequent or prolonged absence, without satisfactory reason, or willful violation of the compulsory attendance laws, shall be handled in conformity with the procedures stated in the Pennsylvania School Code.

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

- a. The parents/guardians of all students who are absent for 3 days of **unexcused** absences during the current school year will be notified in writing within 10 days that the child has been truant.
- b. The parents/guardians of all students who are absent for 6 days of **unexcused** absences during the current school year will be notified in writing that the child is considered to be habitually truant and a School Attendance Improvement Plan (SAIP) conference will occur.
- c. The parents/guardians of all students who miss 10 days, even if the days are excused shall be notified in writing of the student's absence record. A maximum of **10** **parent/guardian excuses** may be provided per school year. Once the student has reached 10 parent/guardian excuses all remaining absences must be from a doctor or the absence will be considered unexcused.

- d. A habitually truant student under the age of 15 may be referred to a school-based or community-based attendance improvement program or Children & Youth Services (CYS). The school may file a citation with the Magisterial District Judge against the parent/guardian.

EVERY LATENESS will be **UNEXCUSED** unless the student comes to school with an acceptable excuse note from the parent/guardian. Your child will officially be marked as late (tardy) if he/she arrives in the homeroom after 9:10 AM. Children arriving late **must be accompanied by a parent/guardian** and are required to sign in at the front desk in the school office. Repeated lateness represents a distinct disruption to the learning process and classroom routines. Therefore, parents/guardians should make every effort to prevent tardiness.

PRE-APPROVED EDUCATIONAL TRIPS

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

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

ARRIVAL & DISMISSAL INFORMATION

SCHOOL DAY FOR GRADES K-5 - The school day begins at 8:55 AM and ends at 3:30 PM.

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

Our procedure for dismissing a child early is as follows:

1. The parent/guardian must send a written (email) request to the homeroom teacher and attendance secretary and/or enter it into Safe Arrival.
2. The person picking up must present identification to the main office. Office staff will call for the child.
3. If the person is other than a parent/guardian, that person must have verified permission to take the child out of school. The person must present identification before the child is released.

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

- Bethel Springs Elementary 610-579-3000
- Concord Elementary 610-579-6100
- Garnet Valley Elementary 610-579-4150

BUS CHANGES—

1. Students will not be allowed to ride any bus home that they are not assigned by the transportation department to ride.
2. Students who need to go home with a friend must be picked up in the car line once the school office is notified.
3. The transportation department will transport a student to a certified daycare location within the district. Visit the transportation website to complete registration for this request.

DELAYED OPENINGS & EARLY DISMISSAL

In cases of inclement weather, the School Messenger Communication System will dispatch information to families by phone. Voicemail messages will be directed to contact **only** the number that you have designated as the primary contact number to the school district. E-mail messages for delays and closures may also be sent via the E-alert system to registered users of the GVSD website.

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

The communication for school closings is as follows:

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

DROP-OFF & PICK-UP PROCEDURES

Drop-Off

1. **Concord Elementary School**: Please drop your children off at the designated parent/guardian drop-off/pick-up area on the side of the school between 8:40 and 9:05 AM.
2. **Garnet Valley Elementary School**: Please drop off your children at the designated parent/guardian drop-off/pick-up area on the side of the school between 8:40 and 9:05 AM. Students MAY NOT be dropped off to wait in the lobby prior to 8:40 a.m. NO SUPERVISOR IS ON DUTY.
3. **Bethel Springs Elementary School**: Please drop off your children at the designated parent/guardian drop-off/pick-up between 8:40 and 9:05 AM. PLEASE DO NOT DROP OFF CHILDREN AT THE MAIN ENTRANCE OF THE BUILDING. NO SUPERVISOR IS ON DUTY.

- Students MAY NOT be dropped off to wait in the lobby prior to 8:40 AM.
- NO SUPERVISOR IS ON DUTY.
- After 9:05 AM, the parent/guardian must park and walk the student into the school office.

Pick-Up

1. **Concord Elementary School**: Student end-of-day pick-up is between 3:25 and 3:40 PM. There is no office pick-up after 3:00 PM. Please use the car line to pick up your child. DO NOT arrive later than 3:40 PM to pick up your child.
2. **Garnet Valley Elementary School**: Student end-of-day pick-up is between 3:25 and 3:40 PM. DO NOT arrive later than 3:40 PM to pick up your child. There is no office pick-up after 3:00 PM. Please use the car line to pick up your child. DO NOT arrive later than 3:40 PM to pick up your child.
3. **Bethel Springs Elementary School**: Student end of day pick up is between 3:25 and 3:40 PM. There is no office pick up after 3:00 PM. Please use the car line to pick up your child. DO NOT arrive later than 3:40 PM to pick up your child.

WALKING/BIKING TO/FROM SCHOOL – Elementary students are not permitted to walk or ride bikes to or from school.

MEDICAL INFORMATION

NURSE – The Garnet Valley School District employs a nurse on a full-time basis. Parents/Guardians should contact the school nurse if their child has a health problem that might have some effect on the child while at school. Such information will be kept on file in the nurse's suite.

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

STUDENT SCHOOL HEALTH RECORDS - Parents/Guardians have direct access to our district's health portal (SNAP) which provides the most secure, convenient, and real-time view of your child's school health record. All parents and legal guardians that have an email address in Alma should have received their secured login credentials to the SNAP Health Portal.

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

COMMUNICABLE DISEASE – State law provides that pupils shall be kept out of school, if they show unusual skin eruptions, swelling about the neck suggesting mumps, sore throat, symptoms of whooping cough, diseases of the eyes, pink eye, impetigo, pediculosis or ringworm. The public health regulations for communicable diseases will be communicated as needed through the school district.

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

COVID 19 MEDICAL PROCEDURES --For specific medical guidelines related to COVID 19, please consult: [Garnet Valley School District Health and Safety Plan 2022-2023](#)

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

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

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

AIDS - State law mandates that all elementary students in Pennsylvania be instructed in Acquired Immune Deficiency Syndrome (AIDS) - awareness, as well as drug and alcohol awareness.

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

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

CAFETERIA SERVICE

Breakfast and lunch menus are posted on the school website on a monthly basis. Breakfast is available in each school's cafeteria daily from 8:40 - 9:00 AM. Food offerings, as well as breakfast/lunch procedures, may be altered in response to the COVID 19 pandemic. These changes will be communicated to parents/guardians.

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

LOST OR FORGOTTEN LUNCH OR LUNCH MONEY – Students who forget their lunch or lunch money will receive predetermined lunch (no snacks or additional drinks) according to the following guidelines:

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

CURRICULUM

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

Special Area Class	Grades K-5
Art	60 minutes - 1x/week
Music	60 minutes - 1x/week
Physical Education & Health	60 minutes - 1x/week
Library	60 minutes - 1x/week (Library Skills and Book Exchange)
STEAM	60 minutes - 1x/week

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

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

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

SUPPORT SERVICES AND ADDITIONAL INFORMATION

IST – An Instructional Support Team (IST) is available at Concord School, Garnet Valley Elementary School, and Bethel Springs Elementary School to support students with academic, emotional, and behavioral difficulties. For more information about IST, please speak with a building administrator.

PSYCHOLOGICAL EXAMINATIONS – A district psychologist may administer a battery of tests to determine the existence of possible learning difficulties and/or emotional problems and to make plans to meet the learning needs of the child. IST is the pre-referral process for psychological testing.

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

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

PROGRESS REPORTING – Progress is reported on the Garnet Valley Elementary Progress Report (GVEPR). Student progress will be e-mailed to parents/guardians three times each school year. Progress reports are also available through the student information system, Alma.

PARENT/GUARDIAN TEACHER CONFERENCES – There are three trimesters each school year for grades K through 5. During the fall and spring, the teachers schedule conferences with parents/guardians in order to report student progress. These conferences are scheduled once during the fall and once during the spring of each year. Conferences are offered in two formats - in person or virtually on Zoom.

HOMELESS STUDENTS - The federal McKinney-Vento Homeless Assistance Act defines the term "homeless children and youths" to mean individuals who lack a fixed, regular and adequate nighttime residence, which include the following conditions: sharing the housing of other persons due to loss of housing or economic hardship; living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations; living in emergency, transitional or domestic violence shelters; abandoned in hospitals; awaiting foster care placement; living in public or private places not designed

for or ordinarily used as regular sleeping accommodations for human beings; living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; living as migratory children in conditions described in previous examples; living as run-away children, abandoned or forced out of homes by parents/guardians or caretakers; living as school age unwed mothers in houses for unwed mothers if they have no other living accommodations. Every reasonable effort will be made to identify homeless children within the district, encourage their enrollment, and eliminate existing barriers to their attendance and education, in compliance with federal and state law and regulations. For more information, please see School Board Policy #251. You may also contact Kristin Smeins, homeless liaison, at smeinsk@garnetvalley.org.

DISCIPLINE

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

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

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

BUS SAFETY

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

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

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

Electronic devices may not be used on the school bus. If a parent/guardian chooses to have their

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student carry a cell phone for availability during aftercare, the cell phone must remain off and in the school bag while on the bus and throughout the entire school day.

Students may not eat or drink while on the bus. In addition to the potential for choking issues, there are a number of students who have food allergies that could be put at risk.

Kindergarten & First Grade Policy:

1. It is the policy of Garnet Valley Transportation that every Kindergarten and First Grade student has a parent/guardian, designated adult or sibling Middle School age or older, at the stop for pickup and delivery.
2. If no one is at the stop to receive the student in the Pm, the student will be taken back to their school of attendance and you may pick them up there.
3. For First Grade students whose parents feel the student is responsible and/or mature enough that they can walk home by themselves, they can opt-out.
 - a. To do this there will need to be a letter on file from the parent or guardian confirming that you are not in need of the safety precautions that we have put in place.

STUDENT DRESS CODE

Student dress should be appropriate for the school setting. A student should always keep in mind that his/her appearance must not present a clear and present danger to the student's health and safety, cause an interference with work, or create classroom or school disorder. Students dressed inappropriately will be referred to the office. More information regarding student dress code can be found in the Student Records Procedural Discipline Manual under Policy #221.

GENERAL INFORMATION

LOST AND FOUND - Articles that are found in the school or on the grounds are to be turned in to the Lost and Found. Money or valuables are turned in to the school office. Unclaimed articles will be donated annually.

RESPONSIBILITY FOR BOOKS AND OTHER SCHOOL PROPERTY - Students are responsible for the care and safe-keeping of textbooks and all school property. Should a school textbook or library book be lost, the parent/guardian should contact the school office to learn the replacement cost. Money should then be delivered to the school office as soon as possible. If a student fails to turn in either the fee or the book parent/guardian access to ALMA is suspended until such time as the book or money are offered.

STUDENTS USE OF CELL PHONES - Students may not use cell phones during school hours, events, and activities including while on district transportation. Cell phones must remain in bookbags from the time students leave home until they arrive back at home.

PARTIES - Classroom parties are held in all classrooms for Halloween, Winter Break, and Valentine's Day. Classroom parties and the bringing of food into the classrooms will occur in accordance to planned teacher/school events. Restricted foods due to allergies will be communicated accordingly.

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

SAFETY DRILLS - Safety drills are conducted on a monthly basis. Safety drills include Restricted Access, Primary Evacuation, Secondary Evacuation, and Enhanced Lockdown.

PHOTO/VIDEO TAPE PERMISSION - Please refer to the photo/video tape release located in the Parent/Guardian Portal on the district website under Technology Opt Out form.

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

HOMEWORK GUIDELINES - While overall homework at the elementary level has not shown a strong correlation to student achievement, it has been proven to help students with organization, responsibility, and preparation for middle school where there is a stronger link to positive achievement. Math homework has shown a correlation when the assignments include deeper learning and authentic tasks reflective of current learning. Please contact your child's teacher if your child is struggling with homework.

Introduction to the Garnet Valley Elementary Progress Report - GVEPR

Philosophy Statement

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

Overview

The progress report was updated in 2018-2019 to reflect current trends in education. It remains anchored in a standards based reporting principle where students' progress towards standards is indicated along with reporting on the Qualities of a Learner. The updated progress report enhances the Qualities of a Learner to reflect 21st century skills and updates academic indicators to be more accessible to students and parents/guardians. Characteristics of an ideal progress report were identified through research on assessment and best practice, examining samples from other districts, and by defining those qualities essential in our own district.

The updates were created to achieve different goals. The updated progress report provides more information to parents/guardians, has a consistent grade scale across K-5 via a new rubric, reflects elements of current instructional practices like reading workshop, and will include the independent level of books the student is reading.

Description of Proficiency Levels

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

The district has developed progress reports for all elementary grades, K to 5. Student progress on each Quality of a Learner and academic indicator is reported using a 4-point rubric. This rubric is a

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departure from previously used state reporting language and is intended to be more student-centered. The rubric was designed so that grades do not indicate the end of the learning progress. The student score on the rubric informs the student and parent/guardian of where the student currently is on a learning continuum.

Student Learning Rubric

Level	Descriptor	Independence	Understanding	Empowerment	Application	Demonstration
4	Expanding	I can complete tasks without help	I can explain tasks in my own words	I look for new challenges	I can explain how skills apply to my life	I demonstrate and apply this consistently
3	Developed	I can usually complete tasks without help	I can show that I understand	I can find my own mistakes and correct them	I can apply skills to classroom tasks	I demonstrate this consistently
2	Progressing	I can complete tasks with help or an example in front of me	I can sometimes show my understanding	I can correct my mistakes after someone shows me	I can sometimes apply skills to classroom tasks	I am working towards demonstrating this consistently
1	Beginning	I can follow the task while someone explains it	I'm not sure where to start on my own	I use help from others to find my mistakes	I'm learning these skills so that I can use them	I'm not ready to demonstrate this yet

The student learning rubric will be used in developmentally-appropriate methods in each grade. For example, primary grades may not use Level 4 as students are developing their foundations of learning at this level.

Qualities of a Learner:

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

- Accepts responsibility for choices and actions
- Contributes to the learning environment with a positive attitude and respect for others
- Embraces and works through challenges
- Listens actively
- Meets classroom and school expectations

- Organizes self, materials, & belongings
- Participates actively
- Seeks help when needed
- Shows pride in producing best work
- Takes risks to grow as a learner
- Demonstrates digital citizenship through appropriate technology use
- Works cooperatively with others

Student progress in working towards the goals outlined in the updated Qualities of a Learner will also be used in developmentally-appropriate methods depending on the grade level. Reporting on each Quality of a Learner will be completed when that Quality is appropriate for the student.

Garnet Valley Elementary Curriculum

The Garnet Valley School District is committed to providing a per

English Language Arts

The English Language Arts section of the GVEPR has been organized according to the five PA Standards categories, which describe what students should know and be able to do with the English language, pre-kindergarten through Grade 12. The categories remain the same for all progress reports. The content and skills within these categories are spiraled, therefore the material and skills in the primary years are built upon in subsequent years. Standard 5, Speaking and Listening, has been divided into two separate categories on our progress report. Additional language has also been added to the progress report to enhance the explanations of each Standard.

The five standard categories are listed below:

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

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

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

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

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

In addition to reporting on the Standards, the updated GVEPR will also report the level of books that the student is currently reading. Students read in a zone above, below, and within a level of books. Different skills are developed at each level. Garnet Valley uses the Fountas & Pinnell Text Level Gradient™. The levels are A to Z. More information is on the F&P website at <http://www.fountasandpinnell.com/textlevelgradient/>.

The Elementary Math Program

The Garnet Valley mission for math education is to cultivate a community of mathematicians who have equitable access to student-centered collaborative opportunities that engage students in productive struggle and provide opportunities for students to persevere and reach their highest potential. We believe in fostering a community of mathematicians who learn together, engage in personalized learning, take risks and embrace challenges as an opportunity for growth, and recognize that the process of learning is just as important as the outcome of learning.

The elementary math program will be reflective of the mathematical standards, referred to as the PA Standards. These standards have undergone intense scrutiny by the PA Department of Education and are intended to provide all students with a thorough foundation in mathematics. Some skills and concepts have been shifted from a grade that they were commonly included in in the past to a grade

for which they are more suitable based on student readiness. Fewer skills and concepts are presented at each grade level than in the past in order to provide the students with sufficient time to explore concepts more fully and to develop a solid understanding that can be built upon in subsequent years. Our program will focus on both mathematical understanding and procedural skill in all grades. Emphasis will be placed on reasoning, problem-solving, modeling, decision making, and engagement so that students can express and experience mathematics in and outside of the classroom. To that end, there are eight “Mathematical Practices” that will be part of the curriculum for each grade level. These practices are:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

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

Kindergarten

Counting and Cardinality

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

Operations and Algebraic Thinking

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

Numbers and Operations in Base Ten

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

Measurement and Data

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

Geometry

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

Grade One

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and

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subtraction.

- Add and subtract within 20.
- Work with addition and subtraction equations.

Numbers and Operations

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

Measurement and Data

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

Geometry

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

Grade Two

Operations and Algebraic

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

Numbers and Operations

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

Measurement and Data

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

Geometry

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

Grade Three

Operations and Algebraic Thinking

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

Numbers and Operations

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

Numbers and Operations (Fractions)

- Explore and develop an understanding of fractions as numbers.

Measurement and Data

- Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.
- Recognize perimeter as an attribute of plane figures.
- Know the difference between linear and area measures.
- Tell and write time to the nearest minute and solve problems calculating time intervals (elapsed time).
- Solve problems involving money and using a combination of coins and bills.
- Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.

Geometry

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

Grade Four

Operations and Algebraic Thinking

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

Numbers and Operations

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

Numbers and Operations- Fractions

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

Measurement and Data

- Solve problems involving measurement and conversion of measurements (larger unit to a smaller unit).
- Represent and interpret data involving fractions using information provided in a line plot.

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- Translate information from one type of data display to another.
- Understand concepts of angles and measure angles.

Geometry

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

Grade Five

Operations and Algebraic Thinking

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

Numbers and Operations

- Apply place value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.
- Extend an understanding of operations with whole numbers to include decimals.

Numbers and Operations- Fractions

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

Measurement and Data

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

Geometry

- Graph lines in the first quadrant on the coordinate plane and interpret these points when solving real-world and mathematical problems.
- Classify two-dimensional figures into categories based on an understanding of their properties.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions and compare decimal fractions.
- Use equivalent fractions to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Grade Five Accelerated

The Number System

- Compute fluently with multi-digit numbers and fractions.
- Compute fluently with common factors and multiples.

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

Expressions and Equations

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

Measurement and Data

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

Geometry

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

Ratios and Proportional Relationships

- Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- Understand the concept of a unit rate and use rate language in the context of a ratio relationship.
- Use ratio and rate reasoning to solve real-world and mathematical problems.

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

Other Subjects Assessed on the GVEPR

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

Special Area Subjects Assessed on the GVEPR

Curriculum for special areas (Art, Music, STEAM, Physical Education & Health) is based on state and/or national standards. Indicators on the GVEPR reflect a student's proficiency in each curricular area. The same rubric is used to identify student progress.

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