

POTTSGROVE ELEMENTARY SCHOOLS

Lower Pottsgrove Elementary
Grades 3-5

Ringling Rocks Elementary
Grades K-2

West Pottsgrove Elementary
Grades K-2



Handbook for Families
2024-2025
Revised 6/10/24

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DISTRICT OFFICE STAFF

610-327-2277

Dr. David Finnerty Superintendent
 Ms. Amy Thompson Director of Human Resources
 Mr. Daniel Vorhis Director of Education & Assessment
 Mr. Jeff Buettler..... Director of Technology
 Mr. David LucabecheBusiness Manager
 Mr. Steve Anspach..... Director of Athletics & Co-Curricular Activities
 Ms. Danielle Sabulsky.....Communications Specialist
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PUPIL SERVICES/SPECIAL EDUCATION

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Dr. AnnMarie Lucas Director of Pupil Services
 Mrs. Erika Hinkle..... Supervisor of Special Education, K-5

ELEMENTARY DIVISION

Dr. Christopher Stango, Principal West Pottsgrove Elementary
 Mrs. Renee Lloyd, Secretary 610-323-6510

Mrs. Sarah Matz, Principal Ringing Rocks Elementary
 Mrs. Nicole McCandless, Secretary 610-323-0903

Mr. Erik Sawchuk, Principal Lower Pottsgrove Elementary
 TBD, Assistant Principal 610-323-7510
 Mrs. Judy Esposito, Secretary

Mrs. Terri Koehler, Floating Elementary Administrator

ADMISSION TO SCHOOL

New Enrollees: As per school law, every child being a legal resident of the school district between the ages of 6 and 21 may attend the public schools. Pottsgrove school district requires children to be age 5 on or before August 31 to be eligible to attend kindergarten in the district. **Please refer to board policy 201.**

<https://go.boarddocs.com/pa/ptsg/Board.nsf/Public#>

Grades K-5: Before admittance to school all children must be properly registered. Please see below for the registration process in the district. The children will begin classes as soon as a class can be assigned and transportation arranged no more than 5 business days from the registration date.

Parents will be asked to present a state issued birth certificate, record of immunization, and proof of residency at the time of registration

FIRST GRADE

In accordance with the provisions of Section 1304, School Laws of Pennsylvania, pupils will be admitted to the first grade if they are six years of age before the first day of the school term. Pupils must enter no later than the first two weeks of school. However, the school principal may suggest the child be assigned to kindergarten. Pupils entering school for the first time must present a state issued birth certificate, record of immunization, and proof of residency whether it is for kindergarten or first grade.

CENTRAL REGISTRATION

Registration for the Pottsgrove School District is located on our district website at www.pgdsd.org. Once you have completed the online portion of the registration you will be prompted to schedule an appointment with our district registrar. At that time, you will be required to provide a birth certificate, up to date immunizations, Proof of residency in the form of a lease or deed, 2 current utility bills and photo ID. If your child has any special circumstances, please make our registrar aware during your appointment. For questions regarding registration please call 610-327-2277 Ext. 1045.

Adjudicated Students

Through the juvenile probation department, the court is required to report to the school principal's information concerning the adjudication of an enrolled student. Such reports shall include a description of delinquent acts committed by the student, disposition of the case, probation or treatment reports, prior delinquent history, the

supervision plan, and any other information deemed necessary. The building principal must share this information with the student's teacher and the principal of another school to which the student may transfer.

Transfer Students

Upon registration and prior to admission to the school district, the parent, guardian or person having control or charge of the student shall provide a sworn statement of affirmation stating whether the student previously was suspended or expelled from any public or private school of the Commonwealth or any other state for an offense involving weapons, alcohol or drugs, willful infliction of injury to another person; or any act of violence committed on school property.

This registration statement shall be maintained as part of the student's disciplinary record. A student's parental registration statement, disciplinary record and individual incident records shall be available for inspection to the student, school officials, and the state and local law enforcement officials. Permission of parents or guardians is not required for transfer of the student disciplinary record to another school entity in which a student seeks enrollment. A school must transmit a certified copy of a student's disciplinary record to the school entity to which the student has transferred.

Home Education Programs- Policy 137

Authority

Home education programs for students residing in the School District shall be conducted in accordance with state law and regulations.

Definitions

Home Education Program - a program conducted in compliance with law by the parent/guardian or person having legal custody of a child. A home education program shall not be considered a nonpublic school under the provisions of law.

Supervisor - the parent/guardian or person having legal custody of a child who is responsible for providing instruction, provided that such person has a high school diploma or its equivalent.

Hearing Examiner - shall not be an officer, employee or agent of the Department of Education or of the School District or intermediate unit of residence of the child in the home education program.

Appropriate Education - a program consisting of instruction in the required subjects for the time required by law and in which the student demonstrates sustained progress in the overall program.

Participation in Extracurricular Activities by Home Education Students

Authority

The Board shall permit students residing within the Pottsgrove School District who are enrolled in home education programs to participate in District controlled extracurricular activities (i.e. clubs, musical, newspaper, yearbook, sports) in accordance with the following conditions and requirements (see Policy 122 Extracurricular Activities and Policy 123 Interscholastic Athletics for a complete explanation of programs).

Guidelines

1. Students electing to participate in extracurricular activities shall be required to comply with the district's discipline policies and all other District policies, rules, regulations or guidelines.
2. Students must meet the regular academic standards or other eligibility/qualifications/selection criteria required of other students.
3. Conduct which would result in loss of extracurricular activities privileges applies to all students.
4. The parent/guardian of the student shall be responsible for maintaining personal injury medical insurance for the student and must provide proof of same to the district, and shall be responsible for providing medical certification of fitness/ eligibility to participate, where applicable.
5. Transportation of students to and from extracurricular activities shall be the responsibility of the parents/guardians, except where transportation is provided by the district for other participants.
6. Students must comply with directions and requirements of all teachers, coaches or administrators involved in or with the program(s) in which such student is participating or intends to participate.
7. It shall be the parent's/guardian's/student's responsibility to keep abreast of available activities, schedules and/or schedule changes.
8. If any cost or fee is associated with the activity, the student shall be subject to pay the cost or fee as would any student enrolled in the district.

Homelessness (McKinney Vento eligibility)

About Homeless Act-McKinney Vento Act

The McKinney–Vento Homeless Education Assistance Act guarantees a free and appropriate public education for all homeless children and youth. [B.E.C. 42 U.S.C. 11431](#) outlines procedures for deciding school placement, enrolling students, and determining responsibility. Federal and state laws make our responsibility clear. With the huge number of homeless children currently attending public schools, we must provide proper educational support and services.

McKinney-Vento Act Basics At-a-Glance:

What is the definition of a “homeless youth” under McKinney-Vento?

“Homeless” is defined as “anyone lacking a fixed, adequate, regular nighttime residence.”

What situations fit this definition?

- Staying in the home of other people due to unavailable housing, financial hardship, or similar circumstances
- Living in motels, hotels, trailer parks (in some instances – examples: leaking roof, no heat, etc.), public places, or campgrounds due to unavailable suitable housing options
- Living in an emergency shelter or transitional housing
- Unaccompanied (not living in direct care of legal parent or guardian) or runaway youth
- Refugee and migrant youth

How does McKinney-Vento help these students?

The law makes sure that these students receive a free and suitable public education by removing barriers to school enrollment and full, basic, daily participation in school activities. This includes:

- Immediate enrollment
- Free and Reduced School Lunch
- Help from school with any necessary enrollment documents
- Help from school setting up transportation service (if the student qualifies)
- Help from school with getting basic uniform clothing
- Help from school with basic school supplies
- Help from school with any basic clothing needs
- Help from school with basic high school graduation needs and expenses

Where can I find more information for Pennsylvania?

You can visit the [PA Education for Children and Youth Experiencing Homelessness](#) site.

Homeless Liaison name, Phone Number & Email address:

Tiffany Wagner (Elementary Division) twagner@pgsd.org

Kristin Heaney (Pottsgrove Middle and High School) kheaney@pgsd.org

POTTSGROVE SCHOOL DISTRICT ATTENDANCE GUIDELINES SUMMARY

The board requires that school-aged students enrolled in Pottsgrove School District schools attend regularly, in accordance with state laws and [Board Policy](#). The educational program offered by this 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.

Absence

Notifications required for excusal are required within five school days of the student's return to school. Failure to submit a written excuse may be recorded as an unlawful absence. Phone messages left on the attendance line still require follow up written or electronic communication to excuse the absence. Please submit:

1. A note from the child's medical provider
2. A handwritten note signed by the parent/guardian sent to the main office
3. An email communication sent to:
 - A. West Pottsgrove Elementary School: wpabsent@pgsd.org
 - B. Ringing Rocks Elementary School: rrabsent@pgsd.org
 - C. Lower Pottsgrove Elementary School: lpabsent@pgsd.org
4. It is essential that the reason for absence be clear and well defined. Lawful excuses may be granted for the following reasons: religious holiday, illness, quarantine or recovery from an injury as assigned per a physician's order, death in the immediate family, required court attendance of the student, educational trips (when requests have been approved), and formal college visits.
5. After a student is absent for 10 cumulative days (excluding approved educational trips, formal college visits, absences accompanied by a physician's order and required court appearance of the student) students may be required to provide a physician's note for all future absences for the balance of the school year.
6. Students age 18 and older may be dropped from the roles if they miss 10 consecutive days of school without pre-approval.

Absence for Educational Trips

Educational tours or trips may be approved by the Building Administrator and in accordance with the following guidelines:

1. Approval for these trips shall be requested, in writing, on forms provided by the district.
2. Requests must be submitted one (1) week before the date of departure and should be completed in detail.
3. Forms shall not be accepted after the trip.
4. If a student age eighteen (18) and above leaves for an unapproved trip and is absent for ten (10) consecutive days, the student will be considered unlawfully absent and will be dis-enrolled on the last date of attendance from the district and will need to re-enroll upon return.
5. Five (5) days per year shall be considered for educational trips. The Superintendent may approve extenuating circumstances.

Submission of the form does not constitute approval. Requests will be evaluated on the following criteria:

1. Length of trip – number of school days the student will be absent.
2. Requests to be absent during the first and/or last week of the school year will **not** be granted.
3. The number of absences accumulated prior to the scheduled trip. Ten (10) or more excused or unexcused absences accumulated prior to the trip may result in denial of the trip.
4. Trips and travel may not be approved if they conflict with finals, achievement or standardized tests, or other school events during which the Superintendent deems attendance is necessary.
5. Trips and travel may not be approved during the first and last weeks of the school year.
6. Students shall be in good academic standing.

Additional information can be found in [board policy](#) 204.1 regarding Non School Sponsored Educational Trips and Tours. A copy of the form can be found in the back of this handbook.

Tardiness (Late arrival) or Early Dismissal

Tardiness is lateness to school. Tardiness negatively impacts learning due to loss of instructional time. In the elementary setting students participate in morning meetings, select their lunches and attendance is taken. When an elementary student arrives in the classroom outside of that window, he or she misses an important step in having a

successful day. Tardiness is not excused for missing the bus, oversleeping, car problems, weather conditions, etc.

Reasons may include:

1. Personal illness - A student who becomes ill during the school day may not be excused from school unless permission is obtained from the school nurse.
2. Death in the immediate family.
 3. Urgent family emergency or safety reasons. Must pertain to the individual student as determined by an administrator.
4. Religious holiday/event.
5. Required court attendance pertaining to the student.
6. In the case of a student with disabilities, where tardiness is caused by or directly related to a student's disability as determined by the IEP/504 team.[]
7. Medical appointment

To be credited with a full day of attendance you must be present as follows:

Regular Schedule

Full Day	9:00 A.M. - 3:25 P.M.
Arrival	9:00 A.M.
Tardy	9:01 A.M.
1/2 Day Absent	Miss 3 hours of school
Full Day Absent	Miss more than 3 hours of school
Dismissal	3:25 P.M.

Two Hour Delay Schedule

Arrival	11:00 A.M.
Tardy	11:01 A.M.
1/2 Day Absent	Miss 2 hours
Full Day Absent	Miss more than 2 hours
Dismissal	3:25 P.M.

Prearranged Absences (see Board Policy 204.1)

The following guidelines will be followed for late arrival or early dismissal:

1. Late arrivals or early dismissals may be excused with a written or electronic note. In the case of an early dismissal, the individual picking up the child must be specified.
2. Proper identification must be shown by the parent/guardian in order for the student to be released from the school.

3. Elementary students (K-5), must have a parent or guardian walk them into the main office of their school building to sign a tardy slip and to ensure that the child safely enters the school.

In cases where tardies and early dismissals are deemed excessive, the Home and School Visitor may pursue truancy based on the conversion of missed instructional minutes to unlawful absences. Students who accrue twenty (20) or more tardies in a semester will be referred to the Magisterial District Court for attendance monitoring and compliance.

Truancy

Pennsylvania Department of Education defines truancy as accruing **3 or more unlawful** absences in a given school year. The school team will implement plans and procedures for students that meet the definition of truant. In accordance with state attendance laws Pottsgrove may implement the following truancy procedures (this information is more detailed in Board Policy 204):

- Students with 3 unlawful absences will be sent a First Legal Notice to inform parents/guardians of the absences.
- Students with 6 unlawful absences may be sent a Second Legal Notice to inform parents/guardians of the absences and invite the family to participate in a School Attendance Improvement Conference (SAIC) with the Home and School Visitor and other school team members.
 - Students with 8 unlawful absences may be referred to the Magisterial District Judge for intervention.
 - Students with 10 or more unlawful absences may be referred to the Montgomery County Office of Children and Youth Truancy Diversion Unit.

Helpful Information Regarding Attendance can be found here:

PGSD Attendance FAQ:

https://docs.google.com/document/d/1wccbWXhSM_g-D4gZBgy695Oisz81ouK8ByMN/MIG2X6w/edit

Attendance Policy: <https://go.boarddocs.com/pa/ptsg/Board.nsf/Public#>

Non School Sponsored Educational Tours and Trips:

<https://go.boarddocs.com/pa/ptsg/Board.nsf/Public#>

Educational Trip Form:

[https://go.boarddocs.com/pa/ptsg/Board.nsf/files/B4KHQC4994A8/\\$file/Educational%20Leave%20request.pdf](https://go.boarddocs.com/pa/ptsg/Board.nsf/files/B4KHQC4994A8/$file/Educational%20Leave%20request.pdf)

CLOSING OF SCHOOLS

Schools will not be open when it is considered too dangerous for buses to travel. For information about school closings due to inclement weather please check the district website at: www.pgsd.org, call the district office at: 610-327-2277 ext. #8. Please refrain from calling your child's school directly. Announcements about the closing of school will also be posted on the PGSD Facebook Page.

BLACKBOARD

Pottsgrove uses Blackboard, an alert notification system that will provide telephone, email, and text notifications of important announcements such as weather-related school closures, late opening and early dismissals. Parents will receive instructions for accessing Pottsgrove's Parent Web Portal where you will be able to customize how and to which phones and/or email accounts you would like to receive these notifications. You can change your preferences as often as you wish through this self-service portal. Should you have any questions, you may email pgsdparentportal@gmail.com or call our district technology department. Blackboard will appear as 484-524-0100 on your caller ID.

DRESS CODE

It is inappropriate to wear anything that distracts from or disrupts the learning environment of the educational process. Examples of items or clothes that are distracting or disruptive are listed below:

Guidelines

The administration may restrict a student's hair style or his/her manner of dressing if these present a clear and present danger to the student's health and safety, cause an interference with work, or create classroom or school disorder.

A student's dress, hairstyle and cleanliness are vital not only to the individual student but also to those with whom s/he shares a classroom or locker.

Grooming and dress, which prevent the student from doing his/her best work because of blocked vision or restricted movement, shall be discouraged as shall dress styles that create, or are likely to create, a disruption of classroom order.

Articles of clothing that cause excessive maintenance problems, for example, cleats on boots, shoes that scratch floors, and trousers with metal rivets that scratch furniture, will be ruled unacceptable.

Students have the responsibility to keep themselves, their clothes, and their hair clean. School officials may impose limitations on student participation in the regular instructional program where there is evidence that the lack of cleanliness constitutes a health hazard.

Should students dress inappropriately for school, they may either call home for a change of clothing or obtain a change of clothing from the office. If a student is not dressed appropriately for the weather conditions, they may be kept indoors for recess.

Please understand that it is impossible to produce a comprehensive list of acceptable articles of dress. Therefore, school officials have the right to prohibit any type of clothing and hairstyle if (1) they are hazardous to the students' welfare and (2) they are distracting to the educational process. Board Policy 221

Hats are not permitted inside the building unless there is a spirit day that includes hats as part of the celebration. Hoods should not be worn in the hallways, cafeteria, or Encore classes. Teachers may allow hoods in the classroom unless wearing the hood becomes a point of contention.

Shoes should be firmly attached to the foot. No slides, flip flops, slippers or other shoes without a backstrap. Crocs must be worn with the backstrap. Sneakers are the preferred footwear for safety at school on the playground, stairs and for physical education class.

Crop tops, tank tops or spaghetti strap tops are not appropriate for school. Clothing that depicts or promotes the use of weapons, drugs, smoking or alcohol are not appropriate for school. Clothing that has a message using inappropriate language will not be permitted in school.

DISCIPLINE

Every teacher in the public schools shall have the right to exercise the same authority as the parents/guardians over the conduct and behavior of the pupils attending his school, during the time they are in attendance, including the time required going to and from their home. (From School Laws of Pennsylvania).

The following document is a copy of the Elementary Division's Discipline Code. It lists levels of misbehavior, procedures the school may employ, examples to clarify the misbehavior and options that may be used for intervention. You should know that while the Code is standard for all three (3) elementary schools, each school has rules and regulations that are specific to that school. Should you have any questions regarding this material, please feel free to contact your Building Principal for clarification.

The Board finds that student conduct is closely related to learning. An effective educational program requires a safe and orderly school environment. The Board shall establish fair and reasonable rules and regulations regarding the conduct and deportment of all students in the School District during the time they are under the supervision of the school or at any time while on school property, while present at school-sponsored activities, and while traveling to or from school and school-sponsored activities. The Board shall adopt a Code of Student Conduct to govern student behavior. Each student must adhere to Board policies and the Code of Student Conduct governing school discipline.

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would violate the Code of Student Conduct if:

1. There is a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, such as an agreement to complete a transaction outside of school that would violate the Code of Student Conduct.
5. The conduct involves the theft or vandalism of school property.

Guidelines

Any student disciplined by a District employee shall have the right to notice of the infraction. Suspensions and expulsions shall be carried out in accordance with Policy 233.

Corporal Punishment

The Board prohibits the use of corporal punishment as a form of discipline for students in the district. In situations where a parent/guardian or the Board prohibits corporal punishment, reasonable force may still be used by teachers and school authorities under any of 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.

Delegation of Responsibility

The Superintendent or designee shall promulgate rules and regulations to implement Board policy governing student conduct.

The Superintendent or designee shall publish and distribute to all staff, students and parents/guardians the rules for student behavior contained in the Code of Student Conduct and the sanctions that may be imposed for violations of those rules. A copy of the code of Student Conduct shall be available in each school library and school office.

The building principal shall have the authority to assign discipline to students, subject to the policies, rules and regulations of the District and to the student's due process right to notice, hearing, and appeal.

Teaching staff and other District employees responsible for students shall have the authority to take reasonable actions necessary to control the conduct of students in all situations and in all places where students are within the jurisdiction of the Board and when such conduct interferes with the educational program of the schools or threatens the health and safety of others.

In accordance with law, the school district shall maintain records concerning adjudicated students and transfer students disciplined for offenses involving weapons, alcohol, drugs and violence on school property.

DISCIPLINE CODE

Level I

Minor misbehavior on the part of the student which impedes orderly classroom procedure or interferes with the orderly operation of the school. These misbehaviors can usually be handled by an individual staff member, but sometimes require the intervention of other support personnel and/or an administrator.

EXAMPLES

Bus disturbance, Cheating, Classroom tardiness, Cutting class, Disobedience, Disrespectful language or gestures, Disruptive behavior, Failure to complete assignments or carry out directions, Inappropriate attire, Inappropriate display of affection, Obscene language or gestures, Unwanted teasing, Vulgarity.

PROCEDURES

Immediate intervention is required by the staff member who is supervising the student or who observes the misbehavior. Possible written/verbal parental notification. Repeated misbehavior requires a parent/teacher conference, conference with the counselor and/or administrator. A proper and accurate record of the offenses and disciplinary action is maintained by the staff member.

POSSIBLE DISCIPLINARY RESPONSES

Administrative Detention, Administrator/Parent conference (person/phone), Behavioral contract, Recess, Teacher Detention, Teacher/Parent conference (person/phone), Suspension of privileges/recess, Special Assignment, Time-out room/area, Verbal reprimand, Temporary removal from class.

Level II

Misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school. These infractions, which usually result from the continuation of LEVEL I misbehaviors, require the intervention of personnel on the administrative level because the execution of LEVEL I disciplinary options has failed to correct the situation. Also included in this level are misbehaviors which do not represent a direct threat to the health and safety of others but whose educational consequences are serious enough to require corrective action on the part of the administrative personnel.

EXAMPLES

Continuation of LEVEL I misbehavior – Abusive/threatening language, Disrespect, Disruptive classroom behavior, Fighting (verbal, pushing), Failure to serve detention/time out, Forgery, Harassment of students, Bullying, Hazing, Insubordination, *Possession/use/transfer of tobacco and smoking materials, Minor Theft, Truancy, Unlawful/unexcused school tardiness, (Repeat instances), Physical Aggression.

PROCEDURES

The student may be referred to the administrator for appropriate disciplinary action (however, at the elementary level some behaviors may be best addressed by the classroom teacher).

Parent is notified either verbally or in writing. A parental conference may be scheduled. A proper and accurate record of the offense and disciplinary action is maintained by the administrator.

POSSIBLE DISCIPLINARY RESPONSES

Behavioral contract, *Confiscation and referral to smoking policy, In-school suspension, Parent-teacher/parent-administrator conference, Suspension of privileges/recess, Referral to outside agency, Suspension (up to 3 days), Temporary removal from class, Teacher detentions.

Level III

Acts, whether on school or off school property, including but not limited to attendance at school sponsored events, extracurricular activities, field trips, transportation to and from school, and the like directed against persons or property but whose conduct does not seriously endanger or pose a direct threat to the health or safety of others in the school. These acts may be considered criminal but most frequently can be handled by the disciplinary mechanism in the school. Corrective measures which the school should undertake, however, depend on the extent of the school's resources for remediating the situation in the best interest of all students.

Those acts which are criminal (or illegal) will automatically be referred to the appropriate law enforcement office.

EXAMPLES

Continuation of LEVEL I or LEVEL II misbehavior – Abusive/threatening language, Disrespect, Disruptive classroom behavior, fighting (verbal, pushing), Failure to serve detention, Forgery, Harassment of students, Insubordination, *Possession/use/transfer of tobacco smoking materials, Minor Theft, Truancy. Unlawful/unexcused school tardiness, (Repair instances), Physical Aggression.

PROCEDURES

The administrator initiates disciplinary action by investigating the infraction and conferring with staff on the extent of the consequences. The administrator meets with the student and confers with the parent about the student's misconduct and the resulting disciplinary action. School officials may contact law enforcement agency and assist in prosecuting the offender. A proper and accurate record of the offense and disciplinary action is maintained by the administrator.

POSSIBLE DISCIPLINARY RESPONSES

*Charges under PA Criminal Code Homebound instruction or alternative program, In-school suspension, Out-of-school suspension (not to exceed 10 days) under proper adult supervision, Parent conference and/or hearing, Suspension of privileges, *Refer to drug- alcohol policy and guidelines, Restitution of property and damages, Confiscation, Districtwide Policy.

Level IV

Acts, whether on school or off school property, including but not limited to attendance at school-sponsored events, extracurricular activities, field trips, transportation to and from school, and like which result in violence to another's person or property or which pose a direct threat to the safety of others in the school. The acts are clearly criminal and/or so serious that they always require administrative actions, which result in the immediate removal of the student from school, the intervention of law enforcement authorities, and action by the Board of School Directors.

EXAMPLES

Continuation of LEVEL III misbehavior – *Arson, *Bomb threat or false alarm, *Deliberately striking a staff member, *Extreme disruption to school program, *Extortion, *False imprisonment, *False reporting, *Fighting - using a weapon, *Possession/use/transfer/sale of dangerous weapons, replicas, and/or lookalikes, *Possession/use/transfer/sale of fireworks *Possession/use/transfer/sale of propellants manufactured for self-defense *Sexual Assault, *Theft/possession/sale of stolen property, *Threat(s) to others (life-threatening), *Threat to staff member with intent, *Vandalism, *Violation of D&A Policy

PROCEDURES

The administrator verifies the offense, confers with the staff involved, and meets with students. The student is immediately removed from the school environment. Parents are notified. School officials contact law enforcement agencies and assist in prosecuting offenders. A complete and accurate report is submitted to the superintendent for Board action.

POSSIBLE DISCIPLINARY RESPONSES

All verified in LEVEL IV may have a mandatory 10-day full suspension under proper adult supervision with an informal hearing. *Charges under PA Criminal Code or referral to appropriate law enforcement agencies. Other Board action which results in appropriate placement. Alternative School, parent hearing, restitution of property and damages. Refer to drug/alcohol policy and guidelines. Recommendation for expulsion.

SUSPENSIONS AND EXPULSIONS

Certain breaches of discipline may lead to suspension and/or expulsion from school. Suspension may be either “temporary” suspensions (*not to exceed three school days*), or “full” suspensions (*not to exceed ten school days*). No combination of suspensions may exceed ten cumulative school days for the same offense. Expulsion is an exclusion from school which exceeds ten days and may result in a permanent exclusion from district rolls. District administrators may suspend students, but expulsion requires Board of Education action.

If a temporary suspension is under consideration, the student will be informed of the reasons prompting the suspension and will have an opportunity to respond to these reasons before the suspension takes effect. The parents of the student receiving a temporary suspension will be notified in writing of the reasons for the suspension. A personal contact from the administrator to the parents will be attempted, if possible.

An informal hearing will be offered in the case of full suspension and it will be conducted by the administrator recommending the suspension together with the other district personnel and witnesses he chooses to have present. For the hearing, parent/guardian will receive:

1. Written notification of the reasons for the suspension sent by registered mail.
2. Sufficient notice of the time and place of the hearing which shall be conducted no later than the time limit for the suspension.
3. A right to cross-examine school district witnesses.

POTTSGROVE SCHOOL DISTRICT POLICIES

Pottsgrove School District policies are available for you to review on the Pottsgrove School District website www.pgisd.org. Below are a few of the policies along with their purpose. It is your responsibility to read the policies in their entirety and abide by all information stated in them. If you are unable to access these policies through the website, please contact the district office @ 610-327-2277 and a copy will be mailed to you.

103. Nondiscrimination in School

The Board declares it to be the policy of this District to provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the schools regardless of race, color, creed, religion, gender, sexual orientation, ancestry, national origin or handicap/disability. The district shall provide to all students, without discrimination, course offerings, counseling, assistance, employment, athletics and extracurricular activities.

113. Special Education

Purpose

The Pottsgrove School District has procedures to locate and identify students who are in need of special education services under the IDEA 2004 (Individuals with Disabilities Education Act) regulations. Identified procedures are implemented to make available education and programs for eligible students with disabilities for the provision of FAPE (Free and Appropriate Public Education).

Definitions

Students with disabilities - school-aged children within the jurisdiction of the District who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services. School-aged children who have identified disabilities but do not require special education may be entitled to accommodations or services or to enroll in courses of study in the District which serve students with disabilities pursuant to other law or Board policy. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

Individualized Education Program (IEP) - the written educational statement for each student with a disability that is developed, reviewed and revised in accordance with federal and state laws and regulations.[\[6\]\[7\]](#)

Parent/Guardian - for purposes of this policy and Board policies related to special education, parent/guardian shall have the definition of **parent** in IDEA statute and regulations, which includes a biological or adoptive parent of a child; a foster parent, unless prohibited by state law or regulations; a guardian authorized to act as the child's parent, in accordance with law or regulations; an individual acting in the place of a parent, including grandparent or other relative, with whom the child lives or an individual legally responsible for the child's welfare; or an appointed surrogate parent, in accordance with law and regulations.[\[1\]\[8\]](#)

Authority

The Board directs that all students with disabilities shall be identified, evaluated, and provided with appropriate educational programs and services, in accordance with federal and state laws and regulations. The District shall establish and implement a system of procedural safeguards and parent/guardian notification as part of its Special Education Plan.[\[9\]\[10\]\[11\]\[12\]\[13\]\[14\]\[15\]\[16\]\[17\]](#)

Child Find/Outreach

The Superintendent or designee shall ensure that the District annually conducts awareness and outreach programs and activities designed to reach District residents including parents/guardians of students with disabilities who are enrolled in the District, preschool aged children, students who attend private schools, homeless children and children who are wards of the state.[\[18\]\[19\]](#)

Pottsgrove School District partners with the Montgomery County Intermediate Unit in its child find activities, including annual notification to parents/guardians and caregivers in the county regarding availability of services for students and how to request such services. The District's public awareness activities shall include annual publication of a written notice in newspapers and other media notifying residents about child identification activities; available special education services and programs and how to request them; and procedures used to ensure confidentiality of student information. Written information shall be published in District handbooks and on the District website.

Public awareness activities must include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities.

The District makes available parent training and outreach to educate and provide informational activities regarding services for students with disabilities. Pottsgrove School District provides annual training to regular and special education staff, administrators, and support staff for child find, special education services, and related services for special education students in the school.

Screenings

The District routinely conducts screening activities to identify the educational needs of students. [\[20\]](#)[\[21\]](#)

1. Health - includes review of student's health records, vision and hearing screenings.
2. Academic - for students with academic concerns, includes an assessment of the student's functioning with the general education curriculum including curriculum-based or performance-based assessment.
3. Behavior - for students with behavioral concerns, includes systematic observation of the student in the classroom or area in which behaviors are evident.

Interventions are implemented based on the data collected from review of academic and/or behavioral observations via the Child Study Team. This collaborative team process identifies the learning needs of students experiencing difficulty in school and provides academic, emotional, and/or behavioral support needed for students to be successful. A student's progress is monitored, including responsiveness to intervention. If there is little or no improvement at the conclusion of the intervention period, the team will refer for a multidisciplinary evaluation.

These screening procedures do not prevent a parent/guardian from requesting a multidisciplinary evaluation at any time.

Screening Indicators

The following are indicators that may signal the need for a student to require screening or evaluation when these concerns persist over a period of time. The student may show one (1) or more of the following, but is not limited to:

1. Very active or lethargic.
2. Poor attendance record at school.
3. Has difficulty sustaining attention to academic tasks.
4. Has significant difficulty with organization.
5. Has difficulty expressing ideas.
6. Has unexplained difficulty reading, written expression, and/or math skills.
7. Has trouble learning new skills.
8. Finds homework frustrating and too difficult.
9. Has poor large muscle and fine motor control.
10. Has a physical disability or medical condition.
11. Has difficulty making and keeping friends.
12. Often breaks rules and has difficulty following directions.
13. Demonstrates inappropriate behaviors at school.
14. Exhibits self injurious behaviors.
15. Has talked about our indicated thoughts of suicide.

The Screening Process must include the following based on Chapter 14.122:[\[20\]](#)

1. Academic concerns must include documentation on student's curriculum based and performance based assessments. Behavioral concerns must include a systematic observation of the student's behavior in the classroom or area in which the student is displaying difficulty.

2. Interventions used based on the results of the documentation on student's assessment or observations as listed in #1.
3. An assessment of a student's response to the interventions.
4. A determination as to whether the student's assessed difficulties are due to a lack of instruction or limited English proficiency.
5. A determination as to whether the student's needs exceed the functional ability of the regular education programs to maintain the student at an appropriate instructional level.
6. Activities designed to gain the participation of parents/guardians.

Confidentiality and FERPA

The District shall maintain a system of safeguards to protect the confidentiality of students' educational records and personally identifiable information when collecting, storing, disclosing and destroying student records. [\[22\]](#)[\[23\]](#)[\[24\]](#)

Recording of Meetings

Except as specifically provided for within this policy, the District prohibits audio, video, and electronic recording of meetings between parents/guardians and District teachers, instructional assistants, program specialists, consultants or administrators.

The District shall permit audio recording of a meeting when a participant submits, at least five (5) days prior to the meeting, documentation that substantiates:

1. Participant has a disability that significantly limits his/her ability to meaningfully understand or participate in the meeting's intended decision-making and recording is the only feasible means of accommodating the limitation.
2. Individual has a legitimate interest in attending the meeting but for good cause is unable to do so, and recording is the only feasible means by which s/he can meaningfully understand and participate in the decision-making.
3. The District may permit videotaping of a meeting when written consent is given by all participants at the meeting.

When an exception to recording a meeting is granted, the District employee responsible for the meeting shall arrange to record the meeting by similar means. Such recording shall be considered part of the student's educational record and subject to relevant law and regulations.

146.1 Trauma-Informed Approach

Purpose

The Board recognizes the impact that trauma may have on the educational environment of the schools, individual student achievement, and the school community as a whole. The Board desires to address the effects of trauma in order to meet the academic, behavioral and professional needs of students and staff. The purpose of this policy is to direct district staff to develop and implement a plan for trauma-informed approaches to education throughout the district.

Definitions

Trauma - for purposes of this policy, includes effects of an event, series of events or set of circumstances that is experienced by an individual as physically or emotionally harmful or threatening and that has lasting adverse effects on the individual's cognitive functioning and physical, social, emotional, mental or spiritual well-being.[\[1\]](#)

Trauma-informed approach - for purposes of this policy, includes a school-wide approach to education and a classroom-based approach to student learning that recognizes the signs and symptoms of trauma and responds by fully integrating knowledge about trauma into policies, professional learning, procedures and practices for the purposes of recognizing the presence and onset of trauma, resisting the reoccurrence of trauma and promoting resilience tailored to the district's culture, climate and demographics and the community as a whole.[\[1\]](#)

Secondary trauma - the impact of working with students experiencing trauma on a regular basis, which may cause traumatic responses and/or burnout on the individual providing support and care.

Authority

The Board directs district staff to develop and implement a trauma-informed approach plan that uses evidence-based practices and reflects the needs and resources of the district and school community.[\[2\]](#)

The Board shall review current district resources, programs, school climate measures, partnerships with outside agencies, procedures and Board policies through a trauma-informed lens, and shall make revisions or determinations as necessary to facilitate implementation of the district's trauma-informed approach plan.

This shall include, but not be limited to:

1. Student attendance policy and practices that focus on reasons for absence and school attendance improvement.[3]
2. Student disciplinary policies, practices and a Code of Student Conduct that incorporate restorative practices.[4][5][6][7]
3. Curriculum and planned instruction that embed social and emotional learning.[8][9]
4. Student services policies and programs that focus on development and support of students.[10][11][12][13][14][15]
5. Policies and training that focus on building and maintaining appropriate, supportive relationships between adults and students in the school community.[16][17][18][19]
6. School wellness policy, instruction and practices that promote healthy behaviors.[20]
7. Policies and practices that promote student safety and security, and build positive relationships with law enforcement agencies.[21][22][23][24][25]
8. Review of the annual budget to ensure fiscal resources for training and programs related to the trauma-informed approach plan.[26]
9. Review of the facilities and future facilities planning to provide environments that are attentive to the needs of students and staff with transition and sensory sensitivities.[27]
10. Culturally responsive practices that focus on identifying, valuing and integrating the cultures, languages, heritage and experiences of all students and staff to ensure a supportive school climate and community.[28]

Delegation of Responsibility

The Board designates the Superintendent, Director of Pupil Services and Director of Education and Assessment to oversee the implementation of the district's trauma-informed approach plan and integrate the coordination of services and professional development into the district's comprehensive plan. The Coordinator of Special Services shall serve as a member of the district's Student Assistance Program team.[\[2\]](#)[\[13\]](#)[\[15\]](#)[\[16\]](#)[\[21\]](#)[\[29\]](#)

The Board directs the Superintendent or designee to research and apply for available funding opportunities for implementation of the district's trauma-informed approach plan aligned with the provisions of law.[\[2\]](#)

The Board directs the School Safety and Security Coordinator to include information regarding the district's implementation of the trauma-informed approach plan into the annual report to the Board on school safety and security practices.[\[23\]](#)

Guidelines

Training

The district's trauma-informed approach plan shall include provisions for evidence-based training and professional development, based on assigned roles and responsibilities, including but not limited to:[\[2\]](#)

1. Required training for newly elected/appointed or re-elected/appointed school directors on best practices related to trauma-informed approach, in accordance with applicable law and Board policy.[\[30\]](#)[\[31\]](#)
2. Required training on trauma-informed approach for certificated administrative and professional employees as part of the professional education plan, in accordance with applicable law and Board policy.[\[16\]](#)[\[32\]](#)
3. Training on trauma-informed approach for all school security personnel employed or contracted by the district, as well as invitation to training for local law enforcement agencies with which the district maintains a Memorandum of Understanding to increase knowledge and awareness in interacting with students who may have experienced trauma.[\[22\]](#)[\[23\]](#)

Screening

The Board directs district staff to identify and implement evidence-based screening tools for students and the school community based on the trauma-informed approach plan, and in accordance with applicable law and regulations, including obtaining parental consent where appropriate or required. Screening tools may include, but are not limited to, those identifying the prevalence of Adverse Childhood Experiences (ACEs), social-emotional needs, and school climate indicators. Screening shall be conducted by qualified district staff or community agencies with which the district has a contract or other agreement.[\[13\]](#)[\[15\]](#)[\[35\]](#)

The trauma-informed approach plan shall require that screening results are reviewed by appropriate district staff or other contracted providers, and referrals for individual educational and behavioral services or evaluation for such services are made when indicated by individual or universal screening. Identification and referrals for special education and related services evaluations shall comply with applicable state and federal laws and regulations, and Board policy.[\[11\]](#)[\[12\]](#)[\[36\]](#)[\[37\]](#)

Services

The district's trauma-informed approach plan shall include provisions for identification of student needs, a referral system for individual assessments and coordination of services among the student and student's family, the school, and county-based services, community care organizations, public health entities, nonprofit youth service providers, community-based organizations, before-school or after-school care providers, or other similar community groups.[\[2\]](#)

Coordinated student services shall be based on the district's approved trauma-informed approach plan, which shall address recognition and response to the effects of trauma on education and instruction, absenteeism and school completion, and the secondary impact of trauma on school employees.[2]

The district's trauma-informed approach plan shall be implemented within the current framework for Multi-Tiered Systems of Support (MTSS).

The trauma-informed approach plan shall address coordination with designated district staff and teams responsible for implementing the district's approved plan for K-12 student services and other district programs including, but not limited to, special education and related services, gifted education, guidance counseling, Student Assistance Program, health services, and home and school visitor services.[10][11][12][13][14][15][29][36]

Parental notification and consent may be required prior to referral for or implementation of student services, in accordance with applicable law and regulations.[13][14][15]

The district shall develop partnerships with community-based services and organizations, public health entities, nonprofit youth service providers and other community groups to implement the trauma-informed approach plan and provide referrals and/or services to address and mitigate the impact of trauma for students and staff in accordance with the district's approved plan and framework for support.

The Board shall, where appropriate, review and approve a Memorandum of Understanding or other agreement with each partnering organization or entity for the provision of services, in accordance with the resources of the district and the approved trauma-informed approach plan.

Education

The district's trauma-informed approach plan shall integrate age-appropriate instruction for students related to trauma-informed topics and social-emotional learning as part of the district's approved curriculum. Instructional topics may include, but not be limited to:[8][25]

1. Self-awareness;
2. Self-management;
3. Responsible decision-making;
4. Relationship skills and social awareness;
5. Safe and healthy choices and behaviors;
6. Coping strategies;
7. Seeking help for self or others.

Staff Wellness and Support

The district shall monitor and address the impact of trauma, including secondary trauma, on school employees as part of the trauma-informed approach plan. The plan shall include training and resources to identify the warning signs of trauma and provide confidential support and services to promote staff wellness, including but not limited to the Employee Assistance Program, a work environment that provides space for separation and self-regulation, and training on development of self-care plans and peer support,

Data Collection and Plan Review

The district shall review and revise the trauma-informed approach plan periodically, based on a review of relevant data, district resources and programs, and the needs of students and staff. Such data may include, but not be limited to:

1. Aggregate data from evidence-based screening tools administered as part of the trauma-informed approach plan.
2. Results of school climate surveys and other student or staff surveys on school environment.
3. Aggregate data on student absences, Student Assistance Program referrals, health and school nurse services, student removal discipline and graduation rates.
4. Office for Safe Schools reports.
5. Safe2Say Something aggregate data.

202. Eligibility of Non-Resident Students

Purpose

The Board shall operate District schools for the benefit of students who reside in this District who are eligible for attendance.[\[1\]](#)[\[2\]](#)[\[3\]](#)

Authority

It shall be the policy of the Board not to permit the admission of nonresident students.[\[4\]](#)

The Board shall require that appropriate legal documentation showing dependency or guardianship or a sworn statement of residential support be filed with the principal, who shall provide a copy of such documentation to the Secretary of the Board of School

Directors, before an eligible nonresident student may be accepted as a student in the District schools. The Board may require a resident to submit additional, reasonable information to substantiate a sworn statement, in accordance with guidelines issued by the Department of Education. [\[5\]](#)[\[6\]](#)

The Board reserves the right to verify claims of residency, dependency and guardianship and to remove from school attendance a nonresident student whose claim is invalid. [\[5\]](#)

If information contained in the sworn statement of residential support is found to be false, the student shall be removed from school after notice is given of an opportunity to appeal the student's removal, in accordance with Board Policy 906, Public Complaints. [\[5\]](#)[\[7\]](#)

The Board shall not be responsible for transportation to or from school for any student residing outside School District boundaries, except as may be required by law.

Tuition rates, when necessary, shall be determined in accordance with statute. Tuition shall be charged monthly, in advance of attendance. [\[8\]](#)[\[9\]](#)[\[10\]](#)

Upon determining that an enrolled student is an ineligible nonresident, the student shall be immediately withdrawn and the family will be billed back tuition for the time the student was inappropriately enrolled.

Delegation of Responsibility

The Superintendent or designee shall develop procedures for the enrollment of nonresident children which:

1. Admit such students only on proper application and submission of required documentation by the parent/guardian.
2. Verify claims of residency.
3. Do not exclude any eligible student on the basis of race, creed, color, gender, sexual orientation, national origin, ancestry, or handicap/disability. [\[11\]](#)[\[12\]](#)[\[13\]](#)

4. Deny admission where the educational facilities or program maintained for District students is inadequate to meet the needs of the applicant.
5. Make continued enrollment of any nonresident student contingent upon maintaining established standards of attendance, discipline and academics.

The Superintendent shall recommend to the Board for its approval the admission of qualified applicants.

Guidelines

Nonresident Children Placed in the Resident's Home

Any child placed in the home of a District resident by a court or government agency shall be admitted to the schools and shall receive the same benefits and be subject to the same responsibilities as resident students.[\[14\]](#)[\[15\]](#)

Residents of Institutions

A child who is living in or assigned to a facility or an institution for the care or training of children that is located within the District is not a legal resident of the District by such placement; but the student shall be admitted to District schools, and a charge shall be made for tuition in accordance with statute.[\[9\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)[\[20\]](#)[\[21\]](#)[\[22\]](#)

Students Experiencing Educational Instability

The District shall immediately admit students experiencing homelessness, foster care and other forms of educational instability, even if the required documents are unavailable, in accordance with Board policy, law and regulation.[\[15\]](#)[\[23\]](#)

Future Residents

A student eligible for attendance whose parent/guardian has executed a contract to buy, build or rent a residence in this District for occupancy may be enrolled without

payment of tuition for sixty (60) days previous to the anticipated date of residency or at the beginning of the school year, provided that the anticipated date of residency is not later than sixty (60) days of the same school year.[\[8\]](#)

If the student does not become a resident of the District by the end of the period for which free attendance is given, tuition shall be required until residency is established.

Parents/Guardians of students who claim admission on the basis of future residency shall be required to demonstrate proof of the anticipated residency.

Former Residents

Regularly enrolled students whose parents/guardians have moved out of the School District may be permitted to finish the school year when the parents/guardians move from the District during the last sixty (60) days immediately previous to the end of the school year. For grade twelve (12) students, they may complete the year if they cease residency after the first nine-week marking period.[\[8\]](#)

Other Nonresident Students

A nonresident student may be admitted to District schools without payment of tuition where attendance is justified on the grounds that the student lives full-time and not just for the school year with District residents who have assumed legal dependency or guardianship or full residential support of the student.[\[5\]](#)[\[6\]](#)

216.1 Discipline Records

Authority

The School District shall maintain required records concerning adjudicated students and transfer students disciplined for offenses involving weapons, alcohol, drugs and violence on school property.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

Guidelines

Adjudicated Students

The court shall report to school principals information concerning the adjudication of an enrolled student. Such reports shall include a description of delinquent acts committed by the student, disposition of the case, probation or treatment reports, prior delinquent history, the supervision plan, and any other information deemed necessary.[\[4\]](#)

The building principal must share this information with the student's teacher and the principal of another school to which the student may transfer.

Required reports concerning an adjudicated student shall be maintained separately from the student's official school record.

Transfer Students

Upon registration and prior to admission to the School District, the parent, guardian or person having charge of the student shall provide a sworn statement or affirmation stating whether the student previously was or presently is suspended or expelled from any public or private school for an offense involving weapons, alcohol or drugs; willful infliction of injury to another person; or any act of violence committed on school property. The statement shall include the dates of suspension or expulsion and the name of the school from which the student was suspended or expelled for these reasons.[\[1\]](#)

Parents and guardians shall be informed that any willful false statements concerning this registration shall be a misdemeanor of the third degree.[\[1\]](#)

This registration statement shall be maintained as part of the student's disciplinary record.

When a student transfers to this District, a certified copy of the student's disciplinary record shall be obtained from the school from which the student is transferring. This record shall be maintained as part of the student's disciplinary record and shall be available for inspection as required by law.[\[2\]](#)^[5]

218.1. Weapons

The Board recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law. **REPLICAS OF WEAPONS, INCLUDING TOYS ARE ALSO PROHIBITED.**

218.2 Threat Assessment

The Board recognizes that threats by students' present concerns to individuals and negatively impact the overall climate of safety and welfare of District students, staff and community. The Board acknowledges the need for an immediate and effective response to a situation when a threat is brought to the attention of a District employee, including those reported by a student, parent/guardian, or staff member, and reported to an administrator. This policy is not meant to take precedence in a life-threatening situation. In a life-threatening situation, the district employee may need to call 911 immediately and provide requested information. The safety and welfare of students and staff shall take precedence over all other considerations.

220. Student Expression/Dissemination of Materials

Statement of Purpose

These procedures address the **dissemination by students** of nonschool materials that are not part of the curricular or extracurricular program of the district. Materials sought to be **disseminated** as part of the curricular or extracurricular program of the district will be regulated as part of the district's educational program and are not subject to the time, place and manner provisions set forth herein.

Students may **disseminate** nonschool materials, provided that the form of expression and/or the use of public school facilities and equipment is/are in accordance with Board Policy 220 (**Student Expression/Dissemination of Materials**), the **Code of Student Conduct**, these procedures and the school dress code, if applicable. **It is the responsibility of students**

intending to disseminate nonschool materials to become familiar with the provisions of Board Policy 220 and pertinent provisions of the Code of Student Conduct.

The district has no responsibility to assist students in or to provide facilities for the **dissemination** of nonschool materials.

Procedure

Dissemination of Nonschool Materials

The **dissemination** by students of all nonschool materials will be governed by the following procedures:

1. All non-school materials, together with a copy of the plan of **dissemination**, must be submitted to the building principal no later than one school day prior to the **requested dissemination**. **The building principal** will forward such information to the Superintendent or designee for approval. The plan will set forth in detail the desired time, place and manner of **dissemination**, as well as **the individuals involved**.
2. Identification of the individual student or at least one (1) responsible person in a student group will be required upon submission for approval. The person wishing to **disseminate** such material must provide in writing **their** name, address, telephone number and organization, if any. This information will be filed in the building principal's office.
3. The Superintendent or designee will review the material, determine if it constitutes expression **that is prohibited by Board policy**, and inform the building principal or designee of **the** decision. The building principal or designee will notify the student(s) planning to **disseminate** nonschool materials of the decision to grant or deny permission. If the decision is to not permit the **dissemination**, the building principal or designee will specify the reasons for the decision **as well as** the changes in the content of the material or in the plan of **dissemination** which must be made, if any, in order to secure such permission. If the student(s) desiring to **disseminate** such material make(s) such changes in a manner satisfactory to the Superintendent or designee prior to the planned **dissemination**, the building principal or designee may then grant permission to **disseminate**.

Time -

When permission has been granted, students may **disseminate** approved nonschool materials only at the following times: non instructional times,

Place - **Dissemination** of approved nonschool materials on school property will be permitted only in locations that allow for the normal flow of traffic within the school and its exterior doors, including on sidewalks located on school property paralleling school driveways. Building entrance walkways and building lobbies will not be utilized for such **dissemination**.

Manner -All nonschool materials must bear the district disclaimer.

DISCLAIMER: THE POTTS GROVE SCHOOL DISTRICT IS NOT RESPONSIBLE FOR,

AND DOES NOT ENDORSE, ANY STATEMENT, SENTIMENT OR OPINION PUBLISHED OR EXPRESSED IN THIS DOCUMENT. THIS DOCUMENT IS NOT PART OF, AND HAS NOT BEEN DISTRIBUTED AS PART OF, THE DISTRICT'S CURRICULAR OR EXTRACURRICULAR PROGRAMS.

All approved **nonschool** materials **displayed in a fixed location shall be officially dated and the district shall remove the materials within ten (10) days of the posting.**

Any student who **disseminates** materials will be responsible for cleaning any **resulting** litter, including any discarded pamphlets, fliers or other documents.

No student will harass or otherwise interfere with the **dissemination** of approved nonschool materials by student(s), nor may a student in any way compel or coerce a student to accept any materials.

Disciplinary Consequences

Any student who violates any provision of Board Policy 220 or these procedures will be subject to disciplinary action, **in accordance with Board policy and the Code of Student Conduct**, which may **in appropriate cases** include suspension and/or expulsion from school.

222. Tobacco and Vaping Product Use

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

226. Searches

The Board acknowledges the need for safe storage of books, clothing, school materials and personal property and may provide lockers for storage purposes.

It shall be the policy of the Board that all lockers are and shall remain the property of the School District. As such, students shall have only a limited expectation of privacy in their lockers.

227. Controlled Substances

The Board recognizes that the misuse of controlled substances is a serious problem with legal, physical, emotional and social implications for the whole school

community. The Board believes that students must be chemically free in order that they may develop in the most productive and healthy manner.

This policy is a coordinated effort within the district to openly and effectively respond to the potential and current uses and abuses of controlled substances by members of its entire school population.

Through the use of curriculum, classroom activities, community support and resources, a strong and consistent administrative and staff effort, and rehabilitative and disciplinary procedures, the district will work to educate, prevent and intervene in the use and abuse of all substances by the entire student population.

247. Hazing

The purpose of this policy is to maintain a safe, positive environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the district and are prohibited at all times.

248. Anti-discrimination and Harassment

The Board is committed to maintaining an educational environment for all its students which is free from any type of unlawful harassment. The Board shall not tolerate any behavior which constitutes unlawful harassment of a student. Such conduct is grounds for appropriate discipline, up to and including discharge, depending on the circumstances involved. Board Policy Nos. 248, 348, 448 & 548.

249. Bullying/Cyber-bullying

The Pottsgrove School District recognizes that bullying and intimidation have a negative effect on school climate. Students who are intimidated and fearful cannot give their education the single-minded attention they need for success. Bullying can also lead to more serious violence. Every student has the right to an education and to be safe in and around school.

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting that is severe, persistent, or pervasive and has the effect of doing any of the following:

1. Substantial interference with a student's education.
2. Creation of a threatening environment.
3. Substantial disruption of the orderly operation of the school.

Bullying as defined in this policy, includes cyber bullying and is characterized by the following three (3) criteria:

1. It is intentional or deliberate aggressive behavior or harm doing, and
2. It is carried out repeatedly over time, and
3. It occurs within an interpersonal relationship where there is an imbalance of power (e.g., one (1) person is physically larger, stronger, mentally quicker or socially more powerful).

Bullying takes many forms and can include a variety of behaviors. As defined in this policy, bullying refers to direct or indirect action, which may include but is not limited to:

1. Physical – touching, hitting, kicking, pushing, shoving, and getting another person to hurt someone.
2. Verbal – name-calling, teasing, taunting, gossiping, and spreading rumors.
3. Nonverbal – threatening, intimidation, obscene gestures, isolation, exclusion, stalking, cyber bullying (bullying that occurs by use of electronic or communication devices through means of social networking, e-mail, instant messaging, text messages, tweets, blogs, photo and video sharing, chat rooms, bash boards, or web sites).
4. Other – concerning student interactions not covered by the definition of bullying should be reported to the building principal for investigation which may result in disciplinary consequences. Reference: Anti-Discrimination and Harassment Policy 248 Definitions/Guidelines

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.

254. Educational Opportunity for Military Children

Purpose

The Board recognizes the challenges encountered by children of military families due to the frequent moves and deployment of their parents/guardians. The Board is committed to eliminating barriers to student attendance, education and graduation; and to providing additional supports to children of military families in compliance with federal and state laws, regulations and Board policy.

Authority

The Board shall ensure that children of military families have equal access to the same educational programs, activities and services provided to other district students.

The Board directs the district to comply with the provisions of the Interstate Compact on Educational Opportunity for Military Children (Compact) and this Board policy by: [\[1\]\[2\]](#)

1. Facilitating the timely enrollment of children of military families and ensuring that they are not placed at a disadvantage due to difficulty in the transfer of education records from previous school districts or variations in entrance/age requirements.[\[3\]\[4\]\[5\]\[6\]](#)
2. Facilitating the placement process for children of military families and ensuring that they are not disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content or assessment.[\[7\]\[8\]\[9\]\[10\]\[11\]](#)
3. Facilitating the qualification and eligibility for enrollment, educational programs and participation in extracurricular, academic, athletic and social activities.[\[12\]\[13\]\[14\]](#)
4. Facilitating the on-time graduation of children of military families.[\[15\]](#)
5. Providing for the promulgation and enforcement of administrative rules implementing the provisions of the Compact.
6. Providing for the uniform collection and sharing of information between and among states, schools and military families under the Compact.
7. Promoting coordination between the Compact and other compacts affecting military children.
8. Promoting flexibility and cooperation between the educational system, parents/guardians and the student in order to achieve educational success for the student.

Advance Enrollment

In addition to the provisions of the Compact, the district shall enroll children of a parent/guardian who is an active duty member of the U.S. armed forces, including a reserve component, that has received official military orders to transfer into or within Pennsylvania, prior to establishing residency in this district.[\[3\]\[5\]\[16\]](#)

The parent/guardian shall provide the following:[\[3\]\[16\]\[20\]](#)

1. A copy of the official military order.
2. Proof of intent to move into this district, which may include:[\[16\]](#)
 - a. A signed contract to buy a home.
 - b. A signed lease agreement.
 - c. A statement from the parent/guardian stating their intent to move into the district.

Within forty-five (45) days after the arrival date specified in the military orders, the parent/guardian shall provide the district with proof of residence in this district.[\[16\]](#)

Definitions

Active duty – means full-time duty status in the active uniformed services of the United States, including members of the National Guard and reserve on active duty orders.[\[17\]\[18\]](#)

Children of military families - means a school-aged child, enrolled in kindergarten through twelfth grade, normally residing in the household of an active duty member. Specifically, this includes children of:[\[1\]](#)

1. Active duty members of the uniformed services.
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired for up to one (1) year after medical discharge or retirement
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for up to one (1) year after death.

This does not include the children of:[\[1\]](#)

1. Inactive members of the National Guard and military reserves.
2. Members of the uniformed services now retired, except as otherwise stated in this policy.
3. Veterans of the uniformed services, except as otherwise stated in this policy.
4. Other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active duty members of the uniformed services.

State Council – an entity to coordinate the state’s participation and compliance among its government agencies, school entities and military installations.

Uniformed services – means the Army, Navy, Air Force, Marine Corps, Coast Guard, Commissioned Corps of the National Oceanic and Atmospheric Administration, Space Force, and Public Health Services.[\[1\]](#)

U.S. armed forces – means the Army, Navy, Air Force, Marine Corps, Coast Guard and Space Force.[\[19\]](#)

Delegation of Responsibility

The Superintendent shall be authorized to waive specific requirements in Board policies, procedures and administrative regulations to the extent that they create barriers for the enrollment, placement and attendance of children of military families.[\[3\]\[4\]\[5\]\[8\]\[12\]\[13\]\[15\]\[21\]](#)

The Superintendent or designee shall collaborate with the military family education liaison designated by the State Council, school staff, sending schools, local agencies and other entities in supporting the needs of children of military families.

Guidelines

Children of military families enrolled in this district shall be provided support and services, as appropriate to each individual student's needs, in accordance with the Compact and Board policy.[22][23][24][25][26]

916. School Volunteers**Purpose**

The Board recognizes that community volunteers can make valuable contributions to the educational program. The use of community volunteers is endorsed by the Board, subject to legal requirements and administrative procedures.

Authority

The Board authorizes the selection and use of parents/guardians, community members, and others as volunteers to assist and supplement regular District staff. Volunteers shall be approved by the Superintendent or designee; a record of their names and a brief description of the service performed shall be maintained via the visitor logs at the building level for a period of two (2) years.

The basic requirement of volunteer service shall be interest in the educational program, enjoyment in helping children, and a sincere belief that by volunteering, a contribution will be made to the learning process.

Volunteers shall not be asked to assume the professional responsibilities of the school staff.

Volunteers may provide assistance which is supportive, when under the direction of a staff member.

Any school volunteer program which will require additional financial support from the District budget will require a formal recommendation from the Superintendent or designee and approval by the Board prior to implementation.

Under no circumstances shall a volunteer be considered an employee of the District. A volunteer shall receive no wages or other valuable consideration for the performance of volunteer service. The volunteer position is not a right, but rather a privilege which is conferred by the administration. As such, any volunteer position or volunteer may be eliminated at any time for any reason by the Superintendent or designee.

The Board shall provide authorized volunteers (those with required clearances) with the same liability insurance coverage as provided for employees of the District, to cover them in the performance of their volunteer service.

Definition

Volunteer - a volunteer is any individual who performs a service for the School District without the expectation of compensation, remuneration or other consideration and who otherwise meets the requirements of this policy. A volunteer must be at least eighteen (18) years of age. A volunteer need not be a parent/guardian of a student enrolled in the School District. A School District student who serves as equipment manager or assistant athletic trainer, or who provides other volunteer assistance in support of a curricular, co-curricular or extracurricular activity is not considered to be a volunteer for purposes of this policy.

Examples of **volunteers** include: homeroom parents, office support, classroom support, after school support for athletics and school activities, trip chaperones, walking school bus, and activity chaperones.

Delegation of Responsibility

To assure the proper support for the volunteer programs of the District, the following minimal requirements shall apply:

1. The building administrator or designee shall assume general authority and responsibility over all volunteers serving at that site.
2. All volunteers shall comply with the legally mandated employee requirements and procedures for a criminal history and child abuse background report as noted below; the cost is the responsibility of the volunteer. If, under the

pertinent laws or regulations, his/her criminal history/child abuse report would preclude him/her from being hired as an employee, that person may not be a volunteer. For new volunteers, these clearances must not be more than one (1) year old from date of receipt for new volunteers. [\[1\]](#)[\[2\]](#)[\[3\]](#)

Prior to commencing their service, all volunteers must submit the following clearances to the District for review and approval:

- a. PA Child Abuse History Clearance; [\[2\]](#)
 - b. PA State Police Criminal Background Check; and [\[2\]](#)
 - c. Either a Pottsgrove School District Volunteer Affirmation or a Report of Federal Criminal History Record (fingerprinting).
3. *Tuberculosis Test* -Volunteers providing services for students shall undergo a test for tuberculosis in accordance with the regulations and guidance of the Pennsylvania Department of Health. [\[4\]](#)[\[5\]](#)

The Department of Health defines **direct services** as those persons in direct contact with students ten (10) or more hours per week. The law does not contain a provision to allow modifications for school staff/volunteers. They must be tested prior to working for the school.

4. Volunteers shall meet any standards which may be established by federal, state or local government, or by the Board or administration, from time to time. The volunteer must agree to be bound by all applicable privacy laws and regulations. In addition, the volunteer shall adhere to all rules and regulations and administrative guidelines governing the conduct of the District's professional employees. [\[6\]](#)[\[7\]](#)
5. Volunteers are not permitted to administer student discipline nor will they be permitted to administer first aid, except in the case of an emergency.
6. Volunteers who transport students in personal vehicles are not covered by insurance provided by the School District. Insurance coverage in this situation is through the volunteer's own insurance carrier.
7. Permission to utilize a volunteer may be revoked at any time by the Superintendent.
8. Current volunteers must obtain and submit updated clearances to the District every five (5) years. [\[3\]](#)

819. Suicide Awareness, Prevention, and Response

Purpose

The Board is committed to protecting the health, safety and welfare of its students and the school community; promoting healthy individual development; and safeguarding against the threat or attempt of suicide. This policy supports the provision of a comprehensive District program of education, training, and resources designed to promote school connectedness and behavioral health and prevent suicide. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)

Authority

The Board directs the District to provide education on youth suicide awareness and prevention; to establish methods of prevention, intervention, and response to suicide attempt or suicide death; reporting procedures, and to promote access to suicide awareness and prevention resources. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)

The District shall notify employees, students and parents/guardians of this policy and shall post the policy on the District's website. [\[1\]](#)

The District is committed to providing access to age and developmentally-appropriate youth suicide awareness and prevention supports and resources to all District students, without bias or discrimination. [\[2\]](#)[\[3\]](#)[\[4\]](#)

Delegation of Responsibility

The Superintendent or designee, in collaboration with designated school personnel, shall develop administrative regulations regarding the District's protocols for response to suicide threats, suicide attempts and suicide.

Definitions

Behavioral health – the promotion of emotional health; the prevention of mental illnesses and substance use disorders; and treatment and services for substance abuse, addiction, substance use disorders, mental illnesses and/or mental disorders.

Behavioral service providers – include, but are not limited to state, county or local behavioral health service providers, crisis intervention center or psychiatric hospitals. The term includes private service providers, who contract with a state, county or local government to act as a behavioral health agency.[5][8]

Bias – the attitudes or beliefs we have about a person or group that affect our understanding, actions and decisions in a conscious or subconscious manner.[5]

Individualized Management Plan – a plan developed for a student who is referred to the threat assessment team that documents the concerns that brought a student to the team’s attention, as well as the resources and supports a student might need based on the information gathered during the threat assessment. The Individualized Management Plan is developed primarily for documentation and communication purposes.[5]

Postvention – a multi-component crisis response to provide support, promote healing after a tragic loss and to minimize risk of contagion after a suicide.

Prevention - refers to efforts that seek to reduce the factors that increase the risk for suicidal thoughts and behaviors and increase the factors that help strengthen, support and protect the behavioral health and wellness of individuals.

Protective factors - refers to characteristics associated with a lower likelihood of negative outcomes or that reduce a risk factor's impact. Protective factors may be seen as positive countering events.

Resilience - the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress, or "bouncing back" from difficult experiences.

Risk factors - refer to characteristics at the biological, psychological, family, community or cultural level that precede and are associated with a higher likelihood of negative outcomes, including suicide.

Safety Plan – an agreement developed between the student, parent/guardian, appropriate team members and behavioral health professionals, following a suicide screening or assessment, that documents communications, conveys an understanding

of the seriousness of the student's distress and provides a set of skills and resources the student can use in a crisis.

School connectedness - the belief by students that adults and peers in the school care about their learning as well as about them as individuals.

School personnel - include, but may not be limited to, administrators, teachers, school-based behavioral health professionals (e.g., school counselor, school psychologist, school social worker), paraprofessionals, support staff, coaches, bus drivers, custodians and cafeteria workers.

Self-harm – behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Self-harm behaviors can be either suicidal or nonsuicidal.

Suicide - death caused by self-directed injurious behavior with intent to die as a result of the behavior.

Suicide attempt - a potentially self-injurious behavior for which there is evidence that the person had at least some intent to kill themselves.

Suicide risk factors - refer to personal or environmental characteristics that are associated with suicide.

Suicide threat - a verbal or nonverbal communication that an individual intends to harm themselves with the intention to die but has not acted on the behavior.

Threat assessment – a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.[5]

Warning signs - evidence-based indicators, often observable, that someone may be in danger of suicide, either immediately or in the very near future.

Guidelines

The District shall utilize a multifaceted approach to suicide prevention which integrates school and community-based supports.

SUICIDE AWARENESS AND PREVENTION EDUCATION^[1]

Suicide Awareness and Prevention Education for Students

Students shall receive age-appropriate and developmentally appropriate student-centered lessons on the importance of safe and healthy choices, coping and resiliency strategies, how to recognize risk factors and warning signs, as well as help-seeking strategies for self or others including how to engage school resources.

These lessons shall be integrated into the curriculum of health classes and other classes as appropriate. The lessons may be taught by health and physical education teachers, classroom teachers, student services staff or community service providers. District staff shall provide resources and access to counseling staff for students participating in programming, who may struggle with the topic of suicide prevention.

Lessons shall:

1. Contain information on comprehensive health and wellness, including emotional, behavioral and social skills development.
2. Inform students about broader behavioral health issues such as depression and substance abuse, as well as specific risk factors, protective factors and warning signs for suicide.
3. Encourage students to seek help for themselves or their peers, including when concerns arise via social media or other online forum, and to avoid making promises of confidence when they are concerned about the safety of a peer.
4. Adhere to safe and effective messaging guidelines, avoid graphic testimonials, and include reputable suicide prevention resources.
5. Promote a healthy school climate where students feel connected to and can identify trusted adults in the building.

6. Be conducted in the classroom, not as a large group assembly.
7. Provide local, state and/or national resources for seeking help.

Suicide Awareness and Prevention Education for School Personnel

All District employees, including but not limited to administrators, teachers, paraprofessionals, secretaries, coaches, bus drivers, custodians and cafeteria workers, shall receive written information about the District's protocol for suicide awareness and prevention including risk factors, warning signs, response procedures, referrals, and resources regarding youth suicide awareness and prevention.

All District employees shall also receive information regarding strategies to enhance protective factors, resilience and school connectedness.

As part of the District's professional development plan, professional educators in school buildings serving students in grades six (6) through twelve (12) shall participate in a minimum of four (4) hours of youth suicide awareness and prevention training every five (5) years.[\[1\]](#)[9]

The District's professional development plan also includes similar training for professional educators in grades K-5.

Additional professional development in suicide risk screening and/or assessment and crisis intervention shall be provided to specialized staff and school behavioral health professionals such as school crisis response/intervention team members, threat assessment team members, designated administrators, school counselors, school psychologists, school social workers and school nurses.

The District shall make required training and refresher training available on an ongoing basis, so that educators may fulfill training requirements throughout the required timeframe.

School safety and security training for employees shall include suicide awareness.[\[9\]](#)

Resources for Parents/Guardians

The District may provide parents/guardians with resources including, but not limited to, health promotion and suicide risk, including characteristics and warning signs; and information about local, state, and national behavioral health resources.

METHODS OF PREVENTION[\[1\]](#)

The District shall utilize a multifaceted approach to suicide prevention which integrates school and community-based supports.

The methods of prevention utilized by the District include, but are not limited to, education, training and awareness, early identification and support for students at risk; education for students, staff and parents/guardians; and delegation of responsibility for planning and coordination of suicide prevention efforts.

Information that the threat assessment team receives in confidence from a student may be revealed to the student's parents/guardians, the building principal, and/or crisis response/intervention team or other appropriate authority when the health, welfare or safety of the student or any other person is clearly in jeopardy, in accordance with applicable law, regulations and Board policy.[\[5\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)

Suicide Prevention Coordinators

District Level –

A District-level suicide prevention coordinator shall be designated by the Superintendent. This may be an existing District employee. The District suicide prevention coordinator shall be responsible for planning and coordinating implementation of this policy.

Building Level –

Each building principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. This may be an existing District employee.

Early Identification Procedures

Early identification of individuals with suicide risk factors or warning signs that appear to adversely impact the student is crucial to the District's suicide prevention efforts. To promote awareness, District employees, students and parents/guardians should be educated about suicide risk factors and warning signs.

Referral Procedures

Any District employee who observes a student exhibiting a warning sign for suicide or who has another indication that a student may be contemplating suicide, shall refer the student for suicide risk screening and/or assessment and intervention in accordance with Board policy and District procedures.[5][15][16]

When a student's behavior indicates a threat to the safety of the student, school personnel shall report the student to the threat assessment team, an appropriate member of the team or the suicide prevention coordinator. The threat assessment team, crisis response/intervention team and designated staff responsible for conducting or arranging suicide risk screening and assessment shall coordinate to provide assessment and intervention in accordance with Board policy and District procedures.[5][15][16][17]

School personnel shall arrange for or provide continuous adult supervision to ensure the student's safety.

Safe2Say Something

When the District receives a report through the Safe2Say Something program, members of the Safe2Say Something team shall coordinate with the appropriate emergency dispatch center(s), local law enforcement and/or District team, in accordance with District procedures.[9]

Documentation

The District shall document the reasons for referral, including specific warning signs and suicide risk factors identified as indications that the student may be at risk.[5]

METHODS OF ASSESSMENT AND INTERVENTION[\[1\]](#)

The District shall maintain a trained school crisis response/intervention team. Team members may include, but not be limited to, designated administrators, school counselors, school nurse, school psychologist, social worker, school security personnel, members of the Student Assistance Program team and others as designated by the District such as community behavioral health agency resources. The District's threat assessment building teams shall serve as a crisis response/intervention team, and may coordinate with District behavioral health staff and community behavioral health agency resources as needed.

The Superintendent or designee shall establish administrative regulations for coordination of appropriate teams and staff in suicide assessment and intervention.

Suicide intervention procedures shall involve collaboration and coordination with the student, the parent/guardian, suicide prevention coordinator, the threat assessment team and/or the crisis response/intervention team and additional support services as needed.

Student Assessment and Intervention

When a student has been referred for assessment, designated members of the threat assessment team and/or crisis response/intervention team shall coordinate with appropriate behavioral health staff to assess and respond to the student's behavior, which may include development or update of an Individualized Management Plan and/or Safety Plan, where appropriate, in accordance with Board policy and administrative regulations.[5]

A District-approved suicide risk screening or assessment tool may be used by trained behavioral health staff such as school counselors, psychologists or social workers.

Parents/Guardians of a student identified as being at risk of suicide shall be notified by the building principal or designee and informed of crisis and community resources. If the school suspects that the student's risk status is the result of abuse or neglect,

school staff shall immediately notify Children and Youth Services in accordance with applicable law and Board policy.[5][7]

The District shall identify and develop agreements with behavioral health service providers to whom students may be referred for further suicide risk screening and/or assessment and assistance.

Behavioral health service providers – may include hospital emergency departments, psychiatric hospitals, community behavioral health centers, psychiatrists, psychologists, social workers and primary care providers.

If the student has been identified as being at increased risk of suicide, the District shall develop a new, or update a previous, safety plan to support the student and the student’s family. The safety plan should be developed collaboratively with input from the student and reviewed with the student’s parents/guardians, appropriate team members and behavioral health professionals.

Students With Disabilities

For students with disabilities who are identified as being at risk for suicide or who attempt suicide, the team receiving the referral or other District staff shall notify the appropriate Individualized Education Program (IEP) team or Section 504 team to address the student’s needs in accordance with applicable law, regulations and Board policy.[3][5][18][19][20][21]

If a student is identified as being at risk for suicide or attempts suicide and the student may require special education services or accommodations, appropriate child find procedures shall be followed, and District personnel shall take action to address the student’s needs in accordance with applicable law, regulations and Board policy.[3][18][19][20][21]

Documentation

The District shall document observations, recommendations and actions conducted throughout the course of intervention, suicide risk screening and/or assessment and follow-up, including verbal and written communications with students,

parents/guardians, appropriate team members, and behavioral health service providers.[5]

The Superintendent or designee shall develop administrative regulations providing recommended guidelines for responding to a suicide threat.

METHODS OF RESPONSE TO SUICIDE ATTEMPT OR SUICIDE DEATH[\[1\]](#)

The District crisis response/intervention team shall coordinate with first responders, District behavioral health staff and/or community behavioral health resources in response to a suicide attempt or suicide. Team members shall include designated administrators, school counselors, school nurse, school psychologist, social worker, School Resource Officers, members of the Student Assistance Program Team, and others as designated by the District such as community behavioral health agency resources.

Response to Suicide Attempt

Methods of response to a suicide attempt utilized by the District include, but are not limited to:

1. Acting in accordance with professional development and crisis response training including, but not limited to:
 - a. The rendering of first aid until professional medical services and/or transportation can be received.
 - b. Supervision of the student and movement of all other students out of the immediate area.
2. Coordinating with the threat assessment team to document or follow up on the threat assessment process, in accordance with Board policy, where applicable.[5]
3. Notifying students, employees and parents/guardians.
4. Working with families.
5. Responding appropriately to the media.
6. Collaborating with community providers.

The Superintendent or designee shall develop administrative regulations with recommended guidelines for responding to a suicide attempt on school grounds or during a school-sponsored event.

Re-Entry Procedures

A student's excusal from school attendance after a behavioral health crisis and the student's return to school shall be consistent with state and federal laws and regulations and in accordance with Board policy.[3][18][19][20][22][23]

Prior to a student returning to school after a behavioral health crisis, a District-employed behavioral health professional, member of the threat assessment team, the building principal or designee shall meet with the parents/guardians of the student and, if appropriate, meet with the student to discuss the student's return to school and to create an individual re-entry plan. A student's re-entry to school should not be unnecessarily delayed.[5]

When authorized by the student's parent/guardian, the designated District employee shall coordinate with the appropriate outside behavioral service providers, request release of information and written documentation from the treating facility and encourage their involvement in the re-entry process.

A school behavioral health professional shall periodically check in with the student and monitor the student's re-entry plan, which may include strategies and supports to facilitate the student's progress and transition back into the school community, including referrals to other school-based teams or programs (e.g. Student Assistance Program).

The designated District employee will periodically check in, as needed, with the student to monitor the student's progress, facilitate the transition back into the school community and address any concerns.

Re-entry of a student with a disability requires coordination with the appropriate team to address the student's needs in accordance with applicable law, regulations and Board policy.[3][18][19][20][21]

Response to Suicide (Postvention)

Upon confirmation of a suicide death, the District shall immediately implement established postvention procedures which shall include methods for informing the school community; identifying and monitoring at risk youth; and providing resources and supports for students, staff and families. The District will review any requests for memorials in accordance with District procedures.

The Superintendent or designee shall develop administrative regulations with recommended guidelines for responding to a suicide death.

REPORT PROCEDURES[\[1\]](#)

Effective documentation assists in preserving the safety of the student and ensuring communication among school staff, parents/guardians and behavioral health service providers.

When a District employee takes notes on any conversations or situations involving or relating to an at risk student, the notes should contain only factual or directly observed information, not opinions or hearsay.

As stated in this policy, District employees shall be responsible for effective documentation of incidents involving suicide prevention, intervention and response, in accordance with applicable laws, regulations, and Board policy.[\[5\]](#)

Reports and information shall be maintained confidentially and made available to appropriate District staff in accordance with applicable laws, regulations and Board policy.[\[5\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[24\]](#)[\[25\]](#)

SUICIDE AWARENESS AND PREVENTION RESOURCES[\[1\]](#)

Crisis Resources:

- National Suicide & Crisis Lifeline: 988 or visit <http://988lifeline.org>

- National Suicide Prevention Lifeline: **1-800-273-TALK (8255)** or visit <http://www.suicidepreventionlifeline.org/>
- Crisis Text Line: **TEXT 741741** or visit <http://www.crisistextline.org/>

National:

- [Centers for Disease Control and Prevention – Risk and Protective Factors](#)
- [Suicide Prevention Resource Center – Risk and Protective Factors](#)
- [Substance Abuse and Mental Health Services Administration \(SAMHSA\) Preventing Suicide: A Toolkit for High Schools](#)
- Suicide Prevention Resource Center - [Safe and Effective Messaging for Suicide Prevention](#)
- Suicide Prevention Resource Center - [After a Suicide Toolkit](#)
- [Recommendations for Reporting on Suicide](#)

Pennsylvania:

- [List of Crisis Intervention contact information by county](#)
- [List of County CASSP and Children’s Behavioral Health Contact Persons](#)
- [County Task Force Resources:](#) By county, available contact information is provided for crisis, the Suicide Prevention Task Force, local chapter of AFSP, and other local mental health/suicide prevention resources

National and State Organizations

National:

- American Association of Suicidology (AAS): <http://www.suicidology.org/>
- American Foundation for Suicide Prevention (AFSP): <https://www.afsp.org/>
- Suicide Prevention Resource Center (SPRC): <http://www.sprc.org/>

Pennsylvania:

- Prevent Suicide PA: <http://www.preventsuicidepa.org/>
- Jana Marie Foundation: <http://www.janamariefoundation.org/>
- Aavidum: <https://aavidum.org>

- Services for Teens at Risk (STAR-Center)
<https://www.starcenter.pitt.edu/STAR-Center-Home/1/Default.aspx>
- Pennsylvania Department of Education www.education.state.pa.us
- [Suicide Prevention Task Forces](#) - groups of dedicated individuals that are committed to reducing the number of suicides and offering support to those who have been touched by suicide within their communities/counties in Pennsylvania.
- [List of Crisis Intervention contact information by county](#)-<https://www.education.pa.gov/Schools/safeschools/MentalHealth/Pages/CrisisContacts.aspx>
- [List of County CASSP and Children's Behavioral Health Contact Persons](#)-<https://www.dhs.pa.gov/Services/Mental-Health-In-PA/Documents/CASSP/CASSP%20Coordinators%206.22.21.pdf>
- [STAR Center's Postvention Manual](#)-https://www.starcenter.pitt.edu/sites/default/files/star-center_postvention_manual_5th_edition_final_-_2.26.2021.pdf

SCHOOL BUSES

Questions concerning transportation should be directed to CMD Services, Inc. at 610-323-5020. Parents wishing to make temporary alternate bus provisions for emergency situations must contact CMD and the school building 48 hours in advance of the change.

RECORDING DEVICES

Some district school buses are equipped with video recording devices.

BUS EVACUATION DRILLS

Such emergency drills are required twice per year and must be conducted during fall and the spring.

BUS BEHAVIOR

General Rules

1. A seating chart will be created each year. The school and/or bus driver may change a student's assigned seat due to inappropriate behavior.
2. The bus driver is in charge of all students assigned to his/her bus.
3. Parents shall be held responsible for any damage to buses by students.
4. Students shall not transfer from one bus to another.
5. No student may eat, chew gum, drink, bring any type of radio, or smoke on any school district owned or contracted vehicle.
6. Foul language or disrespect to bus drivers will not be tolerated.
7. Students shall not put any part of their body outside the windows or throw objects in or out of the bus.

8. While a child is suspended from the bus, the parents are responsible to provide transportation until the suspension has ended. Failure to attend school due to a bus suspension will be coded as an unlawful absence.

9. Parents are not permitted to board a school bus unless invited to accompany students on a field trip.

10. Electronic devices may be permitted for personal use on school buses with parent permission. PGSD and CMD Transportation are not responsible for any device on the bus: devices are the responsibility of the student. Students are expected to use headphones with all devices brought to school by a student or issued to a student under the provision of Board Policy 237.1. [1][3][4] Violations of this policy by a student shall result in disciplinary action and may result in confiscation of the device. [5][6]

Specific Rules for Busses

1. As per the Pottsgrove School District Discipline Code, misconduct such as unnecessary shouting, eating or drinking, opening windows against drivers' orders, arms or heads out of windows, using an unassigned bus stop, changing seats, moving around while the bus is in motion, not sitting appropriately in seat, profane language or similar offenses not permitted at our elementary schools and will result in disciplinary action, which may result in suspension of riding privileges and other possible disciplinary actions.

2. As per the Pottsgrove School District Code, misconduct such as disrespect to the bus driver, refusing to identify oneself to the bus driver, pushing, hitting, tripping, fighting, smoking, damaging the bus, throwing objects in the bus, throwing objects out of the window, opening exit doors, or similar offenses not permitted at our elementary schools may result in the following disciplinary action. These offenses may be dealt with in the following manner:

First Offense: Parent Notification, Possible School Response (ISS, loss of privileges, administrative conference), reteaching bus expectations.

Second Offense: Possible suspension of riding privileges, Possible School Response (ISS, loss of privileges i.e. recess), reteaching bus expectations.

Third Offense: Suspension of riding privileges, Possible School Response (ISS, OSS, loss of privileges).

3. Hitting or pushing the bus driver; throwing objects at the bus driver when he or she is on or off the bus, or when the bus is in motion; or similar offenses deemed by the principal may result in immediate removal of riding privileges.

4. Drivers have been instructed not to release Kindergarten and 1st Grade students during afternoon dismissal unless an adult is present.

FIELD TRIPS

As a part of the educational program of the school children may be taken on field trips requiring bus transportation. Such trips are made only with the parent's consent. The district requires that students have an up-to-date emergency form on file prior to any field trip. When these trips are being planned, permission slips will be sent home to be signed by the parent. All field trips are supervised by regular classroom teachers who are assisted by volunteer parents. Students on field trips remain under the supervision and authority of the Board and are subject to its rules and regulations.

Students are expected to travel to and from the field trip with the teacher leading the trip. Students are not permitted to leave the field trip on their own without parental permission. Teachers must never send a student home alone, even for disciplinary reasons without parental permission. Parents/Guardians desiring to take their children home before a field trip concludes, must submit a note to the teacher about such arrangements in advance of the trip. The Board assumes no liability for students who are, for any reason, transported by parents/guardians in private cars.

Where a student having a disability, having a medical condition or requiring the administration of medication will be participating in a field trip, an appropriate School District staff member, the school nurse, health room assistant and/or designee should accompany such a field trip if the School District determines that there is a sufficient medical need. Such a determination should be made in consultation with the school nurse, classroom teacher, any applicable supervisor, and the school principal.

The ratio of accompanying guests/parents/guardians will be determined by the building principal and the field trip venue and these guests will be subject to the itinerary and guidelines established for the field trip in which they are participating. Current Act 34 and Act 151 clearances submitted to the school principal for any person acting as a chaperone on any trip.

FIRE/SAFETY DRILLS

According to the Pennsylvania School Laws, each school is required to hold at least one fire drill each month. The Pottsgrove School District conforms with this regulation. This may also include other drills required for the safety of all students that

can include but is not limited to the following: weather drills, earthquake drills, lockdown drills, lockout drills and evacuation drills.

HEALTH SERVICES

Pennsylvania school law requires all pupils to receive an annual height, weight and body mass index (BMI) measurement, an annual vision and hearing screening in grades K, 1, 2, and 3. Parents are notified of a pupil's failure to pass these screening tests and are requested to have diagnostic examinations made.

Medical examinations are required in kindergarten or upon entry to school. Dental examinations are required in kindergarten or upon original entry to school and in 3rd grade. Pupils are encouraged to have their family doctor/dentist perform the examination to promote continuity of medical care. Official forms are distributed to pupils at kindergarten registration so there is adequate time to schedule medical and dental appointments.

Pupils transferred from other school districts shall have medical and dental examinations regardless of grade if an adequate health record is not received from the previous school.

A school doctor or dentist will examine all children for whom no official card is received and will recommend dental or medical services when necessary.

The need for Tuberculin tests shall be determined by the result of the TB Risk Assessment Questionnaire.

Accidents and Illness

Injuries occurring on the way to school or at the school will be treated in the health room. The school cannot assume the responsibility of treating injuries that did not occur at school. Pupils who are ill at home should not attend school because they cannot maintain their usual standard of class work and present the possibility of spreading illness to others. Those who wish to see the nurse are to obtain permission from their classroom teacher instead of going to the health room between classes. Students are not to call their parents to pick them up if they have not been assessed by the school nurse. The nurse's schedule will be made known to the students.

If your child has symptoms of illness such as those listed below, please keep him or her at home so your child can recover and so that other children do not become infected.

Sore throat	Nausea or vomiting	Enlarged glands
Diarrhea	Chills	Coughing
Skin Rash	Inflamed or discharging eyes	
Earache	Fever above 99.6 F	

When your child returns to school, complete the excuse card furnished by the teacher and return it to school at once. If there is evidence of prolonged or frequent absence, the school may require physician's documentation of the need for absence.

Contagious Disease

A student may be excluded from school by the nurse for having symptoms of a contagious/infectious disease and advised to see his/her doctor. Temporary Exclusion Forms will be given to the student and the parent/guardian notified that a physician must complete and sign the form for the student to be readmitted to school. Upon returning to school the student needs to be rechecked by the nurse and return the completed and signed Temporary Exclusion Form to the nurse. If the physician finds that the student is not afflicted with a contagious disease, the completed and signed Temporary Exclusion Form must still be returned to the nurse upon returning to school.

Students with symptoms of the following conditions will be temporarily excluded as indicated above.

Ring Worm

Signs of infections:

1. It starts as a red scaly spot which becomes circular as it increases in size.
2. Itching at the site.

Scabies

Signs of infection:

1. Rash on the inside of fingers, wrists, abdomen.
2. Extreme itching, most severe at night.

Impetigo

Signs of infection:

1. Small red, pinpoint spots which soon become blisters containing pus.
2. Itching which causes scratching (which in turn spreads the infection.)

Pediculosis (head lice)

Signs of infection:

1. Itching, often causing lesions on the scalp.
2. Multiply rapidly.
3. Nits (eggs) on strands of hair.

Procedure to have your child re-enter school:

1. Child must be both louse and nit free in order to return to school.
2. Pupils returning after exclusion from school must be examined by the school nurse before re-entering the classroom.

Immunization Regulations

The Commonwealth of Pennsylvania school immunization law requires all school children in grades Kindergarten through grade 12 to be immunized before attending school. Students in Kindergarten through 6th grade are required to have the following:

- 4 doses of tetanus, diphtheria and acellular pertussis vaccine (one dose must be given on or after the 4th birthday)
- 4 doses of polio vaccine (a 4th dose is not necessary if the 3rd dose was administered at age 4 years or older and at least 6 months after the previous dose)
- 2 doses of measles, mumps & rubella (usually given as MMR)
- 3 doses of hepatitis B
- 2 doses of varicella (chicken pox) or evidence of immunity

Students may be admitted to school if evidence of at least 1 dose of each vaccine (tetanus, diphtheria, acellular pertussis, polio, measles, mumps, rubella, hepatitis B, and varicella) has been given to the school. The state regulations no longer allow for students with incomplete immunizations to be enrolled in school provisionally. Therefore, on the first day of school your child must have the medically appropriate vaccines or a signed medical plan to complete those vaccines or risk exclusion from school. It is your responsibility to notify us in writing when the immunizations have been completed.

A signed statement regarding religious, moral or medical reasons is the only exception to the immunization requirements.

Pupils who transfer from one school to another must obtain a copy of the Certificate of Immunization from the school nurse and present it to the new school to ensure admission to classes.

Medication Procedures

When it is necessary for a student to receive ANY medication at school, the responsibility of parents will be to do the following:

1. Complete the form "Authorization for School Medication Administration" which includes both parent/guardian and physician signatures.

2. A parent/guardian should hand deliver the medication to the school nurse in a labeled prescription bottle and/or original over-the counter container. (Upon request, most pharmacists will provide two labeled bottles so that one can be brought to school.) If this is not possible, the labeled prescription bottle and/or the over counter container should be delivered to the nurse in a sealed, labeled envelope.

3. Parent/guardian should maintain an adequate supply of unexpired medication in the nurse's office throughout the school year.

4. Notify the school nurse in writing with a physician's note and your written instructions if the medication is to be changed or discontinued.

5. Provide the school with a written list of all medication currently being taken by the child.

6. Students may **ONLY** carry medications under the following conditions.

- a. Medication is needed to treat life threatening illnesses or conditions such as asthma or severe allergic reactions.
- b. It is deemed necessary by the physician.
- c. Physician, parent/guardian and nurse concur that the student is responsible to carry medication.

All other medication will be secured in the nurse's office and administered to the students there.

Field Trips

From time to time, field trips are scheduled to enhance the curriculum and students will travel to a location away from the school. The school nurse does not accompany each small group field trip. Therefore, if your son or daughter has special health care needs that warrant the care and attention of the school nurse, you should consult with the nurse and teacher regarding your child's needs during a field trip. An individual plan for managing your child's health care needs on a field trip will be determined.

School Nurse

The school nurse is the health counselor in each building. The nurse helps with dental and medical examinations, conducts screening tests and counsels with parents in the prevention and correction of defects. The nurse is watchful for signs of communicable diseases and illnesses that may occur during the school day. The nurse is also responsible for administering first-aid and medications when necessary. The nurse does not make a diagnosis and does not prescribe treatment; instead, the nurse guides the parents toward the community resources available for proper medical attention. Parents should make it a point to know the school nurse and discuss the child's physical adjustment to the school.

LOST AND FOUND

Each of the elementary schools has a system for handling lost and found articles. All valuable articles lost or found should be reported or taken to the school office or designated lost and found area. (*Special Note: All articles of clothing, books, school bags, lunches, etc., should be marked clearly with the child's name and grade.*) Unclaimed items will be donated to a local charity after June 30 of each year.

BREAKFAST AND LUNCH PROGRAM

Cafeteria facilities are available to all Pottsgrove schools. Our Food Service contractor is The Nutrition Group. Complete hot breakfasts, including milk, are served at a cost of \$1.70. Complete hot lunches, including milk, are served at a cost of \$2.70. Children who carry their own lunches to school may purchase milk to supplement what they bring from home at a cost of \$.60 per half pint of white or chocolate. The Pottsgrove School District has a computerized debit system. This system will benefit you, your child, and the district in the following ways:

- Assures parents that money given to the student is used for a food purchase.
- Eliminates the need for students to carry cash on a daily basis.
- Increases the speed of the serving lines (once the staff and students complete the learning phase), and gives students more time to eat and enjoy their lunch break.
- To access the system, go to the following site:

<https://www.myschoolbucks.com/ver2/login/getmain?requestAction=home>

Each student will have a PIN (personal identification number). When a student enters his or her PIN into the pin pad on the lunch line, their information including their picture appears on the screen for the cashier to view. The picture will prevent another student from using your account. The cost of the food purchase will automatically be deducted from the account without the need of cash. When there is a low balance threshold a memo will be given to students reminding them that the account needs to be replenished. All students will have an established debit account, although you will not be required to make advanced payments because the system will still have the ability to act as a cash register and can accept cash payments on a daily basis.

Please note that this system is very confidential. Every student will be required to enter his or her PIN regardless of meal status, thus insuring your child's privacy. Also, all students will be required to enter their PIN whether they are paying cash or have money on account. In addition, dietary restrictions can be entered into the system, which will be displayed when the student's PIN is entered.

There is no limit on the amount of money that can be deposited into a debit account. For safety purposes, we recommend that advanced payments be made with a check payable to "Pottsgrove School District Cafeteria Fund." We also recommend a minimum payment to cover two weeks of meal purchases. Students that receive free lunch will just need to key in their pin number at the register. If your child wants to purchase breakfast the cost is \$1.70 a day. The reduced students pay \$.40 cents per day. You may write one check to include both meals.

When making a payment, please put the student's name, PIN number, teacher and grade on the envelope. If you have any questions, please contact Erica Hurtt at the food service office at 610-326-8243 x 2228.

A federal program of cost-free lunches is available to children in need of the service. All elementary schools will receive an application form for the Federal Free Lunch Program. If you feel you are eligible as indicated by the guidelines, you are to complete the form and return it to your building office **each year by October 1st.**

**Students are not permitted to share food items due to health issues.
Students are not permitted to borrow or lend money to one another.**

PUBLIC NOTIFICATION OF SCREENING/EVALUATION SERVICES

The Pottsgrove School District operates, or has available, special education programs for all students who require special education services. These programs are available to those students who meet the eligibility requirements as purposed by the Special Education Standards in Pennsylvania. These programs address student needs in the following areas: Learning Support, Emotional Support, Physical Support, Life Skills Support, Gifted Support, Autistic Support and Speech and Language Support. Other programs are also available to students such as: Services for Hearing and Vision Support Services, Early Intervention programs and programs for other health impairments.

To assist/identify children who have academic/behavioral/physical needs, each building in the Pottsgrove School District operates programs for instructional support. The Instructional Support Team may be composed of the following professional educators from each building: principal, counselor, reading specialist, nurse, school psychologist, classroom teachers, speech/language clinicians and the Supervisor of Special Education or the Director of Pupil Services; as well as the input of the parent. Parent participation in this process is highly recommended. It is the responsibility of the team to identify the student's need by using screening assessment devices and using those results to discuss strategies to assist the child within the regular education environment. Parents and students have a right to be notified and informed

Speech, Vision, and Hearing Support Services

Children who demonstrate speech and language difficulties that interfere with their academic performance and/or their social development receive specially designed instruction.

Special Education

Programs for students who have a disability or are gifted are available for elementary students. A full range of educational services are available, depending on an individual child's educational needs. The Pottsgrove School District adheres to relevant federal and state laws regarding the identification and placement of children who are thought to have a disability or are gifted.

Gifted Screening

As part of determining eligibility for the Gifted Support Program, a comprehensive screening process is completed. The screening process includes the following steps: Administration of the Otis Lennon Tests of Gifted Abilities Cognitive Screener, achievement assessments, parent input and teacher input. Students may be referred for a comprehensive evaluation to determine eligibility for the gifted support program based on the results of the screening.

504 Service Agreement

There are times when a student may need additional support during the school day but they do not qualify for an IEP. In these cases, students may be eligible for what is referred to as a 504 plan. A 504 plan can provide accommodations for students within the scope of the regular education program.

In accordance with Section 504, you are notified of the following:

1. Definition of Protected Handicapped Student: Protected handicapped student are students who:

- a. Are of school age;
- b. Have a physical or mental disability which limits or prohibits access to an aspect of his or her school program; and
- c. Are not eligible for special education services.

2. Non-discrimination Policy: It is the express policy of the Pottsgrove School District that there will not be any form of discrimination against students who have been properly labeled as protected handicapped students.

3. Responsibilities: The District has the responsibility to provide specific aids, services, or accommodations to students identified as protected handicapped students. The implementation of these responsibilities is spelled out in the District Policy/Procedure.

4. Right to obtain full copies of policy: You have the right to obtain a full copy of the written District Policy/Procedure adopted by this institution in compliance with Section 504 and the regulations. A copy may be obtained in person or by mail from Director of Pupil Services, Pottsgrove School District, 1301 Kauffman Road, Pottstown, PA 19464 (610-327-2277).

CHILD CUSTODY DOCUMENTATION AND CHANGES

The Pottsgrove School District is sensitive to the fact that a variety of family arrangements exist within the school population and that specific custody arrangements exist for some students. With this in mind, the school would like to alert all families of the following:

1. Copies of all legal documentation regarding the custodial arrangement of any student must be given to the school office to be placed in the child's permanent record file.
2. Non-custodial parents sharing legal rights desiring school information for their child should contact the principal regarding their particular situation and possible arrangements.

Please be aware that without a court order on file, the school must release a child to either parent. For the safety of the child, it is extremely important that the school be notified immediately if any change in the family situation occurs.

PARENT-TEACHER ASSOCIATION (PTA)

Parent-Teacher Associations are active in each elementary school. Parent volunteers are always welcome. Please contact your school or check the district web site (www.pgisd.org) for meeting times and other information.

PICTURES

Pictures are taken of all students twice each year. The purpose of the photograph is for the student's permanent record file and yearbooks. Parents wishing to have a pictorial record of their children may purchase photographs from the photography company.

REPORTING STUDENT PROGRESS

Parent Teacher Conferences

November 25, 2024 & November 26, 2024

Elementary Trimesters

End of 1st Trimester

November 15, 2024

(Grades due by end of day on Dec. 2, 2024. Teachers review report cards Dec. 3rd-5th)

Trimester I Report Cards Issued

December 6, 2024

End of 2nd Trimester

February 28, 2025

(Grades due by end of day on Mar 3, 2025. Teachers review report cards Mar 4th-6th)

Trimester II Report Cards Issued

March 7, 2025

End of 3rd Trimester

June 4, 2025

(Grades due by end of day on May 30, 2025. Teacher review report cards June 2-3rd)

Trimester III Report Card Issued

June 4, 2025

SCHOOL PROCEDURES: WHAT PARENTS SHOULD KNOW

- 1 Textbooks-** These are provided by the School District without charge. They remain the property of the schools and pupils are expected to give them reasonable care. Payment must be made for any school property destroyed and for any books mistreated. Charges will be determined by the principal or his/her designee.
- 2. School Supplies:** The district supplies many items for the students at no charge. There may be some items that individual teachers ask for their specific classroom. It is recommended that all students have a sturdy backpack to transport materials to and from school and a pair of headphones/earbuds for use at school. All materials should have the student's name clearly marked.
- 3. BIRTHDAY PARTY INVITATIONS –** Children often enjoy inviting their friends and classmates to their birthday parties. Teachers are not responsible for distributing invitations on behalf of students or parents. Many teachers provide their own guidelines on how this is handled in individual classrooms. It is preferred that invitations be distributed outside of the school environment.
- 4. DISMISSAL OF STUDENTS –** With the exception of students identified as walkers, all students are assigned to a school bus in the Pottsgrove School District. We recognize the need for changes in dismissal for students based on appointments, emergencies, etc. If your child is going home in a manner that is different from their regular day-to-day routine, parents must notify the school of

that change by 1:00 PM. Parents should notify the main office and not rely on the teacher to the message in a timely manner. Teachers do not often have the opportunity to check their email during the day when they are instructing students so a message may not be received. If we are not notified prior to 1:00 PM we cannot guarantee that a student will not be sent home via their regular way. The office at school is very busy at the end of the day it is very difficult to get last-minute messages to the necessary parties in a timely manner. We do understand that emergencies do occur and, in those cases, we will make every effort to reach the student. Parents that pick their children up from school are required to follow the building procedures for dismissal.

5. **EARLY DISMISSAL OF STUDENTS** - Please do not ask to have a child dismissed early except for an emergency. Appointment with a doctor or dentist will be honored, but parents SHOULD attempt to secure these during out of school hours. Pupils MAY NOT be dismissed to attend high school games, shopping trips, etc. Only those individuals authorized via the student emergency card or have permission from parents are permitted to pick students up from school. ID must be presented before a child will be released.

6. **ELECTRONIC DEVICES** – Electronic device shall include all devices, whether personally owned or district issued that can take photographs; record audio or video data; store, transmit or receive messages or images; or provide a wireless connection to the Internet. Examples of these electronic devices include, but shall not be limited to, radios, Walkman, CD players, iPods and other MP3 devices, iPads and other tablets, PC devices, DVD players, handheld game consoles, global positioning system (GPS) devices, personal digital assistants (PDAs), cellular telephones including smartphones such as Blackberry, iPhone and Android, netbook and laptop computers as well as any new technology developed with similar capabilities. Electronic devices are permitted for use during the school day for approved educational purposes and/or in approved locations only. The Board expressly prohibits use of electronic devices in locker rooms, bathrooms, health suites, and other changing areas. [1][2] The Board prohibits possession of laser pointers and attachments and telephone paging devices/beepers by students in District buildings; on District property; on District buses and other vehicles provided by the district; and at school-sponsored activities. [2] The District shall not be liable for the loss, damage or misuse of any electronic device brought to school by a student or issued to a student under the provision of Board Policy 237.1. [1][3][4] Violations of this policy by a student shall result in disciplinary action and may result in confiscation of the device. [5][6]

7. **EMERGENCY AUTHORIZATION** - Each school has specific plans to accommodate students should there be an emergency in the immediate area. Documents will be sent home during the first week of school. Please be prompt in returning this information to the school. Any parent or guardian taking a child from school prior to dismissal time must report to the school office and wait for the child at the office. Students must be signed out according to the school procedure. Please send a note, not a phone message, indicating plans to remove your child from school prior to dismissal.

8. **MOTORIZED VEHICLES** - All motorized vehicles (*Go-carts, Hoverboards, mini-bikes, etc.*) are prohibited from being operated on the school grounds at any time. The designated parking area must be used during any recreation event. CARS ARE NOT TO BE PARKED ON THE LAWNS OR ON THE BALL FIELDS unless you are directed to do so by school staff.

9. **OFFICE HOURS** School offices are open daily from 8:00 A.M. to 4:30 P.M. when the students are in session. Summer hours are 8:00 AM-4:00 PM and buildings are closed on Fridays.

10. **PHYSICAL EDUCATION** - Physical Education is a state-mandated curriculum and consequently, attendance is required. If you should prefer your child to be excused from physical education class, you may do so by sending a note to the physical education teacher on the day in question. **NOTE:** Parental requests will be honored for one day only. Excusal from physical education class for a period in excess of one day must be requested in writing by a physician. Students are required to wear an appropriate shoe to physical education class. Appropriate shoes are either sneakers or shoes with rubber soles. Boots, flip-flops, slides or heels are not allowed.

11. **RECESS** - All children receive a 30-minute recess every day. When the weather is satisfactory a note must be presented daily for children to stay indoors during their play period. This request will be honored for one day only. If you feel that it is necessary for your child to remain indoors for more than one day, then a doctor's note must accompany your request. During inclement weather, pupils will remain indoors. ALL RECESSES ARE SUPERVISED BY QUALIFIED ADULTS. During inclement weather, children will be kept indoors for weather. It is the principal's discretion to determine how recess will be handled on a daily basis. Playground conditions may also vary from school to school which may impact the decision on whether recess will be indoors or outdoors. Our goal is always to have the children play outside as long as it is safe for them to do so. During times

of extreme temperature, we use the following guidelines: Cold – If the temperature or wind chill is above 20 degrees we go outside for recess. If the temperature or wind chill is below 20 degrees, we remain inside. Hot: If the air temperature or heat index is 95 degrees or higher the children will either go out for 15 minutes and have the remaining 15 minutes of recess indoors or the children will remain indoors for the entire 30-minute recess.

12. SCHOOL VISITATION - ALL VISITORS TO THE SCHOOL MUST FIRST REPORT TO THE OFFICE UPON ENTERING THE BUILDING, PRESENT A VALID DRIVER'S LICENSE, AND SECURE A "VISITOR'S PASS." This pass must be visible at all times while the individual is in the building.

13. TOYS – In order to provide and maintain a safe and orderly learning environment, students should not bring toys from home to school. The school recognizes that children may come to school either from a babysitter or in situations of shared custody from the home of one parent or another. The school also recognizes that in these cases, students may be transporting toys back and forth from these locations. We encourage families to make other arrangements for toys so that they are not brought into the school. Toys are a distraction for students and can be lost or taken by others. The school is not responsible for any toys brought into the school by students, this includes items such as Pokemon Cards and electronic devices. Teachers may allow children to bring toys in for special days in the classroom, in these cases parents will be notified in advance and the school is not responsible for any items that parents send in from home. **ANY TOY THAT IS A REPLICA OF ANY TYPE OF WEAPON IS STRICTLY FORBIDDEN ON SCHOOL GROUNDS.** (This includes but is not limited to water guns, plastic swords, plastic knives, nerf guns, light sabers, etc.)

SCHOOL PROBLEM: WHAT PARENTS SHOULD DO

It is recommended that all parents and guardians develop positive relationships with teachers, bus drivers, and other school personnel at the beginning of the school year. If there are concerns regarding your son or daughter in the classroom or on the bus, it is always best to start with the teacher or bus driver to discuss the matter and determine a resolution. If that cannot be done, then parents are advised to contact the building principal to discuss the matter further. Other concerns can also be addressed with the school counselor or nurse depending on the nature of the concern.

Pottsgrove School District

ELEMENTARY HOMEWORK GUIDELINES FOR PARENTS

Why is homework important?

Homework can be considered a bridge that connects the parents to the school. From the teacher's perspective, homework provides opportunities to monitor a student's independent progress. For parents, homework provides opportunities to model positive attitudes towards schoolwork while learning more about their child's education. Most importantly, students benefit from homework. Homework promotes responsibility and good study habits while reinforcing lessons that have been learned in class.

How often will my child have homework?

During a typical school week, your child will be assigned written homework Monday through Thursday. In most cases, written homework will not be assigned on Fridays. Homework may be reduced on certain nights based on classroom or school events. Students are encouraged to read each evening.

How much time should I spend on homework with my child

Many districts follow the guideline of 10 minutes per grade level. This is a good rule of thumb and can be modified for specific students or subjects that need more or less time for assignments.

What is my role in my child's homework?

Parents play an essential role in their child's education. By taking a few simple steps at home, parents can help their child enjoy school even more by improving his or her study and homework habits. Make the most out of your child's homework by reviewing the various roles below.

Teacher's Role	Student's Role	<i>Parent's Role</i>
<ul style="list-style-type: none"> Provide homework that is a review and reinforcement of previously learned skills. Respond to student and parent questions and concerns about homework. Honor the time guidelines for homework. Use homework only to reflect a child's <u>work habits</u> on a trimester report card. 	<ul style="list-style-type: none"> • Write down homework assignments. • Bring needed materials home. • Complete assigned homework. • Ask an adult at home if help is needed. • Circle difficult items. • Put a star next to the easy items. 	<ul style="list-style-type: none"> • Provide your child with a quiet work environment. • Provide your child with the necessary supplies (pencils, erasers, etc.). • Help your child get started on the homework. • Be available to assist during homework completion. • Check that all homework is completed correctly.

GENERAL HOMEWORK TIPS FOR PARENTS

U.S. Dept of Education

Make sure your child has a quiet, well-lit place to do homework. Avoid having your child do homework with the television on or in places with other distractions, such as people coming and going.

Make sure the materials your child needs, such as paper, pencils and a dictionary, are available. Ask your child if special materials will be needed for some projects and get them in advance.

Help your child with time management. Establish a set time each day for doing homework. Don't let your child leave homework until just before bedtime. Think about using a weekend morning or afternoon for working on big projects, especially if the project involves getting together with classmates.

Be positive about homework. Tell your child how important school is. The attitude you express about homework will be the attitude your child acquires.

When your child does homework, you do homework. Show your child that the skills they are learning are related to things you do as an adult. If your child is reading, you read too. If your child is doing math, balance your checkbook.

When your child asks for help, provide guidance, not answers. Giving answers means your child will not learn the material. Too much help teaches your child that when the going gets rough, someone will do the work for him or her.

When the teacher asks that you play a role in homework, do it. Cooperate with the teacher. It shows your child that the school and home are a team. Follow the directions given by the teacher.

If homework is meant to be done by your child alone, stay away. Too much parent involvement can prevent homework from having some positive effects. Homework is a great way for kids to develop independent, lifelong learning skills.

Stay informed. Talk with your child's teacher. Make sure you know the purpose of homework and what your child's class rules are.

Help your child figure out what is hard homework and what is easy homework. Have your child do the hard work first. This will mean he will be most alert when facing the biggest challenges. Easy material will seem to go fast when fatigue begins to set in.

Watch your child for signs of failure and frustration. Let your child take a short break if she is having trouble keeping her mind on an assignment.

Reward progress in homework. If your child has been successful in homework completion and is working hard, celebrate that success with a special event (e.g., pizza, a walk, a trip to the park) to reinforce the positive effort.

*This tip sheet is from the U.S. Department of Education publication *Homework Tip for Parents*.*

*These tips and others can be
at www2.ed.gov/parents/academic/involve/homework/index.html*

**POTTSGROVE SCHOOL DISTRICT
REQUEST FOR EDUCATIONAL LEAVE**

THIS REQUEST IS TO BE SUBMITTED AT LEAST ONE WEEK PRIOR TO SCHEDULED TRIP.
(NO EDUCATIONAL TRIP REQUESTS WILL BE HONORED DURING PSSA TESTING PERIODS
FOR STUDENTS IN GRADES WHERE THE PSSA TESTS ARE ADMINISTERED.)

Date Submitted: _____

Name of Student: _____ Grade: _____

Teacher: _____ Dates of Planned Absence: _____

Destination of tour or trip: _____

Reasons tour or trip should be considered educational: _____

Name of Parent/Guardian accompanying student: _____

Signature of Parent/Guardian: _____ Date: _____

Address: _____ Phone: _____

Please be aware of the following in reference to School Board Policy 204.1:

1. The tour or trip must be of no expense to the School District.
2. The student participant will be subject to direction and supervision by an adult acceptable to the District.
3. In order for the tour or trip to be considered as "excused" the student must, upon return, provide proof satisfactory to the principal that s/he has accomplished that schoolwork assigned to him/her for accomplishment during the period of the trip. Failure to produce this evidence of satisfactory progress will result in the days away from school being counted as unexcused and may affect the student's final grade.
4. Upon returning to school, the student shall have the same number of days to make up work missed as was the length of the trip, unless otherwise determined by the principal.
5. **There shall be a five (5) day limit for the use of this policy during any school year. Days beyond the five-day limit will be counted as unexcused days.**
6. Tours and trips for educational purposes not sponsored by the school shall not be granted during the first week and last week of school.
7. Final approval to excuse students for tours and trips for educational purposes must come from the Superintendent.
8. Permission may be denied in those instances where there are chronic attendance problems and/or academic deficiencies.

PRINCIPAL'S RECOMMENDATION:

Approved: _____ Not Approved: _____ Reason: _____

Principal Signature: _____ Date: _____

Ref: Board Policy 204.1

Revised: 02/01/2012

**POTTSGROVE SCHOOL DISTRICT
AUTHORIZATION FOR MEDICATION ADMINISTRATION**

Child's Full Name: _____ Grade _____

Date of Birth: _____ Allergies: _____

PHYSICIAN REQUEST

NAME of Prescribed Medication: _____

REASON: _____ **DOSE:** _____

ROUTE: _____ **TIME TO BE GIVEN AT SCHOOL:** _____

SIDE EFFECTS: _____

MEDICATION IS TO BE ADMINISTERED AS FOLLOWS: (check if applicable)

1. _____ until completed. Last dose: _____
2. _____ entire school year. Daily: _____ PRN _____
3. _____ other _____
4. _____ **INHALERS ONLY** (*Student is able to carry and self-administer during entire school year*)
 _____ **INHALERS ONLY** (*Elementary student (K-5) may self-administer ONLY at extracurricular activities*)
5. _____ **Asthma Emergency Action Plan needed.** (Physician to provide)

PHYSICIAN SIGNATURE

PRINTED NAME

DATE

PHONE NUMBER

PARENT REQUEST

I, the parent of _____ request that the employees (nurse, principal or designee) of the Pottsgrove School District administer the above-named medication as prescribed by my child's physician. My signature on this document constitutes a complete waiver of liability claim in any and all respects against the Pottsgrove School District and its' Board of Directors and all its employees unless the district is negligent with regard to any claim for injury in connection with dispensation of the prescribed medication.

Additionally, I agree to provide the medication to the school in the original pharmacy *or manufacturer* labeled container. I also accept responsibility to provide a physician's note and my written instructions if the medication is to be changed or discontinued. I give permission for the school and physician to communicate regarding this medication/medical condition.

DATE

SIGNATURE OF PARENT/GUARDIAN

Please list all medication currently being taken by child:

Revised 06/08