



Harrisburg School District

Foose School

**1301 Sycamore Street
Harrisburg, PA 17104
717-703-1280**

Parent & Student Handbook

(Revised August 2023)

2023 – 2024

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Foose Elementary School

1301 Sycamore Street, Harrisburg, PA 17104
(717) 703-1280

August 1, 2023

Dear Parents and Guardians:

Greetings, from the Principal's desk! I am Mr. Hicks and I would like to welcome all of our students back for the upcoming school year. The time has arrived to start making preparations for what is going to be a very productive 2023/2024 school year! Changes this coming school year include the district-wide utilization of Positive Behaviors Interventions and Support (PBIS), Station Rotation, and Culturally Relevant Instruction!

We have a new Assistant Principal named Mrs. Snook, here at Foose this school year. She has been in the Harrisburg School District for years, both as a teacher and as an administrator. She brings a tremendous amount of experience and knowledge to Foose and we are excited to welcome her into our Foose Family. She is excited to be here and can not wait to meet the great students and families of Foose Elementary School.

The Harrisburg School District has updated the dress code for the new school year. An attachment with descriptions of what is appropriate for school is included. All students are required to follow the new dress code guidelines.

Cell phones have become a distraction over the past few school years. To address this distraction, the district cell phone policy will be enforced starting the first day of the 2023-2024 school year. All cellphones will be collected at the beginning of the school day. All teachers have lockable space to store student cell phones during the school day. Phones will be returned at the end of the day. If you have any concerns with this policy, please reach out to me so we can discuss your concerns.

As the summer winds down and you continue to prepare your students for the upcoming school year, the Principals, Teachers, and Support Staff at all of our schools in Harrisburg have all been working hard to prepare for your children this school year. We are looking forward to an exciting and productive school year!

For the remainder of the summer, our school office will be open Monday through Friday from 8:30am to 4:30pm. Should you have any questions, please call or swing by the office. We can not wait to see everyone, in a very few short weeks, on August 23rd at 4:30pm to 6:30pm during our Open House. Until then, continue to have a safe and fun summer!

Sincerely,
Mr. William Hicks and Mrs. Nicole Snook
Administrators
Foose Elementary School
Harrisburg City School District

1 de agosto de 2023

Queridos padres y guardianes:

¡Saludos desde el escritorio del director! Soy el Sr. Hicks y me gustaría dar la bienvenida a todos nuestros estudiantes para el próximo año escolar. ¡Ha llegado el momento de comenzar a hacer los preparativos para lo que será un año escolar 2023/2024 muy productivo! ¡Los cambios para el próximo año escolar incluyen la utilización en todo el distrito de Intervenciones y Apoyo de Comportamiento Positivo (PBIS), Rotación de Estaciones e Instrucción Culturalmente Relevante!

Tenemos una nueva Subdirectora llamada Sra. Snook, aquí en Foose este año escolar. Ella ha estado en el Distrito Escolar de Harrisburg durante años, tanto como maestra como administradora. Ella aporta una enorme cantidad de experiencia y conocimiento a Foose y estamos emocionados de darle la bienvenida a nuestra familia Foose. Ella está emocionada de estar aquí y no puede esperar para conocer a los excelentes estudiantes y familias de la Escuela Primaria Foose.

El Distrito Escolar de Harrisburg ha actualizado el código de vestimenta para el nuevo año escolar. Se incluye un archivo adjunto con descripciones de lo que es apropiado para la escuela. Se requiere que todos los estudiantes sigan las pautas del nuevo código de vestimenta.

Los teléfonos celulares se han convertido en una distracción en los últimos años escolares. Para abordar esta distracción, la política de teléfonos celulares del distrito se hará cumplir a partir del primer día del año escolar 2023-2024. Todos los teléfonos celulares serán recogidos al comienzo del día escolar. Todos los maestros tienen espacio con llave para guardar los teléfonos celulares de los estudiantes durante el día escolar. Los teléfonos serán devueltos al final del día. Si tiene alguna inquietud con respecto a esta política, comuníquese conmigo para que podamos analizar sus inquietudes.

A medida que termina el verano y continúa preparando a sus estudiantes para el próximo año escolar, los directores, maestros y personal de apoyo de todas nuestras escuelas en Harrisburg han estado trabajando arduamente para preparar a sus hijos este año escolar. ¡Esperamos un año escolar emocionante y productivo!

Durante el resto del verano, la oficina de nuestra escuela estará abierta de lunes a viernes de 8:30 am a 4:30 pm. Si tiene alguna pregunta, llame o pase por la oficina. No podemos esperar a verlos a todos, en unas pocas semanas, el 23 de agosto de 4:30 p. m. a 6:30 p. m. durante nuestra jornada de puertas abiertas. Hasta entonces, ¡siga disfrutando de un verano seguro y divertido!

Atentamente,

Sr. William Hicks y Sra. Nicole Snook
Administradores
Escuela Primaria Foose
Distrito escolar de la ciudad de Harrisburg

Foose Elementary School

Foose School - Student and Staff Responsibility Contract:

The educational experience at Foose School is designed to prepare our students for academic success and achievement from elementary school, to middle school to high school and beyond. We take our responsibility as educators seriously, and we ask our students and their families to do the same. This contract reflects our agreement in the areas of academic success and appropriate behavior for the coming school year.

The faculty of Foose School will:

- Provide an educational program for our students that is rich in academic content and based on the Common Core Standards adopted by the State of Pennsylvania. **We are committed to your best.**
- Employ teaching strategies and methods that are inquiry-centered, project-based, and designed to relate student learning to everyday life. **Everything we do is important.**
- Support students in their learning, providing appropriate assistance when needed and requested by students and their parents/guardians. **We coach skills by modeling patiently and supporting unconditionally.**
- Provide appropriate guidance for students in the areas of behavior, attitude, attendance, and relationships with adults & peers. **We care.**
- Communicate with students and guardians on a regular basis regarding the student's academic progress, attendance and behavior. **We are consistent with our message.**

With support from parents/guardians and peers, our students will:

- Make a serious effort to succeed academically, following directions, completing assignments on time, and giving full attention to all class activities. **"I can succeed at high levels."**
- Set learning goals that will help them be successful in school and life. They will seek out support and guidance from adults. They will take ownership of their education and their learning. **"My needs are recognized and addressed."**
- Exhibit excellent attendance, including arriving for school on time each day, prepared for class. **"I have a part to play."**
- Behave in a manner expected of a serious student in an academically oriented school, cooperating with all peers & adults and by following school policies & rules. **"What I do is important"**
- Treat all staff and fellow students with respect. **"I can get along with others."**
- Treat school equipment, materials, furnishings and the building with care and respect. **"I'm in charge of me."**

Foose School Mission and Vision

At Foose, we grow brains and persevere to meet high academic expectations and goals. While consciously striving to create a safe environment of respect, inclusion, and support of ethnic and racial diversity among all stakeholders, empowering each other to become life-long learners, and future goal setters.

Our school integrates resources of the Harrisburg School District to ensure that students have access to enriching experiences, engaging and high leveled instruction, and researched based curriculum. Technology, project based learning, and community based experiences help develop students' skills, initiative, and confidence. Emphasis on academic rigor builds skills that are essential for student success in the 21st century. At our school, we personalize instruction and support services to provide experiences and opportunities that each student needs to make positive decisions in a wide variety of contexts. Our mission is to challenge students to achieve and reach for their dreams. Our staff believes that students with goals can be successful in the classroom and can in turn provide significant contributions to their community. We are committed to "Empowering Academic Achievers and Lifelong Learners!"

Important Dates to Remember

First Day for Students	August 28, 2023
Foose School Open House	August 23, 2023
Parent Teacher Conferences November 21, 2023 - 12:20 pm Early dismissal for students	November 21, 2023 - November 22, 2023
Thanksgiving Recess	November 22, 2023- November 27, 2023
Winter Recess December 22, 2023 – 12:20 pm Early Dismissal for Students	December 25, 2023 – January 2, 2024
Parent Teacher Conferences	February 16, 2024
Spring Break March 25, 2024 - 12:20 pm Early Dismissal for students	March 25, 2024 - March 29, 2024
Last Day of School for Students June 8, 2023 - 12:20 pm Early Dismissal for Students	June 6, 2024

Half-Day Early Dismissal Time for Students **Grades K-5th dismiss at 12:20pm**

PSSA Testing Windows for Grades 3-8

April 22-May 3, 2024

Marking Periods End:	Report Cards Mailed
October 31, 2023: End of First Quarter	November 16, 2023
January 23, 2024: End of Second Quarter	February 7, 2024
April 3, 2024: End of Third Quarter	April 19, 2024
June 6, 2024: End of Fourth Quarter	June 13, 2024

The information for some schools may vary. Please check the school district website/calendar for updated information.

Appointments:

Appointments with administration, support services or teachers must be scheduled with 24 hour notice. Appointments are available in person, by phone or by zoom. **Due to student arrival and dismissal, no appointments with administration will be held before 9:00 am or between 3:30-4:00 pm.**

Confidentiality

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student ("eligible student"). FERPA provides guidance for the protection and confidentiality of student educational records and information.

Telephone Use

School phones are for business purposes and are available to students only in emergency situations. Incoming calls for students are prohibited except for emergency situations.

Flag Salute

All students are expected to be respectful of our country's National Anthem and Pledge of Allegiance. All students are asked to stand and be respectful during the national anthem and Pledge of Allegiance. Anyone in the hallway during this time is expected to **STOP** and wait for the end of the Pledge of Allegiance.

Textbooks and Classroom Resources

Each course has a class set of textbooks and/or classroom resources for student use during that particular period. If books are damaged, the student/parent will be charged the cost of a new book, plus shipping and handling. Periodic book checks are mandatory and shall be submitted

to the supervising principal or his/her designee.

Laptop/Computer Technology

Students are required to sign the district's Acceptable Use of Technology form, which explains the rules regarding the use of the district's laptops and computers. Students are responsible for the care of laptops and computer technology, and will be held financially accountable in the event of lost, stolen or damaged devices. All devices are the property of the Harrisburg School District and are for educational use by our students. Devices must be properly maintained and returned to the District at the beginning of the new school year in the condition they were issued.

Financial Obligations

There are several reasons why a student may receive a notice of financial obligation to the school. Replacing lost or damaged textbooks, the replacement of technology (Chromebooks, computers, etc.), and lost or damaged library books are examples of possible financial obligations. All students are expected to satisfy their financial obligations. Obligations will carry over to the next grade level if not satisfied, and may prevent promotion/graduation if not paid.

Emergency School Closing/Delayed Opening

Inclement weather conditions may cause a delayed opening or cancellation of school. In case of severe weather, or during other school emergencies, announcement delays or closings will be made through the direct dialing phone system (Blackboard), ClassDojo, district website, district app, or the media (radio and TV).

Appointments: If you would like to make an appointment to speak with your child's teacher, please do so at least 48 hours in advance to give the teacher time to prepare/make room in his/her schedule for the meeting. Appointments for conferences should take place during non-teaching time. Teachers will be notified in advance of an appointment and are asked to confirm the appointment or suggest an alternate date. Administrators may schedule appointments as needed.

School Safety

Every student should feel safe and secure while attending school. If you have concerns about your child's safety, you should call the principal or his/her designee. Please help keep our school, our students, and staff safe by staying alert and notifying the principal or his/her designee of potential threats, acts of violence or any unusual occurrence.

Family Engagement Activities/Events

Families are encouraged to participate in the monthly scheduled events. For the 2023-24 school year, the family engagement activities and events will be conducted in person. Information of upcoming events will be sent out through Class Dojo, the Harrisburg School District App, and

the school website (foose.hbgisd.k12.pa.us).

Transportation and Bus Regulations:

- Should you have any questions or concerns about transportation, please contact our central office and talk to our transportation department.

Harrisburg School District Grading Policy, Practices and Procedures

The student evaluation procedure serves as a measurement of academic achievement and as a means for motivating a student to obtain levels of performance of which he/she is capable.

Virtual Learning / Hybrid Learning (if necessary)

Students are expected to be actively engaged in all learning activities both in class and virtually. There may be assignments that students are expected to complete and submit electronically by a specific deadline. In the event that we need to temporarily move to virtual learning, attendance will be taken each day per district guidelines and will have the same expectations as if the student was in the actual school building for instruction.

Grading Scale for Kindergarten through 5th Grade Students

- 5 = Distinguished command of the subject
- 4 = Strong command of the subject
- 3 = Moderate command of the subject
- 2 = Partial command of the subject
- 1 = Little to no command of the subject

All elementary students grades K-5 will be graded on competencies, consistent with the policies adopted by the Harrisburg School District.

Report Cards

Report Cards are distributed four times during the school year. If a student does not receive a report card, the school should be notified immediately. Support is always available for additional academic help.

Lunch Program /Cafeteria

The Harrisburg School District Food Service Department now operates under the state guided Community Eligibility Provision. This means we are able to offer meals at NO charge for all students.

Breakfast – Breakfast will be served from 8:35-8:50 daily in the cafeteria. Please make sure your student arrives on time to receive breakfast. **Breakfast service ends promptly at 8:50am.** No breakfast is served on 2 hour late start days.

HARRISBURG SCHOOL DISTRICT CODES OF STUDENT CONDUCT
Policy #218 Revised 8/3/2015. Abbreviated information below. The full policies are available online at www.hbgasd.us.

Policy 204. SCHOOL ATTENDANCE

The Board requires that school age students enrolled in district schools attend school regularly, in accordance with state laws. The educational program offered by the district is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress. Repeated infractions of the Board policy requiring the attendance of enrolled pupils may constitute such misconduct and disobedience as to warrant the suspension or expulsion of the pupil from the regular school program. The Board authorizes the Superintendent or his/her designee to suspend a pupil from a particular class or from school in accordance with the policies of the Board, if sincere efforts by the staff and parents cannot rectify the pattern of absence. The Superintendent is authorized to establish the criteria to implement this policy. The school district shall provide a minimum of 180 days of instruction and nine hundred (900) hours of instruction per year at the elementary level, nine hundred ninety (990) hours per year of instruction at the secondary level, and four hundred fifty (450) hours per year of instruction at the kindergarten level.

Absence: Excused

The Board shall permit a pupil to be excused from the requirements of attendance under the following circumstances and conditions:

The principal or his/her designee may, upon receipt of satisfactory evidence of medical, physical, mental or other urgent reasons, excuse a child for nonattendance during a temporary period. The term “urgent reasons” is strictly construed and does not include work at home or other absences for parent or pupil convenience such as vacation trips or caring for siblings. Upon written parental request, a pupil may be excused during school hours for the purpose of obtaining professional healthcare or therapy service only if the following requirements are met:

1. The time of necessary absence from school involves a minimum of interference with the pupil’s regular program of studies; and it is not practical or possible for the pupil to receive the services outside of school hours.
2. Medical documentation (doctor's certificate) is required for all absences of three (3) days or more or for shorter periods if required by the building principal.

Absence: Unexcused

(The absence of a pupil for any reason other than those classified under Absence: Excused.)

Whenever a parent/guardian fails to submit a written excuse his/her child within three days of

such absence.

Absence: Unlawful: All unexcused absences for pupils of compulsory attendance age shall be considered unlawful.

1. After three (3) days of unexcused absences by a pupil, a warning letter is served on parents and/or the guardian.
2. After five (5) days, the Principal's designee will send a certified Official Notice of Illegal Absence Letter. This constitutes a first offense.
3. After the fifth (5th) day, the Principal's designee will refer the student to the manager of the Truancy Support Team. (TEP will be schedule with student counselor)
4. After the sixth (6th) day, the Principal's designee will write a Non-Traffic Citation to be signed by the school's designee and a copy will be sent to the Student Services Supervisor or his/her designee. This action initiates legal proceedings of the pupil, and that further violation during the school term will result in prosecution without notice.

24 PS 13-1333

Every parent, guardian, or person in parental relation, having control or charge of any child of compulsory school age, who shall fail to comply with the provision of this act regarding compulsory attendance, shall on summary conviction thereof, be sentenced to pay a fine to the School District in which such offending person resides, not exceeding three hundred dollars (\$300.00).

Tardiness

A student is considered tardy to school if they arrive in the building after the designated start time. Students who are tardy to school must sign-in in the main office. Students who are tardy to class are to be admitted to class. All students must arrive at the school at the designated start time- 8:35am. Breakfast begins at 8:35am. A student is considered tardy if they are not in their homeroom by 8:50 a.m. Students who are tardy are subject to the following possible penalties (based on the number of tardies): detention(s), parent conferences, attendance contract, and revoking privileges. Students with chronic truancy or tardiness will be cited.

EARLY DISMISSAL

Parental requests for early dismissal must be made in advance and the decision to grant the request is at the discretion of the building principal or his/her designee. All requests for early dismissal must be confirmed with the parent/guardian before any action is taken. Students should not leave the school grounds during school hours without the permission of the principal or the principal's designee. Students who expect to leave for an early dismissal at any time must follow these three steps:

1. Bring in a note with your parent/guardian signature and give it to the Attendance Secretary at the start of the day.
2. The parent/guardian must notify the school office 24 hours **in advance** if/when their child has an appointment during the day or is expected to leave a class early or miss a class due to

an approved release from school.

3. No student will be released after 3:15pm. (All students in the building are dismissed at 3:50pm.)
4. The parent/guardian must come to the school office and sign the early dismissal log. **Special note: friends, siblings under 18 years of age, and relatives may not pick students up without parental permission.** Special exceptions may be made in emergencies only with the approval of an administrator.

Hall Passes/Lateness to Class

Any professional staff member may give students a pass. The student must be given a pass stating the destination and the time he left the classroom. Consideration must be given to the other teachers so those students are not detained from one class to the benefit of another. **Any student in the halls MUST have a pass that is visible and present it to security or any other school personnel if asked to produce it.** Any student not inside the proper classroom when the class begins shall be considered late for the class. The classroom teacher shall admit students and take appropriate action such as marking them tardy and assigning them to detention to make up the work missed. Chronic lateness to class will be reported to the principal for disciplinary action

Attendance Expectations Reminders:

- Students are expected to be in class and prepared to learn at the start of the school day - 8:50am.
- Notes for tardiness must be presented **the day of the tardy** in order for the student not to receive a tardy detention.
- Students tardy beyond the designated tardy time **must be accompanied by a parent/guardian** to enter school.
- If a student is absent 3 days in a row, the student must bring in a doctor's excuse.
- Excuse notes for regular absences are due to the attendance secretary upon the student's return to school.
- If a student is absent 10 days or more during the school year, each absence thereafter will require a doctor's note.

Student Entrance and Exit

Listed below are the entrance and dismissal procedures for Foose for this school year. There will be staff in the hallways directing students safely to classrooms. If you need to speak directly to a staff member, please contact the main office to make an appointment.

Entry Locations: *School starts for all students at 8:50 am and breakfast will be served in the cafeteria from 8:35-8:50 am*

- **Kindergarten:** students will enter through the main doors and will go into the cafeteria to their homeroom table for breakfast. (Door 1).

- **1st through 5th grade:** students will enter through the main doors and will go into the cafeteria to eat breakfast, if they wish. (Door 1). Students who do not want breakfast should report to their classrooms.
- **Preschool** students and parents will enter and exit through the door on 13th Street, closest to Sycamore Street (Door 6). **8:15-8:30 AM**

*Students must use the correct door for their grade level. If older students drop off younger siblings, they must then go to their correct door.

*To keep our building safe and secure, parents are not permitted to walk their students to class. If a parent wants to meet with the teacher, they should stop in the main office to make an appointment.

*Students must use the correct door for their grade level. If older students drop off younger siblings, they must then go to their correct door.

*To keep our building safe and secure, parents are not permitted to walk their students to class. If a parent wants to meet with the teacher, they should stop in the main office to make an appointment.

Dismissal Locations: *Students will be dismissed at 3:50pm*

- **Kindergarten and 1st grade:** students will be dismissed from the cafeteria. Parents/guardians will come into the cafeteria (through Door 11), and will have to sign students out with their child's homeroom teacher.
- **2nd and 3rd grade:** students will be dismissed from the gym. Parents/guardians will come through the main doors (through Door 1), and will have to sign students out with their child's homeroom teacher in the gym.
- **4th and 5th grade:** students will be dismissed from the Auditorium. Parents/guardians will enter through the door on 13th Street, closest to Sycamore Street (Door 6).

***** Entry and dismissal locations are subject to change to ensure student and staff health and safety.**

POLICY 237: ELECTRONIC DEVICES

Cell phone and electronic device use by students to make or accept calls or text message can be disruptive to the learning process. **Cell phones and other electronic devices must be turned off and put away (not in view) during the entire school day.** Parents/guardians may call the school and leave a message for their student when necessary. Students who need to use the phone may ask for permission to use a phone in the main office. If any items are used, seen, or heard between school hours, they will be confiscated and the following consequences will be instituted:

- FIRST OFFENSE: Item will be returned to the student at the end of the school day.
- SECOND OFFENSE: Item will be returned to the parent/guardian.
- THIRD OFFENSE: Item will be returned at the end of the school year or at the administrators' discretion.
- REPEAT OFFENDERS will receive further discipline.

Students who fail to comply with relinquishing any electronic device in use upon request of school administration or teacher will receive disciplinary action. We understand this requires a change in habits for many of us as well. We ask that you do not text or call your student during school hours. Please contact the main office to deliver important messages. **The school is not responsible for the loss or theft of a cell phone or other personal electronics during the school day, while confiscated or on the way to or from school.**

POLICY 218: STUDENT DISCIPLINE

Maintaining student discipline is extremely important to the school program and building climate. Without good discipline, students cannot realize their greatest opportunities for growth.

Purpose

The purpose of discipline is to foster responsibility, independence, positive attitudes and self-discipline. The best discipline is self-control. Self-control is based upon understanding the limits of one's freedom and actions as they relate to others.

The policies set forth by the Administrative arm of Campus related to disciplinary action, as well as attendance, is for the safety of the individual student as well as the safety of the entire student population, faculty, staff, and any employee or visitor to the campus.

OSS- In the event of an out-of-school suspension, the parent/guardian may have a conference with the principal or his/her designee before the suspended student will be readmitted to school.

Detention- Detention will be held on days and times designated by the principal and/or teacher. Notice will be given to a student who is assigned detention at least 24 hours in advance. Cutting detention will result in further consequences.

Community Service – Community service will be assigned by a building principal. Notice will be given to the parents/guardians about community service. Community service types of activities may include wiping down tables, picking up trash, washing windows, cleaning desks. Students will always be wearing gloves and will be supervised if they are completing community service as a consequence.

DISCIPLINE POLICIES - OBJECTIVES

Discipline shall be imposed to reflect the seriousness of the violation, to promote respect for the rules of the Harrisburg School District, to provide just and reasonable punishment, to afford adequate defense to future violations, to protect students and staff from further violations and, when appropriate, to provide the student with needed educational behavior modification.

The Board of Directors deems it the [**Policy of the Harrisburg School District**](#) that when an action of a student or students creates an unsafe environment or infringes upon the rights of other students in a serious manner, the following procedures will be followed:

- 1) If necessary, the student or students will be removed to a safe environment.
- 2) The teacher will immediately notify the Administration.
- 3) The Administration will make every effort to notify the parent or guardian.
- 4) In cases where an assault or other serious infraction has taken place, the Administration, in its discretion, will call the police.
- 5) The student or students will be assigned the appropriate form of discipline.

Corporal Punishment - Corporal punishment is defined as physically punishing a student for an infraction of the discipline policy. Use of corporal punishment is prohibited in the Harrisburg School District.

Physical Restraint - Reasonable physical restraint may be used by teachers and school authorities to restrain students under the following circumstances: to quell a disturbance, to obtain possession of weapons or other dangerous objects, for the purpose of self-defense and for the protection of persons or property. **The use of Safe Crisis Management © as a therapeutic technique by staff certified in its use in special education and alternative education settings is not corporal punishment.**

LEVEL I: Minor misconduct on the part of a student that impedes orderly classroom procedures or assemblies, or interferes with the orderly operation of the school. These misconducts can usually be handled by an individual staff member, but sometimes require the intervention of other school support personnel.

- **Level I Examples include but are not limited to:** Any classroom, study hall, cafeteria, assembly, hallway, or extracurricular activity disturbances (loitering, running, not having a pass, tripping another student, etc.); classroom tardiness (1-3), tardiness to school (1-3); undirected profanity; eating candy and gum chewing; open food/drink containers in the

hall and/or classrooms; Cheating; false accusations; disrespecting others (teasing, calling names, abusive language); Unauthorized equipment (radios, tape recorders, electronic games, telecommunications, cellular phones, beepers, etc.); failure to complete assignments or carry out directions, or have a hall pass; littering inside or outside the school; throwing items of minor nature; stealing minor items such as pencils; abuse of or failure to return District-owned or library materials; public display of affection; Inappropriate attire.

- **Level I Procedures:** Immediate intervention by the staff member who is supervising or observing the student misbehavior. Repeated misconduct results in a teacher phone call to the parent, or a conference.
- **Level I Action Alternatives:** Verbal reprimand, special assignment, behavioral contract, teacher counseling, loss of classroom privileges, and temporary time out from class and/or detention.

LEVEL II: Misconduct where frequency or seriousness tends to disrupt the learning climate of the school. These infractions, which usually result from the continuation of Level I misconduct, require the intervention of administration. Also included in this level is misconduct, which **does not** represent a direct threat to the health and safety of others but where educational consequences are serious enough to require corrective action on the part of administrative personnel.

- **Level II Examples include but are not limited to the following:** Continuation of level I misconduct; abusing school property (marking texts, walls, furniture, lockers, cafeteria utensils, AV equipment, etc.); throwing potentially dangerous objects; cutting class/detention; possession of tobacco/cigarettes; gambling; directed profanity/obscenities/abusive language; minor physical quarreling (i.e., pushing and shoving with possible intent to fight); truancy; forgery (excuses, passes, report cards); tampering with school equipment (fire extinguishers, intercom, etc.); use of water pistols or other squirting instruments; throwing items out of windows; disruptive behavior associated with any school staff (principals, guidance counselors, teachers, secretaries, and custodial staff); unauthorized sale of items; tardiness (4 or more), verbal threats to others.
- **Level II Procedures:** The student is referred to the office for disciplinary action. The Administrator meets with the teacher and student and, after a final consultation with the teacher, disciplinary action is determined. A parental conference or phone call is conducted. The principal/administrator maintains a proper and accurate record of the offense and disciplinary action.
- **Level II Action Alternatives:** Student schedule change, modified day, behavior modification (a corrective activity consistent with the misconduct), temporary suspension from extracurricular activities, In School Suspension, temporary or full Out-of-School Suspension, Saturday Academy, referral to outside agency/after school intervention

programs, detention, referral to school counselor.

LEVEL III: Acts, directed against persons or property, which could seriously endanger or threaten the health or safety of others in the school. These acts always require administrative actions, which could result in immediate removal of the student from school, possible intervention of law enforcement authorities, and/or action by the Board of School Directors.

- **Level III Examples include but are not limited to the following:** Continuation of Level II misconduct, Fighting (i.e. punching or kicking another person, and/or any other type of harmful physical contact), Vandalism (i.e. the destruction or defacing of school or student property), possession of pornographic material, defiant/threatening behavior toward staff/others, possessing/use/selling of alcohol and/or other drugs (see drug/alcohol policy 227 for specific actions), extortion, indecent exposure, tampering with fire alarm, theft of school and/or personal property, inciting or participating in a riot (behavior of one or more students with the intention of causing disruption of the school environment).
- **Level III Procedures:** The administrator verifies the offense, confers with staff involved, and meets with student. Disciplinary action is initiated, and parents are notified. If necessary, the administration notifies local law enforcement officials. A complete and accurate report is written and submitted to the Superintendent, when required. Upon conviction, student is responsible for restitution for any damages.
- **Level III Action Alternatives:** In School Suspension, temporary or full Out-of-School Suspension, Saturday School, referral to outside agency, administrative transfer, expulsion by the Board of School Directors.

LEVEL IV (not all inclusive): Acts directed against persons or property which pose an immediate threat of serious bodily injury and/or destruction of property, including: terroristic threats or acts, possessing/transferring a weapon of any type, assaults on employees/students, use of a weapon of any type, intentionally or attempting to set a fire to a building and/or property, and/or any act of misconduct interpreted by the administration to be of a Level IV nature.

Fighting (Level III and higher)

Fighting, pushing, slapping, shoving or jabbing, etc. will not be tolerated and is non-negotiable at our school. Any student found guilty of instigating or fighting, will serve up to ten (10) days out of school suspension, and a possible disorderly conduct charge by Harrisburg Police Department. Every attempt will be made to contact parents/guardians and a letter will be mailed home. Parents are required to come to school with their child for readmission after a suspension. If a student is suspended out of school, he/she will not be permitted to participate in any sports or extra-curricular activities of the School District during the time of the suspension.

POLICY 218.1: WEAPONS

Any student who possesses any kind of weapon at school or at a school-sponsored event will be immediately suspended, and will most likely be arrested and detained, and recommended for expulsion.

The term weapon includes, but is not limited to:

- Any loaded or unloaded firearm (including pellet guns, BB guns, and look-alike firearms)
- Any explosive device of any kind
- Any bowie knife, dirk knife, lock-blade knife, hunting knife, or other knife
- Any other tool or instrument that is not reasonably related to education, including but not limited to chains, brass knuckles, nightsticks, ax handles, razors, etc.

POLICY 220: STUDENT EXPRESSION/DISTRIBUTION AND POSTING OF MATERIALS

Foul language will not be tolerated. In addition, any materials sought to be distributed or posted by students as part of the curricular or extracurricular programs of the district shall first be approved by the building administration.

POLICY 224: CARE OF SCHOOL PROPERTY/VANDALISM

Anyone found causing damage to school property will be disciplined and must pay for the cost of replacement or repair (restitution). Parents will be contacted. Possible police and court involvement may be necessary for institutional vandalism.

POLICY 222- TOBACCO USE

The Board of School Directors recognizes that tobacco use 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; smokeless tobacco in any form; and electronic cigarettes and other devices designed to replace traditional tobacco products or to deliver nicotine, flavor and chemicals. The Board prohibits tobacco use and possession by any student 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 any student 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. A student convicted of possessing or using tobacco in violation of this policy may be fined up to fifty dollars (\$50) plus court costs or admitted to alternative adjudication in lieu of imposition of a fine.

POLICY 227: CONTROLLED SUBSTANCES AND PARAPHERNALIA

The possession, use, or evidence of use, selling drugs, controlled substances, or possession of drug paraphernalia or alcoholic beverages in school, on school property or at school-sanctioned

functions is prohibited. Any student in violation of this policy will be suspended, pending an investigation. Appropriate counseling sessions will be scheduled and local law enforcement officers will be notified. Students violating the drug policy will be assigned to the SAP (Student Assistance Program) for assistance and guidance.

Illegal Possessions

Students may not bring to school any possessions that could be considered distracting to learning, illegal or dangerous to the health and safety of others. These include, but are not limited to, knives, box cutters, razorblades, silverware, lasers, and any items used in an assault or intimidating manner. Such items must be surrendered upon request.

Disciplinary action taken against those who break these rules will be given by the school principal/administrators in accordance with the code of the School District with the possibility of law enforcement being called.

Locker Regulations

Lockers are the property of the school. For 4th and 5th grade school students, the principal or his/her designee will assign a locker to each student. Only one (1) locker will be assigned to each student. Students are forbidden to share lockers or to use any other locker that is not assigned to them at any given time. Locks, other than the school-approved locks, will be removed. Students are responsible for maintaining their locker to ensure that it is locked at all times to prevent “borrowing and stealing”. The school is not responsible for lost or stolen articles. You are advised not to give your locker combination to another student. All lockers are expected to be kept in a clean and orderly manner. The administration reserves the right to inspect lockers in accordance with the student’s right and responsibility policy.

POLICY 226: SEARCHES

If there is a reasonable suspicion that a place or person to be searched contains prohibited contraband or material that may pose a threat to the health, safety, and welfare of the school population, school authorities may lawfully search students and all their belongings, including backpacks and clothing, and will seize any illegal material. All lockers are, and shall remain, the property of the school. As such, students shall have no expectations of privacy in their lockers. Such materials may be used as evidence against the student in disciplinary, juvenile, or criminal proceedings. When a student’s locker is being searched, the student may be notified and given an opportunity to be present.

Emergency Evacuation Drills

Fire Drills

School Board regulations and state law require us to average one fire drill per month. In the event of an actual fire, the person activating the fire alarm should immediately notify an administrator of the specific nature and location of the fire.

When the fire alarm sounds, the teacher will take these actions:

- A student will be directed to lead the class from the room in a single file line following

the directions as posted in the room. Conduct is to be exemplary.

- Classroom doors should be closed as students exit.
- If the fire signal is sounded when pupils are passing in the corridors, after dismissal in the afternoon, during pep rallies and assemblies, or whenever students are moving freely about the building, the students should quietly fall into line and immediately proceed in an orderly manner to the nearest available exit.

Fire Drill and Lockdown Procedures

Fire drills will be conducted throughout the school year. When the alarm rings, students should follow directions given by their teacher and move away from the building in a line and in an orderly fashion. Once outside, teachers will take students to designated areas. Students not in a classroom during the fire drill should exit the building through the nearest exit and find the closest adult/teacher to check in with. Fire alarms should only be pulled in the event of a real fire. If students pull a false fire alarm, the police will be called and a fine issued. This is a safety issue and can put all students and staff at risk.

In the case of a REAL incident, that involves an intruder (inside or outside) the building or any crisis happening directly outside or near the building, the principal will announce an automatic lock down of the school building. During a lockdown, the school administration will NOT allow ANYONE to enter or exit the building. We will NOT release any students until the students are safe and we are cleared by the police to re-open the building. During a lockdown, parents will be notified via our School Messenger phone system of the situation. It is critical we have your updated phone numbers in case of any emergency; otherwise, you will not receive a phone message. PLEASE remember that our office phones will not be answered during this time. Ringing phones create potential danger to students and staff. All office lines will be used to communicate with emergency response personnel only. Thank you for understanding and helping to keep our school a safe place for students and staff.

Nuclear Emergency

The relative proximity of Harrisburg High to Three Mile Island presents a possible danger to the staff and students if a major nuclear accident should occur.

- The teacher will maintain order and discipline in the classroom.
- THE TEACHER WILL NOT RELEASE ANY STUDENT FROM HIS OR HER CLASSROOM UNLESS DIRECTED TO DO SO BY THE ADMINISTRATION!
- The teacher will close all windows and, if directed, take students to another area of the building. Classes will be kept together for attendance purposes.

COUNSELING SERVICES

School counseling services are available to all students. Students and/or parents may schedule appointments with the school counselor. School Counselors provide a wide range of support. They also help students and parents make the best use of available resources and opportunities. High school students are encouraged to schedule individual career counseling, career

information, appropriate course selection and school related counseling appointments with their counselors. Ultimately, it is the student's and/or the parent's/guardian's responsibility to actively use this resource.

McKinney-Vento Homeless/ Displaced Students

The main purpose of the Pennsylvania Homeless Children's Initiative is to make sure homeless youth have access to appropriate education while removing barriers that homeless children face. Its goal is to keep homeless children in school.

What is the Definition of a Homeless/Displaced Child?

A Child is considered homeless/displaced if he or she is:

- Living (with or without parents) in a public or private place not designated as a regular sleeping accommodation, such as a vehicle, park, hotel, motel, street, campground, etc.
- Living (with or without parents) in a homeless or domestic violence shelter
- Living (with or without parents) with relatives or friends due to lack of housing (doubled up)
- A runaway or a child or youth who has been forced out of the home by parents or other caretakers, or has no formal custody papers while parents/guardians are in jail or hospital (unaccompanied youth)
- A child of a migrant family who lacks adequate housing
- A school-aged unwed mother or expectant mother living in houses for unwed mothers when she has no other accommodations

If you feel your family may fall into this category or you would like additional information, please contact our school counselor, social worker or the HSD McKinney-Vento Homeless Liaison, Saundra James-Goodrum.

Change of Address/Proof of Residency

Should your address change during the year, **by law you must notify the school and the central registration office.** Proof of Residency is required by law under 24 P.S. §13-1301 & 1302, and requires at least two forms of proof. For questions, please contact Pupil Services at 717-703-4008.

School Transfers

If you are moving from the area or transferring your child from the district, you must report this information to the Central Registration Office one week in advance. The name of the new school and its address is also to be given to this office. The health and dental records as well as final grades will be mailed or faxed to the new school, upon written request from that school.

Make-up Work

It is the responsibility of the student, parent or guardian to ask for missed assignments when absent. If work is not made up, it will be converted to a zero for that day. Students have five (5) dates after an absence to make up the work. If a student is absent for three or more consecutive days, a doctor's note is required, and a parent should call the school counselor to

request assignments. Please allow the teachers twenty-four (24) hours to prepare the work. Work may be picked up in the school office, or via email directly from the teacher.

HEALTH SERVICES

A nurse is available in our health suite. If a student becomes ill during the school day, he/she must get a pass from the teacher before going to the nurse's office. All medication **MUST** be given to the nurse and taken under his/her supervision. The medication must be in the original container with the doctor's name, date filled, the name of the medication and the directions for taking this medication. (Pharmacies will provide the "extra" medicine containers upon request from a parent.) A note from the parent/guardian and/or doctor **MUST** accompany medication.

Bee Sting Allergy Procedures

Proper forms must be obtained from the nurse's office, signed, and returned to that office.

Asthma Inhaler Procedure

A doctor's order and a parent/guardian's signature must be on file in the nurse's office. An extra inhaler must be kept in the nurse's office.

Physician's Recommendation for Physical Activities

Parents/guardians must notify the school nurse and obtain an MI-19 form for students who are under a doctor's care for a medical condition or a physical injury. The form must be completed by the doctor and returned to the nurse's office.

Required Medical/Physical Examinations

Height, weight, hearing, and vision screening are done every year. Forms are mailed home to parents/guardians during the summer to have the exam done by their private physician. If you choose to do this, forms must be returned on or before September 30th. Physicals are mandated by law.

Medical Emergencies

Medical emergencies may require emergency medical care. For that reason, it is **VITAL** that we have a **CURRENT** and **CORRECT** telephone number for each student. The emergency forms must be returned within 10 days of the start of school. If the nurse determines that a student needs medical treatment, she will call the parent/guardian.

Medical Exclusions

Students who have been excluded from school because of contagious diseases must have clearance from a medical doctor before returning to school. If the nurse determines that a student needs medical treatment, a call to the parent/guardian will be made.

Use of Medication and Prescription Drugs

Medications should be administered at home whenever possible. However, we realize that the administration of medication to students by school health personnel or self-administration of

medication by students while in school may be necessary under certain circumstances. Parents, whenever possible, are requested to arrange medication time intervals to avoid school hours. Parents are permitted to come to school to administer medication to their children. When parents cannot come to school to give medication, the Board insofar as the requirements listed below, will cooperate in the administration of medication to students.

Responsible Personnel

The Certified School Nurse (CSN), when available, shall be the primary person to administer or observe self-administration by students. If the Certified School Nurse is not available, a professional nurse (RN) or licensed practical nurse (LPN) may assist the CSN in administering medications. In the event that the CSN is not available, other school employees are allowed only to assist the student in the self-administration of medication. Only in an emergency shall a school employee other than the school nurse administer medication to a student.

Prescription Medications

Medication will be administered to or self-administered by a student only after receipt of a written consent from the student's parent/guardian and a written order from the licensed provider. The order shall include the student's name, medication name, diagnosis for which the medication is prescribed, name of licensed provider, dosage, and time medication to be given, expected duration of treatment and route of administration. Possible side effects may be included in the written order. The order will be valid for one school year, unless stated otherwise.

Non-Prescription Medications

Non-prescription medications will be given in school to students under the following conditions:

1. Non-prescription medication brought in by the student/parent/guardian must be accompanied by a signed note from a parent or legal guardian giving precise directions for dispensing the medication and stating the specific reason for which the medication is being given.
2. Non-prescription medications intended for use over an extended period of time or across an entire school year must be accompanied by a doctor's note.
3. No non-prescription medication will be given to a student for more than three (3) consecutive days or more than three (3) doses per school quarter for the same condition.
4. All non-prescription medication provided by the parent/guardian must arrive in school in the original container and be clearly labeled with the name of the student and the name of the family doctor and the doctor's office phone number. No medication of any kind will be given to a student if the medication is not in the original container.
5. A parent or legal guardian may come to the school to administer medications to his or her child, as needed.

At the end of the school year or treatment regimen, the student's parent/guardian will be

responsible for removing from the school any unused medication. If the medication is not picked up by the end of the school year, the CSN will dispose of the medication. It is the CSN's responsibility to clarify any medication order, which is deemed inappropriate or ambiguous. Nurses have the right and responsibility to decline to administer a medication if they feel it jeopardizes student safety. In such instances, the CSN must notify the parent/guardian and the student's licensed provider.

Emergency Medication Administration

The school physician may order certain medications, via standing orders, to be administered in life threatening situations, such as anaphylactic shock. These medications may be administered without prior consent by the parent/guardian. However, the school will notify the parent/guardian as soon as possible following such an incident. The need for emergency medication may require that a student carry the medication on his/her person or that it be easily accessed. Both parent/guardian permission and a licensed provider's order must specify that a student carry their medication. The student will be required to demonstrate competent use of the medication, to the CSN, prior to carrying the medication.

Documentation of Medication Administration

Any medication given during school hours must be documented on an individual student medication record, which will be part of the Student Health Record. This record should contain the student's name, name of the licensed prescriber, date and time medication was given, medication name, dose and route of medication, signature of person administering the medication and any special notations, for example, the student refuses to take the medication. The Board's role in the administration of this policy is one of cooperation with the parent/guardian, the doctor and the student. However, the responsibility for the administration of the medication taken at school is that of the parent/guardian and the student. [See School Board Policy #210.](#)

Home Access Center for Parents/Guardians & Students

Our school is committed to building bridges of communication to better engage parents, guardians and families in the educational process. Our online **Home Access Center (HAC)** provides the perfect connection for parents/guardians and other authorized persons to view class and school information. This valuable communication tool is designed to enhance awareness and improve communication between home and school. Whether day or night, from home or work, parents can access the **Home Access Center** web portal to track their student's academic progress, report cards, attendance and discipline status. E-mail links are also available throughout the portal so parents/guardians can communicate directly with their child's school principal and teachers. For questions, login-in instructions or technical assistance, please contact the school office or visit our school website. Information brochures are also available.

Student Records

Pupil records are an important part of a student's education. Reasons for collecting information vary from pupil identification and accounting purposes required by state laws for

reimbursement and tax purposes, to providing parents, pupils and professionals appropriate data in which to monitor and/or, when necessary, define more clearly causes for individual problems. Therefore, the pupil record may include, but is not limited to, personally identifiable information (such as name, address, phone numbers of parents), pupil's school grades, date of birth, attendance record, test results and evaluation reports, progress reports, health and dental records. All information is collected and maintained under such confinements of privacy as may be obtained through informed consent, verification of accuracy, limited access and appropriate use.

Should your child transfer to another school district, copies of his/her permanent record, cumulative folder information, testing record and health record will be forwarded to the new school district upon receipt of written notification of admission. Upon written authorization from the parent or eligible pupil, a high school transcript will be released to persons having a legitimate educational interest, such as post-secondary educational institutions and/or prospective employers.

Should you have concern or reason to believe some portion of the record is in error, or handled in a way that may violate the pupil's privacy; you should discuss the matter with the building principal. If the matter is not resolved, a request in writing stating intent and reason for contesting the record should be directed to the superintendent. A ruling will be made and you will be notified of your rights should you desire to appeal further. For questions or additional information, please check with your school office.

Transition Plans of Students at Foose:

Foose KG & Head Start Pre-K Transition Plan

Foose School will support, coordinate, and integrate Title I services with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs. Foose School will include transition activities for students from Head Start or other early childhood education programs. Foose School will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education.

- Head Start Leadership will identify students who are enrolled in Head Start but will be enrolling in KG at Foose next year for follow-up from Foose staff and possible Child Find obligations.
 - Meeting: Scheduled for February or March of 2024

- Head Start Pre-K teachers and Foose KG teachers will meet to discuss specific student concerns, both academic and behavioral. Head Start Staff will complete a baseline assessment on students who may enter KG at Foose next year. Assessment includes letter, color, shape ID, counting, and name writing.
 - Meeting: Scheduled for May of 2024
- HeadStart parents of rising students entering KG at Foose will meet with Foose School administration and KG teachers to discuss enrollment process and summer activities.
 - Visit Dates: Will be scheduled for May of 2024
- Head Start students and their parents will come to visit KG classrooms for a brief activity to start the transition from Pre-K to KG. (10 Pre-K students per classroom, per visit, with Pre-K staff)
 - Visit Dates: Will be scheduled for May of 2024
- Foose Elementary Orientation for students and their parents - rising KG students: August of 2024

Foose KG y Head Start Pre-K Plan de Transición

La escuela Foose apoyará, coordinará e integrará los servicios del Título I con los programas de educación de la primera infancia a nivel de la agencia educativa local o de la escuela individual, incluidos los planes para la transición de los participantes en dichos programas a los programas de la escuela primaria local. La escuela Foose incluirá actividades de transición para los estudiantes de Head Start u otros programas de educación de la primera infancia. La escuela Foose implementará estrategias para facilitar transiciones efectivas para los estudiantes de los grados intermedios a la escuela secundaria y de la escuela secundaria a la educación postsecundaria.

- Head Start Leadership identificará a los estudiantes que están inscritos en Head Start pero que se inscribirán en KG en Foose el próximo año para el seguimiento del personal de Foose y las posibles obligaciones de Child Find.
 - Reunión: Programada para febrero o marzo de 2024
- Los maestros de Head Start Pre-K y los maestros de Foose KG se reunirán para discutir inquietudes específicas de los estudiantes, tanto académicas como de comportamiento. El personal de Head Start completará una evaluación de referencia de los estudiantes que pueden ingresar a KG en Foose el próximo año. La evaluación incluye identificación de letras, colores, formas, conteo y escritura de nombres.
 - Reunión: Programada para mayo de 2024

- Los padres de HeadStart de estudiantes en ascenso que ingresan a KG en Foose se reunirán con la administración de la Escuela Foose y los maestros de KG para analizar el proceso de inscripción y las actividades de verano.
 - Fechas de visita: se programará para mayo de 2024
- Los estudiantes de Head Start y sus padres vendrán a visitar las aulas de KG para una actividad breve para comenzar la transición de Pre-K a KG. (10 estudiantes de prekínder por salón de clases, por visita, con personal de prekínder)
 - Fechas de visita: se programará para mayo de 2024
- Foose Elementary Orientación para estudiantes y sus padres - estudiantes de KG en ascenso: agosto de 2024

Foose 4th and 5th Grade Transition Plan

(Rising 5th and 6th grade students)

Foose School will support, coordinate, and integrate Title I services with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs. Foose School will include transition activities for students from Head Start or other early childhood education programs. Foose School will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education.

- Leadership and administration from Marshall Math Science Academy come to Foose to give a presentation about MMSA and the application process - 4th and 5th grade students. Applications will be distributed to students at Foose.
 - Meeting to be held at Foose: February 2024
- Marshall Math Science Applications are reviewed and testing dates and interviews are scheduled by MMSA staff February and March 2024
- Marshall Math Science Orientation for students and their parents - rising 5th and 6th grade students: 8/2024

- Field Trip visit for 5th grade students to Rowland Academy to meet 6th grade teachers and counselors

- o Visit Date: May 2024
- Open House for students, rising 6th graders, and their parents attending Rowland will be scheduled by Rowland and announced during the summer 2024.
 - o Open House Date: August 2024

Plan de Transición de 4to y 5to Grado de Foose

(Estudiantes en ascenso de 5to y 6to grado)

La escuela Foose apoyará, coordinará e integrará los servicios del Título I con los programas de educación de la primera infancia a nivel de la agencia educativa local o de la escuela individual, incluidos los planes para la transición de los participantes en dichos programas a los programas de la escuela primaria local. La escuela Foose incluirá actividades de transición para los estudiantes de Head Start u otros programas de educación de la primera infancia. La escuela Foose implementará estrategias para facilitar transiciones efectivas para los estudiantes de los grados intermedios a la escuela secundaria y de la escuela secundaria a la educación postsecundaria.

- El liderazgo y la administración de Marshall Math Science Academy vienen a Foose para dar una presentación sobre MMSA y el proceso de solicitud: estudiantes de 4^o y 5^o grado. Las solicitudes se distribuirán a los estudiantes de Foose.
 - o Reunión a realizarse en Foose: febrero de 2024
- Las solicitudes de Marshall Math Science son revisadas y las fechas de prueba y las entrevistas son programadas por el personal de MMSA Febrero y marzo de 2024
- Marshall Math Science Orientación para estudiantes y sus padres - estudiantes de quinto y sexto grado: 8/2024

- Visita de excursión para estudiantes de 5.º grado a la Academia Rowland para conocer a maestros y consejeros de 6.º grado
 - o Fecha de visita: mayo de 2024
- La jornada de puertas abiertas para los estudiantes, los alumnos de sexto grado en ascenso y sus padres que asisten a Rowland será programada por Rowland y anunciada durante el verano de 2024.

o Fecha de puertas abiertas: agosto de 2024



At our school, we use Positive Behavioral Intervention and Supports (PBIS) as a proactive, school-wide system for creating behavioral change by emphasizing positive behavior expectations and outcomes for all students. School-wide Positive Behavioral Intervention and Supports (PBIS) is an important approach to discipline that promotes appropriate student behavior and increased learning. When embraced by students, parents, and the community, PBIS can help improve academics and social behavior, and help students reach greater levels of success.

PBIS SUPPORTS SCHOOL DISCIPLINE AND POSITIVE STUDENT BEHAVIOR IN FOR KEY WAYS:

- 1. Prevention:** Correct behaviors are established, taught, modeled and acknowledged in a systematic way throughout the school. Students are “caught” engaging in desired behavior and this behavior is regularly reinforced, recognized and celebrated.
- 2. Response:** The response to undesirable behavior is organized, systematic, consistent and careful. We put considerable effort into getting the entire school community on the same page with respect to common definitions of, and the most effective response to problem behaviors.
- 3. Data-Driven:** Discipline data is collected school-wide. When this information is entered and analyzed, it provides guidance for understanding when and where problem behavior is likely to occur. Strategies to address behaviors in these situations are developed, and the data then provides information on whether or not the strategies are working for our students.
- 4. Process:** PBIS is not a curriculum or a program. Rather, it is a framework that guides and assists the school community through a process of addressing the

culture, climate and behavioral issues within our school. The overarching idea is to improve student behaviors and school climate.

We welcome the support of students, parents/guardians and the community! To learn more about PBIS and how you can help support the implementation of these proven strategies in our school and at home, please contact the school office.

School-Wide Rules:

Foose School has developed three specific rules that are the same for all students and apply at all settings of the school. Their classroom teachers will explicitly teach these rules to students. The rules will be taught in all settings of the building, which includes hallway, before/after school, cafeteria, bathroom, auditorium, and playground. Students will receive recognition for following rules from all staff members at Foose School. Once they receive recognition, they will enter a chance to win a prize at the end of the week. The school rules are:

- Be Ready
- Be Responsible
- Be Respectful

Please review these rules with your child and ask them how the rules apply to the different areas of the building.



	Classroom	Hallway/Transitions	Bathroom	Cafeteria	Auditorium	Playground
Be Ready	<ul style="list-style-type: none"> -Proper dress code -Be on time -Have necessary materials 	<ul style="list-style-type: none"> -Proper dress code -Wait quietly -Walk orderly -Use hall pass 	<ul style="list-style-type: none"> -Proper dress code -Wait quietly -Walk orderly -Use hall pass 	<ul style="list-style-type: none"> -Proper dress code -Enter and exit quietly and orderly -Wait quietly -Walk orderly -Sit in assigned seat -Wait for directions 	<ul style="list-style-type: none"> -Proper dress code -Enter and exit quietly and orderly -Wait quietly -Walk orderly -Sit in assigned seat -Wait for directions -Face presenter 	<ul style="list-style-type: none"> -Proper dress code -Enter and exit quietly and orderly -Line up safely at signal
Be Responsible	<ul style="list-style-type: none"> -Follow directions -Clean up after yourself -Pay attention 	<ul style="list-style-type: none"> -Follow directions -Pay attention -Report to destination using shortest route 	<ul style="list-style-type: none"> -Follow directions -Return to class promptly -Clean up after yourself -Wash hands -Maintain a clean environment 	<ul style="list-style-type: none"> -Follow directions -Pay attention -Use bathroom before entering -Keep your table and floor area clean -Raise hand -Wait when finished -Sit in assigned seat 	<ul style="list-style-type: none"> -Follow directions -Pay attention -Stay in assigned seat -Sit safely in seat facing forward -Listen attentively 	<ul style="list-style-type: none"> -Follow directions -Pay attention -Stay on playground area -Bring all personal items back in school -Use playground equipment safely
Be Respectful	<ul style="list-style-type: none"> -Use indoor voice -Use positive language -Maintain personal space -Participate appropriately 	<ul style="list-style-type: none"> -Use indoor voice -Use positive language -Maintain personal space 	<ul style="list-style-type: none"> -Use indoor voice -Use positive language -Maintain personal space 	<ul style="list-style-type: none"> -Use indoor voice -Use positive language -Maintain personal space 	<ul style="list-style-type: none"> -Use positive school language -Maintain personal space -Applaud presenter when finished -Participate when asked 	<ul style="list-style-type: none"> -Demonstrate sportsmanship -Maintain personal space -Use positive language



STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

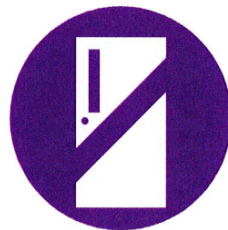
"In Your Classroom or Area"

Students are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

Adults and staff are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



SECURE

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



EVACUATE

"To a Location"

Students are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



SHELTER

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.





STANDARD RESPONSE PROTOCOL

PARENT GUIDANCE

In the event of a live incident, parents may have questions about their role.

SECURE

“Get Inside. Lock outside doors”



Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.

WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.

WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place.

With longer or more dangerous events, the school should notify parents that the school has increased their security.

LOCKDOWN

“Locks, Lights, Out of Sight”



A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.

SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

WHAT ABOUT UNANNOUNCED DRILLS?

The school may conduct unscheduled drills, however it is highly discouraged to conduct one without announcing that it as a drill. That's called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It's important to differentiate between a **drill** and an exercise. A drill is used to create the “Muscle Memory” associated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.

CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

The school welcomes parents who wish to observe or participate in drills.





STANDARD RESPONSE PROTOCOL

INFORMACIÓN PARA PADRES/ MADRES DE FAMILIA Y TUTORES/AS LEGALES

Nuestra escuela ha adoptado el Protocolo de Respuesta Estándar (SRP por su sigla en inglés) desarrollado por "I Love U Guys" Foundation. Los/las estudiantes y el personal serán capacitados, practicarán y harán simulacros sobre el protocolo.

LENGUAJE COMÚN

El Protocolo de Respuesta Estándar (SRP por su sigla en inglés) se basa en un método para todo tipo de riesgos en vez de para situaciones particulares. Al igual que el Sistema de Comando de Incidentes (ICS por su sigla en inglés), el protocolo SRP utiliza un lenguaje común claro al mismo tiempo que posibilita la flexibilidad en el protocolo.

La premisa es simple: durante un suceso se pueden activar cinco acciones específicas. Cuando se comunique, la acción usará un "término específico" que irá seguido de una "orden". Los participantes activos, incluidos estudiantes, empleados, docentes y personal de respuesta inmediata llevan a cabo la acción. El protocolo SRP se basa en las siguientes acciones: Hold (esperen), Secure (protejan), Lockdown (acceso bloqueado), Evacuate (evacuen) y Shelter (busquen resguardo).



HOLD! (¡ESPEREN!) En su salón o área. Despejen los pasillos.

Se capacita a los/las estudiantes en lo siguiente:

- Permanecer en el área hasta que se indique que la situación se ha resuelto
- Continúen con la actividad rutinaria

Se capacita a las personas adultas en lo siguiente:

- Cerrar la puerta y echen la llave
- Contar a los estudiantes y a los adultos
- Continuar con la actividad rutinaria



SECURE! (Lockout) (¡PROTEJAN!) Vayan adentro. Echen llave a las puertas exteriores.

Se capacita a los/las estudiantes en lo siguiente:

- Regresar adentro
- Continuar con la actividad rutinaria

Se capacita a las personas adultas en lo siguiente:

- Llevar a todas las personas adentro
- Echar llave a las puertas exteriores
- Mantener la alerta sobre lo que ocurre en su entorno
- Contar a los estudiantes y a los adultos
- Continuar con la actividad rutinaria



LOCKDOWN! (¡CIERRE DE EMERGENCIA!)

Echen llave, apaguen las luces, escóndanse.

Se capacita a los/las estudiantes en lo siguiente:

- Desplazarse a un lugar donde no se les vea
- Guardar silencio
- No abrir la puerta

Se capacita a las personas adultas en lo siguiente:

- Llevar a las personas en los pasillos a dependencias interiores si es posible hacerlo de forma segura
- Echar llave a las puertas interiores
- Apagar las luces
- Desplácense a un lugar donde no se les vea
- No abrir la puerta
- Guardar silencio
- Contar a los estudiantes y a los adultos
- Prepararse para evadirse o defenderse



EVACUATE! (¡EVACUEN!)

(Es posible que se especifique un lugar determinado)

Se capacita a los/las estudiantes en lo siguiente:

- Evacuar a un lugar determinado
- Llevarse sus teléfonos
- Cuando se proporcionarán instrucciones sobre si deben llevarse o dejar sus pertenencias

Se capacita a las personas adultas en lo siguiente:

- Dirigir la evacuación a un lugar determinado
- Contar a los estudiantes y a los adultos
- Reporte lesiones o problemas usando el método de Tarjeta Roja / Tarjeta Verde



SHELTER! (¡BUSQUEN RESGUARDO!)

Riesgo y estrategia de seguridad.

Los riesgos pueden incluir:

- Tornado

- Materiales peligrosos
- Terremoto
- Tsunami

Las estrategias de seguridad pueden incluir:

- Evacuar a un área resguardada
- Sellar el salón
- Agacharse, cubrirse, agarrarse
- Dirigirse a terreno elevado

Se capacita a los/las estudiantes en lo siguiente:

- Estrategias adecuadas de seguridad y para situaciones de riesgo

Se capacita a las personas adultas en lo siguiente:

- Estrategias adecuadas de seguridad y para situaciones de riesgo
- Contar a los estudiantes y a los adultos
- Reporte de lesiones o problemas usando el método de Tarjeta Roja / Tarjeta Verde



STANDARD RESPONSE PROTOCOL

INDICACIONES PARA LOS PADRES/ MADRES DE FAMILIA

En caso de que se produzca un suceso real, es posible que los padres/madres de familia se pregunten qué papel pueden tener.

SECURE (PROTEJAN)

“Vayan adentro. Echen llave a las puertas exteriores”



La orden de proteger se acciona cuando pasa algo peligroso fuera del edificio. Los/las estudiantes y el personal irán adentro del edificio y se echará la llave a las puertas exteriores. Es posible que la escuela muestre un cartel que indique que el edificio está bajo protección (Building is Secured) en las puertas de entrada o en las ventanas cercanas a la misma. Dentro, se continuará con la actividad rutinaria.

¿Deberían los padres/madres ir a la escuela cuando ocurra una situación de protección?

Probablemente no. Durante una situación de protección se hará todo lo posible para seguir con las clases de forma normal. Además, es posible que se pida a los padres/madres que se queden fuera durante una situación de protección.

¿Qué pasa si los padres/madres tienen que ir a buscar a sus hijos/as?

Según la situación, es posible que dejar salir a los estudiantes ponga un riesgo. Si las circunstancias evolucionan, podría cambiarse la orden de situación de protección a entrada vigilada o salida controlada.

¿Se notificará a los padres/madres cuando se active una situación de protección?

Cuando la situación de protección sea breve o el riesgo de carácter no violento, como por ejemplo un animal silvestre en el patio de recreo, es posible que no sea necesario notificar a los padres/madres mientras la situación de protección se mantenga activada.

En caso de situaciones de mayor duración o peligro, es posible que la escuela haga saber a los padres/madres de familia que se han incrementado las medidas de seguridad.

LOCKDOWN (CIERRE DE EMERGENCIA)

“Echen llave, apaguen las luces, escóndanse”

La orden de poner en marcha un cierre de emergencia se acciona cuando pasa algo peligroso dentro del edificio.

Los estudiantes y el personal han sido instruidos para que accedan o se queden en un salón al que se le pueda echar la llave y permanezcan en silencio.

El cierre de emergencia solo se inicia cuando hay un peligro activo dentro o muy cerca del edificio.

¿Deberían los padres/madres ir a la escuela cuando ocurra un cierre de emergencia?

Durante un cierre de emergencia la inclinación natural de los padres/madres es dirigirse a la escuela. Aunque se entiende perfectamente, puede ser un problema. Si existe un peligro dentro del edificio, las autoridades policiales responderán a la situación. No es probable que se permita a los padres/madres acceder al edificio o ni siquiera al campus escolar. Si un padre o madre de familia ya se encuentra en la escuela, se le pedirá que participe en el cierre de emergencia.

¿Deberían los padres/madres enviar mensajes de texto a sus hijos/as?

La escuela reconoce lo importante que es la comunicación entre los padres/madres y sus hijos/as durante una situación de cierre de emergencia. No obstante, los padres/madres de familia deben saber que durante el periodo inicial de un cierre de emergencia es posible que enviar textos a sus padres/madres sea demasiado arriesgado para los/las estudiantes. Una vez que la situación se resuelva, se le pedirá a los/las estudiantes que comuniquen a sus padres/madres información actualizada de forma regular.

En algunos casos, es posible que se evacue a los/las estudiantes y se les lleve a un lugar fuera de la escuela para que se reúnan con los padres y madres.

¿Se harán simulacros no anunciados?

Es posible que la escuela realice simulacros no programados, no obstante es sumamente desaconsejable realizar simulacros sin aviso previo. Estos se conocen como simulacros no anunciados y pueden causar preocupación y estrés innecesarios.



Los padres/madres de familia deben saber que la escuela informará siempre de que se trata de un simulacro durante el aviso inicial.

Es importante explicar la diferencia entre un simulacro y un ejercicio. Un simulacro se usa para crear “memoria muscular” asociada con una acción practicada. No se hacen simulaciones de situaciones, solo se realizan las acciones. Un ejercicio simula una situación actual para probar la

capacidad del personal y el equipo.

¿Pueden los padres/madres observar o participar en los simulacros?

La escuela no tiene ningún inconveniente en permitir a los padres/madres que lo deseen observar o participar en los simulacros.



THE SCHOOL DISTRICT OF HARRISBURG

Lincoln Administration Building

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Student Technology Use Agreement

Student Full Name: _____

Student ID Number: _____

Address: _____

Home Phone: _____ Cell Phone: _____

Guardian/Caregiver Full Name(s) _____

Address: _____

Driver's License # or PA State ID: _____

Home Phone: _____ Cell Phone: _____

I am authorizing use of technology equipment from the Harrisburg School District that my child can use in the classroom or outside of the school campus for educational purposes at the discretion of the school principal. The equipment is and will remain the property of the Harrisburg School District and must be returned in good working order including any additional property provided (e.g., bag, backpack, mouse, charger, etc.). This list is not inclusive.

I understand that the equipment allows the student to access the Internet. It is the responsibility of the caregiver/guardian to monitor and control the child's use of the equipment when outside of the district. Inappropriate use is a violation under the District's Acceptable Use Policy 815 and the Code of Student Conduct.

The Harrisburg School District reserves the right to monitor or access the contents of its computers if it suspects or is advised of possible breaches of security, harassment, or other violations of other school policies, rules, regulations, directives, or law, or evidence exists which demonstrates to the school or district that its computers may contain information, data or other intellectual property that belongs to another person.

Any software contained on the equipment is licensed to the School District. Any copying, modification, merging or distribution of software is prohibited. The caregiver/guardian is responsible for complying with all hardware, software and service provider licensing agreements, terms of use and applicable state and federal copyright and other intellectual property protections. Violation of any such licenses, terms or laws shall constitute a violation of this agreement. Additional software not supplied by the district must not be installed on the equipment. The caregiver/guardian/student must not intentionally modify device configurations in a way that may interfere with the functioning equipment.

The caregiver/guardian/student must not intentionally transmit viruses or other malicious computer programs via the equipment. The caregiver/guardian/student must not intentionally alter or attempt any mechanical repairs on computers or other technology equipment.

I am responsible to return the equipment to the district at those times I am requested to do so for the district to perform inventory, maintenance, and updates to software. I will also be responsible to return the equipment if the Harrisburg School District determines that there has been a violation of this agreement, including but not limited to, inappropriate use or other violation of school policy.

“Empowering Academic Achievers and Lifelong Learners”



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The School District cannot guarantee that content stored on the equipment will be private. Users of the equipment have no expectation of privacy in the contents stored thereon.

IN THE EVENT THE EQUIPMENT ASSIGNED TO THE STUDENT IS LOST, STOLEN OR DAMAGED BEYOND USE, THE SCHOOL DISTRICT RESERVES THE RIGHT TO ELECTRONICALLY DISABLE THE DEVICE SO THAT IT CANNOT BE USED BY ANY PARTY, FURTHER, THE SCHOOL DISTRICT RESERVES THE RIGHT TO DISABLE TO EQUIPMENT IF IT IS DISCOVERED THAT IT IS BEING USED FOR INAPPROPRIATE PURPOSES SUCH AS ACCESSING INAPPROPRIATE MATERIAL THROUGH AN INTERNET CONNECTION.

Charges for repair or replacement shall be invoiced to the primary guardian, or any student aged 18 or older, for missing or damaged equipment at the time of equipment return or student withdrawal. An invoice shall be provided along with replacement equipment. Receiving payment is not required for the first replacement device and/or charger. Payment for existing obligations is required for subsequent replacements.

Student Equipment Fee Schedule:

- \$200 for a lost device and lost charger
- \$175 for a lost device or where there is evidence of clear or willful destruction of a device
- \$50 for a visibly damaged device (*broken screen, missing keys, damage from drop, burns, missing parts etc.*)
- \$25 for a lost or functionally damaged charger



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If you elect to authorize use of the equipment, please check below, and complete the remainder of the form, including the signature line, and return the completed form to the school's main office.

- I elect to authorize use of the equipment, subject to the restrictions and conditions set forth herein, for educational purposes. By checking this box, I certify that the above material has been explained to me and I have had an opportunity to ask questions and clarify the agreement.
- If the equipment issued to my student is not found to be in good working order, I will request replacement within one week. I am responsible to ensure that the equipment is cared for properly. If the equipment is stolen while in my care, I understand that I am responsible to file a police report with the appropriate agency and provide the police report number and agency name to the district.
- I agree to return the equipment to _____ at the end of the school year.
- I acknowledge that I must pay the repair/replacement cost of the equipment if it is lost, stolen, or damaged while in my or my student's/child's possession. I acknowledge these costs as listed on the fee schedule above.

By signing this form, I acknowledge that I am aware of the provisions of Board Policy 815, titled ACCEPTABLE USE OF INTERNET, COMPUTERS, AND NETWORK RESOURCES and Board Policy 224: CARE OF SCHOOL PROPERTY/VANDALISM. I am also aware that the district uses monitoring systems to monitor and detect inappropriate use.

Caregiver/Guardian Signature (unless the student is 18 or older)

Date

Student's Signature

Date



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Acuerdo de Uso de Tecnología Estudiantil

Nombre completo del estudiante: _____

Número de identificación del estudiante: _____

Dirección: _____

Teléfono de casa: _____ Teléfono móvil: _____

Nombre(s) completo(s) del tutor/cuidador: _____

Dirección: _____

Número de licencia de conducir o identificación del estado de Pennsylvania: _____

Teléfono de casa: _____ Teléfono móvil: _____

Estoy autorizando el uso de equipos de tecnología del Distrito Escolar de Harrisburg que mi hijo puede usar en la escuela o fuera del campus de la escuela con fines educativos a discreción del director de la escuela. El equipo es y seguirá siendo propiedad del Distrito Escolar de Harrisburg y debe devolverse en buen estado de funcionamiento, incluida cualquier propiedad adicional proporcionada (por ejemplo, bolsa, mochila, mouse, cargador, etc.). Esta lista no es inclusiva.

Entiendo que el equipo le permite al estudiante acceder a Internet. Es responsabilidad del cuidador/tutor monitorear y controlar el uso del equipo por parte del niño cuando está fuera del Distrito. El uso inapropiado es una violación bajo la Política de Uso Aceptable del Distrito 815 y el Código de Conducta Estudiantil.

El Distrito Escolar de Harrisburg se reserva el derecho de monitorear o acceder al contenido de sus computadoras si sospecha o se le advierte de posibles violaciones de seguridad, acoso u otras violaciones de otras políticas escolares, reglas, regulaciones, directivas o leyes, o si existe evidencia que demuestre a la escuela o distrito que sus computadoras pueden contener información, datos u otra propiedad intelectual que pertenece a otra persona.

Cualquier programa de computación contenido en el equipo tiene licencia para el Distrito Escolar. Se prohíbe cualquier copia, modificación, fusión o distribución de programa de computación. El cuidador/tutor es responsable de cumplir con todos los acuerdos de licencia del proveedor del equipo/programa de computación, y servicios, los términos de uso y los derechos de autor estatales y federales aplicables y otras protecciones de propiedad intelectual. La violación de tales licencias, términos o leyes constituirá una violación de este acuerdo. No se debe instalar en el equipo programas de computación adicionales, no proporcionado por el distrito. El cuidador/tutor/estudiante no debe modificar intencionalmente las configuraciones del dispositivo de manera que pueda interferir con el funcionamiento del equipo.

El cuidador/tutor/estudiante no debe transmitir intencionalmente virus u otros programas informáticos maliciosos a través del equipo. El cuidador/tutor/estudiante no debe alterar o intentar reparar mecánicamente las computadoras u otros equipos tecnológicos intencionalmente.

Soy responsable de devolver el equipo al distrito en los momentos en que se me solicite para que el distrito realice el inventario, el mantenimiento y las actualizaciones del software. También seré responsable de devolver el equipo si el Distrito



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Escolar de Harrisburg determina que ha habido una violación de este acuerdo, que incluye, entre otros, uso inapropiado u otra violación de la política escolar.

El Distrito Escolar no puede garantizar que el contenido almacenado en el equipo sea privado. Los usuarios del equipo no tienen expectativas de privacidad en los contenidos almacenados en el mismo.

EN EL CASO DE QUE EL EQUIPO ASIGNADO AL ESTUDIANTE SE PIERDA, SE ROBE O SE DAÑE SIN UTILIZARLO, EL DISTRITO ESCOLAR SE RESERVA EL DERECHO DE DESHABILITAR ELECTRÓNICAMENTE EL DISPOSITIVO PARA QUE NINGUNA DE LAS PARTES PUEDE UTILIZARLO. ADEMÁS, EL DISTRITO ESCOLAR SE RESERVA EL DERECHO DE DESHABILITAR EQUIPO SI SE DESCUBRE QUE SE UTILIZA PARA FINES INAPROPIADOS COMO ACCEDER A MATERIAL INAPROPIADO A TRAVÉS DE UNA CONEXIÓN A INTERNET.

Los cargos por reparación o reemplazo se facturarán al tutor principal, o a cualquier estudiante de 18 años o más, por equipos faltantes o dañados en el momento de la devolución del equipo o del retiro del estudiante. Se proporcionará una factura junto con el equipo de reemplazo. No se requiere recibir pago por el primer dispositivo y/o cargador de reemplazo. Se requiere el pago de las obligaciones existentes para los reemplazos posteriores.

Programa de tarifas de equipo para estudiantes:

- \$200 por dispositivo perdido y cargador extraviado
- \$175 por un dispositivo perdido o cuando haya evidencia de destrucción clara o intencional de un dispositivo
- \$50 por un dispositivo visiblemente dañado (pantalla rota, teclas faltantes, daños por caídas, quemaduras, piezas faltantes, etc.)
- \$25 por un cargador perdido o dañado funcionalmente



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Si elige autorizar el uso del equipo, marque a continuación y complete el resto del formulario, incluida la línea de firma, y devuelva el formulario completo a la oficina principal de la escuela.

- Elijo autorizar el uso del equipo, sujeto a las restricciones y condiciones establecidas en este documento, con fines educativos. Al marcar esta casilla, certifico que el material anterior me ha sido explicado y he tenido la oportunidad de hacer preguntas y aclarar el acuerdo.
- Si el equipo entregado a mi estudiante no se encuentra en buen estado de funcionamiento, solicitaré el reemplazo dentro de una semana. Soy responsable de garantizar que el equipo se cuide adecuadamente. Si el equipo es robado mientras estoy bajo mi cuidado, entiendo que soy responsable de presentar un informe policial ante la agencia correspondiente y proporcionar el número de informe policial y el nombre de la agencia al distrito.
- Acepto devolver el equipo a _____ al final del año escolar.
- Reconozco que debo pagar el costo de reparación/reemplazo del equipo si se pierde, se lo roban o se daña mientras está en mi posesión o la de mi estudiante/hijo. Reconozco estos costos como se enumeran en el programa de tarifas anterior.

Al firmar este formulario, reconozco que conozco las disposiciones de la Política de la Junta 815, titulada USO ACEPTABLE DE INTERNET, COMPUTADORAS Y RECURSOS DE RED y la Política de la Junta 224: CUIDADO DE LA PROPIEDAD ESCOLAR/VANDALISMO. También estoy consciente de que el distrito usa sistemas de monitoreo para monitorear y detectar el uso inapropiado.

Firma del cuidador/tutor (a menos que el estudiante tenga 18 años o más)

Fecha

Firma del estudiante

Fecha



TITLE I
FOOSE SCHOOL – PARENT – STUDENT COMPACT
August 23, 2023

The School Parent Compact will be jointly developed with parents and family members and the compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the State's high standards (*ESSA, Section 1116(d)*).

Foose Elementary School understands the importance of the school experience to every student and their role as educators and models. Therefore, the school agrees to carry out the following responsibilities to the best of their ability:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards (required)
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—
 - parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement
 - frequent reports to parents on their children's progress;
 - reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand. (required) (*ESSA, Section 1116(d)(1-2)*)
 - Notify families in advance of late starts, early dismissals and special events
- Treat each child with dignity and respect
- Strive to address the individual needs of the student
- Acknowledge that parents are vital to the success of child and school
- Provide a safe, positive and healthy learning environment
- Assure every student access to quality learning experiences
- Assure that the school staff communicates clear expectations for performance to both students and parents

Parent

The parent understands that participation in his/her student's education will help his/her achievement and attitude. Therefore, the parent will continue to carry out the following responsibilities to the best of his/her ability:

- Volunteering in their child's classroom
- Supporting their child's learning
- Participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time
- Create a home atmosphere that supports learning
- Send the student to school on time, well-fed, and well-rested on a regular basis
- Attend school functions and conferences
- Encourage their child to show respect for all members of the school community and school property
- Review all school communications and respond promptly

Student

The student realizes education is important. He/she is the one responsible for his/her own success. Therefore, he/she agrees to carry out the following responsibilities to the best of his/her ability:

- Get to school on time every day
- Develop a positive attitude toward school
- Be responsible for completing homework on time
- Be cooperative by carrying out the teacher's instructions and ask for help when needed
- Do daily work that is neat and reflects the student's best effort
- Be respectful to all school members and to school property



TÍTULO I
ESCUELA FOOSE - PACTO DE PADRES - ALUMNOS
23 de agosto de 2023

El Pacto entre la escuela y los padres se desarrollará conjuntamente con los padres y miembros de la familia y el pacto describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán asociaciones para ayudar a los niños a alcanzar los altos estándares del Estado (*ESSA, Sección 1116(d)*).

Escuela Primaria Foose entiende la importancia de la experiencia escolar para cada estudiante y su papel como educadores y modelos. Por lo tanto, la escuela se compromete a llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- Proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo que permita a los niños atendidos en virtud de esta parte cumplir con los exigentes estándares académicos estatales (obligatorio)
- Aborde la importancia de la comunicación entre maestros y padres de forma continua a través de, como mínimo:
 - conferencias de padres y maestros en las escuelas primarias, al menos una vez al año, durante las cuales se discutirá el pacto en relación con el logro individual del niño
 - informes frecuentes a los padres sobre el progreso de sus hijos;
 - acceso razonable al personal, oportunidades para ser voluntario y participar en la clase de su hijo y observación de las actividades del salón de clases; y
 - Garantizar una comunicación bidireccional regular y significativa entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender. (*requerido*)(*ESSA, Sección 1116(d)(1-2)*)
 - Notifique a las familias con anticipación sobre comienzos tardíos, salidas tempranas y eventos especiales
- Tratar a cada niño con dignidad y respeto.
- Esforzarse por abordar las necesidades individuales del estudiante.
- Reconocer que los padres son vitales para el éxito del niño y la escuela.
- Proporcionar un entorno de aprendizaje seguro, positivo y saludable.
- Asegurar el acceso de cada estudiante a experiencias de aprendizaje de calidad
- Asegurarse de que el personal de la escuela comunique expectativas claras de desempeño tanto a los estudiantes como a los padres.

Padre

El padre entiende que la participación en la educación de su estudiante ayudará a su rendimiento y actitud. Por lo tanto, el padre continuará llevando a cabo las siguientes responsabilidades lo mejor que pueda:

- Voluntariado en el salón de clases de sus hijos
- Apoyando el aprendizaje de sus hijos
- Participar, según corresponda, en las decisiones relacionadas con la educación de su hijo y el uso positivo del tiempo extracurricular
- Crear un ambiente hogareño que apoye el aprendizaje.
- Enviar al estudiante a la escuela a tiempo, bien alimentado y bien descansado regularmente
- Asistir a funciones escolares y conferencias.

- Anime a su hijo a mostrar respeto por todos los miembros de la comunidad escolar y la propiedad escolar.
- Revisar todas las comunicaciones de la escuela y responder con prontitud

Alumno

El estudiante se da cuenta de que la educación es importante. Él/ella es el responsable de su propio éxito. Por lo tanto, se compromete a llevar a cabo las siguientes responsabilidades en la medida de sus posibilidades:

- Llegar a la escuela a tiempo todos los días.
- Desarrollar una actitud positiva hacia la escuela.
- Ser responsable de completar la tarea a tiempo.
- Sea cooperativo siguiendo las instrucciones del maestro y pida ayuda cuando sea necesario
- Hacer un trabajo diario que sea ordenado y refleje el mejor esfuerzo del estudiante.
- Sea respetuoso con todos los miembros de la escuela y con la propiedad escolar.

**Harrisburg School District
Foose Elementary School
2023-2024 Title I Family Engagement Policy**

The Title I Parent and Family Engagement section of Every Student Succeeds Act (ESSA), Section 1116(b) requires each Title I school to develop a written parent and family engagement policy that describes the means for carrying out the requirements of Section 1116. The school must ensure that information related to school and parent programs, meetings and other activities are sent to the parents of Title I children in a format and in a language the parents can understand.

Required Components

1. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved.

- Open House – Back to School Night - Annual Title 1 Meeting August 23,2023
- Website – Title 1 Information
- Parent and Student Handbook
- Class Dojo

2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement.

- Monthly Family Engagement Nights
- Quarterly Virtual Family Engagment Nights
- Parent Meetings and Workshops

3. Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, expect that is a school that has a process in place in process for involving parents in the joint planning and design of the school's programs, the school may use the process, if such process included an adequate representation of Title I.

- Open House – Back to School Night – Parent Feedback Survey
- Parent Meetings and Workshops

4. Provide Title I families with timely information about Title I programs.

- Robocalls

- School Website
- ClassDojo
- Monthly Flyers
- Mailings
- Social Media

5. Provide Title I families with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards.

- Parent/Teacher Conferences
- Quarterly Progress Reports
- Literacy Nights
- STEAM Nights

6. If requested by parents, the school will provide families with opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.

- Parent Meetings and Workshops
- Individual Parent Meetings upon request

7. If the schoolwide plan is not satisfactory to Title I parents, provide families with opportunities to submit any parent comments on the plan when the school makes the plan available to the LEA.

- Open House – Back to School Night – Parent Feedback Survey
- Parent Meetings and Workshops
- Annual Parent Feedback Surveys in English and Spanish

8. Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school.

- Professional Development
- SPAC Skit Review
- Monthly Staff Meetings

9. Describe how the school aids parents in understanding the state’s academic content standards and student achievement standards, local academic assessments and how to monitor a child’s progress and work with teachers to improve the achievement of their children.

- Parent/Teacher Conferences
- Parent Meetings and Workshops
- Open House – Back to School Night
- Phone Calls and Emails
- Provide Parent Informational Sessions in conjunction with Learner Events
- Literacy Training
- School quarterly newsletters
- K-2 monthly classroom newsletter
- K-5 Math and ELA parent information resources

10. State that a school-parent compact was jointly developed with families and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement.

- Open House – Back to School Night
- Parent & Student Handbook
- Parent Meetings and Workshops

11. Describe how the school provides materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.

- Literacy Nights
- STEAM Nights
- Parent Meetings and Workshops

12. State how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs including public preschool programs and conduct other activities that encourage and support parents and family members in more fully participating in the education of their children.

- Unted Way Partnership – Ready for School, Ready to Succeed
 - Weekly Workshops
- Capital Area Head Start
 - Pre-K to Kindergarten Transition Events
- PAIRWN – PA Immigrant Refugee Womens Network

■ Afterschool Program and Support

13. State how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand.

- Provide handouts and reports in families native languages
- Use of Languages App. to aide in translation of phone calls and conferences
- Use of Languages App. For parent meetings
- Translated Documents in English and Spanish with additinal languages upon request
- Bilingual office secretary
- School Website
- Class Dojo

14. State how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand.

14. States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, disabilities and of migratory children.

- Provide handouts and reports in families native languages
- Use of Languages App. to aide in translation of phone calls and conferences
- Use of Languages App. For parent meetings
- Translated Documents in English and Spanish with additinal languages upon request
- Bilingual office secretary
- School Website
- Class Dojo

Date last revised: 8/7/2023

Date last reviewed:



Foose Elementary School
1301 Sycamore Street, Harrisburg, PA 17104
(717)703-1280

Parent Right-to-Know Letter

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

8/23/2023

Your child attends Foose Elementary School, which receives Federal Title I funds to assist students in meeting state achievement standards. Throughout the school year, we will be providing you with important information about this law and your child's education. This letter lets you know about your right to request information about the qualifications of the classroom staff working with your child.

At Foose Elementary School, we are very proud of our teachers, feel they are ready for the coming school year, and are prepared to give your child a high-quality education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in ESEA. These regulations allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

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

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

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

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

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

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact Will Hicks at Foose Elementary School at 717-703-1200 or email me at whicks@hbgsd.us.

Sincerely,

William Hicks and Nicole Snook

Estimados padres / Tutores legales:

Su hijo asiste a la escuela primaria Foose, que recibe fondos federales del Título I para ayudar a los estudiantes a cumplir con los estándares estatales de rendimiento. A lo largo del año escolar, le proporcionaremos información importante sobre esta ley y la educación de su hijo. Esta carta le informa sobre su derecho a solicitar información sobre las calificaciones del personal del salón de clases que trabaja con su hijo.

En la Escuela Primaria Foose, estamos muy orgullosos de nuestros maestros, sentimos que están listos para el próximo año escolar y están preparados para brindarle a su hijo una educación de alta calidad. Como escuela de Título I, debemos cumplir con las regulaciones federales relacionadas con las calificaciones de los maestros como se define en ESEA. Estas regulaciones le permiten aprender más sobre la capacitación y las credenciales de los maestros de su hijo. Nos complace brindarle esta información. En cualquier momento, puede preguntar:

- Si el maestro cumplió con las calificaciones estatales y los requisitos de certificación para el nivel de grado y la materia que está enseñando,
- Si el maestro recibió un certificado de emergencia o condicional a través del cual se renunciaron las calificaciones estatales, y
- Qué títulos de posgrado o posgrado tiene el maestro, incluidos certificados de posgrado y títulos adicionales, y especialización o áreas de concentración.

También puede preguntar si su hijo recibe ayuda de un paraprofesional. Si su hijo recibe esta ayuda, podemos brindarle información sobre las calificaciones del paraprofesional.

La Ley Every Student Succeeds Act (ESSA), que se convirtió en ley en diciembre de 2015 y reautoriza la Ley de Educación Primaria y Secundaria de 1956 (ESEA), incluye además el derecho a conocer las solicitudes. En cualquier momento, los padres y familiares pueden solicitar:

- Información sobre las políticas con respecto a la participación de los estudiantes en las evaluaciones y los procedimientos para optar por no participar, y
- Información sobre evaluaciones requeridas que incluyen
 - o tema probado,
 - o propósito de la prueba,
 - o fuente del requisito (si corresponde),
 - o la cantidad de tiempo que les toma a los estudiantes completar la prueba, y
 - o tiempo y formato de difusión de los resultados.

Nuestro personal está comprometido a ayudar a su hijo a desarrollar el conocimiento académico y el pensamiento crítico que necesita para tener éxito en la escuela y más allá. Ese compromiso incluye asegurarnos de que todos nuestros maestros y paraprofesionales cumplan con los requisitos estatales aplicables de Pensilvania.

Si tiene alguna pregunta sobre la asignación de su hijo a un maestro o paraprofesional, comuníquese con Will Hicks en la Escuela Primaria Foose al 717-703-1200 o envíeme un correo electrónico a whicks@hbgds.us.

Atentamente,
William Hicks y Nicole Snook

Derecho de los padres a conocer la información requerida por la Asistencia para la educación primaria y secundaria (ESEA) [Sección 1112 (e) (1) (A)] y la Ley Cada estudiante tiene éxito [Sección 1112 (e) (1) (A)]





Harrisburg High School Alma Mater

Let our deeds be our credentials
And humanity our way;

For we make the bright tomorrow
As we forge the way today.

May Harrisburg High set the standard
For others to follow through;

May the dignity of man
Echo in all we say and do.

