



Danville Primary School Student Handbook 2023-2024

931 Ironmen Lane
Danville, PA 17821
(570)-271-3268, option 8, option 4
Megan Geise, Principal

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Dear Parents/Guardians,

Welcome to the 2023-2024 school year and to our Danville Primary School family. Our staff have been working hard this summer to get our building ready for our students to learn and grow socially and academically.

At DPS, we value parental involvement. Partnering with families is crucial to promote a healthy transition to school both socially and emotionally. We encourage you to visit your child's classroom, communicate with your child's teacher, and to attend Home and School meetings.

The information in the booklet will provide you with important policies and procedures. Please don't hesitate to reach out to our office if you have any questions or concerns.

Sincerely,

Mrs. Megan Geise

Mrs. Megan Geise
Danville Primary School Principal
570-271-3268 Opt. 8, Opt. 4

931 Ironmen Lane • Danville, PA 17821 • PHONE: 570-271-3268

FAX: 866-515-0418

EDUCATIONAL OPPORTUNITIES

The Danville Area School System's policy regarding equal educational opportunities is:

“No person residing in the school district shall on the basis of race, religion, national origin, or sex be excluded from participating in, be denied the benefits of, or be subjected to discrimination from any educational program or activity operated by the Danville Area School District.”

DANVILLE AREA SCHOOL DISTRICT BOARD OF DIRECTORS

Mr. Wayne Brookhart (President)	Mr. Richard Vognetz (Vice President)
Mr. Michael Clouser	Mrs. Sherry Cooper
Dr. Sandy Green	Mrs. June Heeter
Mr. Chris Huron	Mr. Derl Reichard, Sr.
Dr. Samuel Faulkner	

DISTRICT OFFICE ADMINISTRATION

Dr. Molly Nied, Superintendent of Schools
Mr. Jason Moser, Assistant Superintendent of Schools
Mr. Michael Sokoloski, Business Manager
Mr. Tim George, Director of Building and Grounds
Mr. Jeffrey Ryan, Network Administrator
Ms. Ariel Weidler, Director of Food Services

BUILDING ADMINISTRATORS

Mrs. Megan Geise	Danville Primary School Principal
Mrs. Heaven Reinard	Liberty Valley Intermediate School Principal
Mr. David Snover	Danville Area Middle School Principal
Ms. Jes Noel	Danville Area Middle School Asst. Principal
Mr. Lee Gump	Danville Area High School Principal
Mr. Robert Varholak	Danville Area High School Assistant Principal
Ms. Alyssa Wenrich	Principal of Primary Intervention and Special Ed.
Mrs. Amy Willoughby	Principal of Secondary Intervention and Special Ed.

DANVILLE PRIMARY SCHOOL STAFF

Office Staff

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First Grade Teachers

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MISSION STATEMENT OF THE DANVILLE AREA SCHOOL DISTRICT

In partnership with families and the community, DASD empowers students in a safe environment through relevant and engaging educational experiences that support academics, creativity, and character development.

CORE BELIEFS OF THE DANVILLE PRIMARY SCHOOL

- ★ We will focus on a standards-aligned system of instruction.
- ★ We believe all children can learn and succeed.
- ★ We believe that every child must be able to learn at their own pace.
- ★ We will provide a variety of differentiated activities focused on educating the whole child.
- ★ Teachers will modify and adjust to meet the needs of the students.
- ★ We are committed to high-quality communication between the home and school.

ENTRANCE REQUIREMENTS

Kindergarten admission age for the 2023-2024 school year in the Danville Area School District is that the child must be five years of age before September 1, 2023, be a resident of the school district (must provide proof of residence), have the proper immunizations, and complete Home Language Survey. A birth certificate and immunization records will be requested at the time of registration. At Danville Area School District, the registration process is centralized. All necessary registration components are available online or can be obtained at the district office.

PROMOTION/RETENTION/ACCELERATION

A student shall be promoted when he/she has successfully completed the curriculum requirements and has achieved the academic standards established for the present level, based on the professional judgment of the teachers and the results of assessments. A student shall earn the right to advance to the next grade by demonstrating mastery of the required skills and knowledge.

In all cases of retention, the parents shall be fully involved and informed throughout the process. Parents and students shall be informed of the possibility of retention of a student well in advance. The building level principal makes the final decision in retention cases.

Students shall be encouraged to move ahead as rapidly as their ability and desire permit. While acceleration ahead of grade should be approached with caution, gifted or capable students may be advanced after thorough discussion by the assigned team and final approval by the principal.

GRADING SCALE

At the Danville Primary School, teachers utilize a standards-based grading system to report student progress. Report cards are posted to the Sapphire Community Portal four times a year. Teachers utilize the following scale to report progress on various core standards:

- 4-Exceeding the benchmark
- 3-Meeting the benchmark
- 2-Partially meeting the benchmark

ELEMENTARY START AND DISMISSAL TIME

8:25 A.M. – 3:07 P.M. (TENTATIVE)

Students may begin arriving at school at 8:00 A.M. They may eat breakfast starting at 8:00 A.M. and will be supervised during this time. Students must arrive at school by 8:25 A.M. After 8:25 A.M. students will be considered tardy. Dismissal will begin at approximately 3:07 P.M.

HOMEWORK

Homework is defined as additional needed preparation in a given subject area. Such assignments provide essential practice in needed skills in order to enrich, enhance or extend the school experience. Homework encourages growth in responsibility, gives practice in developing good work habits, and affords opportunities for increasing self-direction and learning how to budget time wisely.

When a student is absent from school, parents are asked to call the school office or attendance line first thing in the morning to request homework. The student's homework will be ready at the end of the school day. Parents may pick up the assignments in the school office. In case of a prolonged absence of 10 or more days, a parent should contact the school for homebound instruction. (For example: health reasons, hospitalization)

A parent can aid a child in the area of homework by providing a favorable place for work and study. It is encouraged that parents adopt a favorable attitude toward homework and assist the child in developing a study schedule.

ATTENDANCE

Section 1327 of the "Public School Code" mandates that every child of compulsory school age is required to attend school. Every parent, guardian, or other person having control or charge of any child or children of compulsory school age is required to send such child or children to school. Failure to comply with the "Compulsory School Law" will result in the arrest and fine of the parent or guardian.

Parents are requested to call the school attendance line **570-271-3268 x 2290** each day to report their child's absence and send a written excuse with their child on the day of returning back to school. This excuse should contain the following information:

- | | | | |
|-----|-----------------|-----|--------------------|
| (a) | Child's Name | (c) | Reason for Absence |
| (b) | Date of Absence | (d) | Parent's Signature |

Students have five (5) school days from the date of absence to return an excuse to the office. In case of chronic irregular absence, school authorities may request a physician's statement showing such absence to be justifiable. Principals **will** require a doctor's excuse for **any** absence after ten (10) days.

If it is known that the reason for the absence required isolation from other children, a clearance from a physician will be required. The mere fact that a parent has sent a written excuse to the teacher does not necessarily mean the absence is "excused". Such reasons for absence as "visiting," "missed the bus," "had to baby-sit," or "overslept" are not legitimate excuses and may be recorded as unlawful absences.

Absences for which legal excuses have not been supplied will be deemed unlawful. Once it has been determined that a student has had 3 unlawful absences, a letter may be sent to the parent or guardian requesting an attendance improvement plan meeting. After 5 unlawful absences, a complaint may be filed with the District Magistrate. At this point, a fine may be levied against the parent. The parent may be given the option of attending a parenting class in lieu of a fine. Complaints may be filed with the District Magistrate for every 5 unlawful days thereafter. A fine shall be the recommended consequence for these violations. Please remember, a legal excuse is the parent's only protection from arrest. In case of arrest, the burden of proof is upon the parent to show that the absence of the child was properly excused.

RECORDING OF ABSENCES

- **Tardy** - A morning absence of up to 2 hours and 15 minutes; Student arrives at school prior to 10:40 a.m.
- **Half Day AM** - An absence from school for up to 2 hours and 15 minutes; An example would be 10:00 a.m. - 12:05 p.m.
- **Midday** - An absence from school for up to 2 hours and 15 minutes; An example would be 11:30 a.m. - 1:40 p.m.
- **Half Day PM** - An absence from school for up to 2 hours and 15 minutes; An example would be 1:30 p.m. - 3:07 p.m. (dismissal time)
- **Early Dismissal** - Leaving school up to an hour before 3:07 p.m. (dismissal time)

Students returning to school or arriving without a note will have the time out of school considered unlawful. Students leaving and not returning the same day must present a note upon their return to school the next day.

RELEASING A STUDENT FROM SCHOOL

Every effort should be made to schedule appointments at times other than school hours. If it is necessary to schedule an appointment during the school day, a parent, guardian, or a person designated by them is to pick up the student in the school office. No student is allowed to "wait outside" unsupervised. The person picking the student up must come to the office and sign the child out. Time missed due to appointments or other absences, will be documented using the "RECORDING OF ABSENCES" guidelines. Time lost to any unexcused early release

from school may be accumulated and counted as an unlawful absence from school (for every 330 minutes of accrued time one unlawful absence may be recorded).

EDUCATIONAL TRAVEL

Pleasure trips for purposes such as vacations, skiing, hunting, and the like are discouraged during the school term. The principal evaluates each trip and may approve trips of reasonable length. **Time missed in these instances is considered excused if pre-approved by the building administrator.** Students shall be responsible for collecting their schoolwork before they leave, making up any work they miss and completing all their assignments.

An EDUCATIONAL TRAVEL FORM should be filled out 2 weeks prior to any trip.

The travel form is available from the school office. This form is submitted to the building principal and the trip is not approved until signed and approved by the building principal. Telephone calls and e-mails may not be accepted. Students with three or more unlawful absences may not be eligible for Educational Travel. Educational travel requests may not be approved for a student who has been absent from school for 10 or more days unless the student has experienced a documented extraordinary illness, injury, or circumstance. Educational travel requests will not be approved during any of the Pennsylvania State Mandated testing windows. As of the printing of this handbook, the *tentative* dates for the PSSA Spring Window are as follows:

English Language Arts: **April 22-26, 2024**

Math & Science: **April 29 - May 3, 2024**

EMERGENCY SCHOOL CLOSINGS

Due to inclement weather or other emergency conditions, schools may be closed. The School District will post closings on the School district website [www.danville.k12.pa.us], social media, local radio stations, and television stations. If you suspect the possibility of a school closing due to weather conditions, please check the district website, and social media and listen to the radio or watch the local television stations for emergency information.

Parents may also elect to receive school closing and emergency notifications through the Blackboard Mass Notifications system. Parents can find more information regarding this system under the “Parents” tab on the district website.

It is requested that at the beginning of the school year parents develop a plan for such school closings by arranging for their child to gain access to their home or a neighbor’s home if schools are dismissed earlier than usual. Please have a plan in place with your child.

VIRTUAL INSTRUCTION DAYS

At various times throughout the school year the district may elect to hold a Virtual Instruction Day. These days will be announced through the school district website and the Blackboard Mass Notification System. Danville Primary School students will follow the schedule outlined by their classroom teacher through their Google Classroom. On a flexible/virtual instructional day, students will continue to use Google Classroom, Google Meet, and/or the instructional materials previously sent home with students. Pending inclement weather, the district’s intention will be to send Google Chromebooks home with students who have submitted the necessary paperwork.

COMMUNICATION

During the 2023-2024 school year, the Danville Area School District will continue to utilize the Sapphire Community Portal to post quarterly report cards, student testing results and much more. In order to access important documents and

information, parents/guardians should register for the Sapphire Community Portal access. The Community Portal/Parent Portal will become an essential part of our communication as a district. Parents/Guardians will need Community Portal access to view their child's report cards, attendance records, and other student information.

It is very important that the school office and the student's homeroom teacher be notified of any change in address and telephone number. This is required to keep the student's records up-to-date; to reach parents in case of illness, or in the event, there is an emergency.

Realizing that good communication between the classroom teacher and the parents of their children is necessary for the success of the program, we encourage parents to communicate directly to their child's teacher when they have questions pertaining to the classroom. This dialogue can take many forms.

Homeroom Teacher Communication

At the Danville Primary School, we realize the importance of good communication between the classroom teacher and home. We encourage families to communicate directly with their child's homeroom teacher when there are questions pertaining to the classroom. This dialogue can take many forms (i.e. telephone conversations, email communication, personal contacts, and classroom visits).

School-wide Communication

"Tuesday Folders" will still be utilized this school year. Every Tuesday, parents/guardians can anticipate a folder coming home which may include information about upcoming school events, student work and assessments, permission forms, and so much more. Additionally, a monthly newsletter detailing recent school events, student accomplishments, and upcoming school events will be shared digitally with parents, students, and the community.

Guidelines for Parent and Teacher Communications

In an effort to protect instructional time we ask that the following guidelines be adhered to:

1. The optimum time for brief telephone calls is before school starts (prior to 8:25) or at the end of the school day (3:25). To interrupt a classroom at any other time in the day would distract the children and have an impact on instruction.
2. If it is necessary to talk to your child's teacher during the day, call the school office; leave your name and telephone number where you can be reached and the reason for your call. The teacher will return your call at his/her first opportunity and in a timely manner as per district procedures.
3. If the need arises to talk to a teacher personally, please make arrangements in advance. Arrangements should be made directly with the teacher (via a note, email, or phone call).
4. If a parent/guardian desires to observe their child's classroom, a request must be made in writing to the building principal. The request should include the date and times the observation would occur and the reason(s) for the observation. For more information on classroom visitations, please review DASD Policy #907.

These guidelines are not intended to discourage parents from visiting their child's classroom. The intent is to protect instructional time by limiting interruptions.

The mission of the Danville Area School District is for home and school to work as partners in the education and growth of our children. Recognizing this, Parent-Teacher Conferences are an important opportunity for this partnership. Communication is essential. A set of guidelines are outlined below to help facilitate a positive and productive conference.

In preparation for Parent-Teacher Conferences, the District recommends:

- Communicate with the teacher prior to the conference to set up an appointment.

- Prepare any questions you may have in advance.
- Talk with your child before the conference about any concerns he or she may have.

Conference Tips

- Share any information you have that may have an impact on your child’s school performance.
- Look at your child’s work and ask any questions you may have.
- Ask the teacher to explain anything you do not understand.
- Listen to what the teacher has to say and understand that any suggestions are based on the teacher’s certified professional opinion.
- Respect the time limits for the conference. If more time is needed, ask to schedule another conference.
- Sum up what you think has been said. This can help avoid any misunderstandings and make clear what any follow-up plan will be.

After the Conference

- Talk to your child about the conference. (In some cases, it may be beneficial to have the child participate in the conference.)
- Follow up with the teacher. Share any new information you may have. Ask any further questions you may have. Discuss how well the implementation of any plan is working.

The goals of home and school are the same -- the best possible education that we can provide for our children. The purpose of the conference is to solve problems by working together to benefit the child. By working cooperatively, we show our children how much we value them and their education.

VOLUNTEER PARTICIPATION & APPLICATION PROCESS

The Danville Area School District welcomes volunteer participation in the many opportunities our school provides to be actively involved in our educational programs.

Volunteers will need to complete the full application process before volunteering at school events. Volunteers will need to fill out the following forms during the application process: Volunteer Acknowledgement, Volunteer Confidentiality Agreement, PA State Police Criminal History Clearance, FBI Criminal History and Fingerprinting, PA Child Abuse History Clearance, and the Reportable Offense Obligation.

All applications must be submitted to the DASD Administrative Offices at 733 Ironmen Lane, Danville, PA 17821.

FIELD TRIPS

Field trip permission slips will be sent home prior to the field trip and are to be signed by the parent and returned to the child’s homeroom teacher. Siblings may not be permitted to miss a day of school to attend a field trip at another grade level.

BIRTHDAY PARTY INVITATIONS

Birthday party invitations may only be distributed at school if there is one for every child in the classroom.

LUNCH & BREAKFAST PROGRAM

The Food Service Department is a critical part of the Wellness program in the Danville Area School District. Nutritious breakfast and lunches are offered daily. At the elementary level, students can purchase a balanced lunch or purchase milk if they bring a lunch from home.

Parents will be able to view their child’s meal account balance and activity on-line as well as make electronic payments to their cafeteria account. Instructions can be found on the school district website under “District” and click on “Food Services.”

Another option for parents is that money can be placed in the account on a regular basis by sending cash or a check with your child. Checks should be made payable to: DASD Cafeteria fund. Please include your child's student ID or PIN number referenced below on the check. This payment can be made either in the morning prior to or during breakfast. (Please note that deposits may take two to three business days to appear in the account.)

Each student is assigned a PIN (Personal Identification Number) for their cafeteria account. At the end of the breakfast/lunch line, students enter this # and the cost of their purchases is deducted from their account. All purchases, including complete meals, snacks, and milk can be made using this account.

Charging meals is not encouraged. However, we realize that occasionally students forget their lunch money or lunch. Students in grades K-2 will always be served a full meal from the menu but parents are reminded that these costs accrue. The meal charge policy is located on the school district website under "Offices" and then click on "Food Services."

When students owe money, a cafeteria staff member will inform the child at the register. Additionally, a letter may be sent to parents/guardians via mail or email indicating a negative cafeteria balance. Parents/Guardians can sign up to receive email reminders of cafeteria balances at schoolcafe.com.

DASD operates under the direction of the National School Lunch/School Breakfast Programs and the USDA. Free and reduced-price meals are available to families who meet the guidelines. Applications are distributed at the start of every school year and may be obtained in your school office or on the district website.

The district participates in the Offer vs. serve program under which five food items must be offered at lunch in the specified minimum amounts. Students may choose 3, 4 or 5 items in order for the meal to be complete. However, one of these items **MUST** be a fruit or a vegetable. If not, each item will be charged separately.

These are:

- meat/meat alternate
- grains/bread
- 2 servings of vegetables
- 1 serving of fruit
- 1 serving of milk

Cafeteria menus are published each week in the local newspaper and a monthly menu is given to each student. Menus are also available in your school office or on the district website.

Additional information can be found on the district website www.danville.k12.pa.us including under policy #246 regarding School Wellness. Parents are also welcome to contact the Food Service Office at 570-271-3268 ext. 2126.

SPECIAL DIETARY NEEDS

Documentation and a completed Medical Plan of Care for Food Service (which is available online) is needed to accommodate special dietary needs. The following information is required when substituting or modifying school meals:

Substitutions or modifications in school meals may not be completed until a physician statement containing the following is on file in the school food service office:

- 1) The child's disability
- 2) An explanation of why the disability restricts the child's diet
- 3) The major life activity affected by the disability
- 4) The food or foods to be omitted from the child's diet, and the food or choice of foods that must

be substituted.

For children who do not have a disability, but are medically certified as having special medical or dietary needs, food substitutions may be made. This is for children that have food intolerances or allergies but do not have life-threatening reactions when exposed to the food(s) to which they have problems. A statement MUST be on file prior to allowing a substitution.

The statement must contain:

- 1) Identification of the medical or other special dietary condition which restricts the child's diet
- 2) The food or foods to be omitted from the child's diet
- 3) The food or foods to be substituted.

Please note; for students with peanut allergies, we take special care to ensure safe peanut-free environments and offer peanut-free zones in the cafeteria. For students with any non-disabling special dietary needs that prevent them from drinking cow's milk (this would include those students with a milk intolerance, a non-disabling allergy or any other non-disabling medical condition), lactaid milk will be offered at breakfast and lunch. Students are not required to take milk with their lunch. Additional information can be found on the district website www.danville.k12.pa.us including under policy #209.1 regarding Food Allergy Management.

HEALTH SERVICES

The health status of a child directly affects the child's educational performance. Therefore, when a child is registered for kindergarten the school nurse begins compiling a confidential health history. This record is maintained throughout the child's school career. Parents are urged to share with the school nurse any additions or changes to the health history. Emergency cards are sent home at the beginning of each school year. It is very important that these be completed in full and returned to school as soon as possible. There is a space on the emergency card to indicate any health problems the school nurse should be aware of, permission for minor first aid and illness treatment, as well as numbers to be called if your child should become ill or injured at school. Please update these cards with changes throughout the school year.

PHYSICAL EXAMINATION

Pennsylvania State Law requires children attending school receive a physical examination within the year prior to or during the year of original entry, usually kindergarten. It is recommended that examinations be done by your family physician. If you prefer your child may be examined in school, however, no immunization will be administered. Please contact the school nurse if you would like to have your child receive an examination at school.

HEALTH SCREENINGS

Yearly mandated health screenings for growth, vision, and hearing, will be administered by the nurse. If your child fails the vision or hearing screening, you will receive notification to obtain further evaluation and treatment from your child's health care provider. Please call the school nurse if you need any help in securing treatment.

IMMUNIZATIONS

Pennsylvania State Law requires the following immunizations to be completed before a child may enter school:

- 1) Diphtheria, tetanus, and acellular pertussis: four properly-spaced doses with one dose on or after the 4th birthday

- 2) Poliomyelitis: four properly-spaced doses with one dose on or after the 4th birthday
- 3) Measles: two properly-spaced doses administered with the 1st dose at 12 months or older
- 4) Rubella: one properly-spaced dose administered at 12 months or older
- 5) Mumps: two properly-spaced doses administered with the 1st dose at 12 months or older
- 6) Hepatitis B: three properly-spaced doses with the third dose at age 164 days or older
- 7) Varicella (Chickenpox): two properly-spaced doses administered with the 1st dose at 12 months or older or history of the disease

The school nurse also reviews your child's immunizations each year. If your child is due for a booster or is lacking a mandated immunization, the school nurse will notify you. Immunizations may be obtained from your family health care provider or from the PA Department of Health. Anytime your child receives any immunizations, please record what was given and the date. Send this information to the school nurse so your child's school immunization record is kept current.

Students without an up-to-date immunization record will be required to have a Medical Certificate, signed by a physician, certified registered nurse practitioner, physician assistant or local health department, within 5 days of starting school. The Medical Certificate contains the dates for obtaining full immunization. A delay in obtaining the Medical Certificate or not following through with the plan for completion of immunizations may result in Exclusion.

WHEN TO KEEP YOUR STUDENT HOME

- 1) Fever of 100.0 F or greater without fever-reducing medication
- 2) Repeated vomiting or diarrhea in the past 12 hours
- 3) Pink eye: red itchy eyes with yellow or green drainage but NO allergy symptoms
- 4) Any illness when the child is not able to function normally in the classroom without pain/discomfort. Such illnesses may include but are not limited to: severe sore throat, excessive cough, headache, earache, or stomachache.
- 5) Injuries or surgical procedures that require narcotic medication prior to or during the school day.

Call your child's physician or the school nurse if there is a question as to whether a student needs medical attention or may attend school with an illness or injury.

STUDENT MEDICATION POLICY

In keeping with the Pennsylvania Department of Health regulations and the Danville Area School District School Board's Policy 210, parents must submit a medication permit form for ALL medications. All medications must be transported to school by a parent or an adult designated by the parent. Additionally, all medications must come to school in the original prescription bottle or packaging. No medications, prescription or over-the-counter, will be accepted if this procedure is not followed.

All medications, prescription and over-the-counter, will be stored in the nurse's office. Except for Asthma inhalers, epi-pens, and insulin (with physician order and parent permission to carry), no medications may be carried by the student or stored in a backpack, lunch or sports bag. Emergency epinephrine is available for anaphylactic reactions. A parent or legal guardian may submit in writing to the School Nurse that their child be exempt from emergency epinephrine administration.

A parent or designee must pick up medications and over-the-counter prescriptions by the last day of school. Any medications remaining after the last day of school will be destroyed.

Medication permit forms are available from the school nurse and are available on the district website.

The school nurses want to remind parents and students that there are very strict laws regarding the administration of medicine in any setting, not just schools. It is not our intent to make the medication situation difficult for the parent, but rather to ensure the medical/legal safety of all concerned.

DENTAL EXAMINATIONS

Pennsylvania Law requires students receive a dental examination in the year prior or during the year of entry, usually kindergarten, and 3rd and 7th grades. These grades were selected because they represent a critical period of growth and development in your child's life. We are recommending that these examinations be done by your family dentist since he can best evaluate your child's health and assist you in obtaining necessary treatments and corrections. If you prefer your child may be examined in school, however, no treatment or correction will be provided.

SPECIAL EDUCATION SERVICES

The Danville Area School District is required under the Individuals with Disabilities Education Act (IDEA) to ensure educational services are provided to students with disabilities. Students with Individualized Education Plans (IEPs), or 504 plans, will be accommodated at all buildings. Parents who believe their child may be eligible for special education should contact the Danville Area School District Director of Special Education for further assistance.

GUIDANCE/INTERVENTION SPECIALIST SERVICES

The primary function of this position is to teach as well as help students and parents in understanding the educational program.

The staff member will assist students in evaluating their abilities, achievements, interests, needs, and values. Services are available to students and parents through appointments and scheduled conferences. The guidance department welcomes the opportunity to assist both students and their parents in a variety of ways.

CUMULATIVE RECORDS

A cumulative record for each student is maintained through the Sapphire Student Information System. The records contain yearly grades, attendance records, standardized achievement scores and other student information. For more information regarding student records, please refer to DASD Board Policy #216.

EDUCATION RIGHTS OF HOMELESS CHILDREN & YOUTH

The Education for Homeless Children and Youth (EHCY) program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) (McKinney-Vento Act). The McKinney-Vento Act was originally authorized in 1987 and most recently reauthorized in December 2015 by the Every Student Succeeds Act (ESSA).¹ The McKinney-Vento Act is designed to address the challenges that homeless children and youths have faced in enrolling, attending, and succeeding in school.

Under the McKinney-Vento Act, educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youths. Homeless children and youths must have access to the educational and related services that they need to enable them to meet the same challenging State academic standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. Local Educational Agencies are required to review and undertake steps

to revise laws, regulations, practices, or policies that may act as barriers to the identification, enrollment, attendance, or success in school of homeless children and youths.

The law indicates that the LEA liaison shall ensure that all homeless children, youth and families are identified through coordinated activities with other entities.

DEFINITION OF HOMELESS [MCKINNEY-VENTO ACT SEC. 725(2); 42 U.S.C 11435(2)]: CHILDREN WHO LACK A FIXED, REGULAR, AND ADEQUATE NIGHTTIME RESIDENCE:

- "Doubled up" - Sharing the housing of others due to the loss of housing, economic hardship, or similar reasons.
- Living in motels, hotels, trailer parks, camping grounds, due to lack of adequate alternative accommodations.
- Living in emergency or transitional shelters.
- Living in a public or private place not designed for humans to live.
- Migratory children living in above circumstances
- Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Unaccompanied Youth - Children or youth who meet the definition of homeless and not in the physical custody of a parent or guardian.

Residency and Educational Rights: Students who are in temporary, inadequate and homeless living situations have the following rights:

- Immediate enrollment in the school they last attended or the school in whose attendance area they are currently staying even if they do not have all of the documents normally required at the time of enrollment;
- Access to free meals and textbooks, Title I and other educational programs and other comparable services including transportation;
- Attendance in the same classes and activities that students in other living situations also participate in without fear of being separated or treated differently due to their housing situations.

When a student is identified as being McKinney-Vento eligible, staff will:

- Assist with enrollment, monitor school attendance and arrange transportation (preK-8 students)
- Provide school supplies and other school related materials as needed
- Advocate for and support students and families through school and home visits
- Set clear expectations for student behavior, attendance and academic performance
- Assist students/families access with community services
- Assist students/families with access to tutoring, special education, and English language learner resources
- Assist students so they can participate in sports, field trips, and school activities regardless of their ability to pay or to provide their own transportation.

For additional information, please contact Ms. Dana Earnest at (570) 271-3268, ext. 3719.

TRANSPORTATION

The School Laws of Pennsylvania state that the Board of School Directors may provide free transportation for any resident student. Transportation for students on a school bus is a privilege, which may be revoked. Any behavior by a student or a

group of students, which infringes on the rights of other individuals who might be riding on the bus at the same time or which endangers the lives of all passengers by interfering with the bus driver's ability to maintain control of his vehicle, will not be tolerated.

Parents are asked to familiarize their children with the obligations and courtesies of public transportation. A pupil who cannot maintain self-discipline forfeits this privilege and must rely on other means of transportation. The school bus driver is authorized to enforce safety and school standards on the bus, and in accordance with the Pennsylvania School Code, has the same authority as a teacher. While on the school bus, the student is under the authority of and directly responsible to the bus driver. The driver will be responsible for the orderly conduct of passengers. Students shall conduct themselves on the school bus as they would in the classroom.

According to DASD Policy 810.2, the use of video and audio recording equipment supports efforts to maintain discipline and to ensure the safety and security of all students, staff, contractors and others being transported on district-owned, operated, or contracted school buses or school vehicles. The Board authorizes the use of video and audio recording on school buses and school vehicles.

School bus transportation is an extension of the school system and the standards set by the school will be carried over into the school bus. If you have any questions regarding transportation, please contact the Transportation Coordinator at the Administration Office (570-271-3268 ext: 1032).

BUS REGULATIONS

All students must abide by established rules and regulations concerning conduct on the bus. In order to provide transportation to and from school, our bus regulations are:

- 1) Be courteous to your bus driver and fellow passengers.
- 2) Keep the aisles clear. Place books, parcels, and lunches on your lap.
- 3) Do not eat or drink on the bus. Chewing gum is prohibited.
- 4) Stay in your seat, facing forward. Remain seated until the bus stops.
- 5) Keep your head and arms inside the bus at all times.
- 6) No fighting or horseplay is allowed on the bus.
- 7) Vandalism is prohibited. Pupils and parents are financially responsible for damage done to a bus. Report any damage observed to your bus driver immediately.
- 8) No smoking, chewing tobacco, using or carrying controlled substances or lighting matches.
- 9) Use of profane language is prohibited.
- 10) Driver permission is needed for students to bring items to school other than those required for their educational program.
- 11) Live animals, knives, matches, sharp objects, snowballs and laser lights are not permitted on the bus. Bringing toys and radios is not allowed except when required by their educational program.
- 12) Throwing objects inside or outside the bus is prohibited.
- 13) Driver permission is required before opening windows.
- 14) Avoid loud talking and confusion that might distract the driver.
- 15) Be alert to traffic when entering and leaving the bus.

The suspension policy is as follows:

Step 1 – Warning- school counselor will discuss the incident with the student-written notice sent home

Step 2 – Student will be placed in lunch group to discuss proper bus behavior – parent contacted

Step 3 – Meet with the principal- assign a new seat if necessary – parent contacted

(Continued meetings with a guidance counselor to learn bus expectations)

Step 4 – One to five-day suspension from bus- child may be required to attend bus safety school

Step 5 – Five to ten-day suspension from bus- child may be required to attend bus safety school

During the period of time in which a student is suspended from riding the school bus, the parents or guardians are responsible for having the student meet the attendance hours of their schedule or the schedule of the school in which they are assigned. It is not the policy of the School Board to make bus riding unpleasant. The intent is to make it pleasant and safe for all students. The building principal is responsible for determining appropriate actions in relation to student behavior.

CHANGES IN TRANSPORTATION

Students will be provided one AM and one PM bus stop. Changes in bus transportation must be approved through the transportation office and may not immediately go into effect. ***Parents who need to make a change and pick their child up on a specific day should contact the office before noon.***

PARENT PICK-UP OPTION

Parents and guardians have the option to pick up their child from school. Parents who wish to do so, must provide a written note indicating their desire to pick their child up from school. Students are not permitted to be picked up in the office on a daily basis. This option is reserved for appointments and emergencies.

Parent Pick Up Times for 2023-2024 School Year:

Parent pick-up times are as follows unless approved by the office:

****Parent Pick up times are subject to change**

Kindergarten- 3:07 P.M.

First Grade- 3:10 P.M.

Second Grade- 3:15 P.M.

POSITIVE BEHAVIOR SUPPORT PROGRAM

This comprehensive plan is developed to create a positive learning environment. At DPS our positive behavior program is reinforced throughout the school. Teachers and staff will teach students the behavioral expectations through lessons, modeling and practice. Our goal is to provide a positive and cohesive learning environment for all students.

Train Cars:

Students have the opportunity to earn Train Cars for displaying expected behaviors at school. Train Cars can be given at any time throughout the day. If a student is caught Being Kind, Being Safe, or Being Accountable, by a classroom teacher, specialist, or any other adult in the building, the student is awarded with a "Train Car" award/sticker. The student is also given a "Train Car" certificate and their name is announced over the loudspeaker. The students name is then entered into a drawing to win a variety of prizes. Students can earn "Train Car" certificates more than once within a school year depending upon their behaviors. The goal is to catch kids making the right choice!

SCHOOL WIDE BEHAVIOR EXPECTATIONS

HALLWAYS

BE KIND

Level 1 (whisper) or 0 voice (no talking)

Use polite manners

Stay on the right-hand side

Hold a door open for others

BE SAFE

Walk only

Keep hands, feet, objects to self

BE ACCOUNTABLE

Follow directions

Stay in line

BATHROOMS

BE KIND

Level 1 (whisper) or 0 voice (no talking)

Wait your turn

Use manners by respecting privacy

BE SAFE

Keep hands and feet to self

Walk only

Keep the floor dry

BE ACCOUNTABLE

Follow directions

Stay in line

Wash your hands

Place trash in garbage can

CAFETERIA

BE KIND

Level 2 (table-talk voice) or Level 1 (whisper)

Wait your turn

Use manners by respecting privacy

BE SAFE

Keep hands and feet to self

Walk only

Keep the floor dry

BE ACCOUNTABLE

Follow directions

Line up when your class is called

Wash your hands

Place trash in garbage can

RECESS

Children are given the opportunity, weather permitting, for fresh air and exercise during the school day. During inclement weather, or when the playground is snow-covered, children have recess indoors. All children participate in outside recess unless parents make written requests that their children remain inside. (This might happen in a case where a child is recuperating from a serious illness.) It is requested that children be appropriately dressed for outdoor activities.

BE KIND

Use polite manners

Wait your turn

Include everyone

Be a good sport

BE SAFE

Keep hands and feet to self

Line up quickly and quietly

BE ACCOUNTABLE

Follow directions

Stay in line

Use equipment appropriately

STUDENT BEHAVIOR

All students are expected to conduct themselves in an appropriate manner at school. A courteous and considerate manner is expected of all students. All children deserve an excellent learning climate and no student should prevent a teacher from teaching and/or any student from learning. In order to assure optimum learning conditions, steps are being taken in our schools to improve the behavior of children.

Teachers will post a list of classroom rules and consequences. All students will behave appropriately in class and these discipline plans will stress the notion that children must assume responsibility for their behavior.

Elementary schools are committed to providing a safe, positive learning environment for all students. We recognize that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore the elementary administration, staff, and school board prohibit bullying and cyber-bullying by district students.

DASD's complete policy No.249 regarding Bullying/Cyber-bullying is available on the district's website at www.danville.k12.pa.us under school board policy.

ELECTRONIC DEVICES

Students may have a wide array of electronic devices including cell phones, iPods/MP3 players, electronic games, watches, etc., and many of these items are brought into the school on a daily basis. **These items are not permitted to be turned on during the official school day (8:00AM – 3:00 PM), unless they are being used for instructional purposes and/or at the discretion of the teacher.**

Electronic items turned on during the school day without permission of staff will be confiscated and returned only to a parent or guardian. A second offense will result in a disciplinary measure in addition to confiscation and parent pick-up. A third offense will result in additional disciplinary action. In addition, the student would not be permitted to bring electronic devices to school for the remainder of the school year.

TOBACCO USE

The Board recognizes that tobacco use by students presents a health and safety hazard that can have serious consequences for both users and nonusers and the safety and environment of the schools.

For purposes of this policy, tobacco use shall be defined as use and/or possession of a lighted or unlighted cigarette, cigar and pipe; other lighted smoking product; and smokeless tobacco in any form.

The Board prohibits tobacco use and possession by students at any time in a school building and on any property, buses, vans and vehicles that are owned, leased or controlled by the school district.

The Board prohibits tobacco use and possession by students at school sponsored activities that are held off school property. The school district may initiate prosecution of a student who possesses or uses tobacco in violation of this policy.

CONTROLLED SUBSTANCES

The Board prohibits students from using, possessing, distributing, intending to distribute, and being under the influence of any controlled substances during school hours, on school property, at any school sponsored event, on school buses, and to and from school by any mode of travel.

WEAPONS

The Board believes that the physical safety of students, employees and visitors is essential for the proper operation of the schools and for the establishment of a positive learning environment. Based on this premise, the Board seeks to provide a safe environment free from weapons for students, school personnel, and persons using and visiting school property.

The Board prohibits students from possessing and bringing weapons and replicas of weapons into any school district buildings, onto school property, to any school-sponsored activity, and onto any public vehicle providing transportation to school or a school-sponsored activity.

UNLAWFUL HARASSMENT

The Board strives to provide a safe, positive learning climate for students in the schools. Therefore, it shall be the policy of the district to maintain an educational environment in which harassment in any form is not tolerated.

The Board prohibits all forms of unlawful harassment of students and third parties by all district students and staff members, contracted individuals, vendors, volunteers, and third parties in the schools. The Board encourages students and third parties who have been harassed to promptly report such incidents to the designated employees.

The Board directs that complaints of harassment shall be investigated promptly, and corrective action be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations.

Neither reprisals nor retaliation shall occur as a result of good faith charges of harassment.

CARE OF SCHOOL PROPERTY

The Board believes that the schools should help students learn to respect the property and develop feelings of pride in community institutions.

The Board charges each student in the district's schools with responsibility for the proper care of the school property, school supplies, and equipment entrusted to the student's use.

It is the policy of the Board that students who willfully cause damage to school property shall be subject to disciplinary measures. Students and others who damage or deface school property may be prosecuted and punished under the law.

Parents and guardians shall be held accountable for the actions of their children.

LOST OR DAMAGED SCHOOL MATERIALS

Students are responsible for electronic devices, textbooks, workbooks, and library books. If a student destroys or loses any of the items and/or other school district material, a replacement cost will be charged.

SUSPENSION

The Board recognizes that exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and one that cannot be imposed without due process.

The Board may, after a proper hearing, suspend a student for such time as it deems necessary or may permanently expel a student.

Exclusion from School - Suspension

Suspension shall be defined as the prohibition of a student from attending school for a prescribed period of time as a disciplinary measure.

The principal of the school may suspend any student for willful disobedience, obscene language, or other misconduct for a period of one (1) to ten (10) consecutive school days and shall report the suspension to the Superintendent as soon as possible.

Temporary Suspension -

Temporary suspension shall be defined as the prohibition of a student from attending school for a period not to exceed three (3) days. Temporary suspension may be ordered by the principal or designee, without a hearing, but the student must be

fully informed of the reason for the suspension and given a chance to answer the charges prior to being suspended. The parents shall be notified immediately in writing when a student is suspended.

Full Suspension -

Full suspension shall be defined as the prohibition of a student from attending school for a period not to exceed ten (10) days. Full suspension may be ordered by the principal or designee but an informal hearing shall be required. Such hearing shall take place as soon as possible after the suspension. In cases of full suspension, the student and their parent/guardian shall be provided with written notice of the reasons for the suspension, sufficient prior notice of the time and place of the informal hearing, and a chance to cross-examine witnesses, speak in their own defense, and produce supporting witnesses. When extraordinary circumstances involving the health and safety of the student or others in the school require immediate exclusion, the hearing may be delayed to such time as circumstances permit.

Exclusion from Class - In School Suspension

No student may receive an in-school suspension without notice of the reasons for which they are suspended and an opportunity to be heard prior to the time the suspension becomes effective. The parent or guardian shall be informed of the suspension action taken by the school.

Should the in-school suspension exceed ten (10) consecutive school days, the student and their parent or guardian shall be offered an informal hearing with the designated school official. Such hearing shall take place prior to the eleventh day of the in-school suspension.

DANVILLE PRIMARY SCHOOL BEHAVIOR PLAN

At times throughout the school year, behavior displayed by students does not meet the Danville Primary School standards and expectations. When this occurs, disciplinary action will be necessary. The following categories and lists include types of student misbehavior and disciplinary interventions and actions for faculty and staff to reference when necessary. Faculty and staff will work to correct inappropriate behavior using various retraining techniques. The lists have been categorized into levels according to the seriousness of the child's misbehavior. The frequency of misbehaviors will also be considered when determining the appropriate disciplinary action.

The classroom teacher will first implement the options that follow. If necessary the teachers will make others (guidance counselor, principal, Child Study Team) aware of the problems. These individuals will involve any additional professionals they feel are necessary to help the child correct the misbehavior. If a child is referred to the principal, the principal may contact the child's parent/guardian by telephone or letter. Higher-level options for criminal behavior will require law enforcement involvement and possibly school board action.

Level 1 Infractions and Interventions

These behaviors are generally minor infractions but interfere with the educational process or school procedures. The teacher delivers the consequence and may need to make contact with the parents.

Misbehavior/Infraction

1. Unprepared for class
2. Incomplete homework
3. Inattentiveness/non participation
4. Interrupting/distracting others

Behavioral Intervention/Discipline Options

1. Verbal reprimand/warning
2. Conference w/ student
3. Restriction/withdrawal of privileges
4. Time out in classroom

- | | |
|---|--|
| 5. Constant talking | 5. Contact parent |
| 6. Frequently out of seat | 6. HW completed with supervision |
| 7. Having toys/inappropriate materials | 7. Seat change |
| 8. Inappropriate behaviors (specials, cafeteria, assembly, hallway, bathroom) | 8. Reteach skill |
| 9. Profanity | 9. Utilize classroom incentive system |
| 10. Throwing item(s) at others | 10. Recess loss-student will still have the opportunity to walk for exercise |
| 11. Rough play or horseplay | 11. Counselor group to reteach specific skills |
| 12. Name-calling/teasing | |
| 13. Lying | |
| 14. Cheating | |
| 15. Student to student disrespect | |
| 16. Student to adult disrespect | |
| 17. Bullying behaviors | |

Level 2 Infractions and Interventions

Behaviors at this Tier 2 level are more serious disruptions to learning and/or teaching. The teacher may communicate with the guidance counselor/intervention specialist/principal to determine corrective actions for a child's behavior.

Misbehavior/Infraction

Behavioral Intervention/Discipline Options

- | | |
|---|--|
| 1. Vandalism | 1. Continuation of Level 1 options |
| 2. Strong profanity-including gestures | 2. Teacher-designed intervention/behavior plan |
| 3. Extreme verbal abuse of others-including disrespect toward staff | 3. Written apology |
| 4. Compulsive cheating | 4. Exclusion from non-academic events |
| 5. Compulsive lying | 5. Referral to Child Study Team or Principal |
| 6. Stealing/taking things purposely from others | |
| 7. Bullying | |

Level 3 Infractions and Interventions

Behaviors at this level are more serious due to having a longer effect on the individual or pose a threat to people or property. The building principal assumes major responsibility for corrective actions. More drastic consequences are required and authorities may become involved. Classroom teacher is responsible for contacting the office for support and remaining with the child until the support (guidance counselor, intervention specialist, psychologist, or principal) arrives. If necessary students will be removed from the setting to a safer environment within the school building.

Misbehavior/Infraction

Behavioral Intervention/Discipline Options

- | | |
|---|--|
| 1. Continuous/repetitive use of profanity | 1. Continuation of Level 2 options |
| 2. Fighting, physical abuse of others | 2. In or out of school suspension |
| 3. Verbal/written threats or harassment | 3. Regular meetings w/ guidance counselor |
| 4. Weapon/Substance possession (Incl. toys that resemble weapons) | 4. Clean up of damage and/or restitution |
| 5. Endanger the safety of self or others | 5. Referral to outside agencies |
| 6. Leaving school property w/o authorization | 6. Contact authorities |
| | 7. Detention after school- parent must pick up |
| | 8. Behavioral intervention plan |

To address situations where bullying may be occurring teachers utilize class discussions as a means for focusing on the issue and working as a team to find solutions. Teachers utilize their classroom rules as well as the Olweus bullying rules.

- We will not bully others.
- We will try to help students who are bullied.
- We will include students who are easily left out.
- When we know somebody is being bullied, we will tell an adult at school and an adult at home.

School Wide Intervention and Prevention

At the Danville Primary School, we believe if teachers and staff members follow the same steps when addressing student behavior we will maximize learning, increase student time-on-task, and increase student response to intervention. If a student displays disruptive behavior in a classroom, a teacher or staff member will follow these steps:

1. Provide the student with a minor redirection when needed. If possible, allow a minute or two to pass.
2. If the student continues to display disruptive behavior, the teacher or staff member gives the student a non-verbal prompt (ex. a small red cone). Again, allow another minute or two to pass.
3. If the student continues to display disruptive behavior, the teacher directs the student to a designated “chill” space.
4. After five minutes or so, the teacher briefly conferences with the student, shares clear expectations for the student to follow, and allows the student to return to the classroom activity.
5. If the student continues to display disruptive behavior, the student is sent from the classroom where they will be provided time to calm down, reflect upon the reasons why they were sent from the classroom, and process the incident with a staff member.
6. Behavior retraining occurs and disciplinary action is assigned, if necessary.
7. The child returns to the classroom setting.

STUDENT’S PERSONAL BELONGINGS

It is highly encouraged that each student’s name and grade should be marked on all their belongings. (example: coats, gloves, tablets, etc.) This will assist in returning lost items. **Students are encouraged not to bring any toys or electronic devices to school.**

DRESS AND GROOMING

The appearance of any young person is primarily the responsibility of the individual and their parents. We expect students to maintain the type of dress and grooming that does not interfere with the educational process of the school.

With the concerns in our culture over the abuse of alcohol and the abuse of drugs, the Danville Area School District has a policy that students DO NOT wear shirts that depict alcohol or drugs in a positive manner. This would include shirts which advocate through advertising that alcohol can have a positive effect on one’s life. Also, with the concerns our culture has with teenage suicide, the Danville Area School District highly recommends that students and parents use caution and concern of the negative impact of clothing that highlights the messages or names of artists who place suicide as a positive alternative to life.

Clothing considered inappropriate and thus prohibited, includes but is not limited to: bare midriffs, low cut shirts, shorts and shirts which expose undergarments or bare skin or an intertriginous area where two skin areas may touch or rub together, or such clothing that is not at an appropriate length, spaghetti strap tops, excessively short skirts or shorts, pajamas, slippers, bandanas, gang related clothing, sharp spiked jewelry and spiked cuffs, bracelets with inappropriate or vulgar language or

clothing and accessories deemed inappropriate by administration. Because of safety and health requirements, bare feet are not permitted in school.

Finally, any clothing which has symbolism or words which can be construed as obscene, racially, culturally, or religiously biased, cannot be worn in school. Many messages on clothing carry literal and implied messages. In such cases, the literal message may not be objectionable but the implied message is objectionable. Therefore, the Danville Area School District makes very clear that clothing with implied objectionable messages is not to be worn in school.

In recent years, types of clothing, particularly T-shirts have become ways to present innuendos concerning sexual and traditional antisocial behavior. We, at Danville, believe our community's cultural beliefs would indicate that school is not a place for sexual and unhealthy social innuendos. Therefore, we caution students not to wear clothing presenting sexual innuendos or unhealthy social ideals. Examples of clothing in reference:

- A. Liquor distillery product shirts.
- B. Brewing and distilled spirits companies advertising clothing which portrays beer and liquor as positive.
- C. Shirts depicting sexual activity.
- D. Shirts inferring messages concerning sexual or anti-social activity.

Students who come to school wearing inappropriate clothing will be asked to remove the "inappropriate" article if possible (such as removing a T-shirt). If the article is not removable, parents will be notified and asked to either bring a change of clothing or the student will be required to wear a T-shirt provided by the school. Hats, caps, bandanas, visors, kerchiefs, and head coverings are not to be worn in the school building. The exception to wearing a head covering would be directly related to one's traditional religious, cultural, or medical reason. The Danville Area School District does not discriminate due to religious or cultural orientation. However, the Danville Area Schools clearly believe that head coverings can be detrimental to the learning environment, especially in the classroom. Place all head coverings in your cubby area or bookbag upon arrival to school.

In addition to the board's policy, the elementary administrators encourage parents to not allow their children to wear flip-flops, clogs, or sandals without a heel strap to school. These open back shoes present a danger to students when utilizing playground equipment and stairs. Sneakers are truly the most appropriate shoe for elementary students to wear due to outdoor play. We reserve the right to not allow students to utilize playground equipment if they are not wearing sneakers.

TITLE I SERVICES

Title 1 is a federal funded program designed to supplement classroom reading instruction. Students are selected based on district assessments. Highly qualified teachers, in cooperation with classroom teachers, develop programs to meet the specific needs of each student. After students qualify for the program through testing, objectives, methods, and materials are selected to teach the following critical skills:

- *Phonemic Awareness
- *Fluency
- *Comprehension
- *Phonics
- *Vocabulary

Monitoring each student's progress allows the teachers to continually re-evaluate the success of targeted instruction for students.

Parent Right to Know Information as Required by The Elementary and Secondary Education Assistance (ESEA) [Section 1112(e)(1)(A)] and the Every Student Succeeds Act [Section 1112(e)(1)(A)]

The Danville Area School District in accordance with the Every Student Succeeds Act is hereby notifying parents/guardians of their rights to receive information regarding:

- student performance
- Individual school performance
- district performance
- teacher/staff qualifications

The District/School performance profiles which include aggregate information including student achievement, graduation rates, and school performance are posted on the Danville Area School District website and updated annually.

Individual student assessment reports for the PSSAs and Keystone exams are mailed or sent home to families each fall. The assessment score reports provide parents/guardians with a detailed record of student achievement on state academic standards.

Each fall a public presentation of our District assessment results are presented at a public meeting and the School Report Card results are published on the District (www.danville.k12.pa.us) and the State website (www.paschoolperformance.org). If a school has been identified as a “priority” or “focus” school, parents/guardians will receive individual notification via mail. This parent/guardian notification will provide notice to parents/guardians on how to access supplemental aids/services through our schools/community.

As a Title I school, we must meet federal regulations related to teacher qualifications as defined in ESEA. These regulations allow you to learn more about your child’s teachers’ training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject they are teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

The Every Student Succeeds Act (ESSA) which was signed into law in December 2015 and reauthorizes the Elementary and Secondary Education Act of 1956 (ESEA) includes additional right to know requests. At any time, parents and family members can request:

- Information on policies regarding student participation in assessments and procedures for opting out, and
- Information on required assessments that include
 - subject matter tested,
 - purpose of the test,
 - source of the requirement (if applicable),
 - amount of time it takes students to complete the test, and
 - time and format of disseminating results.

Our staff is committed to helping your child develop the academic knowledge and critical thinking that they need to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals meet applicable Pennsylvania state requirements.

Parent/Guardian Involvement- Parents/Guardians are encouraged to participate in the education of their children.

- District Parental Involvement and Title I Parental Involvement Policies are reviewed annually and each spring.
- Policy and Educational Program input is sought each fall during Title I Parent/Guardian meetings.
- During the fall Title I parent/guardian meetings families are provided with an overview of our Title I programs. Suggestions for assisting the child throughout the school year are reviewed with parents/guardians.

Title I Complaint Process – Any DASD parent/guardian who would like to file a complaint concerning Title I services should follow the steps listed below.

1. Discuss the situation with the Title I support and/or classroom teacher.
2. If the situation cannot be resolved with the teacher, discuss it with the building principal or DASD Federal Program Coordinator.
3. If no resolution is reached, discuss the situation with the DASD Superintendent.
4. If no resolution is reached, the Pennsylvania Department of Education can be contacted.

Faculty Qualifications- All teachers and instructional assistants employed by the Danville Area School District meet or exceed the Federal requirements for being highly qualified. Parents/guardians have the right to know the qualification/certification status of each teacher and instructional assistant who work within our Title I schools. Parents/guardians may contact the individual building principals to verify the qualification status for these employees.

Any questions regarding this annual notice or parent/guardian input regarding Federal Programs may be directed to your child's building principal or the Director of Curriculum, Instruction, and Technology at 570-271-3268 ext. 3720.

Title I Parent and Family Engagement Policy 918

Book
Policy Manual

Section
900 Community

Title
Title I Parent and Family Engagement

Code
918

Status
Active

Legal
1. 20 U.S.C. 6318

2. Pol. 102
3. 20 U.S.C. 6312
4. 24 P.S. 510.2
5. Pol. 138
6. Pol. 916
7. Pol. 127
8. Pol. 814
9. Pol. 333
10. 20 U.S.C. 7845
11. 29 U.S.C. 3271 et seq
12. 29 U.S.C. 701 et seq
13. 42 U.S.C. 11301 et seq
14. 42 U.S.C. 9831 et seq
15. Pol. 212

Adopted
August 14, 2018

Purpose

The Board recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the school, parents and family members, and community.[\[1\]](#)[\[2\]](#)

Definition

Parent and Family (Family Member) - these terms are used interchangeably and shall include caregivers, a legal guardian or other person standing in loco parentis such as a grandparent or stepparent with whom the child lives, a person who is legally responsible for the child's welfare, or a legally appointed Education Decision Maker of a child participating in a Title I program.

Authority

The Board directs the district and each of its schools with a Title I program to:[\[1\]](#)

1. Conduct outreach to all parents and family members.
2. Include parents and family members in development of the district's overall Title I Plan and process for school review and improvement.[\[3\]](#)
3. Include parents and family members in the development of the Title I Parent and Family Engagement Policy. Following adoption of the policy by the Board, the policy shall be:
 - a. Distributed in writing to all parents and family members.
 - b. Incorporated into the district's Title I Plan.[\[3\]](#)
 - c. Posted to the district's publicly accessible website.[\[4\]](#)
 - d. Evaluated annually with parent and family involvement.
4. Provide opportunities and conduct meaningful collaborations with parents and family members in the planning and implementation of Title I programs, activities and procedures.

Accessibility

The district and each of its schools with a Title I program shall provide communications, information and school reports to parents and family members who are migrants or who have limited English proficiency, a disability, limited literacy, or racial and ethnic minority backgrounds, in a language they can understand.[\[1\]](#)[\[5\]](#)

Delegation of Responsibility

The Superintendent or designee shall ensure that the district's Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.[\[1\]](#)[\[3\]](#)

The Superintendent or designee shall ensure that the district and its schools with Title I programs provide opportunities for the informed participation of parents and family members by providing resources, information and school reports in an understandable and uniform format or, upon request, in another format. Such efforts shall include:

1. Providing communications in clear and simple language.
2. Posting information for parents and family members on the district's website.
3. Including a telephone number for parents and family members to call with questions.
4. Partnering with community agencies which may include libraries, recreation centers, community-based organizations and faith-based organizations to assist in sharing information.
5. Provide language access services to families with limited English proficiency through on-site or telephonic translation and interpretation services, as appropriate.[\[5\]](#)

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

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

Parents and family members shall actively carry out their responsibilities in accordance with this policy and the School-Parent and Family Compact. At a minimum, parents and family members shall be expected to:[\[1\]](#)

1. Volunteer in their child's classroom.[\[6\]](#)
2. Support their child's learning.
3. Participate, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time.

Guidelines

Each district school operating a Title I program shall hold an annual meeting of parents and family members at a convenient time, to explain the goals and purposes of Title I programs and to inform them of their right to be involved. Parents and family members shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents and family members shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.[\[1\]](#)

The schools with Title I programs shall offer a flexible number of meetings which shall be held at various times of the morning and evening. Title I funds may be used to enable parent and family member attendance at meetings through payment of transportation, child care costs or home visits.[\[1\]](#)

The schools shall involve parents and family members in an organized, ongoing and timely way, in the planning, review and improvement of Title I programs, the Title I Parent and Family Engagement Policy and the joint development of the Title I Plan.[\[1\]\[3\]](#)

At these meetings, parents and family members shall be provided:[\[1\]](#)

1. Timely information about programs provided under Title I.
2. Description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the achievement levels of the academic standards.
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

To ensure the continuous engagement of parents and family members in the joint development of the Title I Plan and with the school support and improvement process, the district shall:

1. Establish meaningful, ongoing two-way communication between the district, staff and parents and family members.
2. Actively recruit parents and family members to participate in school review and improvement planning.
3. Assign district representatives to be available to work collaboratively with parents and family members, and to conduct school-level trainings to promote understanding of school data, comprehensive plans and the budgeting process.

If the Title I Plan is not satisfactory to parents and family members, the district shall submit any parent or family member comments with the plan when the school makes the plan available to the Board.[\[1\]\[3\]](#)

Building Capacity for Parent and Family Engagement

The district shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve academic achievement and school performance through:[\[1\]](#)

1. Providing assistance to parents and family members in understanding such topics as the academic standards, state and local academic assessments, the requirements of parent and family involvement, how to monitor a child's progress and work with teachers to improve the achievement of their children.[\[2\]\[7\]](#)
2. Providing material and training to help parents and family members work with their children to improve academic achievement and to foster parent and family engagement, such as:
 - a. Scheduling trainings in different locations on a variety of topics including how to support their child in school, literacy, school safety, cultural diversity and conflict resolution.
 - b. Using technology, including education about the harms of copyright piracy, as appropriate.[\[8\]](#)
 - c. Providing information, resources and materials in a user friendly format.
 - d. Providing, as requested by a parent or family member, other reasonable support for parent and family engagement activities.
 - e. Training on how to use the Parent Portal as a tool to monitor grades and achievement.
3. Educating teachers, specialized instructional support personnel, principals and other school leaders and staff, with the assistance of parents and family members, on the value and usefulness of contributions of parents and family members and in how to reach out to, communicate with, and work with them as equal partners, implement and coordinate parent and family programs, and build ties between parents and family members and the school.[\[9\]](#)

4. To the extent feasible and appropriate, coordinating and integrating Title I parent and family involvement efforts and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents and family members in more fully participating in the education of their children. [\[1\]](#)[\[5\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)
5. Engage the PTA/PTO to actively seek out and involve parents and family members through regular updates, information sessions and assistance with the identification of effective communication strategies.
6. Train parents and family members to enhance the involvement of other parents and family members.
7. Adopt and implement model approaches to improving parent and family engagement.

Coordinating Parent and Family Engagement Strategies

The district shall coordinate and integrate Title I parent and family engagement strategies with other parent and family engagement strategies required by federal, state, and local laws by: [\[1\]](#)[\[5\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)

1. Involving district and program representatives to assist in identifying specific parent and family member needs.
2. Sharing data from other programs to assist in developing initiatives to advance academic achievement and school improvement.

Annual Parent and Family Engagement Policy Evaluation

The district shall conduct, with meaningful participation of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all district schools with a Title I program. [\[1\]](#)

The evaluation shall identify: [\[1\]](#)

1. Barriers to parent and family member participation, with particular attention to those who are migrants, are economically disadvantaged, have a disability, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.
2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.
3. Strategies to support successful school and parent and family interactions.

The evaluation shall be conducted through:

1. Establishment of a schedule and process for the policy review and revision by parents and family members.
2. An evaluation of the effectiveness of the content and communication methods through a variety of methods.

The district shall use the findings of the annual evaluation to design evidence-based strategies for more effective parent and family engagement, and to revise, if necessary, the district's Title I Parent and Family Engagement Policy. [\[1\]](#)

School-Parent and Family Compact

Each school in the district receiving Title I funds shall jointly develop with parents and family members a School-Parent and Family Compact outlining the manner in which parents and family members, the entire school staff and students will share responsibility for improved student academic achievement and the means by which the school and parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall: [\[1\]](#)

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in Title I programs to meet the academic standards.

2. Describe the ways in which parents and family members will be responsible for supporting their child's learning; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.[6]
3. Address the importance of ongoing two-way, meaningful communication between parents/family members and teachers through, at a minimum, annual parent-teacher conferences at the elementary level, frequent reports to parents and family members on their child's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.[6]

Title I Funds

Unless exempt by law, the district shall reserve at least one percent (1%) of its Title I funds to assist schools in conducting parent and family engagement activities. Parents and family members shall be involved in the decisions regarding how the Title I reserved funds are used for parent and family engagement activities.[1]

Not less than ninety percent (90%) of the reserved funds shall be distributed to district schools with a Title I program, with priority given to high need schools. The district shall use the Title I reserved funds to conduct activities and strategies consistent with this policy, including:[1]

1. Supporting schools and nonprofit organizations in providing professional development for the district and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.[9]
2. Supporting programs that reach parents and family members at home, in the community, and at school.
3. Engaging in any other activities and strategies that the district determines are appropriate and consistent with this policy.

Documentation of Parent and Family Engagement Practices

Documentation to track the implementation of this policy is an essential part of compliance and may include, but not be limited to, sign-in sheets at workshops, meetings and conferences; schedules, training and informational materials; communications and brochures; and meeting notes.