

**SOUTHMORELAND
PRIMARY AND ELEMENTARY SCHOOLS**



STUDENT GUIDE AND CODE OF CONDUCT 2024-2025

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DISTRICT AND SCHOOL INFORMATION

SOUTHMORELAND ELEMENTARY SCHOOL

100 Scottie Way
Scottsdale, PA 15683
Phone # (724) 887-2020
Fax # (724) 887-2025

SOUTHMORELAND PRIMARY CENTER

1431 Water Street
Alverton, PA 15612
Phone # (724) 887-2026
Fax # (724) 887-2044

SOUTHMORELAND SCHOOL DISTRICT ADMINISTRATION

Superintendent of Schools	Dr. Jason Boone
Assistant to the Superintendent	Dr. Daniel Clara
Business Manager/Director of Transportation	Ms. Pam Mondock
Director of Technology	Mr. John Puskar
Director of Buildings and Grounds	Mr. Calvin Trader
Director of Food Services	Mr. Zachary Malavite
School Psychologist	Ms. Melissa Redinger

SOUTHMORELAND ELEMENTARY SCHOOL ADMINISTRATION AND STAFF

Principal, 3-5/Director of SOLA, K-8	Mr. Daniel Krofcheck
Dean of Students	TBA
School Counselor	Mrs. Lisa Romesberg
School Nurse	Mrs. Stephanie Muir
Administrative Assistant to the Principal	Mrs. Sonya Zahrobsky
Building Administrative Assistant	Mrs. Amanda Springer

SOUTHMORELAND PRIMARY CENTER ADMINISTRATION AND STAFF

Principal, K-2	Mr. Ron Heitchue
School Counselor	Mrs. Sarah Whitacre
School Nurse	Mrs. Sandra Geiger
Administrative Assistant to the Principal	Ms. Morgan Tylka

Title VI, Title IX, Section 504, A.D.A., and Age Discrimination

In compliance with the following statutes and regulations implementing Title VI of the Civil Rights Act of 1964 (Title VI), Title IX of the Educational Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 (Section 504), Americans with Disabilities Act of 1990 (A.D.A.) and the Age Discrimination Act of 1975 (A.C.T.), the Southmoreland School District does not discriminate on the basis of race, color, national origin, religion, sex, disability, or age in its admission, educational programs, activities, or employment practices. The district commits itself to take whatever remedial action is necessary to rectify proven instances of discrimination where Title VI, Title IX, Section 504, A.D.A., and A.C.T. are applicable.

Inquiries concerning Title IX and Section 504 may be referred to Dr. Daniel Clara, Title IX and Section 504 Coordinator for the Southmoreland School District, whose office is located at the Southmoreland High School, 2351 Route 981, Alverton, PA 15612, phone (724) 887-2000.

Complaint or Sex Discrimination or Harassment and All Other Forms of Unlawful Harassment and Discrimination

The district has a Title IX Grievance Procedure applicable to complaints of Sex Discrimination or Harassment and all other forms of unlawful harassment or unlawful discrimination in its educational programs, activities, or employment practices prohibiting discrimination or harassment including those based on race, color, national origin, sex, age, disability, religion, ancestry and familial status.

A complaint by or on behalf of a student should initially be filed with the building principal for the school which the student attends. Elementary School Students: Principal, Mrs. Tracey Kuchar-Long, Elementary School Office, 100 Scottie Way, Scottdale, PA, 15683 (724) 887-2020, or Primary Center Students: Principal, Mr. Ron Heitchue, Primary Center Office, 1431 Water Street, Alverton, PA 15612. but if it is against the principal, then with Dr. Daniel Clara, Assistant to the Superintendent, Southmoreland High School, 2351 Route 981, Alverton, PA 15612, phone (724) 887-2000.

The grievance (complaint) procedure is included in the Southmoreland Policy No. 848 Unlawful Harassment and Unlawful Discrimination and a copy of the policy, a Complaint Form, and a list of persons with whom to initiate a complaint or appeal may be obtained from the office of any school district principal including the one listed above or the offices of the Title IX Coordinator Dr. Daniel Clara, Superintendent, Southmoreland High School, 2351 Route 981, Alverton, PA 15612, phone (724) 887-2000.

FOOD SERVICES

If parents have any questions or concerns regarding food service items, contact Zach Malavite, Food Service Director at 724-887-2015 or by e-mail at malavitez@southmoreland.net.

National School Lunch & School Breakfast Programs

The Southmoreland School District offers meals to all students attending any of its schools. The district participates in the School Breakfast Program (SBP) and the National School Lunch Program (NSLP) under the Community Eligibility Program (CEP). The SBP and NSLP are regulated by the federal government under USDA and Food and Nutrition Services (FNS). The regulations provided by USDA and FNS are updated every few years to assure that current medical and dietary guidelines are being followed.

Nutritious meals are prepared in accordance with National School Lunch program regulations along with optional menu choices. School meals are prepared by trained cooks certified in Serv-Safe working in cooperation with the food service director. Students are encouraged to participate in the school meals program to ensure they are prepared to learn.

Schoolcafe

SchoolCafe makes school meal payments easy for busy parents on-the-go! Quickly and securely add money to your student's school meal account using your credit card, debit card or electronic check. You can also view recent cafeteria purchases and check current meal account balances for each student or set up low-balance email alerts. Parents can call (855) 729-2328 or email customercare@schoolcafe.com for issues with SchoolCafe. www.schoolcafe.com

What is a School Breakfast?

All breakfasts served in Southmoreland include food items from the following components: whole or enriched grains, fruit and fluid milk; additional choices of combination entrees that include a meat/meat alternative component may also be offered. A minimum of 3 food items may be selected comprising ½ cup of fruit or juice plus two different food items in order for a reimbursable breakfast to be claimed. Under the parameters of the SBP and CEP breakfasts are provided to all students at no charge.

Breakfast is available to students during these times:

SPC: 8:45 AM – 9:15 AM

SES: 8:45 AM – 9:10 AM

A breakfast grab bag will be served on delays or early dismissal days.

What is a School Lunch?

The school lunch program offers five (5) basic components which are categorized as one of the following: Grains, Meat/Meat Alternate, Fruits, Vegetables, and Milk. Cafeteria staff always encourage participants to take one selection from all 5 components for a full, balanced and reimbursable meal; however, under the guidelines for Offer Versus Serve, the student does not need to take all items offered. The minimum requirements for a reimbursable lunch include taking one fruit or vegetable and two additional different components. Under the parameters of the NSLP and CEP lunches are provided to all students at No Charge! If students bring lunches from home, milk and juice beverages are available for purchase from the cafeteria. Students who choose to pack a lunch will need to pay individual a la carte pricing for items if full meals are not being taken. As a reminder, if students do not have a full lunch, a la carte prices will apply for each item.

SES ONLY: In addition to the full lunch, we also sell snacks and a la carte items under federally regulated smart snack programs after lunches are served. Students must have a positive balance in meal accounts or pay with cash at the time of transaction to purchase those items. Students may buy other items separately as well such as beverages, extra entrees, fruits, vegetables or milk. Students must have money in meal accounts to purchase a la carte items.

Free and Reduced Meals

Under the parameters of the CEP program for SBP and NSLP the district no longer requires families to submit any free or reduced meal applications for students enrolled grades K-5 in both the Elementary and Primary schools. NOTE: Please be aware if you have children enrolled in grades 6-12 at either the Middle or Senior High schools in addition to a student in either the Primary or Elementary schools, an application for free and reduced meals will still need to be submitted online or through the food service department via paper for the student(s) enrolled grades 6-12.

School Menu

The daily menu for our school breakfast/lunch is determined by our food service director in accordance with governmental regulations using the requirements for nutritious meals. Portion sizes are set by USDA. The menu is sent to each home monthly and is also available on the web @ www.southmoreland.net. Parents are reminded to read the menu sheets that are sent home each month. We realize from time to time, with busy schedules and lives that occasionally anyone can forget to send money for lunch. Southmoreland School District will not deny any child a lunch who does not have funds to pay for a meal.

In conjunction with the passing of Act 55 by the Pennsylvania legislature in 2017, school districts are now required to notify parents when negative school lunch balances reach 5 or more meals. The Southmoreland School District Food Service Department will send negative student account balances to parents/guardians via phone, text, letters and/or email messages. Messages to negative balance households will be sent a minimum of one time per week. The full Southmoreland School District Charge Policy can be found on the website www.southmoreland.net and click on MENUS then OFFICIAL MEAL CHARGE POLICY.

Special Diets

Southmoreland School District Food Service will work within USDA guidelines to assist families of children with special diets or allergies. A Fluid Milk Substitution Form may be filled out by the parent or medical authority and returned if your child(ren) has a milk intolerance or non-life-threatening allergy and you wish to request one of the available milk substitutions with breakfast or lunch (Lactaid or Soy Milk). Per USDA regulations, we are no longer permitted to substitute juice or water for milk unless there is a case of a medically recognized disability.

If your child has a medical condition that is identified as a disability (such as food allergies which may result in anaphylaxis or celiac disease), a separate Physician's Medical Plan signed by a physician identifying the disabling condition and must provide both a detailed diet prescription and food substitutions requested from the attending physician, such as water or juice if allowable. Copies of the new Fluid Milk Substitution Form and Physician's Medical Plan for Special Dietary Needs are available on the school website under Food Service. As a reminder, we no longer can accept a physician's prescription slip in lieu of either form.

Student Debts

If a student has incurred outstanding debts (i.e., for unpaid cafeteria meals, lost or damaged books, PTA, Fundraisers, etc.), the obligation must be cleared as soon as possible. This outstanding debt, if not cleared by the end of the year, will follow the student as they advance through each year. Food service may add a service charge to unpaid lunch balances if the balances are not resolved in a timely manner. Checks will still be accepted by our food service department as long as you are in good standing; otherwise this department will be on a money order or cash basis. In conjunction with the passing of Act 55 by the Pennsylvania legislature in 2017, school districts are now required to notify parents when negative school lunch balances reach 5 or more meals. The Southmoreland School District Food Service Department will send negative student account balances to parents/guardians via phone, text, letters and/or email messages. Messages to negative balance households will be sent a minimum of one time per week. The full Southmoreland School District Charge Policy can be found on the website [Southmoreland > Departments > Food Services] <https://www.southmoreland.net/Page/87>.

Schoolcafe

SOUTHMORELAND FOOD SERVICE NOW USES THE POINT OF SALE COMPUTERIZED LUNCH SYSTEM AND ONLINE PAYMENT SYSTEM. We encourage all parents to also create an account for their child's cafeteria account where they can electronically pay for meals, sign up for low balance, and monitor daily purchases. Access online at: www.schoolcafe.com/southmorelandsd

SCHOOL COUNSELING

The Southmoreland Primary/Elementary School Counseling Department is available to assist ALL students in the areas of academic, career and social/emotional well-being. The goal is to enhance learning and provide a safe and inviting environment for all to learn and grow. Students/ Parents may stop in or call at any time.

STUDENT ASSISTANCE PROGRAM (SAP)

The Student Assistance Program (SAP) is a systematic intervention to assist school personnel to identify issues that pose a barrier to a student's academic and personal success. A Core Team of trained school and community personnel meet to identify students in need and offer assistance to both students and their families in seeking help.

The following is a list of some, but not all, signs and symptoms that may pose a barrier to a student's learning and success:

- Changes in behavior, mood
- Decline in grades and/or school performance
- Change in friendships
- Physical symptoms or health issues
- Sad, withdrawn behaviors
- Changes in family dynamics, situations
- Noticeable change in interests, appearance, etc.
- Increased defiance
- Expressing a desire to punish or harm self or others

If you or someone you know is experiencing an issue, please contact your school counselor or other SAP team member. Team members can be identified by the SAP sign outside their classroom doors.

The SAP team does not diagnose, treat or refer students for treatment. Students may receive a recommendation of referral for a screening to further assist the student. Parental Permission must be obtained for this program.

STUDENT PROGRESS

Approximately in the middle of each nine-week period, a progress report will be available to the parents/guardians of those students who are not achieving at a satisfactory level or who are achieving above expectations in all academic areas. Student progress can be monitored at all times using the Parent Portal. Parent Portal usage is strongly encouraged. Please contact the main office if you need assistance with accessing your child's portal.

Report Cards

Report cards are issued four times a year or every nine weeks. Also on the report cards are comments as to the student's attitude, effort, citizenship, and academic grade strength:

- 01 Courteous and Cooperative
- 01 Demonstrates Good Study and Work Habits
- 03 Shows Improvement in Attitude and Work
- 04 Experiences Learning Difficulties
- 05 Does Not Prepare for Class
- 06 Maintains On-Task Behavior
- 07 Disruptive / Poor Conduct
- 08 Non-Contributing / Non-Participating
- 09 Poor Attendance in Class

Grading

Although grading is a teacher's responsibility based on an individual evaluation of each student, Southmoreland Elementary School will use the grade scale below. Final grades will be determined by averaging the percentage grades of each nine week period.

- 90-100% = A
- 80-89% = B ● 70-79% = C
- 60-69% = D
- 59-0% = E

Schedule Changes

Schedule changes will be limited to administrative errors and changes due to summer school make-up classes. Please contact the school counselor if you have a schedule change request.

Activity Permission Forms

Southmoreland Primary/Elementary School provides a variety of fun and engaging activities for our students. These activities are intended to enhance the total school experience. Learning in our classrooms is the essential base for school activities. Students who have been suspended during a particular nine week period will not be permitted to attend field trips that occur during that same nine week period.

Retention and Promotion Philosophy

Philosophy: Students are to be placed where they will have maximum achievement academically, socially, and emotionally. To determine possible retentions based on staff recommendations, the school Counselor will notify parents concerning these possible retentions and the need for greater effort and/or tutorial help. This notification allows both parents and students the time to work together to bring academic work to acceptable levels. Grade level teams, the principal, and the counselor will also meet at the end of the year to determine the promotion and retention of students.

Promotion

Every student will be required to complete the requirements of each core subject area. If those requirements are not met, (please see retention policy) the student will make up the course work during summer school or repeat the grade. Core subject areas are defined as Language Arts, Mathematics, Reading, Social Studies, and Science. Other important subject areas may be Itinerant classes that include: Library Science, Computer Science, Visual Arts, STEM, Physical Education, and Music. Students are expected to fulfill the requirements in each of these subjects, as well. The grading system is one of grading on the basis of the student's own ability. The promotional policies are based upon whether the child has accomplished a significant part of what he/she is capable of accomplishing.

Retention

A student will be retained by failing two or more major course subjects or by failing one major subject and a total of one credit or more "minor" subjects. In order for a student to avoid grade level retention, the possibility of making up course(s) failed could exist via successful completion of an **approved** summer school program. If such information is needed, and prior to student registration for the same. Please contact the SPC/SES Principal or Guidance Counselor for appropriate details. A student will not be retained for more than two years in the same grade.

SPECIAL EDUCATION SERVICES

The Southmoreland School District is committed to providing all students with a free and appropriate public education in the least restrictive environment This education is provided at the highest possible level within our school district's neighborhood school buildings to the greatest extent possible. To this end, Southmoreland School District offers a continuum of special education programs and services to address and meet the needs of students with disabilities. This is accomplished through the dedication of our teachers, staff, administrators, and school board members.

The Southmoreland School District provides a full range of special education services made available to all students who are eligible under the Pennsylvania School Code Chapters 14 and 16. The type and amount of support is determined by each student's Individualized Education Program (IEP) Team. In the event that the student's needs exceed the resources available within the district, the team may determine that a placement in a program outside of the district is warranted.

On-going comprehensive screening is completed within all of Southmoreland's elementary and secondary buildings to locate children who have a specific need for special education programs. If parents feel their child is in need of special programming, they should discuss the child's needs with the classroom teacher, guidance counselor, or building principal. All interaction will be confidential and comply with the Family Educational Rights and Privacy Act of 1974.

Support Services

The following support services are available for children in the Southmoreland School District:

Learning Support: The model of delivery of learning support services varies given the respective students' degree of need for such services with the focus of educating students in the least restrictive environment Through the learning support program, students may have access to more individualized and small group instruction with individual special education teachers. Students also have the opportunity to receive instruction with non-disabled peers in the general education classroom setting that is provided through a continuum of services including, but not limited to, a co-teaching instructional delivery model involving the grade level regular education teacher and a special education teacher; support of paraprofessional assignment within the general education classroom, and the implementation of specially designed instruction as determined by the student's IEP team.

Autistic Support: The model of delivery of autistic support services varies given the respective students' degree of need for such services with the focus of educating students in the least restrictive environment. Through the autistic support program, students have access to individualized and small group instruction in areas of academic, social and emotional, and sensory needs. Students also have the opportunity to receive instruction with non-disabled peers in the general education classroom setting that is provided through a continuum of services including, but not limited to, a co-teaching instructional delivery model, involving the grade level regular education teacher and a special education teacher, support of paraprofessional assignment within the general education classroom, and the implementation of specially designed instruction as determined by the student's IBP team.

Life Skills Support: The model of delivery of life skills support services varies given the respective students' degree of need for such services with the focus of educating students in the least restrictive environment. Through the life skills support program, students have access to individualized and small group instruction in areas of academic and adaptive behavior/daily living skill(s) needs. Students also have the opportunity to receive instruction with non-disabled peers in the general education classroom setting that is provided through a continuum of services including, but not limited to, a co-teaching instructional delivery model, involving the grade level regular education teacher and a special education teacher, support of paraprofessional assignment within the general education classroom, and the implementation of specially designed instruction as determined by the student's IEP team.

Speech and Language Support: The model of delivery of speech and language support services varies given the respective students' degree of need for such services with the focus of educating students in the least restrictive environment. Through the speech and language support program, students may have access to more individualized and small group instruction with individual speech and language pathologists (SLP). Students also have the opportunity to receive speech and language support through a SLP/regular education teacher consultative delivery mode thereby maximizing the students' participation in the general education setting with non-disabled peers without the need for pull out therapeutic sessions.

Vision Support; Hearing Support: The model or delivery of vision and hearing support services varies given the respective students' degree of need for such services with the focus of educating students in the least restrictive environment. Through the vision and hearing support services program, students may have access to more individualized and small group instruction with individual special education teachers. Also, students have the opportunity to receive instruction with non-disabled peers in the general education classroom setting with the support of paraprofessional assignment as deemed necessary by the IEP team on an individual case basis. Direct instruction in these areas is provided by PA State certified special education teachers employed by and contracted through the Westmoreland Intermediate Unit.

Related services of Orientation and Mobility Therapy; Physical Therapy; and Occupational Therapy: The model of delivery of related services varies given the respective student's degree of need for such services with the focus of educating students in the least restrictive environment. Special Education Related services of Occupational and Physical Therapy are available: to students found eligible for and in need of such services at all Southmoreland School District schools buildings and is provided through a contract with CAMCO and the Westmoreland Intermediate Unit.

MCKINNEY VENTO AND HOMELESS STUDENT SUPPORT

Pennsylvania's Education for Children and Youth Experiencing Homelessness Program was established to make sure homeless youth have access to a free and appropriate public education while removing barriers that homeless children face. Its goal is to have the educational process continue as uninterrupted as possible while the children are in homeless situations. If you are experiencing homelessness, please contact the **District Homeless Liaison, Dr. Daniel Clara**, for assistance and resources available through ECEYH at (724) 887-2000.

VISITORS

For safety purposes, at each entrance to the school there is a sign posted stating that all visitors are to report to the main office and produce an identification card to be scanned through the RAPTOR system, a visitor management system is used to verify the identity of a visitor, keep track of check-in and checkout times, and print custom visitor labels. RAPTOR is able to scan all U.S. government issued licenses, identification cards, concealed handgun licenses, consular ID cards, permanent resident card, active military cards, and passport ID cards (not the full passport). The system provides custom alerts and screens visitor information with a database of registered sex offenders. The system quickly prints visitor badges that include a photo, the name of the visitor, time, date, and purpose or visit destination. This will allow all district employees who see visitors to quickly know who they are and where they should be in our school. Any visitors in other locations will be directed to their proper destination and anyone not wearing a badge will be escorted to the office to acquire one.

Staff members will be expected to require that a visitor is registered at the school office and received authorization to be present for the purpose of conducting school business. Any person on school property who shall fail to register at the proper school office stating name, address, and purpose of visit on school property, or who has no legitimate purpose and violates or threatens to violate the rules relating to the maintenance of public order shall be directed to leave the premises. Should she/he fail or refuse to do so, local police or State Police shall be notified and requested to cause his/ her ejection.

Interruptions and Disruptive Actions: Visitors may not interrupt a teacher who is teaching a class. Visitors are not to interrupt a teacher during preparation times or other related instructional or supervisory duties unless an appointment has been made in advance or other advance notice has been given according to the guidelines of this policy. The principal or his/her designee should be notified immediately of any visitor causing a disruption. Based upon the circumstances, the principal or his/her designee may refer a disruptive visitor to local police or State Police for appropriate action.

Loud, Abrasive and/or Profane Language or Behavior: It is the policy and practice of the District to prevent disruptions to District operations and the educational process. All persons, including but not limited to students, parents/guardians, employees, visitors, and members of the general public, are prohibited from the use of foul, profane, or abusive language, whether spoken or written, or for disruptive behavior in any manner in a school building or on school grounds. This provision will be particularly enforced if language and/or actions are professed in a loud and/or offensive manner or in a manner observable by other persons. Police may be notified and proper legal action taken.

All persons are therefore warned that violations of this policy or any of its provisions may result in the removal from District property by appropriate District authorities. Students and employees may be subject to disciplinary procedures in accordance with District procedures and practices and the laws of the Commonwealth of Pennsylvania. Members of the public, including visitors, may be subject to removal from District property and may be charged with trespassing for failure to promptly vacate the property upon proper notice. In all cases, violators may be subject to action under the appropriate laws of the Commonwealth of Pennsylvania.

Visits by students not enrolled at Southmoreland Primary/Elementary School or in the specific building to be visited: Students will not be permitted to bring guests to SPC/SES during the school day.

CUBBIES

Cubbies are assigned to each student at the beginning of the year.

1. Book bags/backpacks are permitted for transporting school and personal items to and from home/school. However, book bags/backpacks must be left in the student's cubby/classroom during the day.
2. The cubby is not a student's personal possession. It is school property. Students shall not expect privacy concerning items placed in the school locker because school property is subject to search *at* any time by school officials. School officials may conduct random, periodic, or sweeping searches of all lockers at any time without prior notice. Canines trained to identify illegal substances may also be utilized in unannounced locker searches.
3. No writing, pictures, or stickers may be attached inside or outside the lockers.
4. Valuable and/or personal items are best left at home. The school is not responsible for any lost or stolen items.
5. No student will be allowed to keep books, coats, or any other material in another student's cubby.

SEARCHES

Students have the right to be secure in their persons, papers, and effects. Administrators are permitted to conduct a search of a student or his/her locker if there is a reasonable suspicion to believe that he/she has possession of an item that constitutes a criminal offense under the laws of the State. If law enforcement officials conduct the search, a third party must be present. Trained canines may be used to sniff inanimate objects on school property. These searches may take place without additional notice. (Policy 226)

LOST AND FOUND

The school is not responsible for any loss incurred by pupils. However, all losses should be reported promptly to the office and every effort will be made to find the article. At the end of a thirty-day period, articles not claimed are discarded. To reduce the number of losses, students should not bring valuable items to school.

SCHOOL CANCELLATION OR DELAY

Cancellation or delay of school takes place only during extraordinary circumstances such as extreme weather, equipment failure, or public crisis. The administration is aware of the hardship which can be caused by an abrupt cancellation. Therefore, school will not

be canceled unless a significant safety risk exists. Flexible Instruction Days may be used during these times. School closings and delays are posted on the following television channels: Channel 2 (KDKA-TV), Channel 4 (WTAE-1V), Channel 11 (WPXI-TV}, Cable Channel 39 (Scottie Channel), Digital Cable Channel 202 (Scottdale School Channel).

The following radio stations announce closings and delays: WLSW (104FM), WCVI (1340AM), WPQR (99.3FM), WHJB (620AM / 107.1FM), KDKA (1020AM), B94 - WBZZ (93.7FM), 3WS (94.SFM), WTAE (1250AM). Log onto the Southmoreland website (www.southmoreland.net) to check for any announcements. Scheduled early dismissals will be posted on the monthly calendar.

ATTENDANCE

The Southmoreland School District requires that students who are enrolled in the school system attend school regularly and on time. The educational experiences provided by the district are based upon consistent student attendance and requires continuity of instruction and classroom participation. Parents are expected to assist with regular attendance.

Illegal and unexcused absences shall be handled within the framework of state attendance laws. Excused absences will be granted for personal illness, death in the immediate family, and absences pre-approved by the principal. All time absent from school will be counted towards a student's overall attendance. All other reasons for absence will be classified as unexcused / illegal.

A written excuse from the parent/guardian is required for a student's absence. The excuse shall include dates of the absence, reason for the absence and signature of the parent/guardian. If a written excuse is not received within **three (3) days** of return to school, the absence will be considered unexcused/unlawful.

Any student who is absent more than **ten (10) days** during the school year will be required to have a medical excuse for each additional day of absence. Failure to present a medical excuse will result in the days being considered unexcused/unlawful. Parents/Guardians will be notified when a student has exceeded **ten (10) days** of absence.

Upon review by the building principal, any student who has a serious or chronic medical condition will be exempt from the **ten (10)** day limit if a physician's statement of such serious or chronic condition is received and verified by the school nurse.

The following guidelines should be observed for Southmoreland Primary/Elem School:

1. A student who arrives late for school, leaves school early, or is sent home is credited with school time according to the following:
 - a. A half day is defined as missing **more** than 1 hour and 45 minutes at any point within the day.
 - b. A late arrival (tardy) or early dismissal are defined as missing **less** than 1 hour and 45 minutes during the school day.
 - c. A student who is absent from school (or 1/2 day or more) may not participate in any after school activities that day.
2. It is the student's responsibility to get any make-up work from his/her classroom teacher upon return to school from an absence.
3. Students who are absent from school will have the number of school days they were absent, with a maximum of **three (3) days**, to complete make-up work, except by special arrangement with the teacher.
4. If a student is sent home, via the school nurse due to illness and is absent the following day(s), the parent must provide a written excuse, either medical or parental, or the child will be charged with an unexcused/unlawful absence.
5. Any student absent for more than **ten (10) days** during the school year will be required to have a medical excuse.
6. A Student Attendance Improvement Conference (SAIC) will be scheduled if a student has four (4) or more unexcused absences. At this time a School Attendance Improvement Plan (SAIP) will be completed.
7. In addition to a SAIP, a student may be referred to Truancy Diversion Programming, or, be referred to the District Magistrate in violation of Compulsory Attendance Requirements, or be referred to Children and Youth Services.

Tardiness

1. If a student is tardy to school in the morning, a pass or signed agenda to enter class must be obtained in the office prior to going to the student's locker.
2. All students who are tardy to school must bring a written excuse explaining why he/she is tardy. Any tardy without a written excuse will be considered unexcused.
3. A note from a medical doctor is an excused tardy. The principal will determine the merit of all other excuses.
4. Excuses will only be accepted on the day of or one day after the student's tardiness.
5. Students should arrive at school and class on time. Tardiness will be recorded and detentions will be assigned for tardiness. Consequences may be assigned for chronic tardiness.

Early Dismissal

Occasionally, students may find it necessary to be excused from school because of a medical appointment. Parent(s) should exercise great care in not allowing this to happen unless absolutely necessary. All time absent from school will be counted towards a student's overall attendance.

Early dismissals for doctor or dentist appointments will be granted when the student presents to the office, either a doctor's or dentist's appointment card or an excuse signed by the parent/guardian listing the legitimate reason for the early dismissal and the telephone number where the parent/guardian may be contacted for verification of the early dismissal.

1. The student must present a written request to the office before 9:00 a.m.
2. If any person other than the parent/guardian of the student will be picking him/her up, the office must be notified or the student will not be permitted to leave until a parent/guardian can be reached for permission.
3. If an appointment is scheduled while the child is in school and must be dismissed, the office should be notified prior to parent/guardian arrival. When a parent/guardian comes to pick up a student, they must bring a written excuse stating the reason for the early dismissal.
4. All parents/guardians should report directly to the office to sign the student out of school. Students will be called to the office upon parent/guardian arrival.
5. Upon returning to school after an appointment, students submit a medical excuse from the doctor or dentist confirming a medical appointment. If a student returns to school during the same school day, he/she must report to the office for a pass to re-enter class.

Family Trips or Vacations

Vacations during the school year should be avoided as much as possible. However, if circumstances are such that make it necessary to remove a student for a vacation or family trip, prior approval from the principal is required. All requests must be in writing and submitted at least 2 weeks before the trip. The trip form can be found on the SPC/SES website. The amount of time missed may not exceed five (5) school days. Vacations at the end of the school year are discouraged. Final exams will not be given early. All make-up work is the responsibility of the student. Failure to abide by this policy will result in the student's absence being considered unexcused/illegal. All time missed will count against the **ten (10)** day limit for a student's absences and the student's overall attendance.

Excuses for Physical Education

Every student is required by law to participate in physical education classes. A student wishing to be excused from physical education because of some physical ailment must present the physical education instructor with a doctor's excuse.

If a student has a minor ailment and wants to be excused for a period of physical education, he/she must present an excuse from the parent/guardian to the principal, which will be signed before it is given to the physical education teacher. A maximum of two parental excuses per year will be accepted. A doctor's excuse is required if further exclusion is needed.

Students experiencing a chronic injury requiring to be excused from regular physical education activities for an extended period of time (in excess of six weeks) must participate in the **Adaptive Physical Education Program**. Forms are available via the nurse's office.

Habitual Truancy and Notification

In the Commonwealth of Pennsylvania, a child is "truant" if the child is subject to compulsory school laws and has incurred three or more school days of unexcused absences during the current school year. A child is "habitually truant" if the child is subject to compulsory school laws and has incurred six or more school days of unexcused absences during the current school year. By law, schools in Pennsylvania are responsible for enforcing compulsory attendance laws. The table below indicates the measures to be taken as required by law to enforce compulsory attendance laws.

Number of Unlawful Days	Action Taken
3	<ul style="list-style-type: none"> ● Attendance letter sent ● SAIC offered
4	<ul style="list-style-type: none"> ● Attendance letter sent ● SAIC scheduled
6	<ul style="list-style-type: none"> ● Attendance letter sent home via certified mail including copy of SAIP ● Referral to either a school-based or community-based attendance improvement program or the county children and youth agency ● Citation filed with Local Magistrate <p><i>**Note: Additional citations will be filed for each additional 3 days of unlawful absence**</i></p>
SAIC = School Attendance Improvement Conference SAIP = School Attendance Improvement Plan	

TRANSPORTATION

School Bus

Bus transportation is provided by the school district and is a privilege; not a student right. Bus routes and stops are established prior to the beginning of each school year. Parents who have questions concerning bus routes, time schedules, or bus stops should contact Quest Transit at 724-887-5030 and speak to Art Showman. Any changes in bus routes or stops must be approved by Southmoreland Director of Transportation @ 724-887-2036. Behavioral problems on the school bus should be directed to the principal.

Primary level students (kindergarten and first grade) if there is no parent/guardian at the bus stop the student will NOT be allowed off the bus. The student may be taken to the bus garage, and they will need to be picked up at that location. Whoever picks them up at the bus garage must have photo identification to show bus company personnel. Primary age students will not be entrusted to the care of older elementary siblings.

- Bus transportation is a privilege that can be denied to anyone who, in the opinion of the bus driver, through the principal, causes unnecessary noise or disturbance.
- Only regularly scheduled bus students are to ride the school buses. Any student wishing to ride another student's bus home must have a written permission slip signed by both parents/guardians. The principal or secretary must sign the permission slip.
- Bus drivers will complete a transportation discipline referral form for any disruptive behaviors to the principal for appropriate action.

Bicycles

The school assumes no responsibility for bicycles. However, bike racks are available at SES for student convenience. It is suggested that students chain their bikes to the bike racks for safety purposes. Bicycles are not to be ridden on school grounds except as transportation to and from school.

HEALTH SERVICES

The nurse's office is located near the main office. The school nurse is available there on a varying schedule. In case of an emergency, the school nurse or a member of the school staff will care for a child temporarily. School personnel will render first aid treatment only, and the parents/guardians will be contacted. If parents/guardians are not available, the child will be taken to the nearest hospital via ambulance.

The school is not obligated for medical expenses incurred because of accidents that happen in school. Parents/guardians are encouraged to purchase the school insurance, offered at the beginning of the school year, if they do not already have coverage for their children.

If health services are needed (except for emergencies) students are to:

1. Report first to class to obtain a pass. Students are not permitted to report to the health suite between classes.
2. Report to the main office if the nurse is not available.
3. Wait for a consultation with the nurse.
4. Students will be required to sign in and out of the health suite.
5. Necessity to send a student home will be determined by the nurse or an administrator.
6. A pass to return to class will be issued by the nurse or office staff member.

Guidelines for Keeping Students at Home

If your child has an emergency, call 911. For additional information, contact your child's school.

Recommendations for keeping your child at home and/or sending your child to school (These guidelines were derived from the American Academy of Pediatrics in conjunction with the CDC and PA. Department of Health).

Conjunctivitis (Pink Eye) The white of the eye is pink and there is a thick yellow/green discharge.	Prescribed eye medication should be given as directed for 24 hours prior to returning to school.
Coughing Severe, uncontrolled, rapid coughing, wheezing, or difficulty breathing	Keep your child home and contact a healthcare provider. Asthma - if symptoms are due to asthma, provide treatment according to your child's Asthma Action Plan and when symptoms are controlled send your child to school.
Diarrhea Frequent loose or watery stool may mean illness but can also be caused by food and medication	If, in addition to diarrhea, your child acts ill, has a fever or is vomiting, keep him or her at home. If stool is bloody, if the child has abdominal pain, fever or vomiting, you should consult a healthcare provider. Keep Child home until diarrhea has stopped for 24 hours.
Fever Fever usually means illness, especially if your child has a fever of 101 or higher as well as other symptoms like behavior change, rash, sore throat, vomiting, etc	If your child has a fever of 101 or higher, keep them at home until his or her fever is below 101 for 24 hours without the use of fever reduced medication. If the fever does not go away after 2-3 days or is 102.0 or higher, you should consult a healthcare provider.
Fifth's Disease	May return after being diagnosed by a physician. No longer contagious after a rash appears.
Hand, Foot & Mouth	Keep home until diagnosed and released by a physician.

Head Lice	Children cannot come to school until there are no visible live lice. Typically 24 to 48 hours after treatment and checked by a school nurse.
Impetigo	May return after 24 hours of appropriate therapy and disease is not progressive.
Menstrual issues	Most of the time menstrual (period) issues should not be a problem. If they are severe and interfering with your daughter attending school, consult with a health care provider.
Mono	Keep your child at home until a health care provider has determined that your child is not contagious.
MRSA	Keep your child at home until treated and the Physician has released. Any areas infected must be covered.
Poison Ivy	Student may attend as long as any seeping areas are covered.
Rash with Fever	If a rash spreads quickly, is not healing, or has open weeping wounds, you should keep your child at home and have him or her seen by a healthcare provider.
Ringworm	Student may return after first does of appropriate therapy and open lesions are covered.
Scabies (Itch)	Students may return after appropriate therapy
Scarlet Fever (Scarlatina)	May return 7 days after onset, unless physician is treating with antibiotics and gives written permission to return to school 24 hours after treatment
Stains, Sprains and Pains	If there is not known injury and your child is able to function (walk, talk, eat) he or she should be in school. If pain is severe or doesn't stop, consult a healthcare provider.
Strep Throat Sore throat, fever, stomach ache, and red swollen tonsils.	Keep your child at home for the first 24 hours after an antibiotic is begun.
Vaccine Preventable Chicken Pox - fever, headache, stomach ache or sore throat, or a red itchy skin rash develops on the stomach first and then limbs and face. Measles & Rubella (German Measles) - swollen glands, rash that starts behind ears then the face and the rest of the body, sore joints, mild fever and cough, red eyes Mumps - fever headache, muscle aches, loss of appetite, swollen tender salivary glands Pertussis (Whooping a Cough) - many rapid coughs followed by a high-pitched "Whoop", vomiting, very tired.	Keep your child at home until a health care provider has determined that your child is not contagious.
Vomiting Child has vomited 2 or more items in a 24 hour period.	Keep your child home and contact a healthcare provider.

1. Vomiting or diarrhea during the previous night or that morning before school.
2. Children with an ELEVATED TEMPERATURE of 100 degrees or more.
3. Undiagnosed rash - many rashes are very contagious.
4. Reddened or irritated eyes and/or sticky crusted matter, especially in the morning.

5. Suspicion of head lice - intense itching, small dandruff like particles firmly attached to individual hair shafts.
6. Severe sore throat with white spots on the back of the throat.

Guidelines for Sending Medications to School

Supervision of medication use is vitally important in order to avoid the misuse of drugs. Therefore, all medications will be taken in the presence of the school nurse.

LONG-TERM MEDICATION: To be taken daily (i.e. Attention Deficit Disorder, seizure, diabetic medication) SHORT-TERM

MEDICATION: To be taken as needed (i.e. headache, asthma, pain, and insulin coverage medication). If your child has to take medication at school, the following requirements are essential for his/her safety:

- A 'Physician's Authorization for Medication for a Student at School' form must be completed and signed by the parent/guardian and prescribing physician for all medication. This form must be submitted to the school nurse before medication can be administered.
- Medication must be in the original container.
- The prescription must be current
- The prescription must carry a prescription label with the child's name, drug identity, dosage instructions, doctor's name, and prescription date.
- No more than one week of medication should be sent at one time, unless otherwise specified by the school nurse.
- Refrigeration is available.
- Inhalers for asthma and epi-pens for anaphylaxis may be carried by students provided that the required forms have been completed and the student has demonstrated correct use.
- Required forms include: 'Physician's Authorization of Medication for a Student at School' and 'Asthma Inhalers at School' or "Epi-pen permission to carry" form.

- Forms must be renewed yearly and are available at the office.

NOTE: In order to avoid the misuse of drugs, whether they are prescription and/or non-prescription, medication **cannot** be brought to school by the student at any time. It must be delivered to the school nurse by the parent/guardian. This includes medications such as Tylenol, cough drops, throat lozenges, etc. All medication **must** be taken in the presence of the school nurse.

Insect and Bee Sting Allergies

It is the responsibility of the parent/guardian to notify the school nurse, in writing, if a child is subject to an allergic reaction from a bee or other insect bite, and to provide one dose of medication (EpiPen or Auvi-Q) to be given in the event of a reaction. Specific instructions for administration of medication must be provided by a physician on the required form secured from the Health suite.

"You can't educate a child who isn't healthy, and you can't keep a child healthy who isn't educated."

-Jocelyn Elders

Help Your Child Develop Healthy Attendance Behaviors

When students miss too many days of school, they fall behind the struggle to keep up with their classmates. Whether the days missed are due to illness, truancy or for any other reason, the end result for the student is the same - learning time is lost. Children and adolescents will get sick at times and may need to stay at home, but we want to work with you to help minimize the number of days your student misses school.

Missed Days Add Up Quickly

- Just a few missed days add up to several school weeks missed in a year.
- Both excused and unexcused absences can make it more difficult for your child to keep up with other students, especially in math and reading.
- Children chronically absent in kindergarten and first grade are much less likely to read at grade level by the end of third grade. This can have an effect on school performance in middle school, high school and beyond.

Work with Your Child and Your School

- As the parent, be strong with your child and don't let your child stay home when it is not necessary. This will help your child succeed.
- If your child has a chronic disease, make sure that the school staff is aware of the disease so the staff can assist your child if he or she becomes ill. Information about your child's chronic disease should be noted on the student's health record with the nurse.
- Keep an open line of communication with the school staff and teachers. The more the school knows about your child's health, the better prepared everyone will be to work together for your child.

Helpful Ideas:

- Make appointments with the doctor or dentist in the late afternoon so your child misses as little school as possible.
- If your child must miss school, make sure you get his or her homework assignments and follow up to see if the work is completed and turned in.
- Call the school as soon as you know your child will be absent and tell school staff why your child will be out and for how long.
- Be prepared to get a doctor's note when requested by school personnel.
- If you need medical advice after business hours, most doctors' offices have answering services 24 hours a day to assist you.

EpiPen Administration

In the case of a severe allergic reaction (anaphylaxis) with symptoms of flushing, apprehension, syncope, tachycardia, rash, itching, swelling, and respiratory difficulties including wheezing and/or shortness of breath, the School Nurse or her designee may administer EpiPen according to the school districts standing orders. Dosage is determined by student weight. An ambulance will be called immediately. Emergency care must be activated at the onset of a severe allergic reaction.

STUDENT OBLIGATIONS

Student obligations are fees owed to the school. Such obligations include but are not limited to replacement costs or fines for lost or damaged books, uniforms, Chromebooks and other school equipment or materials, and debts owed for school sales. Notification of the obligations will be made and a deadline for repayment will be established.

STUDENT SALES

- Students are not permitted to sell items during the regular school hours from outside organizations or for themselves. Any items sold within school must be school district sponsored.
- Edible items will not be sold until all lunch periods are concluded.

CELL PHONES, TELEPHONES AND ELECTRONIC DEVICES

Students will be permitted to use telephones in the office to contact parents/guardians. The use of cell phones during school hours and After School Detention / Saturday Detention / Saturday Session are strictly prohibited. Use may be indicated by visibility of a phone (Visibility = Use). Any electronic device brought to school should be locked securely in the student's locker. If an electronic device is used (first offense), the student will be directed to secure it in their locker. If the device is not secured in the locker or it is observed a second time, the student must turn over the device to the teacher or administrator and pick it up at the close of the day from the office. A record of the infraction will be kept. For the third infraction, the teacher or administrator will hold the device for parent pickup. If there is a fourth time, the student will turn over the phone for parent pick up and will be assigned a two-hour after school detention. Any refusal to turn over devices is considered Defiance of Authority and subject to further disciplinary action.

SOUTHMORELAND SCHOOL BOARD CODE OF CONDUCT

The Code of Student Conduct is designed to ensure that all students have a safe school environment conducive to learning and growing as students and citizens.

Southmoreland School District's mission is to "Cultivate Lifelong Learners Ready For An Ever-Changing World." One of the ways in which we will achieve this mission is to have a uniform code of conduct that sets high expectations for student behavior. This Code of Student Conduct outlines supports, as well as disciplinary actions, for those exhibiting behavioral challenges. While the code is intended to keep the school safe and orderly, it is also in place to help our students receive the support they need and to learn from their mistakes.

The Code of Student Conduct requires that students respect each other, themselves, staff, and all members of our school community. Students are encouraged to assume responsibility for their behavior and to develop a firm understanding of right and wrong and to act accordingly.

It is important for students and parents/guardians to review this Code of Student Conduct so we are all setting consistent expectations for good behavior and positive citizenship. We appreciate the support of our families in partnering with us to help our students become their very best.

Student Responsibilities

Respect fellow students, themselves, staff, and all members of the school community

It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process. Students should express their ideas and opinions in a respectful manner. Students are to follow all school rules while in class in addition to meeting teacher expectations for achievement and behavior. Similarly, it is important that students also develop and demonstrate a respect for themselves by virtue of the manner in which they conduct themselves.

Regular Attendance

Students are expected to attend school regularly and to arrive at each class on time and prepared to learn.

Conscientious effort in classroom work and homework

Students are expected to be attentive and active participants in the classroom. No student will be allowed to disrupt the learning of others. Students are expected to ask for help when needed. Assigned homework should be completed in a timely, appropriate manner.

Conformance to school rule and regulations

Students are to follow all school rules while attending school sponsored activities/events. Any student removed from a school sponsored activity/event will not be permitted to attend additional school sponsored activities, on or off campus, for the remainder of the semester/season and will be subject to discipline.

It is the responsibility of our students to comply with the following:

- Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them. Students should assume that, until a rule is waived, altered, or repealed in writing, it is in effect.
- Provide/disclose information in matters relating to the health, safety, and welfare of the school community and the protection of school property.
- Dress and groom to meet standards of safety and health, as outlined in district policy and not to cause disruption to the educational processes.
- Assist the school staff in operating a safe school for the students enrolled therein.
- Comply with federal, state, and local laws.
- Exercise proper care when using district facilities, school supplies, and equipment.
- Attend school daily and be on time to all classes and other school functions.
- After absence from school, complete and turn in make-up work in a timely manner.
- Pursue and attempt to complete satisfactorily the courses of study prescribed by local school authorities.
- Refrain from obscene language in student media or on school premises.

Types of Discipline

- Detention
- Academic/Behavior Intervention
- Suspension ● Expulsion
- Removal of School Privileges (Students have several privileges that could be removed based on an infraction of the rules outlined in the Code of Student Conduct. Examples of these include senior privileges, dances, parking permit, and participation in extracurricular activities)

School Dress Code

The Board authorizes the Superintendent to enforce school regulations prohibiting student dress or grooming practices which present a hazard to the health and safety of the student him/herself or to others in the school; materially interfere with school work; create disorder, or disrupt the educational program; cause excessive wear or damage to school property; and prevent the student from achieving his/her own educational objectives because of blocked vision or restricted movement.

Students should dress appropriately for the business of education. Student dress should be in good taste and reflect personal and school pride. Students who dress in a manner which may result in a health or safety hazard or in a disruption of the educational process, may be sent home or otherwise disciplined. If certain guidelines are not followed, student's items could be confiscated (*i.e.* hats, coats, spiked bracelets, chains, etc.) and returned at the discretion of the Principal. The following guidelines will be enforced for student *dress*.

The Southmoreland School District reserves the right to question any mode of dress/jewelry/hair style that is beyond community/school accepted standards. Certain types of clothing or hair styles may be required for Physical Education classes or for extracurricular activities such as band, sports, etc.

These rules and procedures have been developed according to the Board Policy regarding student dress and grooming. However, solutions to situations not specifically covered are the responsibility of building level administrators. Appropriate decisions will be made based on the intent and spirit of Board Policy. Students and Parents are expected to exercise careful judgment in the selection of appropriate attire for school.

Students who are found to be in violation of the policy will be referred to the Principal/Assistant Principal for appropriate action.

GENERAL

- Excessive tears or rips in clothing that expose undergarments are not permitted.
- Excessively baggy pants or clothing that can conceal items and/or pose a safety hazard are not permitted.
- Undergarments should not be exposed in any way.

HEAD WEAR

Hoods, hats, caps, bandanas, sunglasses, visors, head wraps, and sweatbands are not permitted during the school day.

TOPS

- Any top that is skin tight or allows the midriff, cleavage or undergarments to be exposed is not permitted.
- Tops may not be "low cut" or exposing. Bare midriffs and bare backs are not permitted. ● The following are unacceptable school attire:
 - Spaghetti Strap/Halter/Mesh Tops
 - See-through blouses or shirts
 - Tube Tops/Crop Tops
- Coats, jackets or garments designed for protection from the outside weather are not to be worn in school.

PANTS/SKIRTS/SKORTS

- Pants and shorts must be secured and worn no lower than the hip. ● Low riding/sag style is not permitted.

- All skirts, shorts, and slits in skirts must touch the bottom of the fingertips with arms fully extended.

FOOTWEAR

- Some sort of shoe must be worn at all times.
- Any shoe that poses a safety hazard is not permitted.
- Shoes with laces must be tied.

JEWELRY

Spiked jewelry, chains, or any jewelry that could cause injury or constitute a hazard is not permitted.

HEALTH AND HYGIENE

Any apparel that is judged to be unhealthy or unsanitary (e.g. clothing that is dirty and/or gives off a foul odor) is not permitted. Each student is expected to maintain good personal hygiene.

OFFENSIVE DRESS

- Clothing, patches, buttons, pins, jewelry, backpacks are not permitted if they:
 - have sexually suggestive writing/pictures
 - advocate violence
 - advertise or promote the use of tobacco, alcohol or drugs
 - have double meaning wording or obscene language
 - are disrespectful
- A tattoo must be covered if it:
 - has sexually suggestive writing/pictures
 - advocates violence
 - advertises or promotes the use of tobacco, alcohol or drugs
 - has double meaning wording or obscene language is disrespectful

Behavioral Expectations

At Southmoreland Primary/Elementary School the primary purpose of the daily schedule is to conduct the business of education. The school provides many opportunities for students to achieve success and to advance their educational goals. It is imperative the climate of the school be conducive to such ends. Therefore, the development of self-discipline and responsibility is encouraged and nurtured. A discipline code has been developed to establish guidelines for student conduct while they are in school, out of school, on a school bus, and/or attending school functions.

Philosophy

The Southmoreland Primary/Elementary School Community is committed to promoting a safe, healthy, and inviting environment: one that fosters respect, caring, and responsibility. Disciplinary consequences are designed to change inappropriate behavior, encourage more effective habits of conduct, and promote the development of self-discipline. In order to preserve a healthy, inviting school climate, which allows each student the opportunity to achieve his/her maximum potential, all individuals will be expected to adhere to this philosophy or lose the privilege to remain in the school setting.

Disciplinary Policies

- The school administrator has the responsibility for taking action based on knowledge of the facts of the incident and the needs of the involved parties. The following list of minimum and maximum disciplinary actions does not imply or require a progression of increasing severity. Some of the violations are criminal offenses and, if so, appropriate legal authorities would need to be informed.

- Students may also be disciplined for activities off of school property and not during school-sponsored activities if school administrators have a reasonable belief that the health and/or safety of the student or others in school may be in danger, or that school operations or activities may be disrupted.
- Students who have been suspended during a particular nine week period will not be permitted to attend field trips that occur during that same nine week period.

Discipline-Related Definitions

Probation - trial period for a pupil to change undesirable behavior and still remain in the school. The assignment of after school detention and/or loss of privileges may be a condition of the probation.

After School Detention (ASD) -

- One hour detentions will be held from 3:15 - 4:15 p.m. under the supervision of a supervising teacher and/or the Principal.
- Students will be given a minimum of one day's notice of the detention.
- The responsibility rests with the student to inform his/her parents that a detention obligation exists. ● Parents will be responsible for providing transportation.

Suspension of Privileges- Students and parents will be notified of the suspension of school privileges, the reason such action is necessary, and the conditions necessary to remove the suspension. During a period of suspended privileges, students will not be issued hall passes from class or homeroom. They may not participate in any school sponsored field trip, activity, sport or sport practice.

Suspension of Bus Privileges - Students are provided free bus transportation to and from school. If at any time during bus transport (this includes time at bus stop, boarding and exiting) a student acts in a manner so as to endanger, harm, harass or otherwise interfere with the safe transport of himself/herself and/or others, the student may have his/her privileges suspended. Parents will be notified of the reason for the length of the suspension. During that period of time the parents are responsible for the transportation of their child to and from school.

Out of School Suspension - Out of school suspension will be issued when a student has committed a serious infraction or accumulations of multiple less-serious infractions have occurred, Suspension may be for a period of one to ten days. It is a serious penalty, during which a student is not permitted to attend classes, be in the building or on school grounds, and participate in any school-sponsored activity or sport. Parents will be notified and the suspension will start when designated by the administration. Students under suspension have the right to make-up all work missed and will have the time of suspension plus one day to do so. If school is canceled, the student will serve the suspension on the next day that school is in session.

Referral to the Superintendent of Schools - In the event of serious offenses or chronic repetition of multiple less serious offenses, a student may be referred to the Superintendent of Schools. This referral could result in the recommendation of expulsion from school.

Expulsion - Expulsion means the exclusion from school for an extended period of time beyond the limits of out-of-school suspension and may be a permanent expulsion from the school rolls. Expulsion may be recommended by middle school administration; however, it can only be authorized through school board action.

Referral to Civil Authorities or Police - In the event of serious offenses committed by students the administration may refer the incidents to civil authorities or police for appropriate action. The parent or guardian will be responsible for fines and court costs to the extent provided by the laws of the Commonwealth of Pennsylvania.

Due Process - School personnel have a responsibility to see that due process is practiced and that the rights of all members of the school community are preserved. A student has the right to fair treatment and to be made aware of the charges against him/her. He/she must be given an opportunity to respond to the charges.

Informal Hearing - When a suspension exceeds three days the student and parent shall be given the opportunity for an informal hearing to meet the proper school official(s) to explain the event for which the student is being suspended.

Formal Hearing - When a student is considered for expulsion a formal hearing before the School Board, a duly authorized committee or a hearing examiner must be conducted.

Searches- School lockers are the property of the school district not of the student and as such are subject to search at any time. Administrators are permitted to conduct a search of a student if there is reasonable cause to believe that he/she has possession of an item, which constitutes a violation of the law or a school rule. Students will be asked to relinquish cigarettes/lighters when there is a suspicion of smoking on school property. If law enforcement officials conduct the search, a third party must be present. Trained canines may be used to sniff inanimate objects on school property. These searches may take place without additional notice.

Application of Discipline & Consequences

Inappropriate school behaviors will be categorized in four (4) levels according to the amount of disruption caused, potential threat to the safety of students and school personnel, and recidivism. (218REV.16JULY87)

***Level I** infractions will represent the most minor offenses. Those that cause the least disruption, pose the least threat to safety, and are handled within the classroom by the teacher.*

***Level II** infractions will represent more disruptive behaviors and continued occurrence of Level I infractions. They may also require intervention by an administrator.*

***Level III** infractions will represent further disruptive and threatening behaviors. They will also include continued occurrence of Level II infractions.*

***Level IV** infractions will represent the most disruptive and threatening behaviors, acts which can result in injury and actions that are in violation of civil laws. They will also include continued occurrence of Level III infractions.*

Bullying/Cyberbullying

According to the Southmoreland School District Policy 249: Bullying/Cyberbullying, bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student OR students, which occurs in a school setting and/or outside a school setting that is severe, persistent or pervasive and has the effect of doing any of the following:

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

Consequences for violating this policy may include, but are not limited to:

1. Counseling within the school
2. Mediation within the school
3. Parental conference
4. Loss of school privileges and exclusion from the school sponsored activities
5. Detention
6. Suspension
7. Citation to the District Magistrate
8. Alternative placement outside of school
9. Expulsion
10. Counseling/Therapy outside of school at parental expense
11. Referral to law enforcement officials

GENERAL PROVISIONS

The following incidents, actions, and activities on the part of a student shall be considered offenses and violations of the policies and regulation of the Southmoreland School District.

In any case where an offense has occurred, the administration shall always have the right to refer the offense to the Board of School Directors for Board hearing and Board action. It should be noted by the students, parents, and guardians, that when the offense is referred to by the Board of School Directors for Board hearing and Board action, the Board may suspend or exclude the student from school for a period exceeding ten (10) school days and may expel the student from the school rolls.) In any case where an offense has occurred, the student committing the offense shall be fully and completely responsible for any and all damages caused by the

student's actions including property damages and personal injuries. The parents of the said student shall be responsible for all damages to the extent provided by the law of the Commonwealth of Pennsylvania.

RESPECT FOR THE PERSONAL RIGHTS OF OTHERS:

All of us have a responsibility to treat one another with courtesy and respect. If students become angry or upset with anyone, they should make use of the resources available to them in school to reach a peaceful resolution to their problems. These resources include: mediation, teachers, guidance counselors, and administrators. Should a student choose not to follow the appropriate methods of conflict resolution, the following consequences will occur.

SIMPLE ASSAULT (ASLT):

The attempt to cause or intentionally, knowingly or recklessly cause bodily injury to another; negligently causing bodily injury to another with a deadly weapon; or the attempt by physical menace to put another in fear or imminent serious bodily injury.

Consequence Range: 3 days OSS – Expulsion

Level(s): IV

Additional: #, W/SP

(\$2701)

VERBAL ABUSE (VABU):

Disrespectful and/or inappropriate language directed toward another person.

Consequence Range: Probation – 10 days OSS

Level(s): I, II, III, IV

Additional: #, W/SP

(\$5503)

HARASSMENT (HARS):

Refers to striking, shoving, kicking, or otherwise subjecting the other person to physical contact, or attempts or threatens to do the same; following the other person in or about a public place or places; or engaging in a course of conduct or repeatedly commits acts which serve no legitimate purpose; communicates to or about such other person any lewd, lascivious, threatening or obscene words, language, drawings, or caricatures.

Consequence Range: Probation – Expulsion

Level(s): I, II, III, IV

Additional: #, W/SP

(\$2709)

SEXUAL HARASSMENT (SHARS):

Discrimination against a student or staff member based on the student's submission or rejection of sexual advances and/or creating an atmosphere of harassment based on sexual issues/activity.

Consequence Range: Probation – Expulsion

Level(s): I, II, III, IV

Additional: #, W/SP

HAZING (HAZE):

Any activity that recklessly or intentionally endangers mental/physical health or safety of a student for the purpose of initiation, membership or affiliation with any organization recognized by the Board.

Consequence Range: Probation – Expulsion

Level(s): I, II, III, IV

Additional: #, W/SP

(Board Policy 247)

UNSAFE ACT/INAPPROPRIATE PHYSICAL CONTACT (UACT/IPC):

Any behavior that could be viewed as potentially dangerous, or proves in action to be dangerous, in terms of harm to oneself or to others, will be considered an unsafe act.

Consequence Range: Probation – Expulsion

Level(s): I, II, III, IV

Additional: #, W/SP

BULLYING/CYBERBULLYING (BULL):

Any malicious behavior that intends to harm a student including but limited to intimidation, rejection, name-calling, spreading rumors, threats, verbal and physical torment, humiliation, degradation or debasement.

Consequence Range: Probation – Expulsion

Level(s): I, II, III, IV

Additional: #, W/SP

(Board Policy 249)

RESPONSIBILITY AND RESPECT FOR PROPERTY:

All of us have the right to expect our property to be secure, and all of us have the responsibility to respect the property of others. This includes property belonging to students, staff, and Southmoreland School District. Should a student choose not to respect others' rights or property, the following consequences will occur.

EXTORTION (EXTO):

The obtaining of property from another, with or without that person's consent, by a wrongful act of force, fear, or threat, the parent or guardian shall be liable for all damages so caused by the student.

Consequence Range: Probation – Expulsion **with restitution

Additional: #, W/SP, RST

Level(s): I, II, III, IV

THEFT (THEF):

The unlawful taking of property or obtaining property by false pretense. The parent or guardian shall be liable for all damages so caused by the student.

Consequence Range: Probation – Expulsion **with restitution

Additional: #, W/SP, RST

Level(s): I, II, III, IV

WILLFUL DAMAGE OF SCHOOL PROPERTY (WDSP):

Willfully cutting, defacing, or otherwise injuring in any way any property, real or personal, belonging to the school district. The parent or guardian shall be liable for all damages so caused by the student.

Consequence Range: Probation – Expulsion **with restitution

Additional: #, W/SP, RST

Level(s): I, II, III, IV

WILLFUL DAMAGE OF PROPERTY BELONGING TO OTHERS (WDOP):

Willfully cutting, defacing, or otherwise injuring in any way any property, real or personal, belonging to another. The parent or guardian shall be liable for all damages so caused by the student.

Consequence Range: Probation – Expulsion **with restitution

Additional: #, W/SP, RST

Level(s): I, II, III, IV

RESPONSIBILITY FOR MAINTAINING PUBLIC DECENCY AND ETHICAL BEHAVIOR:

The effective operation of Southmoreland Middle School requires the highest standards of integrity on the part of all involved. Students have the responsibility to conduct themselves in a manner that demonstrates respect for themselves, each other, and the school staff. The expression of positive values and attitudes is essential for success in school as well as in life. Students who choose not to behave in this manner face the following consequences:

GAMBLING (GAMB):

The playing of a game of chance for stakes.

Consequence Range: Probation – Expulsion

Additional: W/SP

Level(s): I, II, III, IV

PLAGIARISM-CHEATING (PLAG):

The unauthorized use of another person's work or talents or the providing of one's own work for another unauthorized purpose. Any grades or credit earned by those involved will be disallowed.

Consequence Range: Probation – Expulsion

Additional: W/SP

Level(s): I, II, III, IV

VULGARITY/PROFANITY/OBSCENE LANGUAGE (PROF):

Language or gesture that is extremely or deeply offensive according to the contemporary community standards of morality and decency.

Consequence Range: Probation – Expulsion

Additional: #, W/SP

Level(s): I, II, III, IV

OFFENSIVE SOCIAL BEHAVIOR (OFSB):

Activities that are an infraction of acceptable social actions according to the contemporary community standards of morality and decency.

Consequence Range: Probation – Expulsion

Additional: #, W/SP

Level(s): I, II, III, IV

DISCRIMINATORY PRACTICES (DISP):

Activities that are intended to be offensive to one’s race, religion, heritage, gender, or disability, including sexual harassment.

Consequence Range: Probation – Expulsion

Additional: #, W/SP

Level(s): I, II, III, IV

RESPONSIBILITY FOR MAINTAINING PUBLIC HEALTH AND SAFETY:

The school community confers extreme importance to the health and safety of our students. Violations in this area are not only a threat to the individual, but also the school community. Therefore, in order to protect the individual student and the total school environment, health and safety violations are considered serious.

The police shall be notified when a student is in possession of a firearm or weapon or is distributing, using, or believed to be under the influence of drugs, alcohol, or inhalants as described in this section. Any student who is involved with drugs or alcohol must complete a substance abuse assessment before returning to school.

DRUGS, NARCOTICS, OR CONTROLLED DANGEROUS SUBSTANCES (DRUG/PICS):

Possession, use, or being under the influence of any of the substances which are, or have the appearance of, narcotics, controlled dangerous substances, or drugs (prescription or non-prescription) used outside of their legal medical purposes; or possession of drug paraphernalia. Steroids are considered a drug.

Consequence Range: 3 Days OSS – Expulsion

Additional: #, W/SP

Level(s): IV

(Board Policy 227)

SNIFFING OR INHALING HARMFUL SUBSTANCES (SIHS):

The deliberate sniffing or inhaling of substances releasing toxic vapors which cause intoxication, excitement, or dulling of the brain or nervous system.

Consequence Range: 3 Days OSS – Expulsion

Additional: #, W/SP

Level(s): IV

(Board Policy 227)

ALCOHOL (ALCO):

Possession, use, or being under the influence of any alcoholic product while on school grounds or at school-sponsored activities.

Consequence Range: 3 Days OSS – Expulsion

Additional: #, W/SP

Level(s): IV

(Board Policy 227)

DISTRIBUTION (DRUG/PICS):

Dispensing or conspiring to dispense, with or without the exchange of money, drugs, narcotics, controlled dangerous substances, drug paraphernalia, inhalants, alcohol, or any substance.

Consequence Range: 3 Days OSS – Expulsion

Additional: #, W/SP

Level(s): IV

(Board Policy 227)

TOBACCO (PTOB):

Possession or use of any type of tobacco product (including snuff).

Consequence Range: 1 Day OSS – 10 Days OSS

Additional: #, W/SP

Level(s): II, III, IV

(Board Policy 222)

SMOKELESS ELECTRONIC DEVICES

Possession or use of any type of smokeless electronic device containing nicotine flavorings or other chemicals to create a water vapor that you inhale. Electronic Smoking Devices will be confiscated and not returned.

Consequence Range: 1 Day OSS – Expulsion

Additional: #, W/SP

Level(s): II, III, IV

WEAPONS & DANGEROUS INSTRUMENTS (W/DI):

A student will not possess, handle, transmit, or conceal any object that can be considered a weapon at any time on school property, on a school bus, or while attending a school sponsored activity. (Weapons may be further identified as including but not limited to the following: guns, knives, cutting instruments or tools, lighters, mace, nun chaku, firearms, rifles, replica of a weapon, brass knuckles, clubs/heavy blunt or any instruments capable of inflicting serious bodily harm.)

Consequence Range: 1 Day OSS – Expulsion

Level(s): IV

Additional: #, W/SP

(Board Policy 218.1)

FIREARM POSSESSION (FIRA):

Possession of any weapon from which a shot is discharged by gunpowder. Possession of a firearm (loaded or unloaded) can carry a disciplinary action of permanent removal from Southmoreland School District. Any pellet gun capable of producing the same or similar muzzle velocity of any firearm will be considered a firearm under this regulation.

Consequence: Students who are found in violation shall be subject to discipline according to the Federal Gun-Free Schools Act of 1994 and State Act 26 of 1995 requiring mandatory expulsion for one (1) calendar year.

TERRORISTIC THREATS (TERR):

A person commits the crime of terroristic threats if the person communicates, either directly or indirectly, a threat to:

- (1) commit any crime of violence with intent to terrorize another;
- (2) cause evacuation of a building, place of assembly or facility of public transportation; or
- (3) otherwise cause serious public inconvenience, or cause terror or serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience.

Consequence Range: 3 Days OSS – Expulsion

Level(s): IV

Additional: #, W/SP

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EXPLOSIVE DEVICES AND FIREWORKS (EXPD):

The possession or detonation of any explosive device or fireworks.

Consequence Range: 3 Days OSS – Expulsion

Level(s): IV

Additional: #, W/SP

BOMB THREAT (BOMB):

False notification of impending explosion or presence of a bomb.

Consequence Range: 3 Days OSS – Expulsion

Level(s): IV

Additional: #, W/SP

ARSON (ARSO):

Any person attempting to, aiding in, or setting fire to the property of another.

Consequence Range: 3 Days OSS – Expulsion

Level(s): IV

Additional: #, W/SP

FALSE FIRE ALARM (FIRE/DSFA):

Illegally activating a fire alarm or issuing a false fire alarm.

Consequence Range: 3 Days OSS – Expulsion

Level(s): IV

Additional: #, W/SP

DISCHARGING FIRE EXTINGUISHERS (DSFE):

Willfully and maliciously discharging a fire extinguisher.

Consequence Range: 3 Days OSS – Expulsion

Level(s): IV

Additional: #, W/SP

SERIOUS ACT BY A STUDENT LEADER (SASL):

Students holding leadership positions or representing the school through academics, athletics and/or activities such as a club or organization, who commit an offense classified as a serious, unlawful act in the community or a serious offense which results in suspension from school.

Consequence: Students may be removed from the position. Arrest, conviction, or legal judgment is not required.

RESPECT FOR SCHOOL AND ADMINISTRATIVE PROCEDURES:

In any organization, and especially in a school, rules are established to protect the rights of everyone and to maintain a level of order that encourages academic and personal growth and success. The overwhelming majority of students in Southmoreland Middle School attends school daily, is respectful, and is attentive to those in positions of authority and, if they make a mistake, are honest and contrite about their error and successfully take the steps necessary not to make the same mistake again. Students who are disrespectful, truant, or insubordinate face the following consequences:

DEFIANCE OF AUTHORITY (DEFA):

The willful refusal or failure to follow a legal directive given by a staff member.

Consequence Range: Probation – Expulsion

Additional: #, W/SP

Level(s): I, II, III, IV

CONTINUED WILLFUL DISOBEDIENCE (DISO):

Repeated refusal or failure to follow school rules and regulations.

Consequence Range: SATD– Expulsion

Additional: #, W/SP

Level(s): II, III, IV

DISRUPTIVE BEHAVIOR (DSRP):

Actions which interfere with the effective operations of the school.

Consequence Range: Probation – Expulsion

Additional: #, W/SP

FALSE IDENTIFICATION (FAID):

Refusal to give identification or giving a false identification when requested to do so by a staff member.

Consequence Range: Probation – Expulsion

Additional: #, W/SP

Level(s): I, II, III, IV

FALSE INCIDENT REPORT (FALS):

Knowingly providing false information to a staff member.

Consequence Range: Probation – Expulsion

Additional: #, W/SP

Level(s): I, II, III, IV

FORGERY (FORG):

Falsifying signatures or data on official records.

Consequence Range: Probation – Expulsion

Additional: #, W/SP

Level(s): I, II, III, IV

STUDENT ATTIRE (SATT):

Students shall be clean and neatly dressed in a manner that will be decent and not hazardous to the health and safety of the student or others, and not disruptive of the educational program of the school.

Consequence Range: Probation – Expulsion

Additional: W/SP

Level(s): I, II, III, IV

VIOLATION OF OUT-OF-SCHOOL SUSPENSION (VSUS):

Being present on a school campus or at a school activity while on suspension.

Consequence Range: 1 Day OSS – 10 Days OSS

Additional: #, W/SP

Level(s): II, III, IV

REFUSAL TO ALLOW SEARCH AND SEIZURE (RASS):

Willful refusal to cooperate with a school administrator at any time during a search of the student’s person or property.

Consequence Range: 3 Day OSS – Expulsion

Additional: #, W/SP

Level(s): III, IV

TRUANCY (TRUA):

Absence from school without permission.

Consequence Range: Probation – 10 Days OSS

Additional: #, W/SP

Level(s): I, II, III, IV

FAILURE TO SERVE DETENTION (SDET):

Unexcused absence from detention obligation (LUD, ASD1, ASD2).

Consequence Range: ASD2 – 10 Days OSS

Additional: W/SP

Level(s): II, III, IV

FAILURE TO SERVE SATURDAY DETENTION (FSAT):

Unexcused absence from Saturday detention obligation (SATD).

Consequence Range: OSS3 – 10 Days OSS

Additional: W/SP

Level(s): II, III, IV

CLASS CUTTING/OUT OF ASSIGNED AREA (CUTC/OASA):

Absence from class without permission or outside your assigned area without permission.

Consequence Range: ASD2 – 10 Days OSS

Additional: #, W/SP

Level(s): II, III, IV

LEAVING CAMPUS (LEAV):

Leaving campus during school hours without authorized permission.

Consequence Range: Saturday Detention – Expulsion

Additional: #, W/SP

Level(s): II, III, IV

EXCESSIVE TARDIES TO CLASS (TCLA):

Arriving late to class without permission or without a valid excuse.

Consequence Range: ASD1 – 10 Days OSS

Additional: W/SP

Level(s): I, II, III, IV

3 Tardies/ Length of Course = ASD1

6 Tardies/Length of Course = ASD2/Suspended Privileges

9 Tardies/Length of Course = Saturday Detention

EXCESSIVE TARDIES TO SCHOOL (TSCH):

Arriving late to school without permission or without a valid excuse.

Consequence Range: ASD1 – 10 Days OSS

Additional: #, W/SP,

Level(s): I, II, III, IV

FAILURE TO REMAND ELECTRONIC DEVICES (FRED):

The failure to remand an electronic device following a violation of the electronic devices policy.

Consequence Range: 1 Day OSS – 10 Days OSS

Additional: #, W/SP

Level(s): II, III, IV

UNAUTHORIZED USE OF ELECTRONIC DEVICE- POSSESSION AND/OR DISTRIBUTION OF INAPPROPRIATE MATERIALS

The district prohibits the capturing, taking, storing, disseminating, transferring, viewing, or sharing of obscene, pornographic, lewd, images or photographs, (hereinafter “sexually explicit” materials) to the same extent as prohibited by law whether by electronic data transfer or other means including, but not limited to, texting and e-mailing.

Consequence Range: 3 Day OSS – Expulsion

Additional: #, W/SP

Level(s): II, III, IV

Referral to law enforcement agency

UNAUTHORIZED USE OF ELECTRONIC DEVICE- CONFIDENTIAL MATERIALS

The district prohibits the capturing, taking, or storing for the purpose of illegally transferring or sharing and the disseminating, transferring or sharing of: tests or answers to tests, while that testing is still being administered, copyrighted materials for illegal use and the following: medical, psychiatric or psychological records of other persons without their permission, student discipline or juvenile records of other students or school originated documents of other students or school employees or officials marked “confidential.”

Consequence Range: 1 Day OSS – Expulsion

Additional: #, W/SP

Level(s): II, III, IV

UNAUTHORIZED USE OF ELECTRONIC DEVICE- RECORDING AND/OR SAVING VIDEO OR AUDIO

Students may not utilize electronic devices to record or save video or audio of the teacher, classroom or other students in the classroom, except as part of the specific educational program and under the supervision of the teacher, e.g. a student recording the student’s own presentation.

Consequence Range: 1 Day OSS – Expulsion

Additional: #, W/SP

Level(s): II, III, IV

MISBEHAVIOR ON SCHOOL BUSES (MBUS):

Bus drivers are responsible for the orderly conduct of pupils while they are on the school bus. Continued disorderly conduct or severe misbehavior shall be sufficient reason for the administration to deny the student transportation on a school bus.

Consequence Range: Probation – Expulsion

Additional: #, W/SP

Level(s): I, II, III, IV

EMERGENCY OPERATIONS

Types of Protective Response:

Immediate Evacuation - Students are evacuated to a safe area on the school grounds in the event of a fire, etc.

Modified Operation - May include cancellation/postponement or rescheduling of normal activities. These actions are normally taken in case of a winter storm or building problems that make it unsafe for students (such as utility disruptions,) but may be necessary in a variety of situations.

In-place sheltering - Sudden occurrences, weather or hazardous materials related, may dictate that taking cover inside the building is the best immediate response.

Evacuation - Total evacuation of the campus may become necessary if the school is in an endangered area. In this case, students may be taken to another school outside of the endangered area. Additionally, if your residence is in a disaster area and the school is not, your children will be cared for in their regular school location until the danger has subsided, or until you or your authorized designee comes to the school to get them. Listen to your local radio/television station for announcements relating to any of the emergency actions listed above. Refrain from calling the school during the emergency. This will keep telephone lines open so that campus administrators will be able to make emergency calls and relay information to the media. The media will advise you when and where to report to regain custody of students. This will avoid traffic congestion that may impede the response of emergency vehicles and threaten the safety of students and staff.

Procedures for reporting to the designated student release area:

- Produce a photo identifying yourself as the authorized person designated at the beginning of the school year to pick up the student.
- Be prepared to sign a student release form.
- Be patient, as school staff works to ensure that each child is safe and released to the appropriate family member, or designee.

Students will only be released to those that have been designated on the emergency card for the nurse’s office. As a result, it is critical that this information is current and on file with the District.

In the event your student has a personal means of transportation at school at the time of the emergency or evacuation, your consent is also required before the student will be permitted to leave with their own mode of transportation.

Do not telephone the school or attempt to make different arrangements during an event. This action will only create additional confusion and divert staff from their assigned emergency duties. All instructions will be provided to the media for dissemination. Should the media be unable to operate because of power loss, etc, a route alerting system will be activated in your area. Emergency conditions may also require that the school will have to close for a period of time. In that event, students may be required to complete assignments at home or at another location. Information will be provided via the news media or neighborhood alerting system of procedures to be followed. In order to assure the safety of our students and staff, your understanding and cooperation during these events is required. Should you have additional questions regarding our emergency operating procedures, contact the Administration Building.

PARENTAL RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." Parents or eligible students have the right to inspect and review the student's education records maintained by the school.

Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies. Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

School officials with legitimate educational interest; Other schools to which a student is transferring; Specified officials for audit or evaluation purposes; Appropriate parties in connection with financial aid to a student; Organizations conducting certain studies for or on behalf of the school; Accrediting organizations; To comply with a judicial order or lawfully issued subpoena; Appropriate officials in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

READING AND MATH IMPROVEMENT PROGRAM

The ESEA Title I Reading and Math Improvement Program in the Southmoreland Primary Center and Southmoreland Elementary School are schoolwide reading programs designed to reinforce the critical core skills for all students. The program's main objectives are to:

1. Building upon the student's strengths
2. Improving the student's weaknesses
3. Developing a positive attitude toward reading The School-Parent Compact and Title I Parent Involvement Policy can be found on our website.

BUS CONDUCT

Riding a school bus is a privilege. Bus privileges can be revoked if students are not cooperative with the bus drivers.

Rules/regulations for bus conduct are put into effect in order to ensure the safety of children. The following rules have been established in order to ensure the safety of all students who ride the buses:

- Exercise caution, good manners and consideration for other people.
- Obey the driver. His or her first concern is for your safety.
- Video cameras with sound are on the buses for safety.
- Use only the bus and bus stop assigned. Students will not be permitted to ride different buses unless a note signed by a parent or guardian is submitted to the teacher in advance and the permission of the principal or his designee is granted. This permission will be granted on a limited basis since the bus capacity number must remain below the total bus capacity designated by the law for each school bus. The capacity number varies depending upon the seating capacity of the bus. If a student is going home with another student both parties need to submit a note signed by parents/guardians granting permission.
- Waiting for the Bus - Be at your stop five minutes ahead of time. Stay a safe distance from the road. When the bus approaches, get in line. Stay clear of the bus until it has come to a complete stop. Let smaller children board first. Your bus driver has a schedule to keep. If you are not at the bus stop, he/she cannot wait for you.
- Getting On and Of the Bus - Always use the handrail. Go up or down the steps one at a time. Don't push or crowd others. Go directly to your seat. The bus will not move until all passengers are seated. Regulations do not permit passengers to stand in a moving school bus. Orderly behavior is required at the bus stop. Students shall sit where assigned by the driver. Remain seated, facing front, when the bus is in motion. Talk quietly and make no unnecessary noise. Do not talk to the driver unless it is necessary. Windows shall be opened only with the permission of the driver.
- Students must refrain from placing arms or head or any part of the body out of the window.
- Do not litter the inside of the bus or throw anything out the window.
- Tampering with or destroying bus equipment is a very serious infraction and will be treated as such with revocation of the student's bus privileges.
- Pets are not permitted on the bus.
- The use or possession of tobacco in any form is forbidden, and any infraction of this regulation may result in revocation of bus privileges.
- Eating or drinking on the bus is prohibited.
- Profane language, shoving, fighting, throwing things of any kind, etc.while waiting for the bus or while a passenger on the bus is strictly prohibited.
- The emergency door at the rear of the bus is to be opened only on the orders of the bus driver or in an extreme emergency.
- Any request for bus schedule changes must be made through the District Office.
- Standard seating in a school bus (66 passenger or 72 passenger) requires three students to a seat at full capacity.
- Remain seated in your assigned seat until the bus has come to a complete stop at its destination or your bus stop.
- During the first week of school, all eligible students should ride on the buses.
- It is understood that students are permitted to bring the necessary "tools of their trade" and school projects (when not excessively large). Students must not take undue advantage of this and must at all times keep aisles and entrance clear so as to not obstruct traffic. Books and parcels are to be held on passengers' laps.
- After you leave the bus, go directly to your assigned place or home. You must bring a note from your parents, to be given to the school administrator, any time you are to get off the bus at a stop other than your own.
- Demonstrate good citizenship by cooperating with your bus driver so that your parents and school officials can depend upon the safe transportation to and from school. It is everyone's responsibility.
- These regulations apply to activity buses, as well as to regular buses.

Bus Disciplinary Actions

- A. First Offense - (warning or 1-3 day bus suspension) the bus conduct report will be sent home with the student for a parent signature. The parents' cooperation will be asked in correcting the student's behavior so that a second offense will not occur.
- B. Second Offense - (3 day bus suspension) the bus conduct report will be sent home for a parent signature. Cooperation will again be asked in correcting the student's behavior so that a third offense will not occur.
- C. Third Offense - This misconduct may result in indefinite suspension of all school privileges. Restoration of bus privileges would then be determined by the Board of Education after a meeting with the student and parents.

Bus Routes/Operating Policies

Bus routes and stops are established prior to the beginning of each school year. Safety, economy, efficiency, and allocation of resources are some of the considerations that must be evaluated in determining bus operation policies. Parents who have questions concerning bus routes, time schedules, or bus stops should contact Quest Transit at 724-887-5030 and speak to Art Showman. Any changes in bus routes or stops must be approved by Southmoreland Director of Transportation @ 724-887-2003. Behavioral problems on the school bus should be directed to the Principal.

COMMUNICATION WITH FACULTY AND STAFF

Email address for faculty and staff follow the following format: (last name)(first initial)southmoreland.net

Example

- Name: John Doe
- Email: doej@southmoreland.net

When emailing faculty and/or staff, please place the student's name in the subject area to help the staff identify incoming email.

If a parent/guardian has questions or concerns with a teacher, contact the teacher prior to the principal. Administration insists that parents/guardians communicate concerns directly with teachers prior to communicating concerns with Administration.

SOUTHMORELAND PRIMARY CENTER 2024-2025 TITLE I PARENT ENGAGEMENT POLICY

Southmoreland Primary Center and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this policy outlines how the parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards. In 2014-2015, Southmoreland Primary Center became a school-wide Title I building. Our Mission: Cultivating Lifelong Learners Ready for an Ever-Changing World. Therefore, Southmoreland Primary Center will do the following:

- DIBELS Next assessment
- Scientifically based researched basal series – used at all grade levels
- Flexible grouping – movement and instruction driven by test data
- Use assessment data to chart progress and drive instruction
- Establish baseline instructional level using data derived from our running records and other student learning tools
- Professional Development
- Provide Parent and Family Nights to encourage partnering for student success
- Intervention and Extension block scheduled daily
- Hold parent-teacher conferences/Open House annually during which the jointly developed compact and other Title I program documents will be distributed as it relates to the individual child's achievement.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - The district will provide Report Cards quarterly
 - The district will provide Progress Reports quarterly
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - All staff members are available for parent conferences in person or by phone
 - Involve parents in the planning, review, and improvement of the school's parental involvement policy and parent compact in an organized, ongoing, and timely way.
 - Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
 - Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend.

The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practicable, in a language that parents can understand.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).
- Develop activities that promote the school's and parents'/families' capacity for strong parental involvement. The following list of activities is a sampling of parent involvement opportunities at Southmoreland Primary Center:
 - PTA Meetings
 - School Compacts
 - Title 1 Compact (outlines parent responsibilities to support academic achievement at home)
 - Book Fairs
 - Read with Me at SPC night
 - Kindergarten Kickoff and Orientation
 - Field Day

SOUTHMORELAND PRIMARY CENTER MISSION STATEMENT: CULTIVATING LIFELONG LEARNERS READY FOR AN EVER-CHANGING WORLD

The Parent-School Compact is a voluntary agreement between the school and the parents of the children at that school. A compact outlines how parents, the school staff, and students will share responsibility for improved student achievement. We make the agreement to inspire each of us to help students reach their highest potential, and to develop a partnership that will help children achieve the state's high standards. This school-parent compact is in effect during the 2023-2024 school year.

School Responsibilities

Teachers and staff at Southmoreland Primary Center will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment.
- Monitor student progress and reteach when needed.
- Enforce rules fairly and consistently.
- Create classroom settings that stimulate learning.
- Have high expectations for all students.
- Use a variety of teaching strategies.
- Communicate with parents/guardians on a regular basis.

Parent Responsibilities

Parents/guardians will support their children's learning in the following ways:

- Establish a regular daily reading and studying routine.
- Monitor attendance.
- Ensure homework is completed.
- Monitor amount of television viewing, computer, and video game time.
- Be involved – Volunteer.
- Stay informed about the child's education communicating with the school district.

Student Responsibilities

As a student, it is important to work to the best of my ability and to take pride in my academic achievements. Therefore, I will:

- Do my homework every day and ask for help when needed, turning assignments in on time.
- Give my parents/guardians all notices and information received by me from school daily.
- Make good choices.

- Respect other students and teachers.
- Pay attention in class.
- Follow directions.
- Be a good listener.

SOUTHMORELAND ELEMENTARY SCHOOL 2024-2025 TITLE I PARENT ENGAGEMENT POLICY

Southmoreland Elementary School and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this policy outlines how the parents, the entire school staff and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards. In 2014-2015, Southmoreland Elementary School became a school-wide Title I building. Our Mission: Cultivating Lifelong Learners Ready for an Ever-Changing World. Therefore, Southmoreland Elementary School will do the following:

- DIBELS Next Screener
- Reading Eggs
- Study Island assessments to monitor progress
- Scientifically based researched basal series – used at all grade levels
- Flexible grouping – movement and instruction driven by test data
- Use assessment data to chart progress and drive instruction
- Establish baseline instructional level using data derived from our running records and other student learning tools ● Professional Development
- Provide Parent and Family Nights to encourage partnering for student success
- Intervention and Extension block scheduled daily
- Hold parent-teacher conferences/meet the teacher annually during which the jointly developed compact and other Title I program documents will be distributed as it relates to the individual child's achievement.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: ○ The district will provide Report Cards quarterly
 - The district will provide Progress Reports quarterly
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - All staff members are available for parent conferences in person or by phone
 - Involve parents in the planning, review, and improvement of the school's parental involvement policy and parent compact in an organized, ongoing, and timely way.
 - Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
 - Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend.
 - The school will invite all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
 - Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practicable, in a language that parents can understand.
 - On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
 - Provide to each parent an individual student report about the performance of their child on the state assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

- Develop activities that promote the school’s and parents’/families’ capacity for strong parental involvement. The following list of activities is a sampling of parent involvement opportunities at Southmoreland Elementary School: PTA Meetings
 - School Compacts
 - Title 1 Compact (outlines parent responsibilities to support academic achievement at home) ○
 - Book Fairs

MISSION STATEMENT: CULTIVATING LIFELONG LEARNERS READY FOR AN EVER-CHANGING WORLD PARENT-STUDENT-SCHOOL COMPACT

The Parent-School Compact is a voluntary agreement between the school and the parents of the children at that school. A compact outlines how parents, school staff, and students will share responsibility for improved student achievement. We make the agreement to inspire each of us to help students reach their highest potential, and to develop a partnership that will help children achieve the state’s high standards. This school-parent compact is in effect during the 2023-2024 school year.

School Responsibilities

Teachers and staff in our Elementary Programs will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment.
- Monitor student progress and reteach when needed.
- Enforce rules fairly and consistently.
- Create classroom settings that stimulate learning.
- Have high expectations for all students.
- Use a variety of teaching strategies.
- Communicate with parents/guardians on a regular basis.

Parent Responsibilities

Parents/guardians will support their children’s learning in the following ways:

- Establish a regular daily reading and studying routine.
- Monitor attendance.
- Ensure homework is completed.
- Monitor the amount of television viewing, computer and video game time.
- Be involved – Volunteer.
- Stay informed about your child’s education by communicating with the school district.

Student Responsibilities

- As a student, it is important to work to the best of my ability and to take pride in my academic achievements. Therefore, I will:
 - Do my homework every day and ask for help when needed, turning assignments in on time.
 - Give my parents/guardians all notices and information received by me from school daily.
 - Make good choices.
 - Respect other students and teachers.
 - Pay attention in class.
 - Follow directions.
 - Be a good listener.

NOTICE: Failure to read and follow the Student **Handbook** will not excuse any student or parent/guardian from adherence to the standards and expectations set forth in the Student Code of Conduct, nor prevent imposition of student discipline according to the Student Code of Conduct and Southmoreland School District policies and procedures. If you would like a hardcopy of the Student Handbook, notify the office.