

# **Elementary Student/Parent Handbook**

*Trinity East Elementary School*

*Trinity North Elementary School*

*Trinity South Elementary School*

*Trinity West Elementary School*



## **Trinity Area School District**

**School Year 2024–2025**

**[www.trinitypride.org](http://www.trinitypride.org)**

Electronic Version

Trinity Elementary School Student/Parent Handbook

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## **Trinity Area Elementary Schools**

Dear Families,

Welcome to our Elementary School! We are looking forward to an exciting and successful school year. We have prepared this Student/Parent Handbook so that we may bring about a better understanding between the school and our families. We ask for your cooperation so that we may provide your child with a rewarding and enriching educational experience. Please take time to read this handbook thoroughly with your child.

### **Vision Statement**

The long-standing tradition of pride and excellence in the Trinity Area School District is for each individual to have a purpose, respect for self and others, confidence in one's abilities to be critical thinkers, life-long learners, effective problem solvers, and communicators.

### **Mission Statement**

The Trinity Area School District, in partnership with the parents and the community, prepares students to reach their fullest potential and to become contributing members of society.

### **We Believe:**

- **Every student can learn.**
- **Every student is entitled to a safe and nurturing learning environment.**
- **Every student has value and is treated with dignity and respect.**
- **Every student's independence, creativity, and leadership are promoted.**
- **Every student is equipped to be technologically literate, responsible, and productive.**

On behalf of our faculty and staff, we would like to extend an invitation for you to visit our school, attend your child's programs, and become an active member of our Parent Organization and Volunteer Program. We are very happy to have you and your child with us at our Elementary School.

Sincerely,  
C.J. Chairge  
Sam Demian  
Pete Keruskin  
Courtney LeViere



TRINITY ELEMENTARY SCHOOLS  
STUDENT/PARENT HANDBOOK  
2024-2025

Dear Parents/Guardians;

The student/parent handbook is now offered as an electronic version and is available to you online at [www.trinitypride.org](http://www.trinitypride.org). If you are unable to view the handbook online, please feel free to have your child pick up a copy from the elementary school office.

Upon reviewing the handbook with your child, please return this page to your child's teacher.

Sincerely,

Dr. Sam Demian, North Principal  
Mrs. Courtney LeViere, East Principal  
Mr. Peter Kerskin, South Principal  
Mr. C.J. Chairge, West Principal

**PLEASE SIGN AND RETURN THIS PAGE TO YOUR CHILD'S TEACHER.**

I \_\_\_\_\_ have read the Student/Parent Handbook and discussed it with my parent(s)/guardian(s).

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Please use your student/parent handbook as a reference throughout the school year.



## **DISTRICT SWITCHBOARD - 724-223-2000**

### **ELEMENTARY PRINCIPALS**

Mrs. Courtney LeViere x4501  
*Trinity East Principal*

Dr. Sam Demian x2501  
*Trinity North Principal*

Mr. Peter Keruskin x3501  
*Trinity South Principal*

Mr. C.J. Chairge x1501  
*Trinity West Principal*

### **ELEMENTARY GUIDANCE COUNSELOR**

Mrs. Kayla Lemmon  
Trinity North x2504  
Trinity South x3131

Mrs. Lynn Gallagher  
Trinity East x4116  
Trinity West x1504

### **SCHOOL BOARD MEETINGS**



A Board meeting is held on the first and third Thursday of each month in the Board Room at Trinity Hall at **6:00 PM**. Agendas are available on the District's website the morning of the meeting.



## **ELEMENTARY SCHOOL HOURS**

**The following are the listed hours of school operation.**

<b>Building open for students</b>	<b>8:25 AM</b>
<b>Breakfast served</b>	<b>8:25 AM–8:45 AM</b>
<b>Students admitted to classrooms</b>	<b>8:25 AM</b>
<b>Students are tardy after</b>	<b>8:45 AM</b>
<b>Instructional day begins</b>	<b>8:50 AM</b>
<b>Student Dismissal Begins</b>	<b>3:20 PM</b>
<b>Building closes</b>	<b>4:00 PM</b>

Home room period begins at **8:45 AM**. Students are permitted into the specific, designated location in their building at **8:25 AM**. Adult supervision does not begin before **8:25 AM**. Please **DO NOT** bring your child to school before that time as they cannot be supervised, and their safety is of major concern.

On days with 2-hour delays, the building is open for students at **10:25 AM**. Due to the delay and children arriving just prior to lunch, there will be no lunchtime recess.

On days with 2-hour early dismissals, students will be dismissed at **1:20 PM**.

## **ELEMENTARY CURRICULUM**

The curriculum at the Trinity Elementary Schools is structured to meet the Pennsylvania Academic Standards as well as those of the Common Core. Students engage in a rigorous academic experience that is designed to expand skills, interests, and understanding of the subject matter. Students participate in experiences in Math, English Language Arts, Social Studies, Science, Library, Music, Physical Education, Art, and Technology. Students are afforded the opportunity to participate in performance music programs, including elementary band, chorus, and strings, that are offered in the intermediate grades.

### **Art Education**

The art program offers planned, sequential curriculum in design, drawing, printing, painting, printmaking, clay, crafts, and pottery. Students will be expected to: know and use the principles of art to create original work; demonstrate the ability to define objects, express emotions, illustrate and action, or relate an experience through the creation of artwork; explain the historical, cultural and social context of an individual work of art; analyze a work of art form to varying styles and genres and to the periods in which they were created; and to compare similar and contrasting important aspects of works in the arts based on a set of guidelines using a comprehensive vocabulary of critical response.

### **English Language Arts**

Elementary English Language Arts focuses on developing motivated, strategic, constructive, fluent and independent readers, writers and communicators. Classes emphasize continued development of oral language abilities and using reading and writing processes. Students read literature and informational text to demonstrate proficiency of word analysis, vocabulary, spelling and comprehension skills. Students express their thinking, both written and orally, to effectively communicate information for different purposes with many audiences.

At the elementary level, literacy instruction is delivered using The Daily Five model framework. The Daily Five is a way of organizing the practice of reading and writing so that every student is

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independently engaged in meaningful literacy tasks. During the first few weeks of school, the students learn the strategies and procedures for the Daily Five tasks:

- Read to Self
- Work on Writing
- Read to Someone
- Listen to Reading
- Word Work

In addition, students receive explicit whole group instruction of our core curriculum, followed by focused, intense small group and/or individual instruction based on areas of need. During this small group instruction, teachers demonstrate, model and guide reading using appropriately leveled texts, while reviewing and applying essential skills.

In the area of Writing, Kindergarten students are instructed using a program called Kid Writing. In Grades 1-3, students participate in Writer's Workshop. Each grade level has specific units of study tailored to meet developmental and curricular needs. Using strategies acquired from district resources such as Savvas myView reading and Four Square Writing, students write in a variety of genres as they learn about the steps of the writing process and develop mastery of the conventions of the English language. Students are also encouraged to apply their writing skills in all subject areas.

### **Library**

The mission of the library is to ensure that students and staff are lifelong readers and effective users of ideas and information. Children may obtain books from the library for research and for their reading pleasures. The library program provides children with experiences with all forms of literature and basic library skills. Children are instructed in forms of research including information retrieval. Additionally, all Trinity elementary libraries are equipped with LEGO Makerspaces, green screens, and NoRILLA mixed reality systems to extend learning in a hands-on way across the curriculum.

### **Mathematics**

The math program is designed for students to: make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make use of structure and to look for and express regularity in repeated reasoning. A major emphasis of the program is to help students become effective problem-solvers not just in the classroom, but also in their everyday lives. The Program is taught in K-3.

### **Music**

The music program comprises a balanced and sequential course of singing, playing instruments, listening to music, improvising or composing music and moving to music. Also included are learning experiences designed to develop the ability to read music, use the notation and terminology of music, analyze and describe music, make informed evaluations concerning, understanding and practicing music in relation to history and culture and to other disciplines in the curriculum.



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Students learn by actively participating in making music and in understanding the basic principles of music such as rhythm, melody, harmony, timbre/tone color, expression, form, vocal skills, instrumental skills, innovation, historical and cultural context, critical and aesthetic response..

### **Physical Education**

The physical education program encourages student involvement in various sports, and learning skills that may promote a physical lifestyle. Physical education places an emphasis on specific skills that are taught at significant developmental stages in a child's life. Growth and human development is emphasized with a focus on following societal rules of being a team player.

### **Science & Technology**

The science program includes concepts from three core ideas: These core ideas are Physical Science, Life Science and Earth Science. In grades K-2, these core ideas are integrated into the English Language Art program. In grade 3, core ideas are taught in a more formal manner in a science class according to PA STEELS Science standards. Students will experiment with robotics, using LEGO We Do and Little Bits modules throughout the year.

### **Science Kits**

Grade 3 – Chemical Tests

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### **Social Studies**

The social studies program focuses on the study of the skills and knowledge to be a good citizen. The curriculum utilizes nonfiction texts and historical fiction literature to promote the understanding of historical and current events. At the primary level, K-3, social studies is integrated within the English Language Arts program. Students learn how to read and understand nonfiction and historical fiction texts using social studies content.

### **Technology and Computer Science**

The technology and computer science program instructs keyboarding and various computer programs that are integrated into the completion of classroom learning activities. Technology is used as a tool to enhance and expand the learning that is occurring in the classroom. Students will use applications such as Scratch and code.org to learn and apply computer science and coding concepts. Additionally, students will use the coding concepts to work with robotics units, including LEGO We Do kits and Little Bits.

## **SPECIALIZED & SUPPORT SERVICES**

### **School Counselor**

The primary function of the guidance counselor is to work with all students in the Trinity Elementary Schools.

1. Counseling with individual students and
2. Counseling with small groups of students and
3. Delivering lessons in the classrooms on an as needed basis.

**The school counselor may:**

1. Counsel with students' parents/guardians, the teacher, and/or any others as needed concerning the student's development.
2. Work cooperatively with representatives of community services on the pupil's behalf.
3. Keep school authorities aware of the progress of each case and make recommendations from time to time as to the best course of action.
4. Consult with the administrators in the selection and use of tests and interpretation of test results.
5. Assist the principal in interpreting the guidance program to the public by speaking before parent groups, etc.
6. Coordinate the articulation of pupils from the elementary to the intermediate school.

**English Language Learners (ELL)**

The ELL program is available on an as-needed basis for those students whose native language is not English. More information regarding ELL is available in your child's school office.

**Mentally Gifted - Program Description**

The Trinity Area School District provides gifted education to learners who demonstrate the need for specially designed instruction in order to meet their gifted potential. Through carefully planned elementary, middle, and high school gifted programming options, gifted learners have the ability to have their needs met through enrichment and/or acceleration opportunities in the regular education, pull out and interscholastic competitive settings. In these settings, students have the opportunity to engage in high-level thinking skills, academic interest areas, creative problem-solving, leadership opportunities and the use of technology. All gifted student programming is individualized and based on student interests, preferences and strengths.

**Parent/Guardian Request for a Gifted Screening or Multidisciplinary**

**Gifted Evaluation**

A referral for a gifted screening or multidisciplinary evaluation may be made when a student is suspected by a parent or guardian of being mentally gifted and needing a higher level of challenge under chapter 4 (relating to academic standards and assessment).

**Gifted Screening**

Each school district has a responsibility to adopt and use a system to locate and identify all students within a district who are thought to be gifted and in need of specially designed instruction. As a child's parent or guardian, you may request the district to complete a **gifted screening**, which is used as a predictor of gifted eligibility. Please know that this is a voluntary process that consists of the following:

- The building Guidance Counselor will administer the Kaufman Brief Intelligence Test (K-BIT).
- A file record review (i.e. grades, assessment results, etc.) will be completed.
- Teacher, Nurse and district staff input will be gathered and reviewed.

The information from the screening is then entered into a matrix, which is shared with the parent or guardian via phone and in writing by the building principal. If a child meets established criteria, then a formal written recommendation is made to take the child through a gifted multidisciplinary evaluation to determine gifted eligibility.

### ***Multi-Disciplinary Gifted Evaluation***

Parents and guardians who suspect that their child is gifted may request a **gifted multidisciplinary evaluation** of their child at any time, with a limit of one request per school term. The request can be made orally or in writing to any district personnel, but it is recommended by the Trinity Area School District that the request be made directly to the student's respective building principal. The school district shall then make the permission to evaluate form readily available for a parent to consider within 10 calendar days of the written or oral request.

### **Health Services**

Health services are provided as mandated by the state to ensure a student's proper health. Vision screening is provided to all school students. Screening is usually held in the fall of the school year. Parents are notified of any potential problems needing further attention. A certified school nurse is on-site in each elementary building through-out the school day. Heights, weights and each child's BMI are measured yearly.

### **Hearing Support**

The Hearing Support program is a special education program designed to assist identified students in areas of speech (lip) reading, auditory training, hearing and hearing aid orientation, and academic support. More information may be obtained by contacting your child's principal.

### **Learning Support**

The Learning Support program is a special education program designed to address the needs of students who demonstrate a significant learning deficit in their academic abilities and/or whose behavior and emotions interfere with their ability to learn in a school environment. Placement in Life Skills Support, Autistic Support and Emotional Support are available to students who meet criteria.

### **Occupational Therapy**

Occupational Therapy provides activities to instruct identified students in daily living skills and, in some prescribed cases, remediating perceptual handicaps. Occupational Therapy is a contracted service through the Intermediate Unit.

### **Physical Therapy**

Physical Therapy is designed to improve identified students' gross motor skills. Physical Therapy is a contracted service through the Intermediate Unit.

### **Psychological Services**

A school psychologist is available to provide assessments, consulting and offer suggestions based on assessment results to parents and teachers.

### **Title I Reading**

Title I reading support is a program offered to students in K, 1, & 2 who have a need to improve their reading ability. Reading support may involve whole or small group intervention. In addition, the reading specialists consult with staff and parents. Title programs are operated by the federal government and offered to schools/students who meet the eligibility requirements.

### **Speech and Language Support**

The Speech and Language program is designed to teach and correct communication skills when these skills are delayed or absent. The program is designed to meet the individual educational needs of each child identified as having a communication disorder in the area(s) of speech and /or

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language. The service is available to students identified through the screening process in grades K-3 and meets criteria as outlined in federal and state education regulations.

## **CURRICULUM RESOURCE LINKS**

- **[Canvas](#)**  
Canvas is the district's Learning Management System (LMS). This system warehouses student work for face to face, blended, and online instruction. Canvas is accessible for students through Classlink Desktop. A parent app is available from the App Store and Google Play to observe student work and progress.
- **[Skyward](#)**  
K-12 Student Data Management -- Through Skyward, you are able to check teachers' weekly lesson plans and grades. If you do not have your child's Skyward password, please email [familyaccess@trinityhillers.net](mailto:familyaccess@trinityhillers.net).
- **[Brainpop](#)**  
3-8 School Subscription: All Subjects -- This site has fun, tutorial videos on a variety of educational subjects for 3rd-8th grade.  
Username: TASD Password: brainpop
- **[Brainpop Jr.](#)**  
K-3 School Subscription: All Subjects -- This site has fun, tutorial videos on a variety of educational subjects for K-3rd grade.  
Username: TASD Password: brainpop
- **[Spelling City](#)**  
K-3 Free Site: Spelling and Vocabulary --- Help your child enjoy their spelling homework and achieve a perfect score on every spelling test. With spelling and word games to play online, Spelling City can make practicing for spelling tests fun and exciting. Some teachers have already created classroom accounts, but you can create your own (or play without an account) if your child's teacher does not use this program.
- **[Scholastic](#)**  
K-8 Free Site: All Subjects, Language Arts Focus --- Great site with links for parents and kids.
- **[Khan Academy](#)**  
K-12 Free Site: All Subjects --- Collection of videos of instructional lessons that cover every subject from algebra to art history for grades K-12.
- **[Reflex Math](#)**  
Reflex Math is a program used in Grades 1-3 to reinforce fact fluency.

## RESOURCES AND PROGRAMS

- **Book Resource Room with Leveled Readers**  
Individual needs of students are met by using the leveled readers in the Book Room.
- **WeatherBug**  
The Weather Bug is a unique program that combines a fully automated weather tracking station with online, standards-based learning to deliver a fascinating educational experience for all in K-12. The WeatherBug is affiliated with nearly 100 television stations to increase community awareness of your school.
- **Teamology (Project TEAM)**  
Project TEAM is a comprehensive school culture program that builds skills including helping others, positive change, anti-bullying, problem solving, resiliency, and leadership. Meetings will be held throughout the school year.
- **Positive Behavioral Interventions and Supports (PBIS)** - Is a program that allows a school to focus on three to five behavioral expectations that are positively stated and easy to remember. In other words, rather than telling students what not to do, the school will focus on the preferred or expected behaviors.
- **Parent Clubs**  
Each of the 4 elementary schools has a parent club. These organizations are responsible for fundraising and providing extracurricular activities for our students. Please call your child's building for more information on becoming a member.
- **Skylert**  
This system will notify you of cancellations, delays and important announcements through emails and phone messages.

## REQUIREMENTS FOR SCHOOL ADMISSION (Policy 201)

All parents are required to provide the schools with an immunization record, original birth certificate and proof of residency when registering for school. Children entering kindergarten must be 5 years old before September 1<sup>st</sup>, and children entering 1<sup>st</sup> grade must be 6 years old before September 1<sup>st</sup>. Upon registration, parents must furnish this information. Students are not permitted to enter school until the registration is complete.

## CHANGE OF ADDRESS OR PHONE NUMBER

Please report any changes of address or telephone numbers to the District Enrollment office immediately. A new proof of residency or phone number should be sent to Mrs. Carolyn Miller at [cmiller4@trinityhillers.net](mailto:cmiller4@trinityhillers.net) Email address changes may be referred to the individual building secretary. It is our desire to maintain open lines of communication between the home and the school.

## CHILD FIND AND ANNUAL NOTICE TO PARENTS (CFR 300.125)

In compliance with state and federal law, the districts listed above will provide to each protected handicapped student without discrimination or cost to the student or family those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. To qualify as a protected handicapped student, the child must

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be of school age with a physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for “protected handicapped students” are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs. For further information on the evaluation procedures and provision of services to protected handicapped students or eligible students, contact the appropriate district contact listed above. Each school district, along with other public agencies in the Commonwealth, must establish and implement procedures to identify, locate, and evaluate all children who need special education programs and services because of the child’s disability. This notice is to help find these children, offer assistance to parents, and describe the parent’s rights with regard to the confidentiality of information that will be obtained during the process. Each school district shall also conduct awareness activities to inform the public of gifted education services and programs and how to request these services and programs. The content of this notice has been written in English. If a person does not understand any of this notice, he or she should contact the school district (see contacts) and request an explanation.

## **IDENTIFICATION ACTIVITY**

Child Find refers to activities undertaken by public education agencies to identify, locate, and evaluate children residing in the State, including children attending private schools, who are suspected of having disabilities, regardless of the severity of their disability, and determine the child’s need for special education and related services. The purpose is to locate these children so that a free appropriate public education (FAPE) can be made available. The types of disabilities that if found to cause a child to need services are: Autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment due to chronic or acute health problems, specific learning disabilities, speech or language, traumatic brain injury and visual impairment including blindness, in the case of a child that is of preschool age developmental delay. Screening activities are also conducted to determine student needs for gifted support services. The aforementioned school districts provide educational services for all eligible students either through district-operated classes, contracts with Intermediate Unit #1, or Approved Private Schools. Classes providing Learning Support, Life-Skills Support, Emotional Support, Physical Support, Multiple Disabilities Support, and Autistic Support are available for students at beginning school age through age 21, if necessary. Additional services include hearing, vision, and speech and language support. Students found to meet eligibility criteria as “mentally gifted” may receive services through the district’s Gifted Support programs.

Each school district is required to provide notice annually describing the identification activities and procedures followed to ensure the confidentiality of personally identifiable information. This notice is intended to meet this requirement.

Identification activities are performed to find a child who is suspected of having a disability that would interfere with his or her learning unless special education programs and services are made available. Children suspected of being “mentally gifted” who need specially designed instruction not ordinarily provided in the regular education program also go through screening activities. The activities include reviewing group data, conducting hearing and vision screening, assessing the student’s academic functioning, observing the student displaying difficulty in behavior, and determining the student’s response to attempted remediation. Input from parents is also an information source for identification. After a child is identified as a suspected child with a disability, he or she is evaluated but is not evaluated before parents give permission for their child to be evaluated.

The school district will follow procedures outlined in the special education regulations (Chapter 14) to determine eligibility and need for special education services. Chapter 16 regulations will



also be followed to determine eligibility and need for Gifted Support services.

## **CONFIDENTIALITY (CFR 300.127)**

If, after screening, a disability is suspected, upon your permission, your child will be evaluated. Written records of the results are called education records, which are directly related to your child and are maintained by the school districts. These records are personally identifiable to your child. Personally identifiable information includes the child's name, the name of the child's parents or other family members, the address of the child or their family, a personal identifier such as social security number, a list of characteristics that would make the child's identity easily traceable or other information that would make the child's identity easily traceable.

The school district will gather information regarding your child's physical, mental, emotional, and health functioning through testing and assessment, observation of your child, and review of any records made available to the school district through your physician and other service providers, such as daycare agencies.

The school district protects the confidentiality of personally identifiable information by one school official being responsible for ensuring the confidentiality of the records, training being provided to all persons using the information, and maintaining for public inspection a current list of employee's names and positions who may have access to the information. The school district will inform you when this information is no longer needed to provide educational services to your child and will destroy the information at designated intervals, except general information such as your child's name, address, phone number, grades, attendance record, and classes attended, grade level completed, may be maintained without time limitation.

As the parent of the child, you have a number of rights regarding the confidentiality of your child's records. The school district collects, maintains, and uses the right to inspect and review any education records related to your child. The school district will comply with a request for you to review the records without unnecessary delay before any meetings regarding planning for your child's special education program (called an IEP meeting). Should you and your school district disagree about your child's special education supports and services and a due process hearing is requested, the school district will furnish you with the opportunity to inspect and review your child's records within 30 days. You have the right to an explanation and interpretation of the records, to be provided copies of the records if failure to provide the copies would effectively prevent you from exercising your right to inspect and review the records, and the right to have a representative inspect and review the records. This review is conducted with the assistance of an appropriate school district staff member.

Upon your request, the school district will provide you with a list of the types and locations of education records collected, maintained, or used by the agency. Additionally, the school district will charge a fee for copies of records made in response to your request, except, it will not charge a fee if doing so will prevent you from inspecting and reviewing your child's records. A current list of reasonable fees relative to records requests is available in the district's central office. The district will not charge a fee to search or retrieve information.

You have the right to request in writing the amendment of your child's education records that you believe are inaccurate or misleading or violate the privacy or other rights of your child. The school district will decide whether to amend the records within 45 school days of receipt of your request. If the school district refuses to amend the records, you will be notified of the refusal and your right to a hearing. You will be given additional information regarding the hearing procedures at that time. Upon written request, the district will schedule and provide written notice of the hearing to challenge information in your child's education files.

Parent consent is required before personally identifiable information contained in your child's education records is disclosed to anyone other than officials of the school district collecting or using the information for purposes of identification of your child, locating your child, and

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evaluating your child or for any other purpose of making available a free appropriate public education to your child. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Additionally, the school district, upon request, discloses records without consent to officials of another school district in which your child seeks or intends to enroll.

A parent may file a written complaint with the Pennsylvania Department of Education at the address below alleging that the rights described in this notice were not provided.

**Pennsylvania Department of Education**

Bureau of Special Education

Division of Compliance

333 Market Street

Harrisburg, PA 17126-0333

The Department of Education will investigate the matter, issue a report of findings, and take necessary corrective action within 60 days to ensure compliance.

Complaints alleging failures of the school district with regard to confidentiality of personally identifiable information may also be filed with:

**Family Policy Compliance Office**

U.S. Department of Education

400 Maryland Ave, SW

Washington, DC 20202-4605

The school districts listed above will provide ongoing screening services. If you wish to learn more, have questions, or believe your child may need to be identified, please contact your local school district contact.

**EARLY INTERVENTION IDENTIFICATION**

In Pennsylvania, a child between three years of age and the school district's age to begin school who has a developmental delay or one or more of the physical or mental conditions listed above, will be identified as an "eligible young child." The parents of these children have the same rights described above.

The Pennsylvania Department of Education is responsible for providing programs and services to eligible young children under Act 212 of 1990, the Early Intervention Services System Act. Screening for preschool children is available through the Child Alert Program operated by Intermediate Unit #1. To schedule an appointment for screening call Barbara Rothermel at 1.800.328.6481. For additional information, contact your local school district.

**POTENTIAL INDICATORS OF WEAKNESSES IN THE DEVELOPMENTAL DOMAIN AREAS AND OTHER RISK FACTORS THAT COULD INDICATE A DISABILITY** (Requirement of Section 14.212(b))

A developmental delay is determined by the results of a developmental evaluation. The results of one or more domain areas (adaptive, personal-social, communication, motor or cognitive) have to show at least a 25% delay or a score of 1.5 standard deviations below the mean (Standard Score of 77 or below). The delay results in the need for specially designed intervention/instruction (SDI) in order to participate in typical activities and routines.

Children with a developmental delay may show weaknesses in the following areas:



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**Adaptive** – Pre-kindergarten aged children with a developmental delay may have difficulty dressing/undressing; using utensils to eat, removing shoes without assistance, distinguishing between nonfood/food substances, or have difficulty with toileting needs. One may have difficulty moving independently around the house, understanding that hot is dangerous, putting away toys when asked, indicating an illness or ailment to an adult, or demonstrating caution and avoiding common dangers.

**Personal-Social** – Pre-kindergarten aged children with a developmental delay may have difficulty responding positively to adult praise, rewards or promise of rewards; greeting familiar adults spontaneously, enjoying simple stories read aloud, helping with simple household tasks, initiating social interaction with familiar adults, expressing affection/liking for peers, playing cooperatively with peers, stating first name, last name, age, or whether he is a male/female; using objects in make-believe play, using ‘I’ or ‘me’ to refer to himself, or recognizing facial expressions of common emotions.

**Communication** - Pre-kindergarten aged children with a developmental delay may have difficulty following 2-step verbal commands, associating spoken words with pictures, recalling events from a story presented orally; engaging in extended and meaningful nonverbal exchanges with others, using words to get his needs met, responding to ‘yes’ and ‘no’ questions appropriately, or asking ‘wh’ questions.

**Motor** - Pre-kindergarten aged children with a developmental delay may have difficulty running without falling, kicking a ball without falling, walking up and down steps alternating feet without assistance, walking backward, imitating the bilateral movements of an adult, pointing with his index finger independent of the thumb and other fingers, scribbling linear and/or circular patterns spontaneously, using the pads of fingertips to grasp a pencil, holding a paper with one hand while drawing or writing with the other hand, fastening clothing without assistance, cutting with scissors, copying a circle, or imitating vertical and horizontal markings.

**Cognitive** - Pre-kindergarten aged children with a developmental delay may have difficulty attending to one activity for 3 or more minutes, reciting memorized lines from songs or TV shows, showing interest in age-appropriate books, matching/naming colors, responding to one and one more, giving three objects on request, matching shapes, identifying objects by their use, identifying items by size, identifying colors of familiar objects not in view, or identifying simple objects by touch.

## **OTHER FACTORS THAT COULD INDICATE A DISABILITY**

Developmental disabilities are birth defects related to a problem with how a body part or body system works. They may also be known as **functional** birth defects. Many of these conditions affect multiple body parts or systems. Researchers have identified thousands of different birth defects. Birth defects can have a variety of causes, such as:

Genetic problems caused when one or more genes doesn’t work properly or part of a gene is missing, problems with chromosomes, such as having an extra chromosome or missing part of a chromosome, environmental factors that the expectant mother is exposed to during pregnancy, such as Rubella or German measles or if she uses drugs or alcohol during pregnancy.

## **FACTORS CONSIDERED WHEN DETERMINING MENTAL GIFTEDNESS**

1. The child performs a year or more above grade achievement level in one or more subjects as measured by a nationally normed and validated achievement test.
2. The child demonstrates rates of acquisition/retention of content and skills reflecting gifted ability.

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3. The child demonstrates achievement, performance, or expertise in one or more academic areas as evidenced by products, portfolios or research, as well as criterion-referenced team judgment.
4. The child demonstrates early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest, communication skills, foreign language aptitude, or technology expertise.
5. The child demonstrates that intervening factors such as English as a second language, disabilities, gender or race bias, or socio/cultural deprivation are masking gifted abilities.

## **ATTENDANCE PROCEDURES (Policy 204)**

Regular attendance in school is mandatory. There is a definite relationship between good attendance and achieving success in school. Even a few days of absence may hinder a child's progress. An absence of ten (10) or more days per year can have a serious effect upon learning. Upon the ten (10) days of student absence, you will be notified by letter, and medical documentation will be required for any future absence. This is regardless of whether the previous absences are excused or unexcused.

**EXCUSED ABSENCE** It is the responsibility of the parent/guardian to send an excuse for absence with the child upon return to school. When writing an excuse, please include the following information: date(s) of absence, reason for absence, name of your child and your signature. The Commonwealth of Pennsylvania requires all excuses to be classified as "excused" or "unexcused."

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

1. Illness
2. Quarantine
3. Death in family
4. Impassable roads
5. Recovery from accident/physical injury
6. Required court attendance
7. Religious holiday
8. Other reasons properly deemed to be "urgent" by the building principal.

Requests for educational tours or trips must be submitted to the building administrator at least two (2) weeks prior to the date of the tour or trip. No student who has missed more than ten (10) school days will be approved for an educational tour/trip.

Whenever a child is absent, the parent/guardian will receive a call from the Skylert system notifying them of their child's absence.

When three (3) absences occur, the homeroom teacher will contact the parent and remind the parent to provide a written excuse within three (3) school days of the student's return to school otherwise the absence is marked as unexcused.

### ***When unexcused absences occur:***

- Parents/guardians will receive a phone call from the Skylert system for each absence.
- After three (3) days of cumulative unexcused absences, a letter will be mailed, stating the dates of absence and potential penalties for further absences. Additionally, a referral will be made to an outside agency that handles truancy. A meeting will be set to draft a Student Attendance Improvement Plan (SAIP). While the parent/guardian will be invited to the meeting, please note that the meeting will occur with or without the parent/guardian present.
- After six (6) unexcused absences, a citation will be filed with the local magistrates office.
- After eight (8) unexcused absences, a referral may be made to Children and Youth Services.

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- After ten (10) absences, a letter will be mailed, stating that medical excuses are required for all absences.
- After the initial citation is adjudicated, additional citations may be issued for further truancy.

If an elementary school student's excused or unexcused absences total more than twenty (20) days in a school year, that student may be subject to retention due to a lack of exposure to instruction and the curriculum.

**EARLY DISMISSALS** A student who needs to be excused early from school for a dental or medical appointment or other urgent reason, must submit a written excuse to the homeroom teacher on the day of the request. Professional appointments including dental, medical, and legal should be scheduled after school, on Saturday, or other non-school days whenever possible. A student is expected to return to school after a professional appointment. All professional appointment excuses must list the following: 1. Time of appointment 2. Time requesting to be excused from school 3. Name, address, and phone number of the professional person with whom the appointment is made 4. Signature of parent/guardian

Requests for early dismissals for needs other than professional appointments will be addressed by the administration on an individual basis and may be denied because of prior attendance problems, frequency of requests, poor academic progress, or conflicts in the academic calendar.

Children will be called to the office for early dismissals. Parents are not to pick up children at the classrooms. Students shall be released from school only to their parents/guardians or persons authorized by their parents/guardians.

***NO EARLY DISMISSALS WILL BE GRANTED AFTER 3 PM.***

**AFTER SCHOOL DISMISSALS** Those students who do not use bus transportation to return home will be dismissed through a designated area at each school at 3:20 P.M. The student must provide a written note to the office requesting to be dismissed after school. The note must include the date, name of child(ren), who will be picking up the child(ren) and the parent's/guardian's signature. No child will be released to any other person without the expressed written consent of the parent/guardian. Parents are not to pick up children at the classrooms.

**\*Please follow the dismissal process at your specific building.**

**MAKE-UP WORK** Students are responsible for completing all work missed as determined by the classroom teacher. Should a parent wish to pick up work, it will be made available in the office at the end of the day or through arrangements made with the teacher. It is recommended that you call before 10:00 A.M. to give the teacher ample time to gather assignments.



**Trinity Area School District  
Request For Excused Absences From School  
Educational Tour or Trip**

Student's Full Name \_\_\_\_\_ Grade \_\_\_\_\_

Date(s) of Proposed Absence \_\_\_\_\_ No. Days Absent \_\_\_\_\_

Person directing/supervising student during above absence:

Name \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_

The district procedures for educational trip or tour are:

1. Parent or guardian will inform the principal IN ADVANCE, on an approved district form, of the reason for the educational trip or tour. A two-week notice is requested.
2. Preapproved absences will NOT be approved for the week of standardized tests
3. Total pre-approved absences during the school year will not exceed ten (10) school days.
4. All preapproved absences will be recorded as an excused absence.

Please describe PRE-PLANNED EDUCATION TOUR OR TRIP:

\_\_\_\_\_  
\_\_\_\_\_

Students are REQUIRED to complete all assignments and tests deemed necessary by the teacher(s) as condition for the pre-excused absence.

Were there prior requests this school year? \_\_\_\_\_ Date(s): \_\_\_\_\_

\_\_\_\_\_  
Signature of Parent or Guardian Phone Number Date

**FOR SCHOOL USE ONLY**

Date received  
in school office \_\_\_\_\_

Principal's decision (Initial one)      Approved \_\_\_\_\_  
Not Approved \_\_\_\_\_

Reason for Disapproval

\_\_\_\_\_

## **SCHOOL CLOSINGS AND DELAYS**

In the event of inclement weather or other emergencies, delayed openings, school cancellations or early closings, the superintendent shall have the power to close the school or schools involved. When any of the previously described circumstances make a district-wide closing of schools necessary, the superintendent shall immediately make the necessary steps to notify the school community through mass media of communication and through whatever other necessary means.

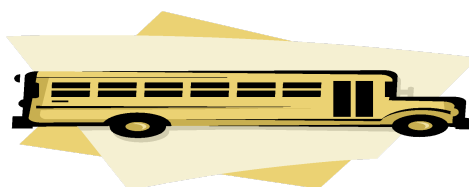
ALERT NOW MESSAGE – TRINITY AREA SCHOOL DISTRICT

RADIO STATIONS: KDKA 1020 AM, WJPA 95.3 FM

TV STATIONS: KDKA, WTAE, WPXI, WTRF



In addition to the listings above you can access the Trinity Area School District's website [www.trinitypride.org](http://www.trinitypride.org)



## **FLEXIBLE INSTRUCTION DAYS**

Trinity Area has obtained permission from the Pennsylvania Department of Education to hold Flexible Instruction Days (FID's) in the case of inclement weather. In the case that an FID would be held, an alert would be sent via the Skylert system to notify families. Work will be based in the Canvas LMS, accessible from Classlink Desktop.

On an FID, students will need to complete the assigned work for each class (including the scheduled specials course) to be counted as present.

## **TRANSPORTATION RULES (Policy 810)**

The school bus driver shall be responsible for the discipline of students while they are being transported. Bus seats may be assigned on a bus when deemed necessary. To report student violations of the transportation policy, the driver shall complete a transportation discipline referral form and submit the form to the principal. The principal may suspend a student from bus transportation for disciplinary reasons, and the parents shall be responsible for the student's transportation.

Trinity's mission as it pertains to transportation is to provide safe student transportation and maintain conditions on our buses that are conducive to the best interest of our students. Safety, respect and courtesy are expected of all students who ride the bus to and from school, on field trips or student activities.

The following is a list of major policy violations that are punishable by disciplinary action which may lead to suspension of school bus privileges:

- Classroom conduct is the accepted behavior on a school bus. This can be interpreted to mean: following the driver's instructions, remaining properly seated, talking quietly, and keeping

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your hands/feet and personal items to yourself.

- Obscenities and profanity will not be tolerated on the school bus.
- Bully/harassment (teasing, shouting, pushing, intimidation or fighting) is not acceptable.
- Bullying/heckling the driver is not permitted
- No food or drinks are permitted on the bus/keep the bus clean
- Any immoral act will not be tolerated
- Smoking/vaping is prohibited
- Possession or consumption of alcoholic beverages or unlawful substances is forbidden
- Throwing of articles on the bus or out of the bus window is against the law
- Refusal to properly identify oneself to the driver in charge
- Destroying or defacing bus equipment is not acceptable
- Any behavior that would endanger the safety of the bus and its students will not be tolerated

**The following are guidelines for bus disciplinary action.** After the third offense, disciplinary action is at the discretion of the principal. The parent may request a meeting with the bus driver to discuss any offense, but at no time should a parent board a school bus.

1. **First Offense** – Written Warning
2. **Second Offense** – Suspended from riding the school bus for a period of one day. Student must attend school and provide their own transportation to and from school. Parents will receive notification, by phone or mail. If you have an answering machine, a detailed message will be left.
3. **Third Offense** – Suspended from riding the school bus for a period of three days. Student must attend school and provide their own transportation to and from school. Parent will receive notification.
4. **Serious and Multiple Offenses** – Additional administrative action including, but not limited to, suspension of 5 – 10 days up to and including termination of transportation privilege. Students must attend school. Parents will receive notification.

At the bus stop, students are NOT permitted on the roads or highways. Also, there should be NO running, pushing or shoving upon entering or leaving the bus. Changes of bus routes or bus stops must have the approval of the Director of Transportation.

## **TRANSPORTATION CHANGE**

Please notify the school office and teacher in writing if there is to be a change in the transporting of your child. If a written notification is not received, your child will follow his/her regular method of getting home. Long term changes will be handled through the transportation office.

## **STUDENT LUNCHES**



The Trinity Area School District serves well balanced and nutritional lunches every day. For more information, please visit the “Food Service” section of the website at [trinitypride.org](http://trinitypride.org).

The school cafeteria is maintained as a vital part of the health and wellness of our students. Well-balanced meals offering a selection of healthy items are offered at a reasonable price. Lunches are limited to the school prepared food or a home bag lunch. Students are not permitted any type of fast-food lunches to be brought into the cafeteria. No sodas are permitted with any lunch.

Breakfast and lunch are served daily meeting the USDA guidelines and school wellness initiatives.

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Free & Reduced Meals are available to eligible families. Families must reapply each year for eligibility. Applications are accepted at any time during the school year.

More information is available from the Food Service Department at 724-223-2000.

- **Breakfast is not served on 2-hour delay days.**
- Menus may be accessed using the menu link provided on your child's individual school website.

## **STUDENT WELLNESS (Policy 246)**

The Trinity Area School District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary lifestyle practices that can improve student achievement.

The District has adopted the following Wellness Policy:

“The district's Wellness Policy has been updated to reflect the USDA guidelines to promote student wellness, prevent and reduce childhood obesity, and provide students with lifelong tools to make healthy choices. Parents/Guardians should feel free to make arrangements with their child's teacher if they desire to send a **non-edible treat** to school. Edible treats will be returned home. Birthdays will be celebrated in the cafeteria during lunch. Students will receive a special birthday ticket which may be redeemed for their special treat. The Trinity Area School District will provide the birthday student a free Smart Snack treat to celebrate their birthday. Parents may choose to send in a **non-edible treat** to school to share with classmates. Thank you for your support in helping Trinity provide a healthy and safe environment for all students.

Note: Holiday parties will be carefully planned by your parent teacher organization, classroom teachers, food service department and building principal.

For a complete list of non-food rewards, visit

[https://www.trinitypride.org/about/departments/food-services/item/download/397\\_bec290bc977da9f9f6ea7a7d3a901bc4](https://www.trinitypride.org/about/departments/food-services/item/download/397_bec290bc977da9f9f6ea7a7d3a901bc4)

## **HEALTH RECORDS**

For each student of school age, a comprehensive health record shall be maintained by the Trinity Area School District, including the results of tests, measurements and regularly scheduled and special examinations. All health records shall be considered confidential. Their contents shall be divulged only when necessary for the health of the student or at the request of the parent/guardian, to a physician legally qualified to practice medicine and surgery or osteopathy or osteopathic surgery in the Commonwealth.

The district of previous attendance, upon request of the district in which the student is newly enrolled, shall surrender the health record of the student to the requesting district.



## **MEDICAL AND DENTAL EXAMINATIONS CHILDREN OF SCHOOL AGE**

All teachers shall report to the school nurse any unusual behavior, changes in physical appearance, changes in attendance habits and changes in scholastic achievement which may indicate impairment of the student's health.

The school nurse may upon referral by a teacher or on personal initiative, advise a student's parent/guardian of the apparent need for a special medical or dental examination.

Students transferred from other school systems will be examined by the school physician and/or dental hygienist as soon as possible after the transfer, regardless of their age or grade, if an adequate health record is not made available by the original school.

**STUDENT EXAMS** Every school physician shall be assisted by a school nurse and every school dentist by a dental hygienist or trained assistant, who shall be present during each examination. Parents/Guardians of students of school age shall be advised in advance of the examination date and shall be invited to be present.

Any child of school age may furnish the local school officials with a medical or dental report of examination made at his/her own expense by the family physician or dentist on a form approved for such purposes and shall then be excused from examination by the school physician and/or school dentist. Recommendations as to medical, surgical or dental care shall be sent to each parent/guardian and to the family physician or dentist on forms approved by the Secretary of Health, with instructions to the parents/guardians to consult the family physician or dentist and to notify the school of the action taken with respect to the school recommendations.

If a student has unusual medical problems, the parent or guardian shall submit a note describing these problems to the school district.

**CARE AND TREATMENT OF PUPILS** The school health department includes physicians, dentists and nurses who can be reached during the school day.

The following service will be provided for all students:

1. A medical examination in grades K or 1
2. A dental examination in grades K or 1 and 3
3. Hearing screening in Kindergarten, grades 1, 2, 3 and any student with a known hearing problem as needed. In addition an annual hearing screening is provided for students in special, ungraded classes
4. Weight, height measurements and vision tests annually
5. BMI/BMI percentile for students K-3



## **SUMMARY/MEDICATION (Policy 210) – PARENTS/GUARDIANS**

Set forth below is a summary of the Administration of the Medication Policy. The complete policy is on record at the Administration Office of the school district and available for inspection or review on request. The purpose of this summary is to enable parents/guardians to comply with the policy.

The policy has the following important provisions:

**PURPOSE** To the extent medically possible, medication should be administered at home. The school district recognizes that there may be circumstances when it is necessary to administer medication during the school day in order for the student to attend school and benefit from the education experience.

**MEDICATIONS INCLUDED** Prescription, non-prescription medications, inhalers, bee sting kits and treatments are covered by this policy. A physician's authorization and parents' consent must be obtained and renewed at the beginning of each school year. These consents may be obtained at your child's school.

**DELIVERY OF MEDICATION** Any controlled substance such as Ritalin, Dexedrine and Clonidine must be delivered to the school by the parent/guardian. These medications will be counted by parent and school staff member together at the time of delivery and documented. All other medication should be brought to the school by the parent/guardian. Prescribed medications must be in their original packaging. No more than a 30 day supply of any controlled substance will be kept at school. At the end of the school year the parent/guardian may obtain any remaining medication from the nurse. Any medication not picked up by the last student day will be disposed of by the nurse.

**ADMINISTRATION OF BEE STING ALLERGY MEDICATION** A special form is available for students requiring medication for bee sting allergies. The physician should indicate the severity of the allergy and the need for immediate injection and whether the student may self-administer the medication. An epipen is preferred. The parent/guardian is also asked to indicate the severity of the student's reaction and provide the school with emergency numbers in the event the parent/guardian cannot be reached.

**ADDITIONAL EMERGENCY TREATMENT** In all events, the nurse shall make a judgment as to whether to contact a parent/guardian or to call an ambulance to transport a student to the hospital. It is not the responsibility of the school district to absorb the cost of transporting the student by ambulance. The cost of transportation by ambulance shall be borne by the parent/guardian in all events.

**TREATMENTS OTHER THAN MEDICATIONS WHICH ARE NEEDED BY THE STUDENT TO REMAIN IN SCHOOL ALSO REQUIRE A PHYSICIAN'S**

**AUTHORIZATION** A supply of items needed for the treatment such as bandages, etcetera, must be supplied by the parent/guardian.

If you have any questions concerning this policy, you should contact the nurse responsible for the building to which your child is assigned.

## **PEDICULOSIS (Policy 203.2)**

The purpose of this policy is to provide guidelines for the prevention and control of head lice in the Trinity Area School District. At any time during the school year, the school nurse may check any student's head for lice. If nits or lice are present, the following procedures will be implemented.

1. The student will be excluded from school.
2. The parent/guardian will be contacted and it will be their responsibility to come for the student and provide treatment. The student will not be permitted to ride the bus home following exclusion or to school when returning the first morning after following treatment.
3. There is no specified time allotment for the completion of Pediculosis treatment, however, Trinity Area School District will not grant more than three (3) consecutive days of excused absence per treatment cycle.
4. After treatment has been completed, the parent must accompany the student to the school to have his/her head checked by the nurse for re-admittance. (The parent must call the school in advance to confirm that the nurse can be there at that time) If upon inspection, the student is found to have nits, he/she will not be re-admitted until all nits have been removed. The parent and student must begin treatment again, submitting a school nurse check after no more than another 3 day period.
5. Any time a student is found with or reported to have Pediculosis, the student's home room will receive a Pediculosis screening. If the carrier student has school age siblings they will also be screened for Pediculosis.

It is imperative for the health and safety of your child that you keep the school nurse informed of current situations. Please inform us of any communicable diseases or health conditions, current phone numbers (Home-Cell-Work); any medications taken at home or any change in guardianship.

## **IMMUNIZATION REQUIREMENTS FOR 2021-2022**

Pennsylvania State Law requires that all children are required to have the following immunizations:

### **Students – Grades K–3**

**DPT** (diphtheria/pertussis/tetanus) 4 doses – 4<sup>th</sup> dose must be given on or after 4<sup>th</sup> birthday

**Polio** – 3 doses

**MMR** – (measles, mumps, rubella) 2 doses

**Hepatitis B** – 3 properly spaced doses

**Varicella** – (chickenpox) 2 doses or history of disease

The spacing of doses and age requirements must be in accordance with the PA Department of Health recommendations. A four (4) day grace period is now allowed with regard to the spacing of vaccines and age requirements. If there is any reason why your child should not be fully immunized, please bring a physician's certificate stating the reason.



**Medication Administration Consent And  
Licensed Prescriber Order**

**Trinity Area School District**

Student Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

School: \_\_\_\_\_ Teacher/Grade: \_\_\_\_\_

In accordance with school policy, medication(s) should be given at home before and/or after school. However, when this is not possible, prior to receiving the medication at school, each student must provide the school nurse with a *Medication Administration Consent* form signed by the student's parent/guardian and a *Medication Order* from a licensed prescriber. All medications must be in an original prescription bottle/container from a pharmacy.

**Parent/Guardian Consent:**

I give my permission for my child, \_\_\_\_\_, to receive the following medication by a licensed prescriber during the school day. I understand that the medications will be given by school health personnel according to my child's licensed prescriber's directions.

Parent/Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian name printed: \_\_\_\_\_ Phone: \_\_\_\_\_

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**Licensed Prescriber Medication Order:**

Patient's name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of medication: \_\_\_\_\_

Route and dosage: \_\_\_\_\_

Time of administration: \_\_\_\_\_

Directions: \_\_\_\_\_

Discontinuation date: \_\_\_\_\_

Allergies: \_\_\_\_\_

Licensed prescriber signature: \_\_\_\_\_

Licensed prescriber name printed: \_\_\_\_\_ Phone: \_\_\_\_\_

## **COMMUNICABLE DISEASES - EXCLUSION FROM SCHOOL (Policy 203)**

The following are communicable diseases requiring exclusion from school and the length of exclusion for each:

<u>Disease</u>	<u>Exclusion Period</u>	<u>Readmission</u>
Measles	4 days from onset of rash	after 4 days
Whooping Cough (Pertussis)	4 weeks from onset or 7 days after the institution	after 4 weeks or 7 days after the institution of recovery
Respiratory Streptococcal Infections - including Scarlet Fever	not less than 7 days from the onset if no physician is in attendance or 24 hours from institution of appropriate antimicrobial therapy	after 7 days or 24 hours after institution of antimicrobial therapy
Mumps	9 days from onset or until from physician or	certificate of recovery recommendation school nurse
German Measles (Rubella)	4 days from onset of rash	certificate of recovery from physician or recommendation school nurse
Chicken Pox	6 days from the first crop from physician or	certificate of recovery recommendation of school nurse
Conjunctivitis (Pink Eye)	24 hours from institution of appropriate therapy recommendation	certificate of recovery from physician or of school nurse
Impetigo	excluded until declared non-infective by school nurse or physician	certificate of recovery from physician or recommendation of school nurse
Scabies	excluded until declared noninfective by school nurse or physician	certificate of recovery from physician or recommendation of school nurse
Tonsillitis	24 hours from institution of appropriate therapy of school nurse	certificate of recovery from physician or recommendation
Ringworm	excluded until declared noninfective by school nurse or physician	certificate of recovery from physician or recommendation of school nurse
Pediculosis (Lice)	excluded until declared non-infective by school nurse or physician - all nits must be removed before any child is permitted to return to school	certificate of recovery from physician or recommendation of school nurse

**ILLNESS** – Parents/Guardians should keep children at home when they show evidence of any of the symptoms listed below: **(Children need to be fever free for at least 24 hours before returning to school)**

<b>Chills</b> <b>Headache</b> <b>Pain, Stomach Ache</b>	<b>Fever</b> <b>Skin Eruptions</b> <b>Enlarged Glands</b>	<b>Running Nose</b> <b>Earache</b> <b>Eye Drainage</b>	<b>Coughing</b> <b>Sore Throat</b> <b>Vomiting/Diarrhea</b>
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**If any of these symptoms are found at school, parents/guardians will be notified to pick up the child.**

## **STUDENT ACCIDENT INSURANCE (Policy 211)**

An insurance accident policy is made available to cover all students who wish to purchase it. If parents/guardians carry ample insurance coverage, you may feel that this insurance is not necessary. However, we recommend that you consider this coverage if no insurance is carried. For further information call your school.

## **PLAYGROUND ACTIVITIES**

Students have a free play period daily. This period of time is supervised by teachers. Parents/Guardians should caution children about rough physical contact, which causes accidents and damages clothing. Parents/Guardians should also stress good behavior.

## **SAFETY DRILLS-FIRE AND EMERGENCY EVACUATION DRILLS**

Fire drills are planned by the principal with the assistance of the maintenance and District Police. Children are trained to leave the building quickly and in an orderly fashion. Other emergency evacuation drills such as bus, weather, and school safety drills are held periodically.

## **GRADE LEVEL PARTIES/ACTIVITIES**

Elementary school parties are limited to Halloween, Christmas and Valentine's Day. Parties begin at 2:00 p.m. on the day designated by the principal unless there is a 2-hour early release. There will be a limit of two (2) parents/guardians home room mothers per party unless approved by the principal. No preschool children or siblings are permitted to attend these parties or other classroom activities.

Please note that the [District Wellness Policy](#) regarding food at parties must be followed.

## **PERSONAL/OUT OF SCHOOL PARTIES**

Invitations to personal/out of school parties will not be permitted to be distributed in school unless all the students in the class are invited.



## **FIELD TRIPS**

Field trips are sponsored by the Parent Clubs. These field trips may be conducted on school days. Arrangements for such trips are to be made through the principal's office. The following rules should be followed during field trips:

1. The buddy system will be used. No one is to go anywhere without a buddy and without notifying one of the chaperones.
2. Suitable clothing must be worn. Students should check the weather forecast and dress accordingly.
3. Electronic devices are not necessary and are often stolen. Do not bring them.
4. Students will not be permitted to attend the field trip without a completed Trinity Area School District permission slip.

There will be at least (1) chaperone for every ten students or fraction thereof. If there are further questions, contact your building principal. Preschool children/siblings are not to be taken on field trips.

## **EDUCATIONAL TRIPS**

Parents who plan to take a child out of school for an educational trip should obtain a form from the building office and submit it to the building principal at least 2 weeks in advance. These forms will be reviewed. Trips will not be approved if a student has excessive absenteeism, if the absence takes place during standardized testing days, or if a student is performing unsatisfactorily. Absence for an educational trip can be considered a legal absence only if educational value can be established and if the trip receives prior approval. Family vacations do not automatically qualify as educational trips.

Students are required to complete all assignments and tests within a time period equal to the number of days excused. District approval of non-school sponsored educational trips is subject to the following conditions:

Educational tours or trips will be considered for approval if the District Superintendent or his/her designee determines that such tour or trip will be of educational significance to the student and complies with the Trinity Area School District's attendance/absence policy. The parent/guardian shall provide a written request for excuse, which shall indicate the days to be missed and the destination of the tour or trip. Extended Leaves-Requests for parent/guardian initiated student absences from school for a period exceeding ten (10) school days for travel, vacation or any other reason not currently permitted by the Compulsory School Attendance Code for the State of Pennsylvania must be submitted in writing to the building Principal. An extended leave may be granted only by written approval by the Superintendent or his/her designee after a written parent/guardian request containing the student's name, grade, reason for absence, date of expected absence and the date of return has been submitted to such official.

## **Education Tour or Trip**

### **1. Request for Excuse**

The parents or guardians of a student who wish to have the student excused from compulsory school attendance in order to participate in an educational tour or trip must submit an application to the principal of the school in which the student is enrolled. Except for emergency situations, which must be fully explained, this request must be submitted two weeks prior to the date on which the student seeks to be excused for compulsory attendance.

### **2. Administrator's Discretion**

The principal of the school shall exercise discretion in determining whether to excuse the student from compulsory attendance. Consideration shall be given to the length of the tour or trip, the number of requests made during the school year and whether the educational tour or trip is likely to advance the educational growth of the students. It is the practice of the Trinity Area School District to not approve absences for educational tours or trips during standardized testing and the final two weeks of any school term. However, if permission is granted for an educational tour or trip, any part of which will cause the student(s) to be absent during the final 14 calendar days of any school term, the building principal shall permit the student to make up examinations administered during the last two (2) weeks of the term if, in the judgment of the building principal, the facts of the case so merit.

### **3. Assignments**

Upon request by the parent, guardian or student, teachers shall submit a list of student's assignments/responsibilities for the period of absence during an approved educational tour or trip. Assignments/responsibilities may be made prior to the absences or upon return to school. All assignments/responsibilities which are to be completed shall be submitted to the teacher(s) upon return to school or within a reasonable period of time as designated by the teacher(s).

### **4. Return to School**

The student shall return to school by the first scheduled school day after the excused absence or date previously specified by the building principal.

### **5. Failure to Comply**

A student who, after being denied an excused absence, persists in unexcused absence from school, shall be considered in violation of the compulsory attendance requirements set forth in the Public School Code of 1949, as amended, and shall earn failing grade(s) for the assignments/responsibilities made during the period of absences.

A student, who, after being granted an excuse, fails to complete the assignments/responsibilities within a reasonable period of time as designated by the teacher, shall earn a failing grade for the incomplete assignments/responsibilities.



## SCHOOL SECURITY

Each elementary school has a security system with cameras in place to ensure student safety. All doors are locked. In order to gain admittance to the building, please ring the door buzzer. All visitors who are entering beyond the secure vestibule must scan their license or state-issued identification at the scanner near the door buzzer. Please be prepared to identify yourself and state the purpose of your visit. You will then be permitted to enter the secure vestibule. We care about the safety of our children and believe precautions such as these demonstrate our concern. All visitors entering the building **MUST** sign-in at the office. Families are always welcome in our schools. In order to provide the best and least distracting learning environment for our children, **YOU MUST STOP IN THE OFFICE BEFORE GOING TO ANY CLASSROOM**. If you would like to visit your child's classroom contact the principal in advance to make an appointment. The principal will review the procedure to be followed before, during, and after the classroom visitation. The district also has a school police officer on staff to assist when necessary.

## PERSONAL TECHNOLOGY RESOURCES (Policy 237)

Personal Technology Resources (PTRs): Personal technology resources include, but are not limited to the following, when owned and/or possessed by students at the times and places covered by this Policy: cell phones, smart phones, laptops, note books, netbooks, iPads and other tablets, iPods and other mp3 players, Kindles, Nooks and other e-readers, PDAs, hand held entertainment systems, digital or film cameras, digital or analog audio records or video records, telephone paging devices (beepers), and any other similar existing or emerging technology.

Elementary students shall be prohibited from bringing personal technology resources to school or on district-provided transportation for personal reasons, or for educational use, unless the same are required under a Section 504 Plan or IEP.

Students are not permitted to use any electronic device to record audio or video media or take pictures of any student or staff member without permission. The distribution of any unauthorized media may result in discipline including but not limited to suspension, criminal charges, and expulsion.

Students may not utilize any technology to harass, threaten, demean, humiliate, intimidate, embarrass, or annoy their classmates or others in their community. This is unacceptable student behavior known as cyber bullying and will not be tolerated. Any cyber bullying that is determined to disrupt the safety and/or wellbeing of the school is subject to disciplinary action.

Violations of this Policy or any other district Policy through the use of personal technology resources, district networks or district technology will result in appropriate discipline in accordance with the school district's Student Discipline Policy. This may include, but may not be limited to, confiscation and loss of privileges to access district networks, district technology and/or the personal technology resource for a defined prior or permanently, suspension and/or expulsion, confiscation of the personal technology resource, criminal and/or civil legal proceedings. Failure to relinquish a personal technology resource when directed to do so will be deemed insubordination and may result in further imposition of discipline.

## **STUDENT DISCIPLINE (Policy 218)**

The Trinity Area School District acknowledges that student conduct is closely related to learning. An effective educational program requires a safe and orderly school environment; and the effectiveness of the instructional program is, in part, reflected in the behavior of students.

The Board supports the efforts of teachers and administrators in the maintenance of a proper educational environment. It is the school district's policy that positive discipline practices be utilized and therefore limits the use of physical force.

Reasonable force may be used by teachers and school authorities:

1. To quell a disturbance
2. To obtain possession of weapons or other dangerous objects
3. For the purpose of self-defense
4. For the protection of persons or property

Trinity Area School District prohibits the use of corporal punishment as a means of student discipline. The Discipline Chart will be used as a guideline. Specific disciplinary action is at the discretion of the administration based on the specifics of each case.

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 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 this Board and when such conduct interferes with the educational program of the schools or threatens the health and safety of others.

The Trinity Area School District has implemented the Project TEAM program and Schoolwide Positive Behavior Interventions and Supports to help address concerning behaviors.

## **PARENTS/GUARDIANS WITH QUESTIONS**

Many times, parents/guardians have questions or concerns about courses their children are taking or particular lessons or activities they are involved in. The school district offers this guide to parents/guardians with questions.

1. **Discuss your concerns with the teacher involved via phone or email.** Conferences may also be scheduled by appointment.

*If you still have questions, then*

2. **Make an appointment to discuss your questions with the school counselor or building principal.**

*If you still have questions, then*

3. **Call the Assistant Superintendent of Schools for a conference.**

*If you still have questions, then*

4. **Ask to see the Superintendent of Schools.**

*If you still have questions, then*

5. **Present them to the entire Board of Education during a public meeting.**

## **HOW PARENTS/GUARDIANS/VOLUNTEERS CAN HELP ]**

Families are essential partners in education. Here are some tips to assist your child reach his/her maximum potential:

- Encourage your child to work to their maximum potential.
- Keep the house as quiet and free from distractions as possible when children are doing their homework.
- Establish a place in your home for school work, that includes good lighting and seating that is suited to your child's size.
- Establish a healthy balance of school and extra-curricular activities.
- Ensure your child receives a good night's sleep. Approximately 8-10 hours of sleep is needed for most elementary-aged students.
- Read to your child daily, and have your child read to you. Children who have families who read daily have a significantly higher vocabulary than those who do not.

**The following clearances are necessary in order to volunteer at any of the Trinity Area Schools:**

- Pennsylvania Child Abuse History Clearance (Act 151)
- Pennsylvania State Police Criminal Record Check (Act 34)
- FBI Federal Criminal History Record (Act 114)

Additionally, a yearly volunteer training is required of all volunteers in the district. Certification of completion of this training will be sent to the Human Resources Office prior to being placed on the approved volunteer list.

## **SUPPLIES PROVIDED AND STUDENT RESPONSIBILITIES**

Students are issued textbooks and supplementary materials in every academic area, free of charge and are expected to be responsible for these items. Parents/Guardians shall be responsible for the loss or destruction of any school property when such damage or loss is the result of deliberate or mischievous action or carelessness. All supplies or equipment of any kind borrowed by the pupil or loaned to the pupil must be returned before the end of the school year or will be reimbursed at full replacement cost.

## **ASSESSMENTS AND PROGRESS MONITORING**



PSSA and Terra Nova Assessments are given in the classrooms in the spring of the school year. Certain specialized tests are given by the school counselor when the need arises.

Below is the required testing program for elementary schools.

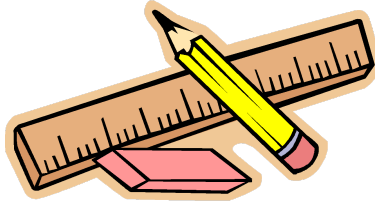
Incoming Kindergarten children are given a general screening assessment at registration.

K-2	Benchmark Assessments, fluency checks and progress monitoring
Grade 2	Test of Cognitive Skills (Terra Nova)
Grades 3, 4 & 5	PSSA ELA Assessment PSSA Math Assessment PSSA Science Assessment – Grade 4

**WRITING ASSESSMENTS** One goal of the Trinity Area School District is to help all children learn

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the necessary skills to communicate through writing. Writing is taught in all subjects at all levels and meeting standards is a graduation requirement of the Trinity Area School District. The instruction that your children receive will focus not only in grammar but also on the process of writing which includes strategies for pre-writing, drafting, writing revisions, editing and finally publishing. They will experience writing as an important art of the learning process as they strive to meet not only district standards but national and common core standards. At the end of each grade, clearly identified standards are to be met.



## **STUDENT RECORDS**

**RIGHTS OF NON-CUSTODIAL PARENT** Unless precluded by an order from the court, evidence to be provided by the custodial parent will have access to a student's records. In the case of joint custody, each parent will be granted access.

**RELEASE OF STUDENT RECORDS** A parent desiring information who does not have legal custody of the child must have written approval of the parent/guardian who has custody.

**REPORTS TO NON-CUSTODIAL PARENT** If the parents of a child are separated or divorced, both parents will have the right to be informed of their child's progress in school unless there is an order from the court to the contrary. To receive written reports and notification of conferences, a non-custodial parent will make such a request in writing through the office of the principal.

## **PROMOTION AND RETENTION (Policy 215)**

It is the desire of the Trinity Area School District that all children will progress from grade to grade with minimal difficulty. This does not always occur. In case of a possible retention the following procedure will be followed: The decision relative to retention should be based on whether it appears the individual's total development will be enhanced more by retention or by promotion. These considerations should be weighted carefully by the teacher and the principal after as many parent/guardian conferences as necessary. Help from the elementary school counselor should be used when needed. The final decision will be that of the building principal. In making the decision, the considerations which receive attention are:

- Recommendation of the classroom teacher for promotion or retention of a student
- The child is not to be retained more than once during his/her enrollment in the district
- The district shall utilize multiple measures of academic performance as determinants in promotion and retention decisions.
- Academic achievement, attitude, effort, work habits, behavior, attendance and other factors related to learning shall be evaluated regularly and communicated to students and parents/guardians.



## MAJOR SUBJECTS

### Primary

English Language Arts

Math

### Intermediate

English Language Arts

Math

Science

Social Studies

### Special Classes K-3

Art

Library

Music

Physical Education

Technology

## REPORT OF PROGRESS

The Trinity Area School District uses a Standards-Based Report Card in the elementary schools. The format of the report card allows us to define standards for each grade and determine how well students are progressing to meet the standards at each grade level. It provides actionable feedback to students, teachers and parents/guardians. Most notably, the report card allows parents and students to understand more clearly what is expected of students and how to help them be successful in a rigorous academic program.

In grades one (1) through three (3) report cards are issued four (4) times per year. Kindergarten progress reports are issued two (2) times per year. Progress is reported by performance codes in kindergarten, first and second grades. Progress is reported by percentage and letter grade along with a performance code in grade three. Parent/Teacher conferences can be requested by the parent or teacher at any time.

The symbols and their corresponding meanings are:

### **KINDERGARTEN**

+ has met the standard

/ working towards this standard

Blank – not reportable at this time

### **Grades 1-3**

+ has met the standard

/ making progress towards the standard

# limited progress towards the standard

- lack of progress

Blank – not reportable at this time

### **GRADE 3**

90% - 100%

Excellent

80% - 89%

Above Average

70% - 79%

Average

60% - 69%

Below Average

59% and below

Failing

**Grades 1-3** Music, Physical Education, Technology, and Art – O, S, N, U

## **HOMEBOUND INSTRUCTION**

Homebound instruction shall be available for district students who are temporarily physically handicapped and who, because of such physical incapacity are unable to attend regular school sessions for a prolonged period of time. All requests for homebound instruction will be made by the parents/guardians of the student. These requests will be made through the building principal with the final approval made by the superintendent's office.

## **HOMELESS INFORMATION**

*Trinity Area School District Homeless Coordinator Information:*

Mr. Craig Uram  
231 Park Avenue  
Washington, Pa. 15301  
724-223-2000 ext. 7111

**Education for Homeless Youth**  
**42 U.S.C. § 11431 et seq.**

**Date of Issue:** February 3, 2010

**Date of Review:** December 10, 2016, August 19, 2015, September 1, 2011

### **Purpose**

In 1987, Congress passed the Stewart B. McKinney Homeless Assistance Act, (subsequently renamed the McKinney-Vento Homeless Assistance Act) to aid homeless persons. The Act defines the term "homeless children and youths" as individuals who lack a fixed, regular, and adequate nighttime residence. On December 10, 2015, the Every Student Succeeds Act (ESSA) was enacted, amending McKinney-Vento.

### **Procedures**

This Basic Education Circular (BEC) explains the categories of children who are "homeless" and entitled to the protections of the federal law. These categories include:

- i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
- ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- iv. "migratory children" who qualify as homeless under federal law because the children are living in circumstances described in clauses (i) through (iii) above. The term "migratory children" means children who are (or whose parent(s) or spouse(s) are) migratory agricultural workers, including migratory dairy workers or migratory fishermen, and who have moved from one school district to another in the preceding 36 months, in order to obtain (or accompany such

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- parents or spouses in order to obtain) temporary or seasonal employment in agricultural or fishing work; and,
- v. "Unaccompanied homeless youth" including any child who is "not in the physical custody of a parent or guardian." This includes youth who have run away from home, been thrown out of their home, been abandoned by parents or guardians, or separated from their parents for any other reason.

Communication and collaboration among education and child welfare professionals is critical to support school stability and continuity for children in out-of-home care. The law requires child welfare and local education agencies to work together to promote school stability and continuity including trying to ensure children remain in the school in which they were enrolled at the time of placement when it is in their best interest. Best practice would suggest that decisions be made collaboratively between school personnel, child welfare agencies and any other individual involved in the child's case including the child, resource parent, child advocate and attorney. It is imperative that caseworkers and school district administration and staff work together to help ensure the educational progress of all students.

22 Pa. Code § 11.18, as it applies to homeless children and youth, includes within the definition of "licensed shelter" those facilities which provide temporary shelter for a specified, limited period of time. Therefore, children in temporary shelters and children who "lack a fixed, regular, adequate night time residence" – homeless children – are entitled to free school privileges from either the school district in which their person or the shelter is located or the school district of origin.

### **Homeless Students Not Residing in a Shelter, Facility or Institution**

Homeless students may reside in hotels, motels, cars, tents or temporarily doubled-up with a resident family because of lack of housing. In determining residence and in the case of homeless children, equating "residence" and "domicile" (home) does not apply. They are presently unable to establish "homes" on a permanent basis. Homeless families are not required to prove residency regarding school enrollment. These students should be enrolled without delay, in the district where they are presently residing or continue their education in the district of prior attendance.

Children experiencing homelessness are often highly mobile and may not stay in the same school district each night or each week. This is particularly true regarding children who stay overnight in vehicles, those who stay with different family members or friends, or those who receive services from agencies, organizations or networks which facilitate overnight accommodations in multiple school districts. These children should not be forced to change school districts every time their overnight accommodations change.

Rather, these children are entitled to attend school in any school district where a parent, guardian, an adult caring for them or where an unaccompanied child:

1. Identify homeless children and youths with assistance by school personnel and through coordination activities with other entities and agencies.
2. Inform parents or guardians of educational rights and related opportunities available to their children, including Head Start programs (including Early Head Start programs), early intervention services under Part C of the IDEA, other preschool programs administered by the LEA, and provide them with meaningful opportunities to participate in the education of their children.
3. Disseminate public notice of the educational rights of homeless students where children and



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youths receive services under the McKinney-Vento Act (such as schools, family shelters and food pantries).

4. Mediate enrollment disputes in accordance with the Enrollment Dispute section.
5. Inform the parent or guardian of a homeless child, youth and any unaccompanied youth, of all transportation options, including to the school of origin, and assist in accessing these transportation services.
6. Liaisons are required to ensure that unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement.
7. Liaisons are required to assist children and youths who do not have documentation of immunizations or medical records to obtain necessary immunizations or necessary medical documentation.
8. Understand the guidance issued by the Pennsylvania Department of Education (PDE) for the education of homeless students and be ready to explain the BEC related to homeless education to school district staff.
9. Get to know the best resources in their community to assist families with referrals for things such as shelter, counseling, food and transportation.
10. Distribute information on the subject of homeless students and arrange staff development workshops and presentations for school personnel, including office staff.
11. Provide standard forms and information about enrollment procedures and key school programs to each shelter in their district.
12. Become familiar with the various program materials that are available from PDE.
13. Ensure that public notice of the educational rights of homeless students is disseminated in locations frequented by parents and guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchen, in a manner and form understandable to the parents and guardians and unaccompanied youth.
14. Liaisons must collaborate with a school district's special education program to ensure that homeless children who are in need of special education and related services are located, identified and evaluated. This is a requirement under the Individual with Disabilities Education Act (IDEA), which mandates that highly mobile children with disabilities, including homeless children, be identified and served. Liaisons should also ensure that homeless youths who have or may have disabilities have a parent or a surrogate parent to make special education or early intervention decisions. In the case of unaccompanied homeless youth, if a student is disabled or may be disabled and the youth does not have a person authorized to make special education decisions, the following people can be temporary surrogate parents: staff in emergency shelters; transitional shelters; independent living programs; street outreach programs; and state, local educational agency or child welfare agency staff involved in the education or care of the child. This rule applies only to unaccompanied homeless youth.
15. Liaisons should also identify preschool-aged homeless children by working closely with shelters and social service agencies in their area. In addition, the liaison should inquire, at the time they are enrolling homeless children and youths in school, whether the family has preschool-aged children.
16. Liaisons can identify unaccompanied homeless youth while respecting their privacy and dignity by providing specific outreach to areas where eligible students who are out of school may congregate.
17. Liaisons ensure that unaccompanied youths are enrolled in school, and have opportunities to meet the same challenging state academic standards as the state establishes for other children and youths, are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (HEA) (20 U.S.C 1087vv), and their right to receive verification of this



status from the local liaison.

The selected school shall immediately enroll the child or youth in school, *even if the child or youth lacks records normally required for enrollment*, such as previous academic records, medical records, proof of residency or other documentation. Section 722 (g)(3)(C) (i)(II) requires that a school selected based on a homeless child's or youth's best interest must immediately enroll such child or youth even if he or she has missed application or enrollment deadlines during any period of homelessness.

The terms "enroll" and "enrollment" are defined as attending classes and participating fully in school activities. The enrolling school must immediately contact the last school attended to obtain relevant records.

In order to ensure immediate enrollment, in accordance with Section 722 (g)(6)(A)(ix), the LEA liaison is required to: train school enrollment staff about the legal requirement that homeless children and youths be immediately enrolled and provided transportation; review school regulations and policies to ensure that they comply with the McKinney- Vento Act requirements; inform families and youth, in a language they can understand, of their rights; develop clear, understandable and accessible written explanations of decisions and the right to appeal; and expeditiously follow up on any special education or language assistance needs presented by a student.

### **School/Health Records**

The educating district should immediately enroll and begin to provide instruction. The receiving school district may contact the district of origin for oral confirmation that the child has been immunized. Oral confirmation between professionals is a sufficient basis to verify immunization with written confirmation to follow within 30 days. The instructional program should begin as soon as possible after the enrollment process is initiated and should not be delayed until the procedure is completed. The law specifies that information about a homeless child's or youth's living situation shall be treated as a student education record, and shall not be deemed to be directory information. (Section 722 (g)(3)(G)).

According to federal law, "(iii) If the child or youth needs to obtain immunizations, or immunization or medical records, the enrolling school shall immediately refer the parent or guardian of the child or youth to the local educational agency liaison designated under paragraph (1)(J)(ii), shall assist in obtaining necessary immunizations, or immunization or medical records, in accordance with subparagraph (D)" 42 U.S.C. §11432(g)(c)(iii).

### **Title I**

Title I of the Elementary and Secondary Education Act (reauthorized December 2015 by the Every Student Succeeds Act) mandates that funds be reserved to serve homeless children. Title I states, "A local educational agency shall reserve such funds as are necessary to provide services comparable to those provided to children in schools funded under this part to serve homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live." Under Title I, homeless children are eligible for services if they are attending schools served by an LEA.

### **Transportation**

The state and its LEAs are required to adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin. If the homeless student continues to live in the area served by the LEA, that LEA must provide or arrange transportation. If the homeless student moves to an area served by another LEA, though continuing his or her education at the school of origin, the LEA of origin and the LEA in which the student is living must agree upon a method to apportion responsibility and costs for transportation to the school of origin. This includes students enrolled in public school Head Start and Early Head Start education programs. If the LEAs cannot agree upon such a method, the responsibility and costs must be shared equally. Distance, time of year, options available, the effects of a transfer, etc., should all be addressed.

The provision of transportation to the school of origin is based on a students' status as homeless. The provision to remain in the school of origin during the remainder of the academic year is offered to provide for school stability. Local education agencies must continue to provide transportation to and from the school of origin to formerly homeless students who have become permanently housed for the remainder of the academic year during which the child or youth becomes permanently housed. (Section 722(g)(3)(A)(II)).

### **Fiscal Responsibilities**

- A. The procedures outlined below will be followed in cases when the education of the child is provided by the district where the homeless student is temporarily living (doubled up, motel, shelter). The procedures shall also apply in cases when the district of prior attendance, where that is not the district the child attended when permanently housed, will educate the child.
  - 1. Homeless individuals not in facilities (shelters) or institutions, as well as homeless individuals living in hotels, motels, cars, tents, doubled-up with a resident family, shall be reported and reimbursed as resident students;
  - 2. For homeless individuals in temporary shelters, the educating school district will send a PDE-4605 Determination of District of Residence for Student in Facilities or Institutions in Accordance with Section 1306 of the Pennsylvania Public School Code to the presumed district of residence;
  - 3. If PDE-4605 is acknowledged by the resident district, the educating district will enter the child on its rolls as a nonresident student from the acknowledging resident school district. The educating district will bill the resident district for tuition and will report membership data according to PDE child accounting procedures; and
  - 4. If PDE-4605 is disclaimed and a school district of residence cannot be determined, the educating school district should submit a written request to PDE's School Services Office to make a determination regarding the student's "ward of the state" status.
- B. In cases when the education of the child is provided by the district of origin, including preschool children, where that is the district the child attended when permanently housed, that district will continue to educate a homeless student for the period of temporary displacement and should maintain the homeless student on its roll as a resident student. When a child or youth completes the final grade level served by the school of origin, it also includes the designated receiving school at the next grade level for all feeder schools. (Section 722(g)(3)(I)).

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- C. In cases when the student becomes permanently housed during the academic year and continues in the school of origin, which is not in the district of new residence, the educating district will continue to educate the formerly homeless student, if requested by the student's parent or guardian, until the end of the academic year and should maintain the homeless student on its roll as a non- resident student. The educating district should advise the new district of residence of its financial responsibility for this student and send a tuition bill.

If a dispute arises over school selection or enrollment, the child or youth involved must immediately be admitted to the school in which they are seeking enrollment, pending resolution of the dispute 42 U.S.C. § 11432(g)(3)(E)(i). PDE recommends that the parent, guardian or unaccompanied youth who initiates the dispute contact the LEA liaison for individuals experiencing homelessness as soon as possible after receiving notice of the dispute. If the person initiating the dispute does not contact the LEA liaison directly, the LEA shall be responsible for contacting the LEA liaison regarding the dispute as soon as possible and referring the family or youth involved to the liaison.

The LEA liaison shall ensure that the child or youth is immediately enrolled, explain the dispute resolution process to families and help them to use it 42 U.S.C. § 11432(g)(3)(E)(iii). The LEA shall issue a written disposition of the dispute within 20 business days after the LEA liaison is notified of the dispute. The disposition shall be provided to the parent, guardian or unaccompanied youth and shall explain the basis for the decision and advise the parent, guardian or youth of the right to appeal. 42 U.S.C. § 11432(g)(3)(E)(i).

*NOTE:* The LEA should use and maintain copies of PDE's "Notice of Procedural Safeguards" form (see attached) which ensures that all LEAs (a) inform families of the basis of their decision regarding enrollment or school selection; (b) notifies families of their right to remain in their school of choice pending resolution of the dispute and (c) explains the procedures for challenging the decision of the LEA.

### **Level 2 – A complaint may be filed with a McKinney-Vento coordinator.**

If the parent, guardian or unaccompanied youth is dissatisfied with the LEA's disposition of a dispute or would like to raise any issue of McKinney-Vento Act noncompliance, they may file a complaint or appeal with a McKinney-Vento site or regional coordinator or with the state coordinator. (See attached list which contains contact information for all of the McKinney-Vento coordinators in Pennsylvania). In lieu of filing an appeal with a McKinney-Vento coordinator, a parent, guardian or unaccompanied youth may elect to appeal the LEA decision directly to a court of competent jurisdiction. Participation in the appeal procedure is not required prior to taking legal action.

A regional or site coordinator with whom a complaint or appeal is filed must notify the state coordinator immediately. Upon being notified, the state coordinator will review the complaint or appeal and assign it to a site or regional coordinator for disposition. The coordinator to whom the appeal is assigned may contact, interview and accept documentation from any individual or LEA involved, and shall issue a written disposition within 20 business days after the complaint or appeal has been assigned. The disposition shall be provided to the LEA and the parent, guardian or unaccompanied youth involved. The child or youth shall continue to be enrolled in the school in which he

or she is seeking enrollment until the complaint or appeal is resolved or until a disposition from a McKinney-Vento coordinator is received.

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The state coordinator may assist in the mediation of disputes directly and may also invite those involved to have the dispute mediated at any time in the process through the Dispute Resolution Program operated by the Commonwealth Office of General Counsel (OGC). The [OGC Dispute Resolution Program](#) is a voluntary informal process through which a trained mediator assists in reaching a mutually acceptable resolution.

Participating in mediation is not a waiver of the right to file a lawsuit nor is participation in mediation required prior to taking legal action.

*NOTE:* The parent, guardian or unaccompanied youth may file a complaint with the McKinney-Vento site, regional or state coordinator on the attached complaint form. However, the use of the attached form is not mandatory. Any dispute raised by a homeless family or youth concerning school enrollment or any other right under the McKinney-Vento Act whether received via telephone, letter or any mode of communication shall be treated as a complaint.

### **References**

#### **Purdon's Statutes**

[24 P.S. § 13-1301](#)

[24 P.S. § 13-1302](#)

[24 P.S. § 13-1306](#)

#### **State Board of Education Regulations**

[22 Pa. Code § 11.18](#)[Opens In A New Window](#)

#### **Federal Regulations**

Elementary and Secondary Education Act, as reauthorized by the [Every Student Succeeds Act](#)[McKinney-Vento Homeless Assistance Act](#)[Opens In A New Window](#)

#### **US Code**

[42 U.S.C. §§11431-11435 \(including section 722\)](#)[Opens In A New Window](#) [20 U.S.C 1087vv](#)[Opens In A New Window](#)

#### **Other**

[Pennsylvania Education for Homeless Children and Youth State Plan \(PDF\)](#)

[U.S. Dept. of Education Guidelines – Homeless Children and Youth Programs](#)[Opens In A New Window](#)

[OGC Dispute Resolution Program](#)

[Determination of District of Residence for Students in Facilities or Institutions \(PDE- 4605\) \(PDF\)](#)

#### **Attachments**

[Procedural Safeguards Notice of Denial of Enrollment \(PDF\)](#) [Enrollment Complaint to PA Department of Education \(Word\)](#)

### **Bureau/Office Contacts**

**Education for Homeless Children and Youth Program** Bureau of  
Curriculum, Assessment, and Instruction Pennsylvania Department of  
Education  
333 Market Street, 3rd Floor  
Harrisburg, PA 17126-0333  
Phone: 717-783-6466

### **Child Accounting questions should be referred to:**

Bureau of Budget and Fiscal Management Division of  
Subsidy Data and Administration Pennsylvania  
Department of Education  
333 Market Street  
Harrisburg, PA 17126-0333  
Phone: 717-787-5423

### **Transportation questions should be referred to:**

Bureau of Budget and Fiscal Management Division of  
Subsidy Data and Administration Pennsylvania  
Department of Education  
333 Market Street

## **DRESS AND GROOMING (Policy 221)**

Students' dress shall conform to the present contemporary community standards of health, safety, decency, and good taste. Students have the responsibility to keep themselves, their clothes and their hair clean. School officials may impose limitations on student participation in the instructional program where there is evidence that the lack of cleanliness constitutes a health hazard. School officials may also impose limitations on dress where the attire causes disruption.

Students have the right to determine the length or style of their hair including facial hair. Any limitations of this right shall be based on evidence that the length or style of hair causes a disruption of the educational process or constitutes a health or safety hazard. Where length or style of hair presents a problem, some type of covering must be considered and used.

Students may be required to wear special clothing while participating in physical education classes, shops, extracurricular activities or other situations where special attire may be required to insure the health or safety of the student (tennis shoes are to be used in gym class). Students are permitted to wear shorts during school hours as long as they are between mid-thigh and knee length such as: "walking" shorts. Dresses and skirts should be of a reasonable length. "Spandex" skirts, dresses, shorts, and "short" shorts such as jogging shorts, etc. are **NOT** permitted. Dresses and skirts should be of a reasonable length (no shorter than mid-thigh).

Appropriate shirts and tops must also be worn. Those which are **NOT** permitted to worn include: tube tops, strapless tops, tank tops, bare midriff tops and bare shoulder tops, open weave or see-through tops, shirts with suggestive, obscene or vulgar wording and pictures and athletic footwear (i.e. Heelys, rollerblades, spikes, etc.)

Flip-flops are **NOT** permitted due to possible injuries from tripping and falling.

Clothing or jewelry with suggestive, obscene, vulgar or violent wording or pictures is **NOT** permitted. Clothing and jewelry which advertise or promote drugs, alcohol products or tobacco products are **NOT** permitted. Clothing and jewelry that is intimidating or ethnically, sexually, racially or religiously offensive is prohibited. Students are not permitted to wear hats, hoods, bandanas or non-prescription sunglasses in class during school activities unless motivated by genuine religious persuasion or some other good faith reason.

## **WEAPONS (POLICY NO. 218.1)**

In accordance with the Weapons and Dangerous Instruments, a complete copy of which is available in the Administrative Offices of the school district for inspection and review, students are hereby notified that possession of a weapon or dangerous instrument as defined in said policy, that includes but is not limited to a knife, cutting instruments, blackjack, explosive device and/or gun of any kind is prohibited on school grounds, at school sponsored activities, on buses or other vehicles of the Trinity Area School District.

Any weapon in the possession of a student shall be permanently forfeited and said possession shall be reported immediately to the Police Department with jurisdiction of the school involved and to the Department of Education. Possession shall include but not be limited to keeping or holding a weapon in the locker of a student, on a bus or in a vehicle maintained for a student and ability to direct another person who is in possession or has possession of said weapon. Students found in possession of a weapon shall, except under extraordinary and extenuating circumstances be expelled for a period of not less than one (1) year.

Prior to the admission of any student, the parent/guardian shall provide a sworn statement stating whether a student has previously been suspended or expelled from any public or private school for an act or offense involving weapons, alcohol, drugs or other willful acts of violence committed on school property. Said statement shall be included in the student's disciplinary record.

## **TERRORISTIC THREATS/ACTS (POLICY NO. 218.2)**

**PURPOSE** the Board recognizes the danger that Terroristic Threats and acts present to the safety and welfare of district students, staff and community. The Board acknowledges the need for an immediate and effective response to a situation involving such a threat or act.

**TERRORIST THREAT** shall mean a threat to commit violence committed with the intent to terrorize another, to cause evacuation of a building or to cause serious public inconvenience or cause terror or serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience.

**TERRORIST ACT** shall mean an offense against property or involving danger to another person.

**AUTHORITY** the Board prohibits any district student from communicating Terrorist Threats or committing Terroristic acts directed at any student, employee, Board member, community member or school building.

**COMMUNICATION** shall mean conveys in person or by written or electronic means, including



telephone, electronic mail, Internet, facsimile, telex and similar transmissions.

**DELEGATION OF RESPONSIBILITY** the Board directs the Superintendent to react promptly and appropriately to information and knowledge concerning a possible or actual Terroristic Threat or act. The Superintendent will be responsible for developing administrative regulations to implement this policy. Staff members and students will be responsible for informing the building principal regarding any information or knowledge relevant to a possible or actual Terroristic Threat or act. The building principal will immediately inform the Superintendent after receiving a report of such a threat or act.

**GUIDELINES** when an administrator has evidence that a student has made a Terrorist Threat or committed a Terrorist act, the following guidelines shall be applied:

- A. The building principal will immediately suspend the student.
- B. The building principal will promptly report the incident to the Superintendent.
- C. Based on further investigation, the Superintendent will report the student to law enforcement officials.
- D. The Superintendent will recommend expulsion of the student to the Board.

If a student is expelled for making Terrorist Threats or committing Terrorist acts, the Board may require prior to readmission that the student provide competent and credible evidence that the student does not pose a risk of harm to others. In the case of exceptional students, the district will take all steps necessary to comply with the individuals with Disabilities Education Act and follow Board policy.

Statutory Reference: Individuals with Disabilities Education Act as amended, 20 USC Section 1400; PA Crime Code, 18 PA copns. Stat. Ann., Sections 2706, 2301, 3201, 3301 – 4101.

## **SUMMARY SEXUAL MISCONDUCT/HARASSMENT (POLICY 248.1)**

**PURPOSE** As an educational institution that fosters the positive development of children, the Trinity Area School District maintains a professional working and child centered learning environment. Any conduct that detracts from that nurturing environment will not be tolerated. Sexual abuse, sexual harassment and sexual misconduct toward children are criminal acts. The District will report for prosecution to the appropriate authorities any employee, volunteer, member of the Board of School Directors and/or chaperone that might commit such act(s). Further such conduct is a violation of this policy and further disciplinary action may be imposed by the District including but not limited to termination of employment, suspension or curtailment or revocation of the ability of an individual to act as volunteer. This policy sets forth internal District procedures for investigation and discipline for members of the Board of School Directors, employees, volunteers, chaperones or students who violate this policy and specifically further affirms the intent of the School District to assist and support law enforcement officers in prosecution of any violation of this policy which also constitutes a violation of the Pennsylvania Crimes Code.

**CONDUCT PROHIBITED BY THIS POLICY** It shall be a violation of this policy for any member of the Board of School Directors, employee, volunteer or chaperone of the District to harass or abuse a student through conduct or communication of a sexual nature as defined below. It shall also be a violation of this policy for any student to harass or abuse other students, a member of the Board or School Directors, employees, volunteers or chaperones of the School District through conduct or communications of a sexual nature as defined below

**DEFINITION OF SEXUAL MISCONDUCT/HARASSMENT** Unwelcome sexual advances, requests of sexual favors and other inappropriate oral, written or physical conduct of a sexual nature are made by a member of the Board of School Directors, an employee, volunteer or chaperone of the School District to a student or when made by a student to another student or by a student to a member of the Board of School Directors, an employee,

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volunteer or chaperone of the School District, constitute sexual misconduct/harassment when:

- A. Submission of such conduct is made either explicitly or implicitly, a term or condition of an individual's education;
- B. Submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual;
- C. Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile or offensive academic environment.

Sexual misconduct/harassment as defined above may include but is not limited to the following:

1. Giving of gifts of a sexual nature;
2. Giving gifts to induce sexual favors or activity;
3. Verbal harassment or abuse;
4. Letters or notes with inappropriate sexual comments;
5. Pressure for sexual activity;
6. Repeated remarks to a person, with sexual or demeaning implications;
7. Unwelcoming touching;
8. Suggesting or demanding sexual involvement accompanied by implied or explicit treats or enticement concerning one's job, grades, academic advancement, college placement, extracurricular activity, etc.

Sexual abuse or exploitation is defined therein as the employment, use, persuasion, inducement, enticement or coercion of any child to engage in or assist any other person to engage in any sexually explicit conduct or any simulation of any sexually explicit conduct for the purpose of producing any visual depiction of any sexually explicit conduct or the rape, molestation, incest, prostitution or other form of sexual exploitation of children.

**COMPLAINTS** In the event that a student, employee of the School District, volunteer or chaperone experience sexual misconduct/harassment by a student, employee, volunteer or chaperone, they should contact the title IX Coordinator for the School District which is the Assistant Superintendent at the Administrative offices at 231 Park Avenue, Washington, PA 724-225-9880 or they may contact one of the following: the Building Principal, the Guidance Counselor, the Director of Safety and Security of the Title IV Coordinator, if not the Superintendent of Schools.

**PROCEDURE** Upon receipt of such a complaint or in the event any of the aforesaid should witness acts that violate this policy, the Building Principal and or the Director of Safety and Security will notify the student's parents/guardian and investigate all complaints with the assistance of the Title IX Coordinator. The good faith filing of a complaint or otherwise reporting sexual misconduct/harassment will not reflect upon the individual's status nor will it affect future employment, promotions, grades or work assignments. No retaliation will occur. If any student, employee, volunteer or chaperone believes he or she is being retaliated against as a result of asserting his or her rights under this policy, he or she should report the same to the individuals listed above.

The complaint will remain confidential both as the complainant and the accused to the extent possible, consistent with the School District's legal obligations and the necessity to investigate the allegations.

In accordance with the aforesaid policy, interviews will be conducted with the accused and the accuser. In the event the accused is an employee, volunteer or chaperone, said individual will be suspended pending investigation or hearing. In appropriate cases action will be taken to resolve the situation by reaching an agreement at a conciliatory meeting. In the event the matter cannot be resolved the parties are unwilling to conciliate or if the Superintendent deems it necessary, a fact finding investigation will take place by the Director of Safety and Security. A written record of the fact finding investigation will be made and be shared with the complainant and the accused party.

If charges are substantiated appropriate disciplinary action will be taken, which as to a student could include suspension and/or expulsion in accordance with Pennsylvania law or in the circumstance of an employee could



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result in suspension or termination of employment or in the event of a volunteer or chaperone, revocation of the volunteer or chaperone status. In addition to the aforesaid actions the School District will be required by law and when appropriate notify law enforcement agencies and will assist and support said agencies in the prosecution of any violation of the Pennsylvania Crimes Code.

**SUMMARY** The Board of School Directors of the Trinity Area School District urge you to consult with an appropriate party if you at any time feel you are a victim of sexual misconduct, abuse or harassment. The complete policy adopted by the Board of school Directors related to sexual misconduct/harassment is set forth at Policy No. 248.1. A copy may be obtained in any one of the following locations: the Principal's office, Guidance Counselor's office, Director of Safety and Security, Superintendent/Title IX Coordinator's office or from the Secretary of the Board of School Directors. This policy is also posted in appropriate locations throughout the School District and may also be found on the District website.

## **CONFIDENTIAL RECORDS TRINITY AREA SCHOOL DISTRICT PARENTS CONFIDENTIALITY ASSURANCE PLAN**

Trinity Area School District in accordance with the United States Education Office issues the following statements through public notice. (Policy 207)

Trinity Area School District recognizes the need to protect the confidentiality of personally identifiable information in the education records of exceptional children. The policy has been prepared so as to insure the privacy rights of both the parents and the exceptional child in the collection, maintenance, release and destruction of these records. The parents of a student or eligible student will have rights of access and/or challenge as outlined in the Trinity Area School District Policy.

Unless precluded by an order of Court, a non-custodial parent will be permitted access to a student's records. In the case of joint custody, both parents will be granted access. If a parent without custody of the student desires information, they must have the written approval of the parent who has custody and present such written approval to the school authorities who shall retain the writing in the student's records. If the parents of the child are separated or divorced unless there is an order to the contrary from the Court, each parent will have the right to be informed of the child's progress in school. To receive written reports and notification of conferences, a non-custodial parent must make a request through the office of the principal.

The parents of a student or eligible student have a right to a hearing and to file an explanation of complaint as outlined in the Trinity Area School District Policy. The School District will disclose directory information which includes: The student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognize activities and sports, weight and heights of member or athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student and other similar information.

Should the parent of a student or eligible student wish to refuse disclosure of this information, a written notice of refusal of disclosure of directory information must be sent to the Principal in charge within twenty (20) days of this public notice.

Trinity Area School District will release information from a student's educational records without prior consent to officials of other primary or secondary schools in which a student seeks or intends to enroll. Transcripts to post-secondary institutions in which a student seeks or intends to enroll will be sent upon request of parents of a student or eligible students. Parents upon written request may receive a copy of

records that may be released by the school. The parents may challenge information by notification in writing to the Principal in charge.

## **TITLE IX OF EDUCATION AMENDMENTS OF 1972**

104 The Trinity Area School District shall not discriminate on the basis of race, sex color, handicap, age, national and ethnic origin in the administration of its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments and the rules and regulations of the Department of Health and Human Services.

If there are any changes in the Elementary Handbook or Trinity Area School District policy, you will be notified.

## **TRINITY AREA SCHOOL DISTRICT/SUMMARY OF POLICY 815 INTERNET SAFE AND ACCEPTABLE USE PLAN FOR COMPUTER TECHNOLOGY**



Set forth below is a summary of the policy. The complete policy is on record at the Administration Office of the school district and available for inspection or review upon request. The purpose of this summary is to enable parents/guardians to comply with the policy.

The Internet is a global information and communication network that provides a tremendous opportunity to bring previously unimaginable education and information opportunities to our students. Through the Internet, students can access up to date highly relevant information that will enhance their learning. Students also have the opportunity to communicate with other people from throughout the world. Use of the Internet for enriching educational activities will assist in preparing students for success in life and working the 21<sup>st</sup> Century.

The Internet is however, a public space. As is true with all public spaces, there is a potential that students may come into contact with potentially harmful or inappropriate material or people. Therefore use of the Internet by young people necessarily raises concerns about safety and security. Young people may also use the Internet to engage in actions that are ethical, legal and responsible. Schools that provide Internet access to students have an obligation to help students learn to use the Internet in a safe and responsible manner.

Trinity's Internet Safe and Acceptable use Plan for Computer Technology addresses the strategies the District will utilize to create an environment that will support the safe and responsible use of the Internet by staff and students. The District's Internet Safe and Acceptable Use Policy for Computer Technology and Regulations contain the specific guidelines necessary to implement this Plan. The Student Internet Use Policy addresses student responsibilities related to this Plan.

Please read the District's Internet Policy No. 815 and instruct your child regarding any restrictions against accessing material that are in addition to the restrictions set forth in the District Policy. Please emphasize the importance of all rules for personal safety.

No student will be permitted access to the Internet without written consent from parent/guardian via the District-approved permission forms.

### **For Elementary Students:**

I hereby give permission for my child to use the Internet. I understand that this permission includes permission for

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my child to access information through the Web, receive e-mail communications through a class account and engage in other educationally relevant electronic communication activities.

I hereby give permission for the school to post the following information/material on the Internet: Students will use a limited student identification (first name and last initial or other school-developed identifier). Group pictures without identification of individual students are permitted. Student work may be posted with the limited student identification. All student posted work will contain the student's copyright notice using the limited student identification.

## TRINITY AREA SCHOOL DISTRICT

### Internet Parental Consent Form

PLEASE RETURN SIGNED FORM TO YOUR HOMEROOM TEACHER

#### PARENT/GUARDIAN:

My signature below indicates that as a parent or guardian of a student in the Trinity Area School District, I have read the district's Computer Technology Policy. I understand that it is impossible for the district to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network.

Parent/Guardian Print Name Here \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

**If you wish for your child to have internet access, BUT do not want any information or material to be posted regarding your child on our website, you must submit your request in writing to the building principal.**

**STUDENT:** \_\_\_\_\_

As a student in the Trinity Area School District, I have read and understand all the points in the Trinity Area School District Computer Technology Policy and agree to adhere to them. If I do not follow the rules, I understand that my computer access privileges will be taken away and disciplinary action may result.

Student Print Name Here \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

#### **DISCLAIMER**

Trinity Area School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. Trinity Area School District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, miss-deliveries or service interruptions caused by its own negligence or the user's error or omissions or any hardware failure. Use of any information obtained via the Internet is at your own risk. Trinity Area School District specifically denies any responsibility for the accuracy or quality of information obtained through its service. All users need to consider the source of any information they obtain, and consider how valid that information may be.

- \* Trinity Area School District specifically disclaims any responsibility for the content of any notes, messages, or meetings. All messages, notes, and meetings remain the sole property and responsibility of the authors, owner, or originator who, with use of the computer network, agrees to indemnify and hold harmless Trinity Area School District for any claims or actions.

#### \* **POLICY REVIEW:**

This Policy will be reviewed by the Board annually.