



*2023-2024 Handbook*  
*Wallingford Elementary School*



*“Be Respectful, Be Responsible, Be Safe, Be Helpful”*



# Wallingford-Swarthmore School District

(610) 892-3470

## Administration

Dr. Wagner Marseille Superintendent	x1105
Dr. James Conley Assistant Superintendent	x1104
Dr. Ashwina Mosakowski Director of Elementary Education	x1201
Dr. Ian Sandberg Director of Student Services, Personalized Learning	x1502
Dr. Megan McCullough Director of Student Services, Behavioral Health	x1501
Dr. Deena Cellini Director of Human Resources	x1401
Patti Diaferio Transportation Supervisor	x1702

## District Schools

Nether Providence Elementary Al Heinle – Principal	x4105
Swarthmore-Rutledge School Dr. Angela Tuck – Principal	x4505
Strath Haven Middle School Dr. Chris Matsanka – Principal	x3105
Strath Haven High School Dr. Greg Hilden– Principal	x2105

## Wallingford Elementary School

<b>Dr. Gabriel Savage</b> Principal	x4301
Jennifer Zwitch Executive Secretary	x4305
Erin Costa School Nurse	x4341
Trish Brown Attendance	x4306

## School Board Members

**Region 1** (Wards 2, 3 & 4 in Nether Providence)  
Mr. Kevin Henry - Vice President, Mrs. Kelly Wachtman - President, Ms. Nanette Whitsett

**Region 2** (Wards 1, 5 & 6 in Nether Providence plus Rose Valley) Mrs. Rachel Holbert, Mr. Lawrence Kutys, Treasurer, Ms. Mary Jo Witowski-Smith

**Region 3** (Swarthmore and Rutledge)  
Dr. David Grande, Ms. Wendy Voet; Ms. Christine Dolle

## Address Correspondence to:

Wallingford-Swarthmore School District  
Board of Directors  
C/o Dr. Wagner Marseille, Superintendent  
200 S. Providence Road  
Wallingford, PA 1908



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# General Information

Wallingford Elementary School - 20 S. Providence Road - Wallingford, PA 19086

## WES 2023-2024 School Calendar

<b>School Hours:</b>	Grades 1-5 regular school day	8:45 – 3:30
	Grades 1-5 delayed opening	10:45 – 3:30
	Grades 1-5 early dismissal	8:45 – 12:30
	Kindergarten regular day	8:45 – 11:30 (AM) & 12:45 – 3:30 (PM)
	Kindergarten delayed opening	10:45 – 12:30 (AM) & 1:45 – 3:30 (PM)
	Kindergarten early dismissal	8:45 – 10:00 (AM) & 11:15 – 12:30 (PM)

**Snow/Emergency Closing:** School Messenger District Alert system or District website: [www.wssd.org](http://www.wssd.org)

**Cafeteria:** Breakfast FREE THIS YEAR PER THE STATE OF PA  
Lunch \$2.75

(To see if your child is eligible for free or reduced price lunches, [fill out and return the application.](#))

**Arrival and Dismissal:** Morning arrival begins at 8:20 a.m. and students are dismissed each afternoon at 3:30 p.m. Throughout the year WES offers after school clubs and activities for which students will need to be picked up at the end of each session (usually around 4:30).

**Early Dismissal:** To have your child dismissed from school for an appointment, please submit a note through Power School. An approved adult must come to the school office to sign the child out.

**Absence from School:** If your child will be absent, please submit a note through Power School or call **610-565-7847 by 9:15 a.m** if handing in a signed note. An absence note is required by the state when your child returns to school after being absent. A doctor's note is required by the state when a child is out sick for three or more days. **\*The handwritten note is in addition to the telephone call reporting the reason for the absence.\***

**Transporting Students:** No student group is permitted to leave school grounds for trips, end-of-year picnics, etc. in private cars.

**Bicycles/Walkers:** Children are permitted to ride their bicycles or walk to school after the school has received a note from the parents freeing the school of any responsibility. We recommend that a child be in third grade before riding/walking to school. All children must wear helmets when riding their bicycles.



# Attendance Procedures

*(For the complete Wallingford-Swarthmore School District Policy on Attendance please reference School Board Policy 204)*

Regular and timely attendance is essential for success in school. A student's first responsibility is to attend school regularly and fulfill all requirements. Regular and prompt attendance is a habit to be cultivated early in your school career. Excessive absences, even when excused, have an impact on learning and student achievement.

If a student is out sick due to illness during the school day, the student is not permitted to participate in after school activities. If a student is absent for another reason during the school day, prior permission is required for participation in any after school activities.

Each day the attendance secretary will generate an automated call alerting parents of any student's unreported absence.

## **PARENT PORTAL ATTENDANCE NOTE INSTRUCTIONS (POWER SCHOOL)**

Anytime your child will be/has been absent, will be late or will need to be dismissed early, please follow the below steps:

1. Log onto your Power School Parent Portal account
2. Select the child you're submitting for by clicking their name across the top
3. Click "Forms" in the Navigation bar
4. Select the appropriate "Form Name" for absence, dismissal or tardy
5. Enter the data. If you have documentation, click "Add Document"
6. You must consent to electronic signature and type your signature
7. Click "Submit" – Once you submit you have completed the required notification of absence. **There is no need to call or send in a note if you submit the absence through Power School.**

If you are unable to use Power School please remember to email or call the school absence line at 610-565-7847 between 8:00 a.m. and 9:00 a.m. on any day that your child is going to be absent or after 4:00 p.m. on the evening before. We check those messages shortly after 9:00 a.m.; we will then immediately call the parent of any child who is absent and for whom we have not received a call. This practice ensures that both parents and school know that the children are where they are supposed to be. Please remember that all children are required to have an absence note, via Power School or signed handwritten note, upon returning to school. If we do not have a note within three days of the student returning to school, then that absence remains unexcused.

## **EXCUSED ABSENCES**

The district considers the following conditions to constitute reasonable cause for absence from school:



1. Personal illness, including if a student is dismissed by designated district staff during school hours for health-related reasons. Absences of three (3) or more days will require a doctor's note.
2. Obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory.
3. Quarantine.
4. Family emergency.
5. Recovery from an accident.
6. Required court attendance.
7. Death in the family.
8. Participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group, upon prior written request.
9. Observance of a religious holiday observed by bona fide religious group, upon prior written parental request. Release from attendance for this purpose shall not be recorded as an absence on the student's attendance record.
10. Non-school sponsored educational tours or trips (see Extended Travel below).
11. Other urgent reasons. Urgent reasons shall be strictly construed and do not permit irregular attendance.

### **RETURN FROM ABSENCE**

*If you have not submitted a note through Power School* you may send in a handwritten one. Upon return to school after an absence, students are required to bring a signed written excuse from a parent or guardian. Any written note should contain the following:

1. Student's full name
2. Date(s) of absence
3. Reason for absence
4. Signature of parent/guardian

**If a student is absent for three (3) or more consecutive days, a doctor's note will also be required upon return to school.**

### **EARLY DISMISSALS**

To have your child dismissed from school for an appointment, please submit an Early Dismissal request in Power School. An adult family member must come into the school office to sign the child out. Dismissal requests for doctors' appointments must be verified with a note from the doctor upon return to school.

### **EDUCATIONAL TOURS AND FAMILY TRIPS**

In June of 2017, the school board approved the provision that may excuse a student, for up to ten (10) days per school year, from school attendance to participate in an educational tour or trip for entertainment purposes not sponsored by the district if the following conditions are met:

1. The student must be in good academic, disciplinary, and attendance standing.



2. A written request must be submitted to the Principal one week prior to the first day of absence using Power School or the [WSSD Trip Pre-Approval Form](#).
3. The student's participation must be approved by the Building Principal one week in advance of the scheduled trip

### **UNEXCUSED ABSENCES**

Absences for reasons other than those listed above will be considered UNEXCUSED. Excessive unexcused absence, regardless of the reason, may be referred to the District Magistrate for a truancy citation.

### **TARDINESS**

Homeroom teachers take attendance promptly after school begins (8:45 a.m.). Students not in their classroom will be marked absent. Any student who is late to school must sign in on the clipboard in the front office. **An accumulation of time missed from school due to unexcused tardiness can equate to full days of truancy and may be prosecuted in the same manner as other unlawful absences.**

### **TRUANCY AND ABSENCE**

As students encounter the truancy process, the School Code in Pennsylvania makes it clear that the role of the school is to support the student with gradual steps of more intensive interventions in order to help the student improve their attendance at school *before* punitive measures are taken. The people involved in this process include attendance secretaries, school counselors, district social workers, principals, and even outside social service organizations that can help support students and families.

Once a student accumulates **3 unexcused absences**, an *Official Notice of Truancy* (often termed the "3 Day Letter") is sent to the home and parents. At this time, the school counselor makes contact with the student and/or family, if they have not done so already. This step is put in place in order to encourage better school attendance and to see what might be the causes or concerns about regular and prompt school attendance.

When a student accumulates **6 unexcused absences** and is now deemed *habitually truant*, a second letter is sent to the home notifying the student and family that the school will hold a meeting to create an individualized SAIP (Student Attendance Improvement Plan) with the guidance of a district social worker and other applicable school personnel. The family is invited to collaboratively work with the team in place to find and document solutions and strategies for their student's attendance improvement.

If additional unexcused absences occur beyond this point, the school district can take other actions in an attempt to help improve attendance, which could include:

1. Having the student work with a community-based attendance improvement program.
2. Making a referral to social service organizations such as Child Guidance Resource Center. If a referral is made to Child Guidance, an intake appointment will be set up with a social worker to work with the family. Referrals to the county DHS office (Children and



Youth Services) can also be made when appropriate.

3. A citation can be filed against the student or parent with the local district magisterial court for truancy, as unlawful absences (unexcused absences for students between the ages of 8 and 17) can carry criminal penalties such as fines, community service hours, or the suspension or delay of driver's licenses privileges for the student.

### **DISCIPLINARY CONSEQUENCES**

Referral to truancy court and/or community agencies. - The school district may refer any student to truancy court who has accumulated six (6) or more unexcused absences from school. Students who engage in excessive tardiness and/or excessive unexcused/illegal absence put themselves in academic jeopardy. Students may be retained at the end of the school year as a result of poor attendance.

## **Arrival & Dismissal Procedures**

### **ARRIVAL PROCEDURES**

In the morning, we provide supervision for students beginning at **8:20 a.m.** Each day there will be a team of parents and/or staff to help facilitate student drop-off.

Because there is no supervision prior to 8:20, please do not drop off students at school during an unsupervised time. If your child participates in an activity before school such as orchestra, band, or foreign language, please drop him/her off at the time designated by the activity supervisor.

If you are dropping off your child in the morning **but not parking**, please drop him/her in BUS LOOP located off of Kershaw Road, following the plan below:

1. Please drive as far down the driveway as possible before discharging your children. If there is a line of cars, pull up directly behind the car in front of you.
2. **Discharge students from the passenger side door. Parents should remain in their cars.** (In the past we have occasionally observed parents parking their cars, walking around to open the doors for their kids or sometimes walking them to the back door of the school, often leaving their driver side door open, which causes a huge safety issue and a long back up.)
3. **Remain in a single lane.** Do not pass other cars that are discharging children. We have “walkers” coming across the driveway at the same time that cars are dropping students off and their safety is jeopardized when cars begin pulling out and passing each other.

Our safety aide and a team of parent volunteers will be on duty daily to help children move safely and efficiently from cars to school. Please follow their directions.

After students have been dropped off, they will then be directed into the building where they are supervised by a team of WES instructional support assistants.

## DISMISSAL PROCEDURES



### BUSES

Our buses will use the bus circle at the rear entrance of the school and the front of the school to collect the students, so we are asking that no cars use these two areas between 3:10 and 3:50. It is our goal to have all buses loaded and on their way by 3:40 each day, but we cannot do that if cars are parked/waiting in the bus circle. **PLEASE NOTE:** students are only permitted to ride the bus to which they are assigned.

### WALKERS



Providence Rd Door (library) is the door for all students who have permission to leave school and walk home without an adult picking them up. If you choose to have your child leave school by this door, WES staff will not check to see if their adult is present before letting them leave the building. Siblings who are walking together will be allowed to wait for one another before leaving the building. **PLEASE NOTE:** No adults should be



waiting at the walker door. If you are picking up your child, please go to the gym door and wait in line for your child to be released.

Crossing guards are located directly in front of the building, at the intersection of Possum Hollow and Providence Road, and at the intersection of Brookhaven Road and Kershaw Road.

### PARENT PICK UP



Kershaw Door (gym) is the parent pick up door for all students who are being picked up by their parents/adults. If you want WES to release your child directly to you, you must pick up your child at this door. If you wish to pick up your





child, please park your car and walk up to wait at the Parent Pick-up door, located at the Kershaw Road side of the building at the Gym. Please line up and wait for your child to be dismissed to you.

## COMMUNICATION WITH THE OFFICE

Unless we hear otherwise from the custodial parent **in Power School or in writing**, all students are expected to go home their regular way (e.g., bus, walk, parent pick-up.) If you carpool with another family or if someone other than the custodial parent will be picking up your child (e.g., grandparent, baby-sitter, etc.), please inform us in advance, and please be sure to inform whoever is picking your child up about our procedures. Students can only be released to contacts in PowerSchool, or a person that the custodial parent/guardian has indicated to school staff.

**Please use PowerSchool to inform us of any dismissal changes for your child.** We appreciate you putting in any changes the night before or as early in the day as possible. If you need to make a change in dismissal after 2:00pm, please call the office (610-892-3470, ext. 4306).

If your child is involved in a joint or shared custody or if there are parental visitation situations that might impact after-school pick-up, please let us know in writing. (For instance, if a child rides the bus Monday-Thursday, but is picked up by the non-custodial parent on Friday, please inform us of that practice.) This will help us ensure that there are no miscommunications between home and school and that your child goes home the expected way. If you have a custody order that details where children are to go after school or who they are to go with, please make sure we have a copy of the custody order in the school office.

## VISITORS

At WES, we pride ourselves on being a family school. We encourage parents to be here, whether it's to volunteer in the morning as part of the arrival team, as a classroom reader or library assistant. Of course, we also want to keep track of who is visiting the school. In the event of a fire drill or a real emergency, we must account not just for our students and staff, but for our visitors, as well. **Therefore, it is important if you are stopping in for any reason to sign in, via our Raptor System, at the front office and pick up a visitor tag. Please do not go directly to a classroom.** Before leaving the building please drop your visitor tag off in the main office so we may accurately record your entrance and exit times.

If you are not yet in our Raptor system, you must present your Driver's License for scanning. If you are not in Raptor and do not have your ID, we can not allow you to enter the building. Thank you for your cooperation.

A request to observe/visit a classroom must be placed in writing to Dr. Savage one full school day prior to the requested visit. To minimize disruptions to the instructional program at Wallingford Elementary School, the school reserves the right to schedule an observation at a time that does not disrupt the educational process or which potentially violates student confidentiality.



If you have any questions, please do not hesitate to contact Dr. Savage either by email or phone. We thank you in advance for your support in making WES a safe environment for our students, staff, and community members.

### **VISITOR PARKING**

If you are parking and briefly entering the building, please park in one of the 15-minute parking spaces in front of the building. **Do not park in the fire lanes in front of or behind the school at any time**; not only does this cause a safety hazard in the event emergency vehicles must access the building, but it interferes with the flow of traffic. Cars that violate this regulation will be ticketed. If you must stay longer than 15 minutes, you can park in the open spaces behind the playground off of Kershaw Road or across the street on Chatham Place. Parking on Chatham Place is limited to 2 hours. Please do not exceed that.

## **VOLUNTEERS**

The district has always maintained a policy for our parents/community members to volunteer in the schools, at school events or on field trips. Please note the following:

- Depending on what you are volunteering for, you may be required to get volunteer clearances (i.e. chaperoning field trips).
- For MOST of the volunteer positions here at WES, clearances will not be needed.

Please see the [District's Volunteer Information page](#) for full details on obtaining clearances.

## **WSSD Medication Policy**

Each year we have many requests from parents to give children medication during school hours. The following summary of the policies regarding medication has been prepared for your review. You may also want to review the complete health and medication policies available in each school office. If you have any questions, please contact your school nurse or principal. (The following is in accordance with School Board Policy 210 and 210.1)

1. Every effort should be made to give all doses of medication at home. Normally, medication to be given three times per day can be given at home (e.g., before school, after school, at bedtime). If a medication must be administered four or more times per day, one or more doses will likely need to be taken during the school day.
2. Only medications prescribed by a physician for a particular child will be given during school hours. Written instructions from the physician are required. Any change in dosage or medication must be accompanied by a physician's note.
3. All medications must be clearly marked with a prescription label bearing the child's name, type of medication, dosage, and time to be given.



4. For the safety of all students, children may not carry medication to school. Parents must bring the medication to the Health Office. Enough medication should be left at school for the duration of the prescription. Children may not transport medication back and forth to school each day.
5. Over-the-counter medications: Per Standing Orders from the school physician, school nurses may administer Tylenol/Acetaminophen, Motrin/Ibuprofen, Tums and Cepacof lozenges as needed for student illness. Parent permission for use of these is obtained on the annual "*Student Information Form*". All other over-the-counter medications will not be administered in school unless accompanied by a physician's note specifying the medication, dosage, and timing of the medication. Children will not be permitted to take medication on their own during school hours.
6. One exception to the above protocol involves the use of asthma inhalers. An asthma inhaler may be carried by a student during the school day if deemed necessary by the child's parent and doctor. A *Parent/Doctor Authorization Form to Carry Own Medication* should be completed. In addition to other information, this form includes verification of the student's knowledge and competency to self-medicate. The form also includes a statement relieving the school and its employees of any responsibility for the benefits or consequences of the medication, or for ensuring that the medicine is taken. It should be noted that the prescribed inhaler is for the intended individual's use only and must not be shared with others. Violation of this policy shall result in immediate confiscation of the inhaler and loss of the privilege to self-medicate.
7. When the school nurse is in the building, the school nurse will administer medication. The principal or his/her designee will administer the medication when the school nurse is not available. Any parent who wishes to come to school to administer medication to their own child may do so. Parents must check in at the Main Office upon arrival.
8. Teachers are instructed to not permit children to take medication on their own at school. Please do not place your child in a potentially embarrassing situation by sending him or her to school with medication.
9. Unused medications will be disposed of at the end of the school year or when the duration of the medication ends. If a parent wishes to keep any unused medication, the parent must come to school to pick it up. Unused medication will not be returned directly to students.

## **In Loco Parentis**

From the time students leave their homes each morning to the time they return each evening, school officials are provided with the authority to act in place of parents or guardians. This is called "in loco parentis," translated as "in the place of a parent." Section 1317 of the Pennsylvania School Code provides the authority for school officials, acting in loco parentis, to enforce school rules regarding conduct and behavior for all students. This authority is enforced

during the time that students are in attendance in school and on school-sponsored activities, and also extends from the time that a student leaves their home to travel to school until the time that a student reaches home from school. It is important to note that the school expectations apply to students as they leave their homes and travel to school (whether by walking, on the school bus, or in a car), as they attend school and all school-sponsored activities, and until the time that students return to their homes from school at the end of the day.

## Student Wellness – Birthday Treats

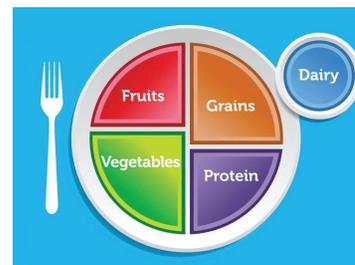
*(For the complete Wallingford-Swarthmore School District Policy on School Wellness please reference School Board Policy 246)*

As your child's birthday approaches, you may be considering a way to have this acknowledged at school. While there are only three classroom parties each year (Halloween, Winter holiday party, and Valentine party), birthdays are **only** recognized through **non-snack** options. Please know that teachers will recognize student birthdays whether or not a **non-snack** alternative is sent in. If you would like to send in something to acknowledge your student's birthday, we encourage options such as: erasers, pencils, stickers, stories, songs, games or other special recognition.

**School Celebrations** are encouraged to minimize the amount of goods containing sugar as a primary ingredient (e.g.. cupcakes, cookies) and should provide the following:

- Fresh fruits/vegetables, and
- Water

The food service provider can provide suggestions on snack compliant options and compliant food options for purchase, if desired. **School Celebrations** may include but are not limited to, cultural awareness days, end of year celebrations, Valentine's Day, Halloween, and other building wide events as approved by the building principal. The following are further guidelines concerning food at **School Celebrations**:



1. Avoid sending in any snack with ingredients posing an allergy risk for classmates.
2. If you are unsure if the snack contains ingredients that may be dangerous to some students, please do not send it into school. We have students who need to avoid certain ingredients for various health reasons (diabetes, Celiac disease, or life threatening anaphylaxis).
3. If you are bringing in snacks that are store bought, please make sure they have their ingredients listed. If they are homemade, please send in an ingredients list. This will help ensure that an allergic reaction will not occur.

Your cooperation with our Wellness Policy is greatly appreciated.



# WES Tiered Intervention Support

## Response To Intervention (RtII)

Our response to instruction & intervention programs (known as RtII) is modeled after the Multi-Tiered Level of Supports framework to assure that we are meeting the needs of all learners, academically and behaviorally. We conduct routine assessments in reading, math and behavior (explained under PBIS information section). Based on this information and teacher input, we provide remediation and enrichment both in and out of the classroom. The frequency of monitoring of their progress varies based on the child's needs or skill that is instructed on. We meet as a team (principal, school counselor, reading specialists, instructional support teacher, child's teacher and psychologist) regularly to discuss progress and make modifications to the child's instructional programming if necessary.

## Reading Support

All students are provided baseline, district assessments to determine their instructional needs. Students who fall in the strategic range or lower may qualify for additional support by one of our highly qualified reading specialists. This support is provided based on need and generally occurs 2-4 days per week for 30 minutes. Students would not miss any of the core curriculum as this is typically scheduled during their intervention block time.

## Math Support

All students are provided baseline, district assessments to determine their instructional needs. Students who fall in the strategic range or lower may qualify for additional support by our highly qualified instructional support teacher. This support is provided based on need and generally occurs 2-4 days per week for 30 minutes. Students would not miss any of the core curriculum as this is typically scheduled during their intervention block time.

## Gifted/Enrichment Supports

All students are screened for academic giftedness in second grade across the District. Similar to our special education program, students who demonstrate skills significantly above and beyond our prescribed curriculum or meet the state giftedness criteria, may qualify for gifted/enrichment service. A Gifted Evaluation is used to determine students who qualify for gifted service. Typically, students in grade K-2 will receive enrichment, while students in grades 3-5 are screened more closely for gifted services, but also can maintain enrichment services and opportunities.

## Positive Behavior Intervention and Supports

PBIS is a three-tiered system designed to promote students' academic, social, behavioral and emotional success. The PBIS framework is evidence-based, and it helps to foster a safe, equitable, and positive school culture where all students can grow.



## **PBIS Tier 1 - Universal Supports**

PBIS Tier 1 practices support all students. They establish a foundation for positive classroom communities and peaceful public spaces. Tier 1 practices begin with explicitly teaching school wide expectations. Expected behavior is reinforced, and acknowledged both individually and classwide. Unexpected behavior is addressed with respect, empathy and dignity. We remind and reteach students, and when necessary, give logical consequences. [To learn more about PBIS Tier 1 click here.](#)

## **PBIS Tier 2 - Targeted Supports**

PBIS Tier 2 supports targeted students who need behavioral, social, or emotional skills above PBIS Tier 1. Staff use wellness screeners, behavioral information and feedback from teachers to determine eligibility for this level of targeted support. Support is based on need and typically occurs over 4 -6 week periods. [To learn more about PBIS Tier 2 click here.](#)

## **PBIS Tier 3 - More Individualized Targeted Supports**

PBIS Tier 3 supports students who need additional intervention with behavioral, social, or emotional skills with an additional layer of support above both PBIS Tier 1 and PBIS Tier 2 supports. Staff use information from PBIS Tier 2 interventions, wellness screeners, behavioral information and feedback from teachers to determine eligibility for this level of targeted support. Support is based on need and typically occurs over 4 -6 week periods. *PBIS Tier 3 is in the development phase this year at WES.*

## **Family/School Partnerships**

Forming a partnership between home and school will ensure the success of our PBIS system. Throughout the school year our school staff will send updates and information to families. WE invite you to share comments, concerns and ideas to help us make PBIS work at our school.

Please support PBIS by:

- Reviewing our school's behavioral expectations with your child
- Providing positive reinforcement (acknowledging good choice with compliments or quality time) at home
- Help your child understand how these expectations are good for the school community
- Ask your child about class paws, whole-group incentives and individual recognition.
- Sharing comments with or asking questions of teachers, school teams or building administration

## **Special Education Supports**

We are very proud of our special education programs here at WES. We have a well trained staff that serves students with a variety of disabilities such as specific learning disabled, emotional disturbance, autism, speech/language, other health impaired, to name a few. Students who



qualify for services will have an Individual Education Plan (IEP) developed by a team (teachers, parents, specialists) and have been identified through a comprehensive multidisciplinary evaluation. Students typically are provided a continuum of support through our RtII and PBIS Tiered support programs prior to a multidisciplinary evaluation in order to assure the most thorough and specific evaluation results.

## School Messenger Alert System

The Wallingford-Swarthmore School District utilizes a messaging system that allows us to instantly communicate with all of our families and staff members if necessary. The system, *School Messenger*, enables us to rapidly deliver a single, clear message to all students' parents or guardians by telephone, cell phone, e-mail, and/or text.

By default, whenever WSSD or your child's school sends an alert, *School Messenger* will send the message to the default Parent/Guardian contacts we have on file for you in the Student Information System (PowerSchool): **Priority 1, Priority 2, Priority 3**. If you would like to add additional contacts to your account you can do so by following the InfoCenter directions [found on the WSSD website](#). If you do not have access to a computer, please contact your child's school for assistance.

*School Messenger* phone messages will “display” that the call is coming from 610-892-3470 which is the school district's main phone number. If you do not pick up your phone during an alert and you have voicemail, *the system* will leave a message. If you do not have voicemail, the system will make a total of three attempts to call you to deliver the message.

We intend to use the *School Messenger* messaging system to immediately deliver a school closing message once a closing decision has been made. This typically occurs prior to 5:30 AM, but in some instances could be used for an early dismissal. If you do not wish to receive a phone message at that time you can customize your profile to receive an e-mail or text message by following the directions [found on the WSSD website](#). As always, school closing messages are posted on the front page of the district's website ([www.wssd.org](http://www.wssd.org)) as well.

## Emergency School Closing/Delayed Opening

As stated in the *School Messenger* section above, school closings, early dismissals, and delayed openings will be communicated to district residents via a phone call, email, and/or text message.

For delayed openings, please note the following changes:

- Grades 1-5 should report to their bus stops two hours later than usual
- The Kindergarten schedule will also be modified

AM Session runs from 10:45 a.m. – 12:30 p.m. with buses picking up **two** hours later than usual



PM Session runs from 1:45 p.m. – 3:30 p.m. with buses picking up **one** hour later than usual

## Media Release

At various times during the school year, District students and/or their schoolwork (writing, artwork, projects, etc.) may be photographed and/or acknowledged by the media, including local/regional newspapers, TV stations, and/or school district publications. In addition, photograph images of students and/or their schoolwork may be used in classroom presentations and on school district and classroom web pages.

This form was included in the Summer Student Packet on the Parent Portal. It provides parents the opportunity to indicate whether you do or do not wish to have your child's photograph or schoolwork used for any of the purposes described above. It is important that we have this on record for each new school year.

## Internet Acceptable Use Policy

Based on Board Policy 815, parents/guardians must sign off on the Acceptable Use Policy in order for students to have access to the district's network. Please use the link below to access the entire board policy as well as the parent permission form. This form will need to be signed and returned to school each year.

[Acceptable Use Form](#)

## *Voluntary Student Accident Insurance*

Please note that the Wallingford-Swarthmore School District **does not** carry medical/accidental insurance for students, but does provide you access to an accident plan through United States Fire Insurance Company. This plan pays benefits from the first dollar, no deductible, and pays in addition to any other insurance. An application and brochure that describes benefits and prices is available on the WSSD website at [www.wssd.org](http://www.wssd.org). To purchase the coverage, simply complete the application, enclose a check or money order, and return the application directly to the insurance company at the address on the brochure. If you do not have internet access and would like a brochure printed for you, please contact Trish Brown at 610-892-3470, ext. 4306. If you have any questions, contact AG Administrators, Inc. at [www.agadministrators.com](http://www.agadministrators.com) or by telephone at 610-933-0800.

## Food Services

Wallingford-Swarthmore School District Food Services, in partnership with Nutrition Group, strives to create an enjoyable, customer service-oriented dining experience for students, faculty, staff, and administration. The Food Services Department is dedicated to promoting student wellness and proper nutrition.



[Please visit the Food Services site on the WSSD website.](#) Here you will find important information, tips, menus and more.

## Parent Teacher Organization (PTO)

The parent teacher organization (PTO) is an organization dedicated to enriching the education of our children and fostering a sense of community at Wallingford Elementary School. We work in cooperation with the school's administration and teachers to provide services, funding, volunteer support and programs that enhance the school experience. The success of this mission depends on support from you, our parents. There are many ways to participate in your child's school life, both financially and through volunteer opportunities.

For further details please visit our website <https://www.weskidspto.com/>



## School Safety

At Wallingford Elementary the safety of your children is our primary responsibility. Our philosophy is to practice and prepare well so all students and staff can respond calmly and with confidence in unexpected situations. This is why we have approximately two safety drills per



month that include: Fire Drills, Bus evacuation, Weather (tornado/hurricane), Shelter in Place and Lockdown drills.

Additionally, we have a school safety and emergency team made up of teachers, nurse, safety aide and administration that meets to review and adjust our safety and emergency protocols several times throughout the year. Currently, we have several staff certified in CPR, two defibrillators and protocols for training and review of epi-pen and seizure responses.

We are always working to improve our readiness to serve your children to meet our ultimate goal of creating a peaceful learning environment for all, which starts with their safety.

## Wallingford Elementary School Discipline Policy



### PHILOSOPHY

At WES, a family school, we create a peaceful learning environment where all are safe, respectful, responsible, and helpful. We believe it is essential to have a peaceful and joyful atmosphere throughout the entire school day in order for the important work of learning to occur. We also believe that expectations must be taught, practiced, corrected, and followed consistently in order to create and maintain a comfortable community of learners.

The staff of Wallingford Elementary School is committed to a positive approach to school discipline. This means we:

- Explicitly teach expectations through interactive modeling.
- Reinforce expected behavior through positive adult language and other modalities.
- Provide logical consequences in a timely and objective way.<sup>1</sup>
- Communicate openly and consistently with parents/guardians.

### SCHOOL EXPECTATIONS

- Be Safe
- Be Respectful

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<sup>1</sup> A logical consequence is a non-punitive response to misbehavior that allows adults to set clear limits, and allows students to fix and learn from their mistakes while maintaining their dignity. An example is “you break it, you fix it.” When a mess (literal or figurative) has been made, those responsible take responsibility for cleaning it up. Apologies and/or restitution may be required. Depending on the child and the situation, WES staff may combine a logical consequence with other strategies, or they may use more than one logical consequence.

- Be Responsible
- Be Helpful

### EXPECTED BEHAVIOR IN COMMON AREAS

Arrival & Dismissal	<ul style="list-style-type: none"> <li>● Use an inside voice.</li> <li>● Sit one of 3 ways--pretzel, mermaid, mountain.</li> <li>● Follow adult directions.</li> <li>● Ask permission to leave the line.</li> <li>● Keep your hands and feet to yourself.</li> <li>● Walk.</li> <li>● Model expected behaviors.</li> <li>● Offer assistance.</li> </ul>
Assembly	<ul style="list-style-type: none"> <li>● Sit one of 3 ways--pretzel, mermaid, mountain.</li> <li>● Pay attention to the performance.</li> <li>● Applaud at the end of the performance.</li> <li>● Arrive, get seated, and leave quietly.</li> <li>● Participate appropriately.</li> <li>● Keep your hands and feet to yourself.</li> <li>● Model expected behaviors.</li> <li>● Offer assistance.</li> </ul>
Bathroom	<ul style="list-style-type: none"> <li>● Honor the privacy of others.</li> <li>● Flush the toilet.</li> <li>● Keep the bathroom clean.</li> <li>● Return to class quickly.</li> <li>● Report any problems to an adult.</li> <li>● Wash your hands.</li> <li>● Model expected behaviors.</li> <li>● Offer assistance.</li> </ul>
Bus	<ul style="list-style-type: none"> <li>● Use an inside voice.</li> <li>● Use kind words.</li> <li>● Follow adult directions.</li> <li>● Keep everything in your backpack.</li> <li>● Sit on your bottom, facing forward.</li> <li>● Model expected behaviors.</li> <li>● Offer assistance.</li> </ul>
Cafeteria	<ul style="list-style-type: none"> <li>● Use an inside voice.</li> <li>● Use table manners.</li> <li>● Follow adult directions.</li> <li>● Clean up after yourself.</li> <li>● Ask permission to leave the cafeteria.</li> </ul>



	<ul style="list-style-type: none"> <li>● Line up quickly and quietly.</li> <li>● Eat your own lunch.</li> <li>● Always walk.</li> <li>● Model expected behaviors.</li> <li>● Offer assistance.</li> </ul>
Hallways & Stairs	<ul style="list-style-type: none"> <li>● Stay quiet.</li> <li>● Keep your hands to yourself.</li> <li>● Go directly to your destination.</li> <li>● Report any problems to an adult.</li> <li>● Walk.</li> <li>● Stay to the right.</li> <li>● Watch where you are going.</li> <li>● Model expected behaviors.</li> <li>● Offer assistance.</li> </ul>
Playground	<ul style="list-style-type: none"> <li>● Include others.</li> <li>● Be a good sport.</li> <li>● Follow adult directions.</li> <li>● Share equipment.</li> <li>● Report any problems to an adult.</li> <li>● Line up quickly when the whistle blows.</li> <li>● Use equipment properly.</li> <li>● Have fun!</li> <li>● Model expected behaviors.</li> <li>● Offer assistance.</li> </ul>

### UNEXPECTED BEHAVIORS

#### Minor

Behavior	Description	Consequences*
Defiance, Insubordination, Non-Compliance	Ongoing or repetitive behavior causing an interruption that disrupts or interferes with the educational process. Disruptions include sustained loud talk, yelling, blurting out or screaming, making noises with materials, sustained out of seat behavior, and more.	<ul style="list-style-type: none"> <li>● “You Break It, You Fix It”</li> <li>● Loss of Privilege</li> <li>● Positive Timeout</li> <li>● Reteach the Skill</li> <li>● Narrow the Choice</li> <li>● Apology/Restitution</li> <li>● Completion of Problem-Solving Form</li> </ul>
Lying	Students deliberately delivers messages that are untrue.	
Disrespect	Mean or rude gestures, making faces, staring.	
Academic	Student copies another student's work or plagiarizes	

Dishonesty		<ul style="list-style-type: none"> <li>● Problem-Solving Meeting</li> <li>● Loss of Special Privilege</li> <li>● Loss of Recess*</li> <li>● Parent Conference</li> <li>● Other Logical Consequence</li> </ul>
Aggression	“Goofing around “or “playing” that may include pushing, shoving, grabbing, tripping, or name-calling. It can be between friends; there is no harm intended, there is no imbalance of power, and no one is hurt.	
Insubordination	Refusal to follow directions, talking back, being rude to an adult, refusal to deliver and/or return school correspondence when required.	
Property Damage	Student deliberately impairs the usefulness of school or personal property.	
Abusive Language	Profanity, verbal messages, including swearing, name-calling or use of words that are inappropriate in any way	
Technology Violation	Student engages in non-serious but inappropriate (as defined by WSSD AUP) use of cell phone, music players, cameras, and/or computers (e.g. accessing another person’s file/folder without permission).	
Non-Compliance	Refusal to cooperate with instruction; failure to be respectful, responsible, or safe in the school setting	

### UNEXPECTED BEHAVIORS

#### Major

Behavior	Description	Consequences**
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<p>Harassment/ Bullying</p>	<p>Student delivers disrespectful message (verbal or gesture) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes.</p> <p>Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matter.</p>	<ul style="list-style-type: none"> <li>● Consequences from Chart for Minor Behaviors</li> <li>● Principal Communication with Parents</li> <li>● Parent/Student/Teacher/Principal Conference</li> <li>● Conference with Counselors</li> <li>● Separation from Peers During Unstructured Times</li> <li>● Cleaning/Repairing Damaged Areas</li> <li>● Referral to PBIS Tier 2</li> <li>● Referral to Outside Support</li> <li>● Bus Suspension; Parents Responsible for Transportation</li> <li>● In-School Suspension/Student Sent Home (Re-entry meeting if required if student is out for more than two days)</li> <li>● Other</li> </ul> <p><i>*Consequences for major unexpected behaviors are managed by classroom</i></p>
<p>Fighting / Physical Aggression</p>	<p>Actions involving serious physical contact where injury may occur. Examples: hitting, punching, hitting with an object, kicking, hair-pulling, scratching, etc.</p>	
<p>Vandalism</p>	<p>Intentionally causing or attempting to cause damage to the property of other people or of the school.</p>	
<p>Weapons or Dangerous Materials</p>	<p>Possessing, handling, or transmitting any object that can be considered a weapon or dangerous instrument.</p>	
<p>Inappropriate Location/Out of Bounds Area</p>	<p>Student is in an area that is outside of the school boundaries.</p>	
<p>Theft</p>	<p>Student takes property that does not belong to him or her.</p>	
<p>Inappropriate Display of Affection</p>	<p>Student engages in inappropriate verbal and/or physical gestures/contact of a sexual nature with another student/adult, either consensual or non- consensual.</p>	
<p>Technology Violation</p>	<p>Student engages in a seriously inappropriate use (as defined by WSSD AUP) of cell phone, music players, camera, and/or computer. Examples: publishing inappropriate writings on a school website; intentionally obtaining, modifying, or deleting files, accessing teacher files/folders/email.</p>	
<p>Repeated Minor Offenses</p>	<p>A repeat of any of the minor offenses over a period of time.</p>	



*teachers and/or office referrals.*

## Behavior Agreement

At WES, a family school, we create a peaceful learning environment where all are safe, respectful, responsible, and helpful. We believe our school needs to be peaceful and joyful if kids are going to learn. We also believe that adults need to teach kids what is expected, and that kids need time to practice these expectations. That's the best way to create a community of people learning together.

### Adult Responsibilities:

- Teach kids what is expected by showing them what to do.
- Let kids know when they are doing a great job.
- Understand that everyone makes mistakes, and reteach expectations as needed.
- Stay in touch with parents/guardians.

### Student Responsibilities:

- Be safe, respectful, responsible, and helpful.
- Follow expectations in classrooms and public spaces.
- Understand that everyone makes mistakes, and accept responsibility for the mistakes you make.

### Logical Consequences:

#### Positive

- Classrooms are peaceful.
- There's plenty of time for learning.
- Kids have fun at recess.
- My class earns a special celebration, like extra recess or Pajama Day.

#### Negative

- Kids (and adults) feel frustrated.
- My class is late to special.
- Public spaces are loud and chaotic.
- Some of my extra recess time is spent practicing expected behavior.

Remember, our goal is creating a comfortable learning environment for all WES students. It's important that we all do our part to make our school run smoothly. After you have read this agreement with an adult, please sign it, ask a parent/guardian to sign it, and return it to your teacher.

We reviewed this behavior agreement together.

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Student

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Parent/Guardian



# 2023-2024 Staff List

Grade	Teacher/Staff Member	Instructional Assistants
K	Mrs. Dawn Dankanich	Jenae Frick
K	Mr. John Sweeney	Suzanne Ventriglia
1	Mrs. Lillian Amenta	<b>First Grade</b>
1	Mrs. Tara Irely	Blaire Belliveau
1	Mrs. Jeanette Kaplan	Rebecca Laderer
1	Ms. Krista Sudall	
1	Ms. Victoria Zayat	
2	Mrs. Sujata Gaur	<b>Second Grade</b>
2	Ms. Jennifer Hole	Patricia Lee
2	Mrs. Billie Jo McNamara	Destinee Smith
2	Miss Sophie Miluski	
2	Mrs. Lowyn Morris	
3	Mr. Daniel Fantozzi	<b>Third Grade</b>
3	Miss Tara Gallagher	Stacy Barnes
3	Mrs. Melissa Haebel	Yolanda Whittington
3	Mrs. Patience Scott	
4	Mrs. Rebecca Berman	<b>Fourth Grade</b>
4	Ms. Lindsay Brown	Sierra Bonaskiewich
4	Ms. Ashley Foy	Renee Joyner
4	Mrs. Susan Knight	
4	Miss Jane Frascella	
5	Ms. Jennifer Conahan	<b>Fifth Grade</b>
5	Mrs. Jennifer McGaffin	Suzanne O'Neill
5	Mrs. Amanda Scully	Ellen Bernard
5	Mrs. Christine Smith	



<b>Learning Support</b>	Miss Lauren Bannon		<b>Building Subs</b>	
	Mrs. Sarah Bradshaw		Isabel Fooskas	
	Mr. Christopher Conlan		Maje Gerner	
	Mrs. Caitlin Deming			
	Mrs. Jennifer O'Brien		<b>Custodians</b>	
	Mrs. Juliann Potts		Bob Vasaturo	
	Mrs. Brigid Scolis		Ryan Drumm	
	Mr. Kevin Stahler			
<b>Physical Education</b>	Mr. Michael Casamento		<b>Speech &amp; Language</b>	Ms. Deeanna King
<b>Music/Vocal</b>	Mrs. JoAnne Haley			Miss Kelly Marion
<b>Instrumental Music</b>	Mr. Joseph Greenhalgh		<b>Technology Support</b>	Mr. Paul Sharrah
<b>Art</b>	Mrs. Sarah Ryan		<b>Main Office</b>	
<b>Librarian</b>	Ms. Meryl Chafetz		<b>Safety Officer</b>	Mr. Anthony Lechette
<b>Reading Specialists</b>	Mrs. Jessica Getty		<b>School Psychologist</b>	Miss Stephanie Clarke
	Mrs. Kerri Lawler		<b>Guidance Counselor</b>	Ms. Eryka Weaver
<b>Instructional Support</b>	Mrs. Christine Friedrichsen		<b>Nurse</b>	Mrs. Erin Costa
<b>Enrichment</b>	Mr. Larry Miller		<b>Attendance Secretary</b>	Mrs. Patricia Brown
<b>Occupational Therapy</b>	Mrs. Lisa Friel		<b>Principal's Secretary</b>	Mrs. Jennifer Zwitch
<b>Physical Therapy</b>	Ms. Kathy Coultres		<b>Principal</b>	Dr. Gabriel Savage



## Appendix – Frequently Requested Forms

WSSD Acceptable Use Policy

[Click HERE](#) to access a digital copy

WSSD Trip Pre-Approval Form

[Click HERE](#) to access a digital copy

WSSD Absence/Tardy/Early Dismissal Note

[Click HERE](#) to access PowerSchool

WSSD Volunteer Application Form (Clearances Required)

[Click HERE](#) to access a digital copy