

DANVILLE PRIMARY SCHOOL



DANVILLE AREA SCHOOL DISTRICT

Phone # (570) 271-3268
733 Ironmen Lane
Danville, PA 17821

DANVILLE PRIMARY SCHOOL

Phone # (570) 271-3268 (option 8)
Fax # (866) 274-6209

MISSION STATEMENT

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

SCHOOL COLORS

Orange and Purple

MASCOT

The Ironmen



Dear Students and Parents/Guardians of Danville Primary School:

Welcome to the start of another exciting school year! I hope your family enjoyed a safe and restful summer. If you are a new student, it's great to have you with us. If you are returning, we're glad to have you back!

Administration

Gianna Earp

Principal

mgeise@danvillesd.org

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

This handbook is for students and their families. It contains the rules, procedures, and expectations that govern operations at Danville Primary School. It is very difficult to create a document that encompasses every possible scenario that may arise during our school year, but our hope is that the policies, procedures, and expectations outlined in this document will serve as a guide to supplement the judgment of the administration, faculty, and staff with the operation of our school. The handbook is reviewed and updated yearly and input is sought from students, staff, and parents. It is important to note that our school's core values are at the heart of these expectations.

Office Administrative

Assistants

Heather Brady

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Tracy Shaffer

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Our ultimate goal for DPS students is that they are in a safe, respectful environment where everyone has the opportunity to learn. For this to occur, the students of our school must manage personal responsibility and display maturity and respect at all times. We encourage all our students to engage in critical thinking, conduct appropriate communication, take responsibility for their actions, be thoughtful in their decision-making, and grow into productive and kind individuals.

District Webpage

www.danvillesd.org

Please pay careful attention to what is in your handbook, discuss it with your child, and if you have any questions, we encourage you to talk to us. Together, we can make the 2024-2025 school year successful! If you have any questions or concerns, I ask that you please contact us at the DPS main office.

Go Ironmen!

Let's make this an amazing year!

Kindest Regards,

Gianna Earp

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The district reserves the right to adjust any and all components of the handbook as needed throughout the school year.

Announcement Regarding Non-Discrimination Practices and Policies Title IX, 504, and Title VI

The Danville Area School District programs are open and available to all students. The district does not discriminate or prohibit students from participation because of race, color, national origin, religion, gender, sexual orientation, handicap, or political affiliations.

The school district's hiring practices are also non-discriminatory. The school district is an equal opportunity employer. In all activities related to employee recruitment and screening, hiring, promotion, demotion, transfer, and furlough the non-discrimination policy stated above extends to include age and veteran status.

Publication of this announcement is in accordance with state and federal laws including Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitative Act of 1973 and Title VI of the Civil Rights Act.

Any reference to students, which uses the term "he" or "she" is not intended as a reflection on either gender. All such inconsistencies should be read as being gender neutral and contain no sexual bias connotations.

Danville Area School District Board of Education

Dr. Sandy Green – *President*
Mr. Richard Vognetz – *Vice-President*
Mr. Wayne Brookhart
Dr. Samuel Faulkner
Mr. Tyler Garman
Mr. Kerry Hoffman
Mr. Derl Reichard
Mr. Robert Umbriac

Ms. Terri Faust, Board Secretary

Danville Area School District Administration

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Danville Primary School Administration

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Elementary Intervention and Special Education Principal

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Danville Primary School Special Services

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School Police Officer

LaRue Brion lbrion@danvillesd.org ext. 1266

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Danville Primary School Guidance Office

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Danville Primary School Secretaries

Heather Brady- Secretary hbrady@danvillesd.org
Tracy Shaffer- Secretary tshaffer@danvillesd.org

2024-25 CALENDAR DATES

OPEN HOUSE

August 20th 2024 - 3:00-6:30

1ST STUDENT DAY

August 22nd, 2024

MARKING PERIOD ENDS*

MP1	October 29 th 2024
MP2	January 16 th 2025
MP3	March 26 th 2025
MP4	June 5 th 2025

PARENT AND TEACHER CONFERENCES

November 7th (3:30 – 7:00 p.m.)
November 8th (Day Time Only)
March 27th (3:30 – 7:00 p.m.)

CORE BELIEFS OF DANVILLE PRIMARY SCHOOL

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

KINDERGARTEN ENTRANCE REQUIREMENTS

Student requirements for the 2024-2025 school year: Students must be age 5 by September 1, 2024, be a resident of the school district (must provide proof of residence), have the proper immunizations, and a completed Home Language Survey before school begins. A birth certificate and immunization records will be requested at the time of registration. At Danville Area School District, the registration process is centralized. All necessary registration components must be completed online.

ARRIVAL AND DISMISSAL TIMES

8:25 a.m. – 2:50 p.m. (TENTATIVE)

Students may begin arriving at school at 8:00 a.m. Students may eat breakfast starting at 8:00 a.m. and will be supervised during this time. Students must arrive at school by 8:25 a.m. After 8:25 a.m., students will be considered tardy. Dismissal will begin at approximately 2:50 p.m.

SCHOOL CLOSINGS

When it becomes necessary to close schools, the announcement will be carried on local radio stations. Also, each household may receive a phone message regarding school closings or delays from the school district. Announcements will be made as early as possible. Flexible instructional days may be used in accordance with State requirements and with Board approval.

HEALTH SERVICES

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

All students may use the Nurse's Office when there is a need for health care. A student must first report to his/her assigned area and get permission to go to the Nurse's Office. The nurse will give the student a pass to return to his/her assigned area.

Physical Examination

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

Health Screenings

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

Immunizations

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

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

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

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

Student Medication Policy

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

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

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

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

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

Dental Examinations

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

When to Keep Your Child Home

1. Fever of 100.0 F or greater without fever-reducing medication
2. Repeated vomiting or diarrhea in the past 12 hours
3. Pink eye: red itchy eyes with yellow or green drainage but NO allergy symptoms
4. Any illness when the child is not able to function normally in the classroom without pain/discomfort. Such illnesses may include but are not limited to: severe sore throat, excessive cough, headache, earache, or stomachache.
5. Injuries or surgical procedures that require narcotic medication prior to or during the school day. Call your child's physician or the school nurse if there is a question as to whether a student needs medical attention or may attend school with an illness or injury.

HOMEWORK

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

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

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

COMMUNICATION

During the 2024-2025 school year, the Danville Area School District will continue to utilize the Sapphire Community Portal to post quarterly report cards, attendance information, and behavior documentation. In order to access important documents and information, parents/guardians should register for the Sapphire Community Portal access. The Community Portal/Parent Portal will become an essential part of our communication as a district. Parents/Guardians will need Community Portal access to view their child's report cards, attendance records, and other student information.

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

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

Homeroom Teacher Communication

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

Schoolwide Communication

The Primary School utilizes “Tuesday Folders” to send important papers home. Every Tuesday, parents/guardians can anticipate a folder coming home which may include information about upcoming school events, student work and assessments, permission forms, and so much more. Additionally, a monthly newsletter detailing recent school events, student accomplishments, and upcoming school events will be shared digitally with parents, students, and the community.

Guidelines for Parent and Teacher Communications

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

1. The optimum time for brief telephone calls is before school starts (prior to 8:25) or at the end of the school day (3:25). To interrupt a classroom at any other time in the day would distract the children and have an impact on instruction.
2. If it is necessary to talk to your child’s teacher during the day, call the school office; leave your name and telephone number where you can be reached and the reason for your call. The teacher will return your call at his/her first opportunity and in a timely manner as per district procedures.
3. If the need arises to talk to a teacher personally, please make arrangements in advance. Arrangements should be made directly with the teacher (via a note, School Status Connect app, email, or phone call).

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

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

- Communicate with the teacher prior to the conference to set up an appointment.
- Prepare any questions you may have in advance.
- Talk with your child before the conference about any concerns he or she may have.

Conference Tips

- Share any information you have that may have an impact on your child’s school performance.
- Look at your child’s work and ask any questions you may have.
- Ask the teacher to explain anything you do not understand.
- Listen to what the teacher has to say and understand that any suggestions are based on the teacher’s certified professional opinion.
- Respect the time limits for the conference. If more time is needed, ask to schedule another conference.

- Sum up what you think has been said. This can help avoid any misunderstandings and make clear what any follow-up plan will be.

After the Conference

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

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

COMMUNITY PORTAL

The SapphireK12™ Community Portal connects students, parents, teachers and administrative staff through an intuitive interface that is reliable and easy-to-use. The Community Portal is an online system that Danville Area School District utilizes for a variety of reasons, ie. parental view for your students academic progress, attendance, discipline, electronic signatures, etc.

Additionally, the district uses the Community Portal as a means to digitally sign a variety of school forms, including parent and student acknowledgments (ie. DPS student handbook acknowledgement form). Below is a link to the Community Portal for your access.

<https://dasd-sapphire.k12system.com/CommunityWebPortal/>

REPORT CARDS

Report cards will be posted directly to the Sapphire Community Portal at the end of each marking period. Each marking period is nine weeks in length. If questions arise, the parent is encouraged to contact the classroom teacher.

ACADEMIC GRADING SYSTEM

Students will receive a grade of either “proficient” or “developing” for each standard in each subject area.

P	Proficient	D	Developing
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To follow a student’s grades throughout the year, students and parents are reminded to activate their account to the Sapphire Community Web Portal. See additional information included in the back to school forms or contact the school office at (570) 271-3268 ext. 2100 for more information.

PROMOTION AND RETENTION

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

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

ATTENDANCE

Students are expected to be present for all days and hours school is in session unless appropriate reasons exist to justify an absence. Exemptions are granted for students with certain chronic medical conditions and medical emergencies. To be considered for an exemption, students with chronic medical conditions must submit a doctor's note at the beginning of each school year. The note should indicate the condition and the necessity for school absences as a result. For medical emergencies, a doctor's letter should be submitted in a timely manner soon after the emergency.

Students need to be in their homeroom by 8:25 a.m. If they arrive after 8:25 a.m., but before 10:00 a.m., a tardy will be assigned to the student. School time missed due to tardiness will accumulate throughout the school year and count towards a student's absence total.

Tardy	A morning absence with students arriving at school before 10:00 a.m.
Half day AM	An absence from school for over 2 hours and 15 minutes, arriving prior to 11:30 a.m. (example 8:25-a.m. -11:00 a.m.)
Mid-day	A middle of the day absence, less than 2 hours with the student returning to school (example 11:00 a.m.-12:15 p.m.)
Half day PM	An absence from school for over 2 hours and 15 minutes with the student leaving school after 11:30 a.m. (example 12:30 p.m.- end of school day)
Early Dismissal	Leaving school after 1:00 p.m. without returning

Absences, or time out of school will be excused with a note from a medical provider or a parent note. Students returning to school or arriving without a note will have the time out of school considered unexcused. Students leaving and not returning the same day must present a note within 5 days of their return to school.

Students may **accumulate ten days** of absence for various reasons including sickness verified by either a parent note or doctor's note, educational travel, medical appointments, etc. Absences exceeding the ten-day limit will need to be excused with a doctor's note or the absence will be marked as unlawful/unexcused. Students who miss three days consecutively will need a doctor's note.

Procedures for Absences: Board Policy #204

1. Parents/Guardians should contact the school before 8:30 a.m. each time a student is absent by calling (570) 271-3268 (option 8, option 6) and leave a message. Call-ins do not excuse an absence; they are a courtesy. If the school does not receive a phone call by 10:30 a.m., the automated attendance line will send a message to inform the parent/guardian of the absence.
2. With three (3) unlawful absences: A letter will be sent home from the office indicating the three unlawful absences.
3. On the fifth unlawful absence, a letter will be sent home. A Student Attendance Improvement Plan (SAIP) meeting may be requested by the school principal once five (5) unlawful absences have been accumulated.
4. With 10 accumulated absences, the attendance secretary will send a letter to the family. The building principal may file truancy charges with the district magistrate. Children and Youth services may be notified, as well. Once a student has accumulated 10 absences, a Dr.'s note will be required upon the return to school.
5. Each subsequent unlawful absence after will be filed with the court.

Returning to School Following an Absence

The first day following an absence, the student must turn in a written excuse to their homeroom teacher. **A written excuse must be submitted to the office within five (5) school days of the absence or the absence will be documented as "unlawful" or "unexcused."**

Parents and students should review their report cards for any attendance concerns. If parents and/or students become aware of mistakes with their attendance, it should be reported immediately to the office.

Appointments During the School Day

1. Appointments during school should be kept to an absolute minimum.
2. An appointment note should be presented to the teacher on the morning of the appointment **before school begins**.
3. Upon returning from an appointment, a note from the person with whom the appointment was scheduled (doctor, dentist, etc.) must be presented. This note should state the time the appointment was completed.
4. Any appointment which lasts more than two hours and 15 minutes will count as a half-day absence. See "ATTENDANCE" on page 15 for more details.
5. Individuals picking up a student may be asked to show photo identification.

Classwork/Assignments Missed During an Absence

Excused Absences – As a general guideline, students who miss school due to excused absences (e.g. illness, death in family, suspensions, and family emergency) will have the opportunity to make up any missed assignments/tests.

Homework may be requested by calling the Primary School Office at 570-271-3268 option 8, option 4. You may also request homework when calling your child off on the Attendance Line. Homework may be picked up after 2:30 pm in the DPS office.

Unlawful/Unexcused Absences – Students who accumulate three or more unlawful/unexcused absences may be subject to academic consequences for future unlawful/unexcused absences. In these cases, students may forfeit their right to make up any tests, quizzes, projects, or assignments given or due on the date associated with the unlawful/unexcused absence. The student may receive a zero for any missed work.

Note: Based upon individual student circumstances, school administration reserves the right to review and remove/reduce an academic penalty associated with any unlawful or unexcused absence.

EDUCATIONAL TRAVEL

Trips such as vacations, ski outings, hunting expeditions and the like are discouraged during the school term. Each trip is evaluated by the principal and a reasonable length of time may be approved. Educational trips or missed days due to activities sponsored by recognized organizations must be approved by the building principal at least five (5) days prior to the start of the absence and *may* be considered an excused absence. Failure to seek approval in a timely manner, student absences already exceeding ten days, or current poor student performance will result in trip and/or activity absences not being approved. Non-approved trip and/or activity absences will be recorded as unlawful or unexcused depending upon the student's age.

If the Educational travel request exceeds five school days, the administration will review the itinerary of the trip to determine the classification of those days (after the five) as either excused or unlawful/unexcused. The determination will be based on the perceived educational value of the trip.

Students will be responsible for collecting their school work before they leave, making up any work they miss, and completing all of their assignments.

VIRTUAL INSTRUCTION DAYS

Virtual Instructional Days may occur during the school year. Such days may be synchronous, meaning they will include live virtual instruction through Google Meet, or they may be asynchronous, meaning there will be recorded video and/or other instructional activities on the teachers Google Classrooms. On synchronous days where students are required to attend school virtually, attendance will be determined by participation in the virtual meetings. Students are expected to attend all virtual classes. Attendance for asynchronous virtual days will be determined by submission of the completed assignments for each class.

TARDINESS TO SCHOOL

Tardiness is defined as an arrival to school after the designated time for the start of the school day. Tardy students must report directly to the office for a re admittance slip at that time.

School time missed due to tardiness will be accumulated throughout the school year. When a student has accumulated over three hours and forty minutes of tardiness to school, a full day of unlawful or unexcused absence will be recorded.

P.B.I.S.

At Danville Primary School we truly believe that all students have the opportunity to succeed in and out of the classroom with a proactive approach to school-wide discipline. Through our PBIS (Positive Behavior Intervention and Support) program we reinforce the positive behaviors of students doing what is expected of them as well as supporting students who need extra assistance to reach the school-wide expectations seen through our IRONKID B.E.S.T. expectations. Through our PBIS initiatives, we hope to be able to keep our referrals down, which will increase the amount of instructional time our students receive. We consistently define, teach, reinforce, and monitor positive behaviors. This "positive behavior intervention and support" or PBIS system focuses not on the discipline of poor behavior, although that is certainly a component, but rather focuses on supporting and rewarding the positive behaviors that the vast majority of our students do daily. So much attention is traditionally focused on the students who are not behaving, but this system allows teachers and staff to notice and reward those students that are doing what is right. This attention shift will often redirect problem behaviors, since problem behaviors are often attention-seeking.

IRONKID B.E.S.T. Expectations

The Danville Area School District believes that each student has the right to be able to learn and work in an environment and atmosphere free of disruption. Therefore, students and adults have the responsibility to respect the rights of others and to maintain a high degree of self-discipline.

It is the responsibility of each primary school student to learn the behaviors expected while attending the Danville Primary School. Behavioral requirements may be different from those at home, but students are expected to conform to the school requirements while in attendance at school. At Danville Primary School we expect students to demonstrate being their B.E.S.T. Students who cannot conform to these rules will be disciplined to preserve other students' rights to learn and the teachers' rights to teach. Disruption will not be tolerated.

Train Cars

Students have the opportunity to earn Train Cars for displaying expected behaviors at school. Train Cars can be given at any time throughout the day. If a student is caught being their B.E.S.T. by a classroom teacher, specialist, or any other adult in the building, the student is awarded with a "Train Car" award/sticker. The student is also given a "Train Car" certificate and their name is announced over the loudspeaker. The students name is then entered into a drawing to win a variety of prizes. Students can

earn "Train Car" certificates more than once within a school year depending upon their behaviors. The goal is to catch students making the right choice!

SCHOOL WIDE BEHAVIOR EXPECTATIONS

IRONKIDS DO THEIR B.E.S.T.

HALLWAYS

(B) Be Respectful

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

Stay on the right hand side

Hold a door open for others

(E) Encourage Kindness

Use polite manners

silent waves and smiles to greet guests

(S) Safety First

Walk only

Hands and feet to yourself

Eyes forward

(T) Try My Hardest

Stay in line

Follow directions

BATHROOMS

(B) Be Respectful

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

Flush the toilet

(E) Encourage Kindness

Wait your turn quietly

Honor others' privacy

(S) Safety First

Hands and feet to yourself

Wash your hands

Keep the floor dry

(T) Try My Hardest

Place trash in the trash can

Walking feet to and from the bathroom

CAFETERIA

(B) Be Respectful

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

Follow directions

(E) Encourage Kindness

Use polite manners with adults and other students

"Please", "You're welcome", "Thank you", "Excuse me"

Wait your turn

(S) Safety First

Walk only

Keep area clean

Raise hand for help or to leave the cafeteria

(T) Try My Hardest

Throw away all trash

Check floors

Playground

(B) Be Respectful

Follow the game rules

Listen for teacher directions

Clean up recess equipment

(E) Encourage Kindness

Wait your turn

Include everyone

Use polite manners

(S) Safety First

Keep hands, feet and objects to self

Line up quickly and quietly when your class is called

Be aware of your surroundings

(T) Try My Hardest

Be a good sport

Choose kind words

Use equipment appropriately

Transportation

(B) Be Respectful

Use Level 2 (table talk voice)

Respect bus property

(E) Encourage Kindness

Use kind words

Help a friend in need

(S) Safety First

Remain in assigned seat

Hands and feet to yourself

Report bullying to an adult
(T) Try My Hardest
Be a peacemaker
Make a bad situation better

Children are given the opportunity, weather permitting, for fresh air and exercise during the school day. During inclement weather, or when the playground is snow-covered, children have recess indoors. It is requested that children be appropriately dressed for outdoor activities.

Student Behavior

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

The principal and teachers will share a list of school/classroom rules and expectations at the beginning of the year. All expectations will be modeled and reviewed for students. All students will behave appropriately in class and these discipline plans will stress the notion that children must assume responsibility for their behavior.

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

DASD's complete policy regarding bullying/cyber-bullying is available on the district's website.

SCHOOL REGULATIONS AND DISCIPLINE

Student Responsibilities

It is important that students attend school on a daily basis, perform conscientious work in the classroom, and conform to school rules and regulations. Most of all, students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.

1. 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.
2. Students should express their ideas and opinions in a respectful manner so as not to offend or slander others.
3. It is the responsibility of the students to:

- a. Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them.
- b. Be willing to volunteer information in matters relating to the health, safety, and welfare of the school community and the protection of school property.
- c. Assume that until a rule is waived, altered, or repealed, it is in full effect.
- d. Assist the school staff in operating a safe school for all students enrolled therein.
- e. Be aware of and comply with state and local laws.
- f. Exercise proper care when using public facilities and equipment.
- g. Attend school daily and be on time to all classes and functions.

Student Discipline

1. Denial of Privileges – Privileges will be withdrawn for improper behavior. Students will be placed on a restriction status which may include revocation of any of the privileges afforded to a student based on the discipline infraction(s). The length of the privilege restriction depends on (a) the nature of the infraction and (b) the previous behavior record of the student. Student privileges include but are not limited to: participation in extracurricular events, clubs and student activities, and other student incentives/events.
2. In-School Suspension – Students may be suspended from school in accordance with School Board Policy 233 for a period of one to ten consecutive school days. Students who are assigned in-school suspension will report to the primary school office each day of their assigned suspension by the start of school. The in-school suspension proctor will take attendance. Failure to report to the scheduled date for in school suspension may result in an out-of-school suspension. Students are required to remain in the in-school suspension room until they are dismissed. Students may not participate in any extracurricular activities on the date of the suspension.

It is the student's responsibility to bring textbooks and materials when scheduled for an in-school suspension. Suspended students will be given the appropriate credit for work completed and submitted during their suspension. The strictest study rules will be maintained. This includes, but is not limited to, no talking, no sleeping, and no misconduct. Students are responsible for the condition of the room at the end of the day. Any violation of the above rules could lead to an additional suspension or out-of-school suspension.

3. Out-of-School Suspension (up to three days) – The student shall be told the reason for the suspension and shall be afforded the opportunity to respond to the charges before the suspension becomes effective. The reason for the suspension shall be stated in a written correspondence to the home in accordance with School Board Policy 233. Efforts will be made to contact parents by phone prior to the suspension.

4. Out-of-School Suspension (up to ten days) – This type of suspension shall be reserved for serious or persistent infractions of school rules. If the offense is of a very serious nature, the suspension may last for up to ten days. Efforts will be made to contact parents by the phone prior to the suspension. In accordance with School Board Policy 233, when a suspension exceeds three school days, the student and parent shall be given the opportunity for an informal hearing with the designated school official as soon as possible after the suspension, within the first five days of the suspension.

Students may not participate or attend any extracurricular activities during the dates of the suspension and are not permitted to be on school grounds for any reason. This includes evening activities and activities that occur over the weekend. Failure to follow these rules may result in the assignment of additional suspension dates.

In case of any out-of-school suspension, students will be permitted to make up exams and work missed which has not been assigned previous to the suspension. Any work or tests assigned previous to suspension are to be completed by the end of suspension to receive credit. It is the responsibility of the student/parents to request assignments through the office when an out-of-school suspension occurs. Parents may either email teachers directly or contact the office secretary at (570) 271-3268 ext. 2100. Please allow 24 hours for the request to be processed.

5. Expulsion (exclusion from school beyond ten days) – Such action results only from the Board of Education action preceded by a recommendation from the Primary School Principal to the Superintendent of Schools consistent with School Board Policy 233. The student is given a formal hearing in front of the School Board in accordance with Section 12.6 of the PA School Code. Students who are expelled may not come on school property or attend any extra-curricular activities either as spectators or participants during the dates of suspension.
6. Students violating the laws of the Commonwealth of Pennsylvania on school property may face arrest. Citations for such action would be processed by the local police department and the local magistrate.

DISCIPLINARY OFFENSES AND LEVELS

Level I Offense

Level I offenses can usually be handled by an individual staff member through classroom management techniques, but sometimes require the intervention of other school personnel.

The following is a list of Level I offenses; however, offenses are not limited to this list:

1. Leaving class or assigned area without permission
2. Minor incidence of disruptive behavior in class, halls, cafeteria, bus, field trips, etc.
3. Interrupting/distracting others
4. Talking excessively
5. Frequently out of seat

6. Minor incidence of use of abusive language, obscene or profane language or gestures
7. Failure to follow classroom rules
8. Minor incidence of disrespectful behavior
9. Lying
10. Misconduct in the halls (roughness; horseplay; loitering)
11. Rough play or horseplay in the classroom
12. Cheating on assignments
13. Name calling/teasing
14. Displays disrespectful behavior
15. Littering
16. Other minor infractions of unacceptable behavior or any condition that causes a disruption of the educational process or constitutes a health and/or safety hazard

LEVEL I Action/Discipline Options

Consistent Level 1 behaviors that interfere with learning and the learning of others will be documented in Sapphire. The classroom teacher will contact the parents.

1. Verbal reprimand/warning
2. Restriction/withdrawal of privileges
3. Time out in classroom
4. Seat change
5. Reteach skill
6. Counselor group to reteach specific skills

LEVEL II Offense

Level II offenses are typically frequent or serious in nature that tend to disrupt the learning climate of the school. These infractions, which usually result from the continuation of Level I misbehaviors, require the intervention of personnel on the administrative level, because the execution of Level I disciplinary options has failed to correct the situation.

These offenses are serious enough to require corrective action on the part of the administrative personnel.

1. Continuation of unmodified Level 1 misbehavior
2. Strong profanity
3. Failure to report to a scheduled class, homeroom, or assigned area
4. Isolated name-calling, taunting, or teasing (this includes derogatory comments on body shape, racial slurs or homophobic remarks)
5. Violation of the DASD Appropriate Use Policy (AUP)
6. Significant disruptive behavior in class
7. Disrespect to staff
8. Bus Disturbance (2nd Offense)
9. Intentionally defacing school property such as books, posters, electronic devices, classroom materials, furniture

10. Pushing, hitting, tripping, or any other minor form physical offenses toward others
11. Compulsive lying
12. Stealing purposely
13. Hostile or intimidating behavior towards others; make threats
14. Entering an unauthorized area
15. Minor harassment – physical or verbal
16. Actions that may cause harm to others
17. Other infractions of more serious unacceptable behavior or any condition that causes a disruption of the educational process or constitutes a health and/or safety hazard

LEVEL II Action/Discipline Options

Level II Disciplinary Action may include spending time in the office, an in school suspension (ISS), or out of school suspension (OSS). All infractions and actions will be documented in the student information system.

1. Continuation of Level I options
2. Teacher designed intervention/behavior plan
3. Written apology
4. Exclusion from non academic events
5. Possible referral to MTSS team
6. Loss of recess (student will still have the opportunity to walk for exercise)
7. Restriction/withdrawal of privileges
8. Time out in classroom
9. Seat change
10. Reteach skill
11. Counselor group to reteach specific skills

The philosophy of the DASD administration includes "progressive discipline," when appropriate. While the district endeavors to consider progressive discipline, depending upon the facts and circumstances of each case, based on the totality of the circumstances, it may require the Administration to increase the severity of the discipline.

When suspension is involved, the administration will attempt to follow the following sequence of escalating consequences:

1. 1st Suspension = One (1) to Two (2) day suspension [ISS or OSS]
2. 2nd Suspension = Three (3) to Four (4) day suspension [ISS or OSS]
3. 3rd Suspension = Five (5) day suspension [ISS or OSS]
4. 4th Suspension = Ten (10) day suspension [ISS or OSS]. Additionally, a student who is suspended four or more times may need to attend a hearing with the School Board, a committee of the School Board, or its designee with administrative recommendation for exclusion of the student from school for a longer specified period of time.

Students are responsible for making up tests and work missed while on suspension and will be permitted to complete these assignments upon return to school.

Level III Offense

Level III offenses are serious in nature and require immediate intervention of administrative personnel.

1. Continuation of unmodified Level II misbehavior
2. Verbal or physical assault
3. Verbal/written threats or harassment
4. Leaving school property without permission
5. Endangering the safety of self or others
6. Abusive, obscene, or profane language or gestures directed toward staff
7. Fighting and disorderly conduct
8. *Vandalism; more serious destruction of school property; destruction of electronic equipment (computers, cameras, etc.)
9. Stealing/Theft
10. Use of "look alike" weapons to intimidate or create fear
11. Inappropriate touching
12. Bullying or harassment: sexual harassment; bullying; intimidation; discriminatory behavior; cyber bullying (this includes repeated name-calling, taunting, or teasing that creates a hostile educational environment, such as repeated derogatory comments on body shape, racial slurs, or homophobic remarks)
13. Other more serious misconduct
14. Disruptive behavior during In-School Suspension
15. More serious incidences of computer usage violations
16. Other infractions of more serious unacceptable behavior or any condition that causes a disruption of the educational process or constitutes a health and/or safety hazard

Level III Action

The philosophy of the DASD administration includes "progressive discipline," when appropriate. This means that the administration will attempt to assign a fair, consistent, and appropriate consequence given the disciplinary infraction. Subsequent offenses of the same level or greater will result in elevated consequences.

1. A first offense will result in a three to five day in school suspension (ISS) or out of school suspension (OSS).
2. A second offense will result in a five to seven day out of school suspension (OSS).
3. A third offense will result in a ten day out of school suspension from school and may further result in a hearing with the School Board, a committee of the School Board or its designee with administrative recommendation for exclusion of the student from school for a longer specified period of time.

*Note: Fighting, disorderly conduct, and vandalism will result in a Level III disciplinary action and may result in a citation from police.

Depending upon the serious nature of the Level III offense, the administration reserves the right to increase the number of days of a suspension for a first offense occurrence as well as possible referral to the police.

*The Federal gun-Free School Act of 1994 states, "Any student who brings a firearm or weapon to school (as defined in Section 912 of Title 18, United States Code) shall be referred to the criminal justice system." (Public Law 103-382)

*The definition of "weapon" includes: [a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose, knives, cutting instruments, cutting tools, martial arts devices, nunchaku, firearms, shotguns, rifles, air rifles, BB gun, pellet gun, and pistols, sling shots, explosive devices, chemical agent, and any other tools, instruments, or implements capable of inflicting serious bodily injury, where the intent is to use such a tool, instrument, or implement as a weapon is present. Also included are "look-alikes" of the weapons listed above and any projectiles including bullets, shotgun shells, or the like.

* See Pennsylvania Department of Education Act 26 of 1995. See DASD Policy 218.1.

***This is not a complete account of disciplinary policies. Please refer to Danville Area School District Policies.**

PERSONAL BELONGINGS

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

STUDENT DRESS AND INAPPROPRIATE ATTIRE

The appearance of any young person is primarily the responsibility of the individual and his/her parents. Administration expects students to maintain the type of dress and grooming that does not interfere with the educational process of the school in accordance with School Board Policy 221.

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

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

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

Students who come to school wearing inappropriate clothing will be directed to change into school appropriate clothing, if possible. If a change of clothing is not available, parents will be notified and asked to bring a change of clothing. If available, a t-shirt or other item of clothing will be provided by the school for the remainder of the school day. One warning will be provided. Second offenses will result in detention. Students will be held in the office until a change of clothing is available. Insubordination and repeated offenses involving dress code violations may result in suspension and revocation of student privileges.

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

****This dress code is not all-encompassing and administration reserves the right to adapt or modify as necessary.**

HEAD COVERINGS

Danville Primary School clearly believes that head coverings can be a detriment to the learning environment in the school, especially in the classroom. Hats, caps, bandanas, hooded shirts/sweatshirts, visors, kerchiefs, and head coverings are not to be worn in the school building unless the head covering is directly related to one's traditional religious or cultural beliefs, or for a medical reason. Administrative approval should be sought for approval of these situations. All head coverings that do not meet these exceptions are to be placed in the student's backpack upon arrival to school. The wearing of head coverings will fall under the disciplinary measures consistent with dress code violations.

CELL PHONES, ELECTRONIC DEVICES, ETC.

Cell phones and other electronic devices are to be turned to silent from 8:00 a.m. until the end of the school day. Any student found to be using their cell phone or electronic device during the school day will have their device confiscated and an office referral will be made. Students who refuse to turn over their phone or device to a faculty member or administrator will receive in school suspension for insubordination and may have

additional privilege restrictions. Repeated violations of the cell phone policy will result in additional revocation of student privileges.

Any use of the cell phones or electronic devices to obtain unauthorized recordings is strictly prohibited and will result in disciplinary action and possible referral to the police. Laser pen usage by students will not be permitted at any time during school hours and will result in disciplinary action.

Students may not try to bypass the school's network and/or internet filters by using personal devices with "HotSpot" or "MiFi" technology. Doing so is a violation of the Acceptable Use Policy and appropriate disciplinary action may be taken.

THEFT, VALUABLES, AND MONEY

The school will not assume responsibility for loss or theft of valuables or large sums of money brought to school. Students should keep all personal belongings at home.

SEARCH AND SEIZURE

The school recognizes the right for students to be secure in their person and property against unreasonable search and seizure. However, in order to maintain order and discipline in the school and to protect the safety and welfare of all students and school personnel, school authorities may conduct a search in accordance with School Board Policy 226. Video cameras may be placed in any Danville Area School District bus. Students may be subject to being recorded on the school bus at any time, including field trips. The actual recording could be audio and video.

STUDENT RECORDS

The Danville Area School District must adhere to a policy which receives periodic review and approval by the State Department of Education.

Important parts of this policy are as follows:

1. Parents have a right to review and challenge the validity of any record or report or challenge the maintenance of any information about their children kept in the school records.
2. When information is to be released to someone other than another public school official, consent must be obtained from parents or students.
3. All student records are reviewed annually. Any records no longer needed to plan a student's educational program are removed and destroyed. However, parents or students are notified first and permitted to review and copy this information.

TRANSGENDER OR GENDER EXPANSIVE

Accommodations Request

Danville Area School District aims to provide support and services to meet the needs of students who identify as transgender and/or gender expansive. If a student has a specific need or accommodation, the parent/guardian may contact their school administrator or school counselor. The district may ask the parent/guardian and student to meet with their guidance counselor and a district administrator to discuss and determine how the school can meet the student's needs.

Name Change

The Danville Area School District will use a student's legal name for all legal records unless documentation is provided that a student's name has been legally changed. This means that the student's legal name will appear in our data management system called Sapphire. A student's legal name will appear on Sapphire digitally, on progress reports, on report cards, and on automatically generated letters.

Inclusive Restrooms

- ☐ Nurses Office
- ☐ Upstairs restroom near the library

VISITORS

Visitors enter the school building via the front entrance and must report directly to the office. Visitors who intend to remain in the building for any period of time must sign in and obtain a visitors badge. Visitors may be asked to show a photo identification. Visitors must return their badge and sign out before exiting the building consistent with district guidelines to ensure the safety of the students in the building. Visitors are discouraged during school hours due to the level of disruption caused during instructional time.

PARENT VISITATION

The administration and faculty of the Danville Area Schools wish to acknowledge a spirit of cooperation and encourage parents to visit the schools at any time the need or opportunity arises. In order to make your visit more profitable to you and to us, please follow these procedures:

1. Schedule your visit in advance - please call (570) 271-3268, ext. 2100. If the office staff has advance knowledge of your visit, counselors will be able to furnish you with an up-to-date progress report on your child.
2. If you desire a conference with a teacher, email the teacher directly or make an appointment through the office. Classes will not be interrupted for this purpose.

VOLUNTEER PARTICIPATION AND APPLICATION PROCESS

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

Volunteers will need to complete the full application process before volunteering at school events. Volunteers will need to fill out the following forms during the application process: Volunteer Acknowledgement, Volunteer Confidentiality Agreement, PA State Police Criminal History Clearance, FBI Criminal History and Fingerprinting, PA Child Abuse History Clearance, and the Reportable Offense Obligation. All applications must be submitted to the DASD Administrative Offices at 733 Ironmen Lane, Danville, PA 17821.

FIELD TRIPS

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

BIRTHDAY PARTY INVITATIONS

Birthday party invitations may only be distributed at school if there is one for every child in the classroom. Another option would be to give invitations to all of the girls (if your child is a girl) or all of the boys (if your child is a boy).

LIBRARY

The purpose of the library is to provide educational reading materials and information students will need for curriculum use in many subject areas, as well as to encourage reading and academic research.

Each student should use library materials with care and ensure that they are promptly returned so that the greatest number of students may get the maximum use of the library's resources.

NETWORK, INTERNET ACCEPTABLE USE POLICY

Student use of the Danville Area School District network and the internet is regulated by the District's Acceptable Use Policy, consistent with the expectations outlined in School Board Policy 815. The acceptable use policy must be signed at the beginning of every school year before student network access is granted. Please refer to this policy, which is on file in the Primary School office. Failure to follow the Danville Area School District policies will result in loss of privileges and disciplinary action. Damages to district computers will result in restitution and disciplinary action and may include police involvement.

BULLYING/HARASSMENT

Consistent with School Board Policy 247 and central to the mission of Danville Area School District is the establishment and maintenance of an environment in which the dignity and worth of all individuals is respected. Harassment behavior of any type is inconsistent with the educational goals of the district and is prohibited at all times.

Per School Board Policy 249, bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which has the effect of any of the following:

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

The administration at Danville Primary School encourages students who have been bullied or have observed bullying to promptly report all such incidents to a guidance counselor or a principal for investigation. Corrective action shall be taken when allegations are verified and no retaliation shall occur as a result of a good faith report of bullying. Retaliation will result immediately in elevated consequences. Consequences for violations include any one or a combination of the following at the discretion of the administration:

- ☐ Counseling within the school
- ☐ Parental conference
- ☐ Loss of school privileges
- ☐ Transfer to another classroom or school bus
- ☐ Exclusion from school sponsored activities
- ☐ Lunch detention
- ☐ Suspension
- ☐ Expulsion
- ☐ Referral to law enforcement official

All reports are taken seriously and will be investigated. It should be noted that falsely reporting an incident will result in disciplinary action.

SCHOOL POLICE OFFICER

The Danville Area School District employs school police officers. Working across the entire school district, these officers promote a safe and healthy school environment that is conducive to teaching and learning. These individuals are highly visible to the student population and encourage a positive school climate through frequent interaction with students and teachers. The school police officers may be called upon to address behavior that rises to the level of police involvement including violations of school weapons and controlled substances policy as well as violent or disruptive behavior.

WEAPONS PROCEDURE

The Danville School Board prohibits students from possessing and bringing weapons and replicas of weapons into any school district buildings, onto school property, to any school sponsored activity, and onto any public vehicle providing transportation to school or a school sponsored activity. "Possessing" and "Weapon" are more completely defined in School Board Policy 218.1.

CAFETERIA POLICIES

The Food Service Department is a critical part of the Wellness program in the Danville Area School District. Nutritious breakfast and lunches are offered daily.

Your child may pack a lunch if they do not wish to participate in the school lunch program. The Danville Area School District promotes healthy eating habits, therefore we strongly suggest that they do not bring soda or energy drinks to school.

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

Students are assigned a PIN (Personal Identification Number) for their cafeteria account. At the end of the breakfast/lunch line, students enter this # and the cost of their purchases is deducted from their account.

Charging meals is not encouraged. However, we realize that occasionally students forget their lunch money or lunch. The meal charge policy is located on the school district website under "Offices" and click on "Food Services".

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

The Danville Area School District operates under the direction of the National School Lunch/School Breakfast Programs and the USDA. Free and reduced-priced meals are available to families who meet the guidelines. A free/reduced meal application shall be sent home at the start of the school year and may be obtained in your school office or on the district website.

The Danville Area School District participates in the Offer vs. Serve program under which five components must be offered at lunch in the specified minimum amounts. The components are: Meat/Meat Alternate, Grains/Breads, Vegetables/Fruits, and Fluid Milk. Students may choose 3, 4, or 5 components in order for the meal to be complete. However, one of the components must be a fruit/vegetable. If not, each item will be charged separately.

Cafeteria menus are available in your school office or on the district website. Additional information can also be found on the district website (www.danville.k12.pa.us).

CAFETERIA AND LUNCH PROCEDURES

The school cafeteria is maintained as a vital part of the health program of the school. To encourage good nutrition, a well-balanced lunch is offered at a reasonable price. The lunchroom supervisors and your fellow students will appreciate your cooperation in following these procedures:

1. Deposit all lunch litter in the garbage cans.
2. Return all trays and utensils to the dishwashing area.
3. Leave the table and floor in clean condition.

4. Do not push or crowd the cafeteria line.
5. Failure to comply with cafeteria procedures will result in revocation of privileges and disciplinary action.

FOOD AND DRINK

Unauthorized student consumption of food and drink outside of the cafeteria is not permitted during the school day. **Students may carry water in water bottles throughout the school day.**

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law designed to protect the privacy of a student's education records. The law applies to all schools which 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, or former student, who has reached the age of 18 or is attending any school beyond the high school level. Students and former students to whom the rights have transferred are called eligible students.

- Parents or eligible students have the right to inspect and review all of the student's education records maintained by the school. Schools are not required to provide copies of materials in education records unless, for reasons such as great distance, it is impossible for parents or eligible students to inspect the records. Schools may charge a fee for copies.
- Parents and eligible students have the right to request that a school correct records believed 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 commenting on the contested information in the record.
- Generally, schools must have written permission from the parent or eligible student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties:
 - School employees who have a need to know;
 - Other schools to which a student is transferring;
 - Certain government officials in order to carry out lawful functions;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for the school;
 - Accrediting organizations;
 - Individuals who have obtained court orders or subpoenas;

- Persons who need to know in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may also disclose, without consent, “directory” type 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 Home and School Association bulletin, student handbook, or newspaper article) is left to the discretion of each school.

HOMELESS AND UNACCOMPANIED YOUTH

McKinney-Vento Homeless Education Program

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT:

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

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

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

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

"Doubled up" - Sharing the housing of others due to the loss of housing, economic hardship, or similar reasons.

Living in motels, hotels, trailer parks, camping grounds, due to lack of adequate alternative accommodations.

Living in emergency or transitional shelters.

Living in a public or private place not designed for humans to live.

Migratory children living in above circumstances

Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings

Unaccompanied Youth - Children or youth who meets the definition of homeless and not in the physical custody of a parent or guardian.

Residency and Educational Rights:

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

Immediate enrollment in the school they last attended or the school in whose attendance area they are currently staying even if they do not have all of the documents normally required at the time of enrollment;

Access to free meals and textbooks, Title I and other educational programs and other comparable services including transportation;

Attendance in the same classes and activities that students in other living situations also participate in without fear of being separated or treated differently due to their housing situations.

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

Assist with enrollment, monitor school attendance and arrange transportation (preK-8 students)

Provide school supplies and other school related materials as needed

Advocate for and support students and families through school and home visits

Set clear expectations for student behavior, attendance and academic performance

Assist students/families access with community services

Assist students/families with access to tutoring, special education, and English language learner resources

Assist students so they can participate in sports, field trips, and school activities regardless of their ability to pay or to provide their own transportation.

For additional information, contact LEA Homeless Liaison at (570) 271-3268 ext. 3719.

SPECIAL EDUCATION SERVICES

In compliance with state and federal laws, notice is hereby given by the Danville Area School District that it conducts ongoing identification activities as part of its school

program for the purposes of identifying students who may need special education and related services.

If you believe that your school-age child may be in need of special education screening or evaluation, services are available to you at no cost, upon written request. You may request a screening and or an evaluation at any time, even if your child is not enrolled in the district's public school program. Requests for evaluations and screenings are made to any building principal, school psychologist or the Principal of Intervention and Special Education.

GUIDANCE/INTERVENTION SPECIALIST SERVICES

The primary function of this position is to teach as well as help students and parents in understanding the educational program. Guidance staff will assist students in evaluating their abilities, achievements, interests, needs, and values. Services are available to students and parents through appointments and scheduled conferences. The guidance department welcomes the opportunity to assist both students and their parents in a variety of ways.

TRANSPORTATION

The School Laws of Pennsylvania state that the Board of School Directors may provide free transportation for any resident student. Transportation for students on a school bus is a privilege, which may be revoked. Any behavior by a student or a group of students, which infringes on the rights of other individuals who might be riding on the bus at the same time or which endangers the lives of all passengers by interfering with the bus driver's ability to maintain control of his vehicle, will not be tolerated.

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

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

School bus transportation is an extension of the school system and the standards set by the school will be carried over into the school bus. If you have any questions regarding transportation, please contact the Transportation Coordinator at the Administration Office (570-271-3268 ext: 1071).

BUS REGULATIONS

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

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

The suspension policy is as follows:

Step 1 – Warning- Principal or school counselor will discuss the incident with the student and a written notice will be sent home. Bus behavior will be documented in Sapphire.

Step 2 – Student will be placed in a lunch group to discuss proper bus behavior. Parents will be contacted by phone.

Step 3 – Student will meet with the principal. The principal may assign a new bus seat. Parents will be notified. Student will review bus expectations with the principal or guidance counselor.

Step 4 – Student will receive a one to five day suspension from the bus. Student may be required to attend bus safety school.

Step 5 – Student will receive a five to ten day suspension from the bus. The student may be required to attend bus safety school.

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

CHANGES IN TRANSPORTATION

Students will be provided one AM and one PM bus stop. Changes in bus transportation must be approved through the transportation office and may not immediately go into

effect. ***Parents who need to make a change and pick their child up on a specific day should contact the office before noon.***

PARENT PICK UP OPTION

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

Parent Pick Up Times for 2024-2025 School Year:

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

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

**Kindergarten-
First Grade-
Second Grade-**

TITLE I SERVICES

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

*Phonemic Awareness

*Fluency

*Comprehension

*Phonics

*Vocabulary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Title I Parent and Family Engagement Policy 918

Book
Policy Manual

Section
900 Community

Title
Title I Parent and Family Engagement

Code
918

Status
Active

Legal

1. 20 U.S.C. 6318
2. Pol. 102
3. 20 U.S.C. 6312
4. 24 P.S. 510.2
5. Pol. 138
6. Pol. 916
7. Pol. 127
8. Pol. 814
9. Pol. 333
10. 20 U.S.C. 7845
11. 29 U.S.C. 3271 et seq
12. 29 U.S.C. 701 et seq
13. 42 U.S.C. 11301 et seq
14. 42 U.S.C. 9831 et seq
15. Pol. 212

Adopted
August 14, 2018

Purpose

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

Definition

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

Authority

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

1. Conduct outreach to all parents and family members.
2. Include parents and family members in development of the district's overall Title I Plan and process for school review and improvement.[\[3\]](#)
3. Include parents and family members in the development of the Title I Parent and Family Engagement Policy. Following adoption of the policy by the Board, the policy shall be:
 - a. Distributed in writing to all parents and family members.

- b. Incorporated into the district's Title I Plan.[3]
 - c. Posted to the district's publicly accessible website.[4]
 - d. Evaluated annually with parent and family involvement.
4. Provide opportunities and conduct meaningful collaborations with parents and family members in the planning and implementation of Title I programs, activities and procedures.

Accessibility

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

Delegation of Responsibility

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

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

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

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

1. An explanation of the reasons supporting their child's selection for the program.

2. A set of goals and expectations to be addressed.
3. A description of the services to be provided.
4. A copy of this policy and the School-Parent and Family Compact.[\[1\]](#)

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

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

Guidelines

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

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

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

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

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

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

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

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

Building Capacity for Parent and Family Engagement

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

1. Providing assistance to parents and family members in understanding such topics as the academic standards, state and local academic assessments, the requirements of parent and family involvement, how to monitor a child's progress and work with teachers to improve the achievement of their children. [\[2\]\[7\]](#)
2. Providing material and training to help parents and family members work with their children to improve academic achievement and to foster parent and family engagement, such as:
 - a. Scheduling trainings in different locations on a variety of topics including how to support their child in school, literacy, school safety, cultural diversity and conflict resolution.
 - b. Using technology, including education about the harms of copyright piracy, as appropriate. [\[8\]](#)
 - c. Providing information, resources and materials in a user friendly format.
 - d. Providing, as requested by a parent or family member, other reasonable support for parent and family engagement activities.

- e. Training on how to use the Parent Portal as a tool to monitor grades and achievement.
3. Educating teachers, specialized instructional support personnel, principals and other school leaders and staff, with the assistance of parents and family members, on the value and usefulness of contributions of parents and family members and in how to reach out to, communicate with, and work with them as equal partners, implement and coordinate parent and family programs, and build ties between parents and family members and the school.[9]
4. To the extent feasible and appropriate, coordinating and integrating Title I parent and family involvement efforts and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents and family members in more fully participating in the education of their children.[1][5][10][11][12][13][14][15]
5. Engage the PTA/PTO to actively seek out and involve parents and family members through regular updates, information sessions and assistance with the identification of effective communication strategies.
6. Train parents and family members to enhance the involvement of other parents and family members.
7. Adopt and implement model approaches to improving parent and family engagement.

Coordinating Parent and Family Engagement Strategies

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

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

Annual Parent and Family Engagement Policy Evaluation

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

The evaluation shall identify:[1]

1. Barriers to parent and family member participation, with particular attention to those who are migrants, are economically disadvantaged, have a disability, have limited English proficiency, have limited literacy, or are of any racial or

ethnic minority.

2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.
3. Strategies to support successful school and parent and family interactions.

The evaluation shall be conducted through:

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

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

School-Parent and Family Compact

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

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in Title I programs to meet the academic standards.
2. Describe the ways in which parents and family members will be responsible for supporting their child's learning; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.[\[6\]](#)
3. Address the importance of ongoing two-way, meaningful communication between parents/family members and teachers through, at a minimum, annual parent-teacher conferences at the elementary level, frequent reports to parents and family members on their child's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.[\[6\]](#)

Title I Funds

Unless exempt by law, the district shall reserve at least one percent (1%) of its Title I funds to assist schools in conducting parent and family engagement activities. Parents

and family members shall be involved in the decisions regarding how the Title I reserved funds are used for parent and family engagement activities.[1]

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

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

Documentation of Parent and Family Engagement Practices

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