

# **STROUDSBURG AREA SCHOOL DISTRICT**

## **Elementary K-4 Student/Parent Handbook**



**STROUDSBURG, PENNSYLVANIA 18360**

**2024-2025 School Year**

**Mission Statement:**

To empower all students through an active pursuit of knowledge.

**Vision Statement:**

To provide a world-class education enabling all students to graduate reading on grade level or beyond and have the academic, social, and emotional skills to compete globally in the workforce.

**Belief Statements:**

- Everyone has equal value and worth.
- The understanding and appreciation of diversity enriches the community.
- Everyone will be provided with the opportunity to reach his/her potential and to recognize their own self-worth and the worth of others.
- Everyone learns at different rates, in different ways, and is encouraged to become a lifelong learner.
- Education is a collaborative responsibility requiring a partnership with family and the community.
- Education requires a safe, nurturing environment that appreciates the unique qualities of all.
- Education requires up-to-date facilities, emerging technologies, and challenging programs.
- Education provides the foundation, ensuring our students are prepared to participate in a global society.
- Education develops the ability to make informed decisions.
- Excellence is achievable and worth the investment.

**Forward**

This handbook has been planned to create a wholesale atmosphere of understanding between home and school. The information will enable you to understand the policies, procedures, and regulations applicable to all elementary schools in Stroudsburg Area School District. We believe your awareness of the basic policies and procedures of our School is important for your child's success.

This handbook is not meant to be a manual of regulations, but rather a guide that will help you understand the operation of the schools. It is suggested that it be kept near your telephone or in a handy place as a ready reference. It should be used whenever a question arises concerning your school. We welcome any suggestions you have that will add to its usefulness.

The Stroudsburg Area School District is an equal opportunity education institution and will not discriminate on the basis of race, color, sex, national origin, and handicap in its activities, programs or employment practices required by Title VI, VII, and IX, and Section 504.

For information regarding civil rights, or grievance procedures, contact Mrs. Laura Connolly (Assistant Superintendent), 503/504 Title IX/Title VI Coordinator, at 123 Linden Street, Stroudsburg, PA 18360. Phone: (570) 421-1990.

For information regarding services, activities, and facilities that are accessible to and usable by handicapped persons, contact Laura Connolly, Assistant Superintendent at 570-421-1990.

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## Description:

The Stroudsburg Area School District is located in the Pocono Mountains area of northeastern Pennsylvania. The Borough of Stroudsburg, which is also home of the county seat for Monroe County, is a small town surrounded by many rural communities. Students living in the Borough of Stroudsburg, the Borough of Delaware Water Gap, the Township of Hamilton, and the Township of Stroud attend school in the Stroudsburg Area School District. The total district population is currently at approximately 5100 students. 580 administrative, professional and support staff provide the educational and support services to ensure a positive and comfortable environment for learning. The elementary pupils are housed in four elementary schools.

## School Locations and Phone Numbers

Arlington Heights Elementary School, 853 Flagler St., Stroudsburg	570 421-6952
B.F. Morey Elementary School, 1044 W. Main St., Stroudsburg	570-421-6371
Chipperfield Elementary School, 2015 Chipperfield Dr., Stroudsburg	570-421-4834
Hamilton Elementary School, 5531 Hamilton South, Sciota	570-992-4960

## Board of School Directors

President	Mr. John Jake Jakobsen	JAKOBSEN@SBURG.ORG
Vice President	Mrs. Josie Kraemer	KRAEMER@SBURG.ORG
Members	Dr. Meghan Brenneman	BRENNEMAN@SBURG.ORG
	Ms. Erin DeRosa	DEROSA@SBURG.ORG
	Mrs. Marilyn Devries	DEVRIES@SBURG.ORG
	Mr. John Gerkhardt	GERKHARDT@SBURG.ORG
	Ms. Kathleen Kilker	KILKER@SBURG.ORG
	Mrs. Tiffany Pozza	POZZA@SBURG.ORG
	Mr. Alex Reincke	REINKE@SBURG.ORG

## ADMINISTRATIVE PERSONNEL

Superintendent	Dr. Cosmas Curry
Assistant Superintendent for Curriculum and Instruction	Dr. Courtney Lepore
Assistant Superintendent for Personnel and Personnel Services	Mrs. Laura Connolly
Business Manager	Mrs. Brenda Van Buskirk
Assistant Business Manager	Mr. Robb Warmouth
Director of Athletics and Student Activities, High/Jr. High School	Mr. Rich Baker
Director of Special Education	Mrs. Lynda Hopkins
Assistant Director of Special Education	Mrs. Amy Bargiel
Principal of Special Services	Dr. Cynthia Gehm
Director of Instructional Technology and Elementary Cyber Education	Dr. Stacy Famoso
Director of Secondary and Cyber Education	Dr. Kimberly Levin
Director of Elementary Education and Federal Programs	Dr. Madeline Acosta
Open Records Officer	Dr. Kerri Ruck
Director of Operations	Mr. William Facciponti
Supervisor of Buildings and Grounds	Mr. Nathan Strouse
Supervisor of Transportation	Mr. Kevin Aul
Chief of School Security	Mr. Keith Albert
Coordinator of Student Career and Transition Services	Mr. Clint Davis
Arlington Elementary School, Principal	Mrs. Elise Hanna
Chipperfield Elementary School, Principal	Mrs. Nicole Romano
Chipperfield Elementary School, Assistant Principal	Mr. Christopher Coleman
Hamilton Elementary School, Principal	Mr. Mark Getz
B. F. Morey Elementary School, Principal	Mr. George Angelopoulos

# STROUDSBURG AREA SCHOOL DISTRICT

# 2024-2025 CALENDAR

August						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
Staff 7			Student 5			

September						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
Staff 20/27			Student 20/25			

October						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Staff 23/30			Student 23/30			

November						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Staff 18/26			Student 18/26			

December						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Staff 14/22			Student 14/22			

January						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Staff 21/103			Student 21/101			

## August

20 - First Day for Teachers  
 21 - Professional Development (Teachers)  
 22 - Act 80 Day (Teachers)  
 26 - First Day of School  
 30 - Labor Day Holiday (Schools Closed)

## September

2 - Labor Day (Schools Closed)  
 20 - Act 80 Day No School for Students  
 30 - Student 2 hr delay/Act 80 faculty data meeting

## October

14 - Indigenous Peoples' Day  
 No School for Students - Act 80 Day (Teachers)

## November

5 - Act 80 Day No School for Students  
 25 - Parent Conferences K-12 (12-7:30 PM)  
 (Act 80) No School for Students  
 26 - Parent Conferences K-12 (8 AM - 3:30 PM)  
 (Act 80) No School for Students  
 27 NOV - 2 DEC - Thanksgiving Recess

## December

2 Dec - Thanksgiving Recess  
 23-31 - Winter Recess

## January

1 - New Year's Day (schools closed)  
 20 - Martin Luther King Day (schools closed)  
 27 - 2 hr delay students /Act 80 faculty data meeting

First Day - Students	Act 80 - 2 Hour Delay	First Last Day Faculty/Students
In-Service - No Students	Act 80 Day - No Students	Holiday/No School
Early Dismissal - Students	Board approved: 02/21/2024 Revised:	

## February

14 - Act 80 Day No school - Students  
 17 - Presidents' Day (schools closed)

February						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	
Staff 19/122			Student 19/120			

## March

14 - Closed

March						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Staff 20/142			Student 20/140			

## April

18 - 21 Spring Recess (schools closed)

April						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
Staff 20/162			Student 20/160			

## May

26 - Memorial Day (schools closed)

May						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Staff 21/183			Student 21/181			

## June

4 - Last Day of School  
 for Faculty and Students (TENT.)

June						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
Staff 3/186			Student 3/184			

Section 1502 - Official District Holidays:
12/23/2024, 1/1/2025, 2/17/2025, 4/18/2025, and 4/21/2025

[Click here for the District's website to view the full calendar](#)

## Emergency Closing and Delays

Parents **must** arrange a plan for their child to follow if an emergency requires an early dismissal. For example, your child could go to a neighbor's home or you could leave a key in a specified place, etc. Do not ask them to call home since the office phone must be kept open for incoming calls. Please DO NOT call the schools, radio, or television stations, or homes of school personnel regarding closing. The sequence of Emergency Early Dismissal of the respective schools may vary. On a 1-hour or 2- hour delay, add that time to the school start time. On 2-hour delay days, breakfast will not be served.

When inclement weather or emergency conditions make it necessary to close school, delay opening, or dismiss early, announcements will be made over the following stations:

WVPO 840 AM	WSBG 93.5 FM
WFMV 106.3 FM	WLEV 96.5 FM
WFMZ 100+ FM	WNEP-TV 16
WYOU-TV 22	WBRE-TV 28

A phone call from the Superintendent's office will be made to parents/guardians when schools are closed or delayed. Please make sure you update phone numbers in the school office. You may also refer to the SASD website ([www.sburg.org](http://www.sburg.org)) for information on school closings and early dismissals.

## **Arrival and Dismissal of Students**

### Elementary School Hours

8:50 am – 3:50 pm Students are late after 9:20 am
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**Please be sure your child does not arrive before the listed time above since there is no adult supervision provided.**

### Six-Day Cycle

The Elementary schools follow a six-day cycle for scheduling special classes for students. Periodically, the school office and the classroom teachers will furnish you with needed information to assure that your child is prepared for the special classes.



## Dismissal

**Students will not be dismissed through the office after 3:00 pm. An adult (age 18 or older) must sign them out in the office.** We ask that parents wait outside or in the parent pick up line at the end of the day. Parents in the halls/office before the school day ends not only add to the congestion at dismissal time, but often signal to children that instruction is over for the day. Since it is important that instruction time not be lost, we are asking that parents cooperate by waiting outside the building and following the appropriate procedure for your building. **Kindergarten walkers (Morey only) will only be released to an adult age 18 or older. First through fourth grade students will only be released to an approved emergency contact age 18 or older.**

**Kindergarten students only:** If your child rides the bus home, **an adult (age 18 or older) MUST be at the bus stop. If an adult is not at the bus stop, the student will be taken to B. F. Morey Elementary School for parent pick-up.** Parents should wait at the bus ramp to meet Security for their child.

For the safety of your child and others, all transportation requests must be received in the main office by **noon**. After that time, your child may be held in the office until all buses have departed.

## Altering Dismissal Plan

Your child must go directly home after school on his or her assigned bus. **The only exception to this procedure is in the case of an extreme emergency.** For information regarding transportation to and from a childcare facility/baby-sitter, see the Transportation Policy Appendix.

**If you have an emergency that requires a bus change for your child, you must contact Transportation at 570-421-1992 or the school office to request a change.** Only Transportation can approve changes in busing. If an emergency situation arises requiring that you pick up your child, please call the school office prior to 3:00 PM to notify the secretary of your plans.

**If your child is to be dismissed early, altering their regular dismissal plan, or is not riding the bus as usual, the office must be notified by noon.** If someone other than yourself is to pick up your child, the office must be notified. As a precaution, all persons picking up children are required to appear in person at the school office and will be asked for identification.

## Parent Transportation

**Please do not park in bus loading/unloading areas.** For safety's sake, please do not pick your child up in the bus-loading areas. Specific directions for parents who transport their children will be sent home from your child's school. If you do transport your child, be sure your car is in PARK while waiting and while children are entering or exiting your vehicle. For students' safety, refrain from cell phone use. Child seats and seat belts are recommended as required by law. Stroudsburg schools will enforce that children who are below 4' 9" in height and under the age of 8 must ride on a booster seat to be in compliance with PA State Law. Please check Facebook: SASD Transportation for the most updated information about daily bus schedule changes.

## Bus Guidelines

The bus driver will report all student misconduct to the principal. Depending on the seriousness and frequency of the violation, the principal will decide on an appropriate action. The principal will consider any extraordinary circumstances and make every attempt to be reasonable and consistent in utilizing the following guidelines to determine the appropriate action.



## Act 56 of 2016

Parents/Guardians/Students please be aware that buses are equipped with audio and video capabilities to ensure safety and act as a deterrent to misbehavior. Students are expected to act responsibly, respect the school bus driver, and follow bus rules for a safe ride to and from school. For additional information, refer to your school handbook and the Transportation section on the school district website.

## Student School Bus Conduct and Safety Codes

### A. Conduct

- The Stroudsburg Area School District Drug and Alcohol Policy and Weapons Policy will be in effect at all times.
- Students may not smoke or carry smoking paraphernalia and/or tobacco products, vape pens, etc.
- Students should never extend hands, arms, or any other part of the body or any object out of the bus windows or doors.
- In case of an emergency, students should remain on the bus unless otherwise instructed by an individual in authority.
- Noise on the bus must be kept to a minimum. This is particularly important when the bus is approaching or crossing railroad tracks at which time students should be

absolutely quiet. The driver will determine when a disturbance may impair his/her ability to drive safely.

- Students may only transport personal possessions which are necessary for their educational progress, i.e., books, gym clothing, musical instruments, etc. Whenever possible, students should carry these items in an appropriate bag or case. Students are responsible for all such items.
- Students will use appropriate language.
- Students must never experiment or tamper with the bus or any of its equipment. If a student damages any part of a bus intentionally or unintentionally, he/she will be held accountable.
- All other school rules and regulations as outlined in the student handbook are in effect during the transportation of students.

## **B. Safety**

- Students are only to ride the bus to which they are assigned. Students are to board and depart only from their assigned stop.
- Each driver will determine appropriate seating assignments based on the pickup sequence, the age of the student and behavioral concerns. It is the district's prerogative to change seating assignments as needed during the school year.
- Students should use care when approaching the bus stop. They must:
  1. Remain off the roadway while awaiting the arrival of the buses.
  2. Never run for the bus.
  3. Wait for the bus to come to a complete stop before attempting to board.
  4. Always leave the bus in a safe and orderly manner.
  5. Remain properly seated in their seats while the bus is in motion.
- Students should not roughhouse, throw objects while on the bus, or at the bus stop.
- Aisles should be kept clear at all times.
- Students may not bring items such as water pistols, water balloons, skateboards, or any other items which may be considered hazardous on the bus.
- Students may not bring live animals, reptiles, or insects on the bus.
- Students may not eat, drink, or chew gum on the bus.
- Students are to be at their bus stop ten minutes before the bus is scheduled to arrive.
- Parents must assume responsibility for the safety of their children at the bus stop until the bus arrives.
- Upon their return trip home, **a parent or approved adult age 18 or older (on record with the transportation department) must be present at the bus stop to receive all Kindergarten children.** When an approved adult or parent is not present at the stop, **the Kindergarten child will be transported to B.F. Morey Elementary School.** At the Morey school, security will supervise the child at the bus ramp until a parent or approved adult (age 18 or older) picks him/her up.
- When it is necessary to cross the road after getting off the bus, students must cross ten (10) feet in front of the bus and be sure to look both ways to make sure no traffic is approaching.

- When it is necessary to cross the road after getting off the bus, students must cross ten (10) feet in front of the bus and be sure to look both ways to make sure no traffic is approaching.

## **Admissions & Transfers**

Registration for all Kindergarteners and new students is now completed online. Please visit [sburg.org](http://sburg.org) for more information on how to register. Please contact the Central Registration office for any questions. Central Registration hours are from 7:00 am – 12:30 pm and 1:30 – 3:00 pm daily Monday through Friday. Please call 570-213-3669. It is located in Stroudsburg High School at 1100 West Main Street, Stroudsburg, PA 18360. Please register online or contact your child's home school for assistance with the registration process.

### **Kindergarten Entrance**

Kindergarten registration includes a review of informal social and health history. Kindergarten screenings are held in the elementary building your child will be attending. A child must have attained the age of five years or more by September 1<sup>st</sup> of the upcoming school year to be eligible for admission to kindergarten in the Stroudsburg Area School District. If a Kindergarten transfer student does not meet the age requirement, but has completed one full semester in a state approved Kindergarten program, the student will be considered for admission after meeting ALL of the following conditions:

- A written recommendation from the sending principal and an official report card
- A designated staff member has administered curriculum-based assessments
- A written recommendation made by the building principal to the superintendent

### **Student Withdrawals**

Students who move during the school year **MUST** contact the school office for further direction on procedures to follow for withdrawal/transfer of their student. A student will remain on the school's roster until BOTH the following has occurred: Parent completes a withdrawal form AND receiving school sends a request of records verifying the student is enrolled. Otherwise, the student will be marked unlawfully absent.

# **Attendance**

## **Attendance Procedures**



Please call the school office if your child will not be attending school on any given day. Parents who do not contact the school will be called. A blue excuse card or a note from the parent must be filed for every absence in addition to a phone call to the school. **This card/note must include the reason for absence and the parent/guardian signature.** If a written excuse is not received by the school within three days of the student returning to school from the absence, the absence must be considered unexcused and when accumulated 3 or more absences, unlawful. **Students consecutively absent for five (5) or more days are required to bring a doctor's excuse. A maximum of 10 days cumulative lawful absences verified by parental notification may be permitted during a school year. All absences beyond 10 cumulative days shall require an excuse from a licensed physician.** Notification will be made by the principal's office.

The student is responsible for all classroom assignments missed during his/her absence. If your child is ill **for more than three days**, you may call the school office to request the child's schoolwork. When students are ill for fewer than three days, they should be able to make up the work upon returning to school. If the child is absent for only one day, please do not request assignments. Please allow **24 hours** for the teacher to organize the requested material. A student who is habitually absent and who, as a result, is academically at risk, will be referred to the MTSS Team and may be referred to the Truancy Intervention Program at Children and Youth Services.

When students are absent from school or arrive after 12:20 PM, they may not attend or participate in any after-school activity unless there is a doctor's note submitted for the absence.

### ***Notice of Absence***

Absences shall be treated as unexcused until the district receives a written excuse explaining the absence, to be submitted within three (3) days of the absence. If the note is not received within three (3) school days, the absence will be considered unexcused and classified as unlawful.

**After accumulating ten (10) days of absence for any reason,** a student must present an excuse from a licensed practitioner of the healing arts for any additional absence to be considered lawful. Parental notification will not be sufficient for any absence to be counted as lawful following ten (10) cumulative days of absence. Parental notifications shall not be accepted after a student accumulates ten (10) days of absence for any reason.

School law provides the following reasons for absences as valid and excusable: (These are also the only valid and excusable reasons for tardiness.)

- Family Emergency (explanation of the emergency must be included)
- Illness
- Quarantine
- Recovery from accident
- Death or serious illness in the family (funeral – letter from funeral director or church may be requested)
- Emergency medical or dental attention
- Impassable roads due to weather conditions
- Authorized religious holidays as provided in the School Code.
- authorized school activities
- out-of-school suspensions

ABSENCES APPROVED IN ADVANCE BY THE BUILDING PRINCIPAL OR HIS/HER DESIGNEE. **These absences count within the 10 allotted days of absences.** Absences such as:

- 1.) Educational trips: All educational trips will be approved or disapproved by the principal in accordance with School District Policy (see Appendix III). ***Effective with the 2019- 20 school year, any educational trips beyond five school days may be considered unexcused or unlawful and may not be approved. Requested educational trip days beyond five days will be considered for approval by the superintendent. Individual student attendance and academic records shall be taken into consideration when approving educational trips.*** (forms are available in office)
- 2.) Required court appearances.

See appendix for Board Policy 204 regarding attendance.

## Educational Trips

It has been the Stroudsburg Area School District policy for principals to approve educational trips up to five (5) days with the special approval beyond five (5) days given by the superintendent. Parents wishing to take their children on educational trips must secure the approval of the building administration **a minimum two (2) weeks prior to the planned trip** by using the Stroudsburg Area School District Educational Trip Form. Any educational trips will be unexcused or unlawful and will not be approved if the student had already accumulated ten (10) days of absence. We respectfully and proactively ask your consideration in helping us to better support your child/children being in school as we work toward college and career readiness. Educational trips during the school year may best serve your child if scheduled around the school board approved school calendar.

Any approved educational trips shall count towards the ten-day parent note, permitted as per policy requirement. When planning educational trips, please keep in mind the totality of ten (10) cumulative days, as any number of days beyond ten (10) must have a doctor's note on file

otherwise the days will be deemed unexcused. As an example, parent notes shall include approved educational trips, college visits and illness days covered by a parent note. Please see Board Policy # 204 for a complete list of what constitutes a parental absence note.

## **Tardiness/Early Dismissal**

Any child who arrives **after 9:20 AM** is required to report to the school building with a parent or adult 18 years of age or older and sign in. If a written tardy excuse is not sent in with the child, a pink tardy card must be filled out by the parent. When arriving late from a scheduled appointment, **an excuse note is required**. Students must arrive with the excuse note in order to excuse a tardy. Please help your child think positively about school by seeing that he/she arrives promptly.

**Please note:** 390 minutes attributed to unexcused tardiness or early dismissal will accumulate towards 1 unlawful absence day.

## **Student Services**

### **Special Education Services and Programs**

In compliance with state and federal law, notice is hereby given by the Stroudsburg Area School District that it conducts ongoing identification activities as part of its school program for the purpose of identifying students who may be in need of special education and related services. If your child is identified by the district as possibly in need of such services, you will be notified of applicable procedures. Individualized services and programs are available for school-aged children who are determined to need specially designed instruction due to the following conditions:

1. Autism
2. Deaf-blindness
3. Deafness
4. Emotional disturbance
5. Hearing impairment
6. Intellectual disability
7. Multiple disabilities
8. Orthopedic impairment
9. Other health impairment
10. Specific learning disability
11. Speech and language impairment
12. Traumatic brain injury
13. Visual impairment including blindness

If you believe that your school-age child may be in need of special education services and related services, or your preschool child (age 3 to school-age) may be in need of early intervention, screening and evaluation processes designed to assess the needs of the child and his/her eligibility, these services are available to you at no cost, upon written request. You may request screening and evaluation at any time, whether or not your child is enrolled in the district's public-school program; including children who are homeless, wards of the state, or highly mobile, including migrant children. Requests for evaluation and screening are to be made in writing to your child's principal.

For further information on the rights of parents and children, provision of services, evaluation and screening (including purpose, time and location), you may contact, in writing, your child's building principal.

### **Protected Handicapped Students (Section 504 Accommodation Plan)**

Stroudsburg Area School District provides each protected handicapped student with related aids, services or accommodations, which are needed to afford the student equal opportunity to participate in and obtain benefits of school programs and extracurricular activities without discrimination. These services are distinct from those applicable to students with a disability and enrolled in special education programs.

To qualify as a student with a protected handicap, your child must be of school age with a physical or mental disability that limits or prohibits participation in or access to any aspect of your child's school program. If you think your child may be in need of services, contact his/her guidance counselor or building principal.

### **Gifted Services and Programs**

In compliance with state regulations, notice is hereby given by the Stroudsburg Area School District that it conducts screening for all students in second grade and evaluation activities to locate and identify students within the district who are thought to be mentally gifted and in need of specially designed instruction.

The Gifted Multidisciplinary Evaluation (GMDE) is a process of gathering information that will be used to find out if your child qualifies for gifted education, and, if so, the types of programs and services needed. Part of this process includes an evaluation by a certified school psychologist. You may ask your school to give your child a GMDE at any time. Requests for evaluation may be submitted in writing to your child's principal.

Following the GMDE, a Gifted Written Report (GWR) is prepared that recommends whether your child is mentally gifted and needs specially designed instruction. Mentally gifted is defined as "outstanding intellectual and creative ability the development of which requires specially



designed programs or support services, or both, if not ordinarily provided in the regular education program.”

## **Confidentiality**

All information gathered about your child is subject to the confidentiality provisions contained in federal and state law. The district has policies and procedures in effect governing the collection, maintenance, destruction and disclosure to third parties, as well as rights of confidentiality and access to educational records.

## **Multi-Tiered System of Supports (MTSS)**

(Disclaimer: Parts of this System of support may vary depending on elementary building)

Pennsylvania’s Multi-Tiered System of Support is a standards-aligned, comprehensive school improvement framework for enhancing academic, behavioral and social-emotional outcomes for all students.

*SASD Elementary Schools have designed and implemented a Multi-Tiered System of Supports (MTSS) Model which:*

1. Utilizes Acadience (ELA/Math) as a universal screener for all students grades K-4.
2. Analyzes data to align resources including all staff, services, time and materials.
3. Assesses Tier 1 effectiveness in meeting 80-85% of student’s strengths and weaknesses.
4. Delivers Tier 2 and Tier 3 intervention based on data collected through the universal screening, classroom and diagnostic assessments.
5. Frequently monitors and records student’s response to interventions and adjusts the intervention as needed.

## **MTSS and Parental Involvement**

1. Parental involvement is a key component in the MTSS system.
2. All parents receive information on MTSS each school year.
3. A section of our school website is devoted to MTSS by providing useful information for parents.
4. Parents receive ongoing feedback through teacher communication, MTSS coordinator communication, parent letters, report cards, and academic progress reports.

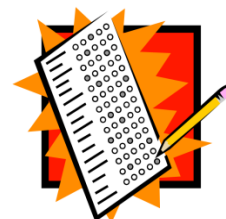
## **Guidance Services**

School counselors are available in the four elementary schools to help students develop positive attitudes toward school, peers, self, and society. Counselors assist students, parents, and teachers with special concerns upon request. To schedule an appointment with the counselor, please contact the school office.

A Licensed Mental Health Professional is available to elementary school students who may need in school therapy. Schedule appointments with the school counselor. For information on the District's Suicide Awareness, Prevention, and Response policy, [click here](#).

## Testing

The Stroudsburg Area School District will administer Acadience Reading and Math Benchmarks in grades K – 4. We also administer PSSA (Pennsylvania System of School Assessment) tests and the STAR assessments to students in grades 3 and 4.



## Family Engagement Policy

Please refer to the appendix and our website for the Family Engagement Policy.

## Transition Plans

The Stroudsburg Area School District has created a transition plan for students entering Kindergarten and students moving from 4<sup>th</sup> to 5<sup>th</sup> grade. Please see the appendix for these plans.

## Physical Education Program

In the interest of safety, all students are requested to wear sneakers and suitable apparel (dress code approved) for physical education classes. Jewelry, boots, or novelty sneakers with an open toe, or wedge heels not only do not adhere to the dress code, but also will limit or eliminate your child from participating in PE class.



## Physical Education Regulations

1. Pennsylvania School Law requires each student to participate in the regular physical education program unless excused by a doctor or other competent and acceptable authority. A parent excuse will only be accepted for 2 consecutive Physical Education classes.
2. In the interest of safety, all students are required to wear sneakers that have Velcro or tie. Boots, novelty sneakers with an open toe, or wedge heels limits or eliminates your child from participating in Physical Education class. A child who does not have proper footwear may borrow sneakers one time without consequences. A "Needs

Improvement” card will be issued each time thereafter. In order for a child to borrow sneakers, they must be wearing socks.

3. No jewelry may be worn during Physical Education class. It is the student’s responsibility to remove their jewelry and store it safely before entering the gym for Physical Education class.
4. The school is not responsible for lost, stolen, or mislaid articles.

## **Health**

The grade 4 health curriculum includes the teaching of HIV/AIDS, a state mandated requirement. A parent may excuse their child from this instruction for religious beliefs or principles. That request must be made in writing, stating the reason to the principal, prior to the onset of the health course

## **Homebound Instruction**

Homebound instruction is available for students who meet the necessary requirements. Requests should be made to the building principal. A form will be issued so the physician can describe the condition, expected length of confinement, etc. The request will then be submitted to the Superintendent and Board of Education for approval.

## **Library Services**

Each class has a regularly scheduled library period, during which time the children receive instruction in library skills. Library personnel assist students with individual areas of interest, introduce new literature, and provide teachers with resources related to instructional topics.



Parents will be charged for library books that are not returned according to school policy. (See “Loss or Destruction of School Supplies” page 25)

## **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).<sup>1</sup> 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 meet 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, Dr. Kerri Ruck at 570-213-3669 x50066.**

## **Nutrition Programs**

### **Elementary Breakfast**

The Stroudsburg Area School District offers a breakfast program in all Elementary Schools. Students who qualify for free lunch also qualify for free breakfast. Students who would like to eat breakfast at the school can do so before school begins. **If applicable, the cost of breakfast is \$1.10. Breakfast will not be served when there is a 2-hour delay.**



### **School Lunch**

The district has contracted with CHARTWELLS 570-421-4840 to provide school lunches for all students. Several choices are offered. Milk is available for students who wish to bring a home-packed lunch. Food and beverages brought from home should be manageable in a lunchroom setting. **Glass containers and microwaveable foods are not permitted.** Please see below for lunch payment information.

**PLEASE NOTE: when a 1- or 2-hour delay occurs, student lunch will be pizza or PBJ, juice and milk.**

**If applicable, lunch prices are: K-4 ~ \$2.15, Milk \$.65**

### **Cafeteria Point of Sale System**

Following is a brief summary of our system:

Stroudsburg Area School District has a computerized Point of Sale payment system for all school meals purchased in the district's cafeterias.

Every student will have their own personal meal account based on their current student ID number. Every student is issued a personalized ID badge that should be worn daily. The barcode on the ID badge can be scanned to purchase breakfast or lunch at the school. If a student is missing their ID badge they can manually enter their unique ID number.

We encourage parents to deposit money into the student's account, although they may still pay cash. Monies paid into a student account can only be used for the purchase of regular and alternative meals. This way, parents are assured that their money is being used to purchase only lunch or breakfast items. When sending in money by check or cash, please include the student's ID number on the check or envelope so it is deposited into the correct account. Checks should be made payable to Chartwells. Families will be responsible for any unpaid balance due.

If your student has qualified for **free or reduced-price** lunches or breakfasts, this information is securely contained within the system and the meal will be processed just as it is for all other students. There is no need to be concerned about a potentially uncomfortable situation for the student.

Our schools have the ability to implement a biometric finger scanning identification system in an effort to provide accurate student identification, security for our student accounts, and to make our cafeteria food line run faster and smoother. It can provide an easy and accurate way to identify students and be sure that no one else can charge items to their accounts.

## **Nutrition Standards for Competitive Foods**

Public Law 108-265, the Child Nutrition and WIC Reauthorization Act of 2004, requires all Local Education Agencies (LEA's) participating in the National School Lunch Program (NSLP) to develop local wellness policies.

One requirement of the law is that nutrition guidelines must be developed for all foods available on each school campus during the school day with the objectives of promoting student health and reducing childhood obesity. The standards apply to all students, in all grades, in all buildings.

**Definition of Competitive Food:** Foods sold in the cafeteria as a side dish that is sold separately from the National School Lunch or School Breakfast.

**Definition of Snack:** Any pre-packaged food sold in the cafeteria NOT offered as part of the National School Lunch Program or National School Breakfast Program.

**Definition of Vending:** Any food or beverage sold in a coin operated machine.

**Definition of Beverage:** Any fluid/drink sold or provided to students.

All registered students will receive a letter summarizing key points of the wellness policy that is federally mandated. This must be signed and returned by all parents/guardians.

## **Health Services**

**\*\*\*School will be operated under the guidance of the CDC and Department of Health. \*\*\***

### **Nursing Services**

Nurses are available to serve the health needs of the four elementary schools in the district. Nurses are available in the health office for conferences with parents and school personnel. The nurses administer/supervise yearly screenings for height, weight, vision and hearing. Parents/guardians will be notified of vision and hearing screening results which fall outside of normal range. All children in grades K-12 are mandated to have a growth screening yearly. This includes height, weight, and body mass index (BMI). Once completed, the results will be posted on the Parent Portal link. If you would like a hard copy of the results, please contact your school nurse.

Parents are requested to notify the nurse of any change in specific health conditions (illnesses, accidents, injuries, allergies, medications, etc.) to update health records for their child.

- For safety reasons, please contact the secretary or school nurse in the morning if your child will be absent for any reason.
- Please keep your child home if you observe any of the following symptoms:

Persistent coughing, fever, earache, sore throat, vomiting, diarrhea, or skin eruptions.

**A child who has a fever should not return to school until they are without a fever for at least 24 hours without fever reducing medications.**

**A student who has vomited at home or at school should not return to school until he/she is able to keep down food or liquids for at least 24 hours, unless authorized by a doctor.**

Nurses will work with parents and school district personnel to develop individual health plans and/or Chapter 15 Service Plans for students with specific health concerns (diabetes, asthma, food allergies, etc.). These plans will address the child's individual needs.

### **Medical Examinations**

The PA School Health Act requires students entering Kindergarten to have a physical and dental examination and students entering third grade to have a dental examination. These examinations may be done as early as 1 year before the start of the school year. Parents are encouraged to have these done by the child's physician and dentist but, if not, the school

physician and dentist will do them in school with your written consent. Your own physician or dentist must do any follow-up to these examinations.

Per Board Policy #209-Health Examinations: Students who fail to complete and/or submit acceptable evidence of required physical examinations or dental examinations, will be excluded from school as of May 1<sup>st</sup>. Parents/guardians will be notified by letters sent by regular mail by April 1<sup>st</sup>. The student will not be readmitted to school until acceptable proof of compliance is received.

## **Immunizations**

**For attendance in ALL grades children need the following:**

- 4 doses of tetanus, diphtheria, and acellular pertussis\* (1 dose on or after 4th birthday)
- 4 doses of polio (4th dose on or after the 4th birthday and at least 6 months after previous dose given) \*\*
- 2 doses of measles, mumps, rubella\*\*\*
- 3 doses of hepatitis B
- 2 doses varicella (chickenpox) vaccine or evidence of immunity

\* Usually given as DTP or DTaP or if medically advisable, DT or Td

\*\*A fourth dose is not necessary if the third dose was administered at age 4 years or older and at least 6 months after the previous dose.

\*\*\* Usually given as MMR

These requirements allow for the following exemptions: medical reason, religious belief, or philosophical/strong moral or ethical conviction. Even if your child is exempt from immunizations, he or she may be excluded from school during an outbreak of vaccine

On the **FIRST** day of school, unless the child has a medical or religious/philosophical exemption, a child must have had at least one dose of the above vaccinations or risk exclusion.

- If a child does not have all the doses listed above, needs additional doses, and the next dose is medically appropriate, the child must receive that dose within the first five days of school or risk exclusion. If the next dose is not the final dose of the series, the child must also provide a medical plan within the first five days of school for obtaining the required immunizations or risk exclusion.
- If a child does not have all the doses listed above, needs additional doses, and the next dose is not medically appropriate, the child must provide a medical plan within the first five days of school for obtaining the required immunizations or risk exclusion.
- The medical plan must be followed or risk exclusion.

## **Administering Medications**

In compliance with Pennsylvania Department of Health ruling, the following policy governs the dispensing of medication by school personnel:



**No medication, prescription OR over-the-counter, will be administered during school hours without a written authorization from the attending physician and written permission from the parent or guardian.**

1. Medication must be in the original container with the pharmacist's instructions secured to the outside, reflecting the physician's current order.
2. The school nurse or principal designee will dispense any necessary medication.
3. At no time is medication to be carried by students; this includes cough medicine, aspirin, and cough drops. All over the counter medications must have a physician's authorization and parent/guardian signature to be administered and be kept in the health office.
4. Parents are responsible for picking up unused medication from the school nurse at the end of the school year.
5. Students who carry and self-administer their asthma inhalers and / or EpiPen in the school setting **MUST** have a signed physician's order specifying student permission to carry and self-administer the medication including certifying that the child is responsible and capable of self-administration. Students who carry their own inhalers/Epi-Pen must have a 2<sup>nd</sup> emergency medication in the school nurse's office.
6. Students are not allowed to bring cough drops to school.

## **Sickness or Accidents During School Hours**

When children become sick during school hours, the nurse will determine if the child should be sent home. The nurse will contact the parent when necessary, and the parent will make arrangements for transporting the child home. Parents should report to the school office before taking a child from the school. If the parent cannot be contacted, we will notify the person(s) listed on the Emergency Card. **Emergency contacts MUST be provided. If there is a change in emergency contact information parents/guardians must make this change themselves through the Sapphire Community Web Parent Portal. *If parents or emergency contacts cannot be reached, Children and Youth Services may be called. School security may also be involved.***

Health care at school will be limited to first aid unless the situation is life threatening.

The importance of complete and accurate information on the emergency card is essential to providing the best health care for your child.

Children sent home from school ill are discouraged from attending PTA and school activities.

## **Student Group Accident Insurance**

According to Board Policy 211, the Board shall provide insurance coverage at district expense for students participating in interscholastic athletics, band, cheerleading, show choir, intramurals, and school field days with such insurance covering only accidents relating to those activities. Student group accident insurance is offered to those parents who wish to pay a modest premium. The policy covers injuries suffered by insured children while attending school or going to and from school. Twenty-four-hour twelve-month coverage is also available. Parents are encouraged to consider either of these plans if they do not already have some form of accident insurance.

## **Emergency First Aid Procedures**

The following procedures are followed by school personnel in the event of a serious accident:

1. The teacher or person in charge will contact the nurse and/or administer first aid as needed.
2. The nurse will examine the child, administer appropriate first aid and contact the parent or other adult designated in the Student Information System and/or on the emergency card. If necessary, the nurse will contact a physician and/or contact emergency responders.
3. If it is necessary for the child to be taken to a hospital, he/she will be accompanied/followed by school personnel. The nurse or other school personnel will stay with the child until a parent/guardian/or person (18 or older) designated as an emergency contact arrives.

## **Home-School Communication**

### **Emergency Information**

**Parents are REQUIRED to keep emergency information updated.** Please update with the school or through the Community Web Parent Portal. You are required to provide emergency contact numbers. Local emergency contacts MUST be provided! Field trip participation may be denied if emergency information/field trip permission card information is not accurate or up-to-date.

### **Reporting Student Progress**

Parents of pupils in Kindergarten through grade four receive report cards at the end of each marking period via Sapphire Community Web Parent Portal. To make these reports more meaningful, parent/teacher conferences are held in November. Parents are encouraged to contact their child's teacher to schedule additional conferences if questions or problems arise.

***See Appendix for more information on standards-based grading and the report card.***

## Delivery of Articles to Children

If you find it necessary to bring articles of clothing, lunches, books, etc. to the school during the day, please leave them in the school vestibule. Delivery will be made by school personnel at an appropriate time.

## Classroom Visitations

Visitations will be considered when the parent or legal guardian submits a request in writing to the principal at least one (1) school day prior to the visit and receives approval from the principal either verbally or in writing. The principal will consult with the teacher and subsequently notify the parent or legal guardian by phone to discuss the scope of the visit. The principal will consider the following factors in the approval process:

1. The purpose of the visitation
2. The duration of the visitation
3. The classroom activities planned during the visitation
4. The number of previous visitations of that particular class
5. The needs of the children in that class

There may be circumstances when an administrator will observe the class with the parent/guardian, if permission to visit is granted. Confidentiality of the students in the classrooms is of utmost importance.

**CONFERENCE WITH THE TEACHER:** It may be helpful to meet with the teacher prior to or following your visit. This is a good opportunity to ask questions related to the lesson. However, *during* your observation is not the time for a parent-teacher conference.

## Volunteers - Board Policy 916

Please review the Board Policy 916, located in the appendix for more information regarding the levels of volunteers and what information is needed to volunteer at your child's school. Please call your school with any questions or concerns. **Volunteers will need up to date clearances to participate in all volunteer programs including but not limited to field trips, book fair, social events, field day etc.**

## Community Use of the Building

School facilities are available for use by organized groups. Persons who wish to use the facilities should refer to <http://www.sburg.org/Facility-Use-Information.html> for more information. It must be completed at least 3 weeks prior to the event.

## Role of Parent-Teacher Association

Each school has a parent-teacher group to which you will want to belong. You are encouraged to take advantage of this avenue of communication between home and school. These groups fund programs for student enrichment and participation. Please consider active membership in your school's PTA.

## **Guidelines for Homework**

### **Homework Philosophy/Purpose**



Homework assigned is suited by amount and task to the age and ability of the student, and consistent with instructional objectives at every grade level. Homework provides the necessary practice of skills, enriches upon classroom experiences, and utilizes school and community resources. In addition, carefully planned assignments foster responsibility, help students work independently, and require the development of good study skills and work habits. Homework can also provide an opportunity for the teacher, parent, and student to work together in the learning process. **Parents and/or students should not return to school to seek admission for the purpose of retrieving books or homework before or after school hours.**

Independent reading should be standard homework for students in grades one through four. A reading log provides accountability for independent reading. Research supports independent reading as the most powerful way we can impact students' reading achievement. The key to the effectiveness of independent reading is to have students read texts that they can read with high accuracy and with adequate comprehension.

### **What Parents Can Do To Help**

We offer the following suggestions:

- Acquire your clearances so that you may be an active volunteer.
- Provide a time and place to study.
- Provide strong, consistent discipline at home. Children need to know their parents have firm, fair rules that will be enforced and the reasons for these rules.
- Discuss appropriate goals with children and help them attain these goals. Assigning jobs at home helps a child learn responsibility and self-discipline.
- Take an active interest in your child's school and extracurricular activities.
- Participate in parent organizations.
- Cooperate with the school by knowing school rules and encouraging children to respect them.
- Encourage good behavior by showing interest and giving praise. Discipline includes rewarding good behavior, not just punishing bad behavior.

- Have a positive attitude about school work and education in general. Children usually reflect their parents' attitudes and values.
- Foster a partnership with your child's school. Call the school if you are concerned about a problem at school or home.
- Great [Resource](#) for parents

## **School Discipline**

### **Discipline Philosophy**

## **Know the Rules**



The primary objective of all school personnel and parents should be to help students learn to be responsible to themselves, their peers, adults, school property, the law, and community. A united approach to discipline which utilizes planned, purposeful strategies is essential to the attainment of this objective. The mutual cooperation of teachers, students, and their parents will help students to develop these responsibilities. Administrative disciplinary actions will be communicated with parents in a timely manner.



### **Personal Search and Seizure of Items**

#### ***Guidelines***

Appropriate detective scanning systems or devices may be used to discourage the presence of weapons, illicit drugs, or other harmful devices in our schools and at school events. Use of such devices requires approval by the Superintendent or his/her designee. Detective scanning searches shall be conducted in a non-discriminatory manner, and searches of groups of students may not be used to single out a particular individual, class, or category of individuals without due cause.[4][5][6]



All persons entering a school building or event may be required to submit to a detective scanning device and/or security screen.[7]

Notification of the metal detector search and security screening procedure will be provided to each student's family and district employee on an annual basis.

Notification of the metal detector search and security screening procedure will be provided to each student on an annual basis.

Sufficient notice of this search policy has been met by way of inclusion in this handbook.

All lockers and desks are, and shall remain, the property of the school district. As such, students shall have no expectations of privacy in their lockers and desks. A student and/or his/her personal effects may be searched whenever a school official has reasonable suspicion to believe

that the student is in possession of illegal, unauthorized, or contraband materials. If a properly conducted search discovers illegal or contraband materials, such objects shall be turned over to proper legal authorities for ultimate disposition. Refer to Board Policy 709.2 for more information.

## **Expectations for Student Behavior**

The teachers, administrators, and the SASD Board of School Directors expect all students to fulfill certain behavioral expectations, including the following:

- Prepare themselves mentally and physically for the process of learning.
- Demonstrate respect for people and property.
- Take responsibility for their own behavior and learning.
- Use time and other resources responsibly.
- Share responsibilities when working as members of a group.
- Meet the unique requirements of each class.
- Monitor their own progress toward objectives.
- Communicate with parents and school personnel about school-related matters.
- Comply with all School Board policies (see Board Policies at [www.sburg.org](http://www.sburg.org)).

## **Procedures**

The following procedures will provide a structure for the preventive and corrective actions, which school personnel will take to help students learn responsible behavior:

1. The teacher will explain and develop classroom expectations. The principal and the teachers will explain the expectations for acceptable conduct throughout the school.
2. When a student's behavior is not acceptable, the teacher will help the student to recognize the problem and reinforce an awareness of the appropriate behavior and may contact the parent.
3. If the violation is repeated and/or flagrant, the teacher will take appropriate disciplinary action within the classroom and contact the parent.
4. If the violation is more serious, the teacher will refer the student to the principal for disciplinary action. The teacher and parent will be notified of the action taken by the principal. If the violation involves drugs, alcohol or weapons, discipline sanctions will be consistent with the district Drug & Alcohol and Weapons Policy.

## **Disciplinary Actions and Consequences**

Our responsibility is to create a safe, comfortable learning environment for all students. Should a student misbehave, administrators have the authority to assign a disciplinary consequence. Our goal is to create a learning experience for the student, while working to modify the behaviors he/she demonstrated.

### **Administrator Assigned Recess/Lunch or Office Detention**

Students may be assigned a recess, lunch, or office detention due to an infraction. The child will be supervised at all times while he/she reflects on the behaviors that earned the consequence.

### **In-School Suspension (I.S.S.)**

Students may be assigned to an In-School Suspension (I.S.S.) for disciplinary infractions. This assignment must be fulfilled regardless of any other absence. Assignments shall be the responsibility of the building administration. Failure to satisfactorily complete this assignment will result in out-of-school suspension for a minimum of one (1) day.

When a student is assigned, notification of the assignment will be given to parent(s)/guardian(s). These students will be listed on the daily attendance sheet. All reasonable attempts will be made to get assigned pupils their academic work with appropriate credit given for the work completed while in an alternative classroom environment. While assigned I.S.S., students may not attend non-academic school activities or extracurricular activities.

### **Out-of-School Suspension (O.S.S.)**

Continuous and willful refusal to accomplish tasks, insubordination, disorderly, vicious, illegal, immoral, and disruptive conduct, and persistent or substantial violation of school regulations are causes for out-of-school suspension. This includes, among other acts, violations of narcotics laws, use of alcoholic beverages, use of weapons or illegal fireworks, smoking, fighting, or violation of any local, state, or federal law.

Length of out-of-school suspension will be determined by the principal or designee, and will reflect the offense committed. The student shall, at all times, be afforded his/her rights to due process as federal and state law may interpret and apply them.

Parents or guardians will be notified in writing of the nature of the offense and the action taken by school authorities. Parents and/or guardians shall have complete custody and jurisdiction over their child for the duration of the out-of-school suspension. A suspended student may not appear on school property or at any school sponsored activity during the period of suspension.

The student has the responsibility to make up exams and work missed while suspended and is permitted to complete these assignments within the guidelines as established by the Board of School Directors. Depending on the nature of the infraction, the student may be required to be accompanied by the parent(s)/guardian(s) when returning to school from suspension.

### **Expulsion**

According to board policy, the Board may either expel a student for a period exceeding ten (10) school days or may permanently expel a student from the rolls whose misconduct and

disobedience warrants this sanction. No student shall be expelled without an opportunity for a formal hearing before the Board of School Directors or before a duly authorized committee of the Board.

Each school is required to submit suspension and expulsion reports yearly to the PA Department of Education Office. The grade, ethnicity, gender, and PA Secure ID number will be included for each student.

### **Restitution**

Restoration or restitution of any property damaged, marred, broken, or removed may be required. Restitution will include any damages incurred from a student knowingly misusing the Nightlock safety system.

### **Weapons on School Property**

Please be advised that no individual shall possess or carry a weapon on school property as per law §912 "Possession of Weapon on School Property." Please refer to Board Policy 218.2

### **Discipline of Students with Disabilities**

Whenever behavior interferes with the learning of a child with disabilities or with the learning of others, the IEP team of that child shall consider and shall include in the Individualized Education Program (IEP) of the child as needed, appropriate positive behavioral interventions, strategies, and supports to address the behavior. Students with disabilities who engage in conduct that violates district policy or school rules and regulations in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others shall be disciplined in accordance with the IEP, behavior support plan and Board policy (#113.1, 113.2)).

The Board directs that the district shall comply with provisions of the Individuals with Disabilities Education Act (IDEA) and federal and state regulations when disciplining students with disabilities for violations of district policy or school rules and regulations.

A student with a disability other than intellectual disability may be suspended for ten (10) consecutive and no more than fifteen (15) cumulative days of school per school year, regardless of whether the student's behavior is a manifestation of his/her disability.

A student with a disability whose behavior is not a manifestation of his/her disability may be expelled pursuant to district policy and procedures. No student with a disability shall be expelled if the student's behavior and/or misconduct is determined to be a manifestation of his/her disability.

If the suspension of a student constitutes a change in placement, the student's IEP team shall meet and determine if the behavior in question was a manifestation of the student's disability.



Any removal from school is a change of placement for a student identified with intellectual disability.

The following constitutes a change in educational placement for students with disabilities other than intellectual disability:

1. The removal is for more than ten (10) consecutive school days.
2. The suspension will result in exclusion from school for more than fifteen (15) total days in a school year.
3. The student is subjected to a series of removals that constitute a pattern because they accumulate to more than ten (10) school days in a school year and because of factors such as the length or each removal and/or the total amount of time the child is removed.

## **Child Custody/Abuse**

### **Child Custody Issues in Cases of Separation and Divorce**

Many times, there are changing family circumstances which could impact the child at school. School personnel will be able to deal with this situation in an appropriate way only if they are aware of the status at any given time. It is the responsibility of the parent(s), at the time of initial registration and/or at the time any custody change occurs, to notify the school principal of the circumstances regarding custody of the child and provide a copy of the custodial agreement.

The school aims to remain neutral to issues concerning separation or divorce. To that end, parents should be aware of the following rules established for uniform application in the school district:

1. When custody is established by a Court, the school-parent relationship will be maintained consistent with the decision of the Court.
2. When custody is not formally established, the school will presume that the parent with whom the child is living currently is the parent who will receive reports, who will provide **excuse** forms, and who will authorize any deviation from the routine transportation arrangements for the child.
3. When school personnel are informed, they will not knowingly allow visitation privileges with the parent not in custody or with whom the child is not currently residing. Furthermore, the child will be routinely returned to the home from which he/she came to school on a given day.
4. Non-custodial parents may request progress reports and may review their child's permanent record in the school office by making an appointment.
5. Parents and guardians are encouraged to attend parent/teacher conferences together.

## Sharing of Information

Due to confidentiality regulations, school staff may not share information about students with extended family members without written consent of parents or guardians and prior approval of the building principal.

## Child Abuse/Neglect

Parents should be aware that the Commonwealth of Pennsylvania requires all school personnel to report suspected cases of child abuse and neglect to the appropriate authorities. Our district personnel will continue to obey the statutes of the Commonwealth by reporting all suspected abuse/neglect cases to the Child Abuse Unit of the Monroe County Human Services Division.

## Act 110

Act 110 was signed into law to protect young victims of sexual assault against the possibility of having to attend school with their attackers.

Act 110 addresses the removal, transfer or reassignment of students who are adjudicated delinquent or convicted of sexual assault where the victim remains in the public school entity. To read the full public school code, click [here](#).

Key components of Act 110 are:

- If a student enrolled in a public school entity is convicted or adjudicated delinquent of committing a sexual assault upon another student enrolled in the same public school entity, the public school entity shall, pursuant to applicable laws and regulations, take one of the following actions: (i) Expel the convicted or adjudicated student; (ii) Transfer the convicted or adjudicated student to an alternative education program; (iii) Reassign the convicted or adjudicated student to another school or educational program within the public school entity.
- A public school entity shall ensure that the convicted or adjudicated student is not educated in the same school building, transported on the same school vehicle or allowed to participate in the same school-sponsored activities at the same time as the victim.
- A student convicted of sexual assault upon another student enrolled in the same public school entity shall notify the public school entity of the conviction no later than 72 hours after the conviction.
- Prior to admission to a public school entity, the parent, guardian or other person having control or charge of a student shall, upon registration, provide a sworn statement or affirmation stating whether the student was previously or is presently expelled under the provisions of this section [1318.1].

- A public school entity shall, in the case of students with disabilities, take all steps necessary to comply with the Individuals with Disabilities Education Act (Public Law 91-230, 20 U.S.C. § 1400 et seq.).

## **General Procedures**

### **Field Trips**

A curricular field trip is an excursion which extends the academic program. It offers students an opportunity to relate what they have learned to real world experiences.

On the day of the field trip, all instructional activities will take place at the field trip site. All school rules will be in effect. All children attending the field trip are required to ride the bus/accompany the class to and from the trip site unless previously approved by the school principal. If the trip extends the school day, the parent or guardian will wait for their child at the return site until the bus arrives. Parents/Guardians who do not show at the return site within a reasonable amount of time after the arrival of the buses will be contacted at home. If school personnel cannot reach a parent/guardian at home, they will call emergency numbers provided and then call SASD Security and/or Stroud Regional Police.

Chaperones must have their updated clearances.

The following are general rules for chaperones on all field trips:

- Smoking is prohibited at all times and in all places
- All discipline should be referred to the classroom teacher
- Never leave your group unattended at any time
- Do not buy treats or souvenirs for your group
- Cell phones should be used for emergency purposes only
- Siblings are not permitted to attend field trips
- FOR THE SAFETY OF YOUR CHILD AND OTHERS, only parents designated as chaperones may accompany the group during the field trip
- Parents may be asked to attend the field trip with their child (i.e. for medication or behavioral issues)
- Parents are asked to be respectful to all students, teachers, staff, fellow chaperones, and guests of the field trip location. Should this not occur, the parent will be notified by the building principal that he / she will no longer be a chaperone for future trips.

Field trip participation may be denied if field trip permission slip is not complete, including emergency contact information and parent / guardian signature.

### **Student Dress**

Please see Appendix for the Student Standardized Dress Policy. If parents feel they need financial assistance in complying with the Standardized Dress Policy, please contact your child's school office. Students are required to wear a district ID on school issued lanyards.

## **1:1 Chromebook Use**

Please understand that you are responsible for your child's device and that your child will need their Chromebook in the fall. Students will **not** be issued a new Chromebook each year, so it is imperative that you ensure the Chromebook is properly used and/or stored in its protective case while school is not in session as per the best practices in policy 252 and AR 252 ([see link](#)); if you need another cover please contact your school. This Chromebook is solely given to your child for academic purposes, so you must help your child understand it is not a personal device and that it is school property that they will need in the future. Chromebooks are issued once at each of the following grade levels K, 5th, and 9th. We expect them to have a full life of use. In other words, the Chromebook your child is issued in Kindergarten will be used by them through 4th grade. Chromebooks Issued in fifth (5th) grade will be used through eighth (8th) grade. And Chromebooks issued in ninth (9th) grade will be used through our student's senior (12th) grade year.

### **Chromebook Care and Requirements**

Students are responsible for the general care of the Chromebook they have been issued by the school. Chromebooks that are broken, or fail to work properly, must be taken to their school main office as soon as possible so that they can be taken care of properly. It is highly recommended that families purchase the Chromebooks Insurance provided through SASD. Paperwork is sent home annually at the start of each school year. The insurance must be renewed annually.

### **General Precautions**

- Take care to protect your password. Do not share your password.
- No food or drink is allowed next to your Chromebook while it is in use.
- Students should never carry their Chromebooks while the screen is open.
- Cords, cables, and removable storage devices must be inserted carefully into the Chromebook.
- Never transport your Chromebook with the power cord plugged in. Never store your Chromebook in your carry case or backpack while plugged in.
- Chromebooks must remain free of any writing, drawing, or stickers that are not the property of Stroudsburg Area School District
- Heavy objects should never be placed on top of your Chromebook.
- Chromebooks must have a Stroudsburg asset tag on them at all times and this tag must not be removed or altered in any way. If the tag is removed disciplinary action will result.
- Chromebooks should never be left in an unlocked locker or any unsupervised area.

- If your device is in need of repair, please bring it to your school main office as soon as possible.

### **Carrying Chromebooks**

The guidelines below should always be followed when moving your Chromebook:

- Transport Chromebooks in school issued cases only. Failure to do so will result in disciplinary action.
- Transport Chromebooks with care.
- Never move a Chromebook by lifting from the screen. Always transport a Chromebook from its bottom with the lid closed.
- Chromebook lids should always be closed and tightly secured when moving.
- When carrying the Chromebook in another case/backpack, take caution when placing other items (notebooks, books, lunch box, etc.) to avoid putting too much pressure and weight on the Chromebook screen. The screen is delicate and can crack easily.
- Use caution when placing Chromebooks into bags, to ensure that writing utensils, earbuds, etc. do not slip between the screen and keyboard.

### **Screen Care**

The Chromebook screen can easily be damaged. The screens are particularly sensitive to damage from excessive pressure on the screen.

- Do not lean or put pressure on the top of the Chromebook when it is closed.
- Do not store the Chromebook with the screen in the open position.
- Do not place anything on the Chromebook that could put pressure on the screen.
- Do not place anything in a carrying case or backpack that will press against the cover.
- Do not poke the screen with anything that will mark or scratch the screen surface.
- Do not place anything on the keyboard before closing the lid (e.g. pens, pencils, or disks).
- Clean the screen with a soft dry microfiber cloth or anti-static cloth (i.e. <http://amzn.com/B008FPTID2>)

### **Device Charges**

There will be device charges due to common mistakes and replacement costs in case you or your child fails to maintain its proper use and care. Keep in mind that there will be limited loaner machines in the fall, and lack of care may result in not having use of a Chromebook.

### **Curricular Supplies**

Each grade has a recommended supply list. Curricular supplies are provided by the Stroudsburg Area School District. Students are expected to give reasonable care to all books, school property, and equipment.

## Loss or Destruction of School Supplies

The School District policy on the loss or destruction of school supplies is as follows: It is expected that all students will return all books and supplies in a condition acceptable to the district. If any article is abused, misused, or lost, the following fines will be imposed: Full replacement cost for any article other than a book.

Book fine rates:

A new book .....100% replacement cost

A good book .....75% replacement cost

A fair book .....50% replacement cost

## Request for Reconsideration of Materials

When a parent or community member expresses a concern over the use of a book or other instructional materials, the Librarian and the Building Principal follow a process to resolve the issue. Any concern is considered when a parent or community member completes a Reconsideration of Materials form. The foremost consideration in the selection of any item is whether it contributes to the fulfillment of the curriculum, and whether it provides for student differences in age, ability, reading level, interests, learning style, and emotional and social development. Please contact your building Librarian or Principal if you have a request for reconsideration.

## Classroom Celebrations

Holiday celebrations will be organized by the classroom teacher and will last no longer than one hour. The Holiday celebrations may include, but are limited to a Harvest celebration in Fall, a November Feast, a Winter celebration, a Valentine's celebration, and a celebration in the Spring. If the classroom teacher chooses to hold a Holiday celebration/classroom party, non-food parties are preferred. According to Public Law 108-265, The Child Nutrition and WIC Reauthorization Act of 2004, and the Stroudsburg Area School District Student Wellness Policy 246, must be followed.



The regulations are:

- Classroom parties/celebrations with food/beverages shall be limited to no more than one (1) per month in each classroom.
- Parents/Guardians shall be informed through newsletters or other efficient communication methods that foods/beverages should only be brought in when requested for scheduled parties.
- Classroom parties shall offer a minimal amount of foods (maximum 2-3 items) containing added sugar as the primary ingredient (e.g., cupcakes, cookies) and will provide the following:

- Fresh fruits/vegetables
- Water, 100 percent juice, 100 percent juice diluted with water, low-fat milk or nonfat milk.
- When possible, foods/beverages for parties and celebrations shall be provided by the food service department to help prevent food safety and allergy concerns.
- Food celebrations shall not occur until thirty (30) minutes after the end of the last lunch period.

The classroom teacher will designate one day a month to recognize student birthdays. Birthday celebrations will be short and simple so as not to take away from instructional time. Summer birthdays will be celebrated the last month school is in session. Cultural fairs, behavior incentive events, and curricular related events must also follow the wellness policy regulations. Any food items that do not comply with the policy will be returned.

**Party invitations may not be sent to school for distribution on any school property including buses, playground, lunch room, etc.** This practice can result in hurt feelings and loss of instructional time. The school office will not supply demographic information of school students.

## **Google Account/Internet Access**

Students will have access to the internet for instructional purposes and to differentiate instruction. Parents/guardians are required to sign consent for students to have a Google Account to utilize this technology within our schools. Consent for student use will be completed once per building.

## **Artificial Intelligence (AI)**

Stroudsburg Area School District (SASD) does not recognize work created by Artificial Intelligence (AI) tools as a student's own work and such work should be cited in the bibliography. In the case of AI tools and other software, the company/creator of the software is considered the author, when directly quoting an AI-generated response, you do not need to include a page or paragraph number, students must refer to the required type of citation requested by the instructor (MLA, Chicago, APA, etc.) for additional citation style. If there is a question as to the authenticity of an assignment an AI checker will be used to verify the authenticity of said paper, additional resources like the original online document the assignment was typed into, might be required to be shared through Google if not required for the assignment. The student may have the assignment returned and be required to complete the entire assignment again, if not redone the student will receive a zero.

Some examples of AI Checkers that the instructor may choose to use are below. However, there are many more that are created every day as AI metamorphosizes and the SASD reserves the

right to use them:

Brisk

Revision History

<https://x.writefull.com/gpt-detector>

<https://copyleaks.com/features/ai-content-detector>

<https://detector.dng.ai/>

Essentially, the use of any AI for improper or nefarious reasons such as impersonating any school entity (ex. administration, staff, educators, students) and/ or plagiarism of any type is subject to discipline.

It is the responsibility of all teachers to provide students with notice of whether AI use is permitted on a particular assignment or project. Teachers should use the following scale for guidance: [1]

0	No AI Use	The assignment is completed independently without the assistance of AI	No disclosure required.
1	AI-Assisted Idea Generation	AI is used for brainstorming and generating ideas only.	No disclosure required
2	AI-Assisted Editing	AI is used to edit or refine student work, but not to generate content.	Student must disclose how AI was used.
3	AI for Specified Task Completion	AI is used to complete certain elements of a task or part of a project with human oversight and evaluation of all AI generated content.	Student must disclose how AI was used.
4	Full AI Use with Human Oversight	AI may be used throughout the assignment. The student is responsible for providing human oversight and evaluating the AI generated content.	Student must disclose how AI was used.



### *Grading Student Work*

A district-approved AI application (ie. Brisk) may be utilized to assist with the review of student writing products. The AI technology will not grade the writing assignments but will aid the teacher in identifying necessary revisions. Teachers must ensure that personally identifiable student records are kept secure when utilizing such grading technology.

Staff will receive AI application training during their department meetings. This training will cover the use of district-approved AI applications, best practices for citing AI resources, and reporting procedures. Subsequently, staff will be expected to instruct students on the proper citation of AI sources. A Generative AI resource must be cited when the system's generated content is quoted, paraphrased or otherwise used in the student's work. It is inappropriate for students to use AI to generate entire assignments; instead, AI-generated content may be used similar to a quotation, depending on the assignment requirements. Failure to cite AI-generated work correctly may misleadingly suggest that the work is solely the student's own.[16]

The Board permits the use of AI detection tools as an aid to identify potential academic integrity issues, but prohibits reliance on results from AI detection tools as the sole determination of academic integrity.

*Copyright* – Individuals using Generative AI tools and resources must comply with federal law and Board policy regarding the duplication or use of copyrighted materials.[4][24]

*AI-Generated Content Verification* - Individuals using Generative AI tools and resources have a responsibility to apply proper oversight and evaluation of generated information. Generative AI tools shall not be the sole determining factor used to make decisions related to student learning, assessment, academic integrity or conduct. Staff and students should critically evaluate content produced by Generative AI for potential biases or inaccuracies and understand the importance of cross-referencing with trusted resources.

### Consequences for Inappropriate Use

Failure to comply with this policy or district rules regarding appropriate use of Generative AI including, but not limited to, acceptable use of computer and network resources, shall result in usage restrictions, loss of access privileges, disciplinary action and/or referral to legal authorities. [12][16][21][25][40]

Students and staff must immediately report any violations or suspicious activity to the building principal or designee.

Users of Generative AI shall be responsible for damages to the equipment, systems, platforms and software resulting from deliberate, malicious or willful acts.[25][41]

Illegal use of Generative AI; intentional modification without permission or damage to files

or data belonging to others; copyright violations; and theft of services shall be reported to the appropriate legal authorities for possible prosecution.

This policy shall also apply to student conduct that occurs off school property or during nonschool hours to the same extent as provided in Board policy on student discipline.[12][16][25][40]

Essentially, the use of any AI for improper or nefarious reasons such as impersonating any school entity (ex. administration, staff, educators, students) and/ or plagiarism of any type is subject to discipline. Please refer to board policy 815.1 for more information.

## **Loss of Personal Items**

Articles found at school, on the playground or in the buses are to be taken to the office. Clothing, books, school bags, and lunch boxes that are properly marked with the child's name will be returned as soon as possible. Children losing something should report it to the office as soon as possible. The school is not responsible for lost, stolen or damaged student personal property.

## **Electronic Devices/Games**

Students may not bring electronic devices/games such as cell phones, iPod/MP3 players, hand held games, laser pointers, etc. to school. Students should not bring other valuable personal collectibles such as collectible cards and toys to school. The principal may hold such items for retrieval by a parent.



## **Harassment**

Sexual harassment, physical, psychological, verbal harassment or threats, racial or ethnic intimidation of other students or staff members are violations of Board policies and will be treated accordingly. If you believe your child has been harassed, you or your child should report it immediately to a teacher, guidance counselor, or principal.

## **Threat Assessment**

Schools shall establish a threat assessment team and develop procedures for assessing and intervening with students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others. Schools are equipped with door lock systems to support school safety.

The threat assessment team will utilize a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to self, persons, or property.

The threat assessment team will utilize screening tools to better determine if there are adverse experiences, social emotional needs, and/or school climate indicators and utilize these results in collaboration with appropriate staff to best provide services to students via a referral system as per policy.

See Board Policy Threat Assessment #236.1

### Elementary Threat Assessment Teams:

#### Arlington Elementary

Principal: Elise Hanna  
Special Education Teacher: Alicia Hensle  
Nurse: Shannon Lloyd  
Security: Lenny Cimino and Keith Albert  
School Counselor: Jennifer VanLouvender  
School Psychologist: Paolina Lindner

#### B.F. Morey Elementary

Principal: George Angelopoulos  
Special Education Teacher: Kim Hilbert  
Nurse: Patricia Bauer  
School Counselor: Madison Harding  
Security: Alfonso Rodriguez  
School Psychologist: Paolina Lindner

#### Chipperfield Elementary

Principal: Nicole Romano  
Assistant Principal: Chris Coleman  
Secretary: Teresa Tonkin  
Special Education Teacher: Holly Moskovitz  
Nurse: Katelyn Laskowski  
School Counselor: Sam Strunk  
Security: Keith Albert

#### Hamilton Elementary

Principal: Mark Getz  
Security: Rick Serfass  
Office: Lindsay Korp & Stacey Birkert  
Facility: Bill Faust  
Special Education Teacher: Shayla Harper  
Nurse: Marsha Jennings  
School Counselor: Eva Cady

### Outside Play Period

In addition to being a part of the SASD Wellness Policy, we firmly believe that recess or outside play activities should provide opportunities for positive, social experiences. Weather permitting, students will be expected to go outside unless prevented by illness and accompanied by written notification by a parent. Please see that he/she wears or brings suitable clothing and footwear to school. **Teachers and Students will follow the CDC guidelines.**



### Request for Indoor Recess or Exemption from Physical Education

When your child is recuperating from an illness, an accident, or has an unusual medical condition, and you wish him/her to remain indoors, a note to this effect should be sent to his/her teacher. A note must also accompany the child if he/she is to be excused from physical education. **A doctor's statement is required if the request to remain indoors for recess or be excused from physical education is for more than three (3) consecutive school days. If we do not have a doctor's note, your child will be sent out for recess and expected to participate in physical education class.**

## Standards-Based Report Cards

Standards-based report cards are issued for each student at the end of each quarter. The Commonwealth of Pennsylvania has established academic standards for all subject areas. We utilize the rigorous PA Core Standards. These standards tell what students should know and be able to do by the end of each grade level.

The format of the report cards from Kindergarten through grade 4 is similar. However, each grade level's specific skills are different. Grade level goals are clearly defined by the standards and district curriculum. Expectations increase quarter by quarter. These expectations increase in steps to meet the end-of-grade level goals by Quarter 4.

For the youngest learners in the district (K-4), we do not use letter grades. Performance levels for specific standards paint a more accurate picture of a student's academic skills. The standards-based report card identifies what a student knows and doesn't know. A problem with letter grades is that they reflect average achievement over nine weeks. If a child struggles with a concept early in the term but understands it by the end, the letter grade will not communicate this progress. Our youngest learners often grow and master concepts very quickly. Performance levels communicate mastery of quarterly expectations.

Report cards are available at the end of each marking period via Sapphire Parent Portal. If you need assistance in setting up an account, visit [www.sburg.org](http://www.sburg.org) or contact your school's main office.

### PERFORMANCE LEVELS FOR STANDARDS-BASED SUBJECTS

- 4 Meets and Often Exceeds the Standard
- 3 Meets the Standard
- 2 Progressing toward the Standard
- 1 Minimum Progress toward the Standard

### CHARACTERISTICS OF A SUCCESSFUL LEARNER

For grading participation, behavior and cooperative skills, the following indicators are used:

- 3 Consistently meets Expectations
- 2 Moving toward Expectations
- 1 Experiencing Difficulty

Where can parents find more information on the Pennsylvania Core Standards?

A link to the Standards can be found at [www.pdesas.org/Standard/Views](http://www.pdesas.org/Standard/Views).

## Testing

**CogAt**

The Cognitive Abilities Test (CogAt) is a multiple-choice test used to measure cognitive development among children. It is utilized as a gifted screener with all second-grade students.

**STAR Assessment**

The STAR Assessment is a set of online assessments, divided by content area, designed to provide diagnostic information in order to guide instruction and remediation. The STAR Assessment reporting system is fully integrated in the Standards Aligned System (SAS). It assists educators in identifying student academic strengths, and areas in need of improvement, by providing links to classroom resources. The STAR Assessment provides a snapshot of how students are performing in relation to the Pennsylvania Assessment Anchors & Eligible Content and Keystone Assessment Anchors & Eligible Content.

**Pennsylvania System of School Assessment (PSSA)**

The annual Pennsylvania System of School Assessment (PSSA) is a standards-based criterion-referenced assessment used to measure a student's attainment of the academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. Every Pennsylvania student in grades 3 through 8 and grade 11 is assessed in reading and math. Every Pennsylvania student in grades 5, 8 and 11 is assessed in writing. Students in grades 4, 8 and 11 are assessed with the state science assessment.

**Acadience Reading and Math**

Acadience Reading and Math are a set of procedures and measures for assessing the acquisition of early literacy skills. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills for students in kindergarten through fourth (4th) grade.

**Parent Engagement Policy****District Title I Family Engagement Policy**

**The Stroudsburg Area School District agrees to implement the following:**

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs. These programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school district will work with its schools to ensure that school-parent compacts are developed with parents annually.
- The school district will identify barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental

involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- The school district will provide materials and training to help parents work with their children to improve their children's academic achievement.
- The school district will educate its teachers, principals and other staff in how to reach out to, communicate with, and work with parents as partners.
- The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start and other public preschool programs.
- The school district will ensure that information is sent to parents of participating children in an understandable format and, to the extent practicable, in a language the parents can understand.
- The school district will provide assistance to parents in understanding topics such as the following:
  - PA Core Standards
  - PSSA (Pennsylvania System of School Assessment)
  - District Assessments
  - The requirements of Title I
  - How to monitor their children's progress
  - How to work in partnership with the school
- The school district will conduct an annual evaluation of the content and effectiveness of this Family Engagement policy.

The District Family Engagement Policy has been developed in collaboration with parents, administrators and teachers. It is distributed at all meetings throughout the school year. Input from all stakeholders is collected on a continuing basis and the policy is reviewed and revised annually. Parents, Teachers and Administrators are invited and encouraged to provide feedback and suggestions for improvement to this policy. This policy will be reviewed and revised annually. Please send your suggestions to Madeline Acosta, Director of Elementary Education and Federal Programs, Stroudsburg Area School District, 123 Linden Street, Stroudsburg, PA 18360, call 570-213-0203, Ext 16001, or email [macosta@sburg.org](mailto:macosta@sburg.org)

## **Transition to Kindergarten Plan**

We are excited to welcome your child to kindergarten and want to ensure a smooth transition from home to school. This transition is an important milestone in your child's life, and we want to make sure they feel confident and independent as they embark on this new journey. In this section, we will outline some key areas of focus to help prepare your child for a successful start to kindergarten.

### **Developing Independence**

One of the primary goals of kindergarten is to foster independence in your child. We will be working on various skills that will empower them to navigate their daily routine with confidence. Here are some specific areas we will be focusing on:

1. **Self-Care Skills:** Your child will be encouraged to practice tasks such as zippering their clothing, putting on their shoes, and taking care of their personal belongings. We kindly request your support in reinforcing these skills at home, as it will greatly contribute to their independence at school.

2. **Bathroom Independence:** We will be teaching your child how to ask and use the bathroom independently. It is important to have open conversations with your child about bathroom etiquette and hygiene, so they feel comfortable and confident in this aspect of their daily routine.

3. **Communication Skills:** Your child will be encouraged to say their name, speak to adults, and express their needs and thoughts effectively. We will provide opportunities for your child to practice these skills in a supportive and encouraging environment.

4. **Understanding Departure:** It is crucial for your child to understand how they will be departing from school, whether it is by bus or car line. We will explain the procedures to them and reinforce this information regularly. Please discuss this with your child as well, so they are aware of the arrangements and feel secure.

### **Parent Involvement**

We believe that a strong partnership between home and school is essential for your child's success. Here are some ways you can support your child during this transition:

1. **Talking About Their Day:** Engage your child in conversations about their day at school. Ask them about their favorite activities, friends they made, and any challenges they faced. This will help them develop their communication skills and foster a positive attitude towards school.

2. **Home Strategies:** We will provide you with strategies and activities that you can incorporate into your daily routine at home to support your child's learning and development. By working together, we can create a consistent and supportive environment for your child.

3. **Positive Attitude:** Your enthusiasm and positivity about school will greatly influence your child's perception and attitude towards kindergarten. Encourage them, celebrate their achievements, and reassure them that they are capable of handling new experiences.

We are committed to ensuring a smooth and successful transition for your child. If you have any questions or concerns, please do not hesitate to reach out to us. We look forward to partnering with you in this exciting journey.

## **Elementary to Middle School Transition Plan**

### **Course Recommendation Criteria for Advanced Placement**

A student may be recommended for Advanced Math or ELA for 5th Grade based on the following criteria. Student recommendations occur at the end of Marking Period 3. Prior to scheduling in the summer, administration will review end of the year data to ensure that final placement is appropriate. We will analyze 4th grade PSSA scores, Acadience scores and final Star Assessment scores from the end of the year to determine final course placement during the summer.

### **Advanced Placement**

<b>Math</b>	<ul style="list-style-type: none"><li>• 3rd Grade Math PSSA of 1170 or higher</li><li>• 4th Grade End of Year Acadience Advanced Composite Score</li><li>• 4th Grade STAR End of Year Advanced Score</li><li>• “Exceeds Standards” for 3rd MP on 4th Grade report card</li></ul>
<b>ELA</b>	<ul style="list-style-type: none"><li>• 3rd Grade ELA PSSA of 1143 or higher</li><li>• 4th Grade End of Year Acadience Advanced Composite Score</li><li>• 4th Grade STAR End of Year Advanced Score</li><li>• “Exceeds Standards” for 3rd MP on 4th Grade report card</li></ul>

#### **4th Grade Teachers will:**

- Follow criteria given by the middle school to recommend students for the appropriate 5th grade level for reading, language arts, and math
- Bring 4th grade students on a field trip to the middle school in the spring of their 4th grade year
- Send home level recommendations with 3rd quarter report cards to parents showing reading, language arts, and math level recommendations for the 5th grade year

#### **5th Grade Teachers will:**

- Be present during 4th grade field trip to the middle school to introduce themselves
- Make incoming 5th graders feel welcome on the first day of school and remind them it takes time to adjust to a new school and make new friends
- Help practice locker combinations with students
- Be present during open house and welcome parents and students



- Communicate with parents when there is a concern or question
- Collaborate with the school counselor when there is a concern or question about a student

**4th Grade Counselor will:**

- Practice using locks with combinations with 4th grade students in the spring of their 4th grade year
- Answer questions current 4th graders and their parents may have about the middle school
- Collaborate with middle school counselor regarding any questions on the middle school scheduling process
- Meet with 5th grade counselor to make him/her aware of incoming needs students may have
- Collaborate with 4th grade counselors during department meetings to discussion transition plans

**5th Grade Counselor will:**

- Visit each 4th grade classroom to do a presentation
- Organize 4th grade field trips to visit the middle school
- Attend 5th grade orientation in August
- Answer questions to incoming 5th graders and their parents
- Introduction during student assembly the first day of 5th grade school year
- Be present during open house to parents and students
- Collaborate with 4th grade counselors during department meetings to discuss transition plans
- Meet with 4th grade counselors to discuss incoming students and become knowledgeable about any incoming concerns students may have

**Middle School Administration:**

- Attend 5th grade orientation in August
- Introduction during student assembly the first day of 5th grade school year
- Be present during open house to parents and students
- Encourage collaboration among elementary and middle schools and teachers, parents and students.

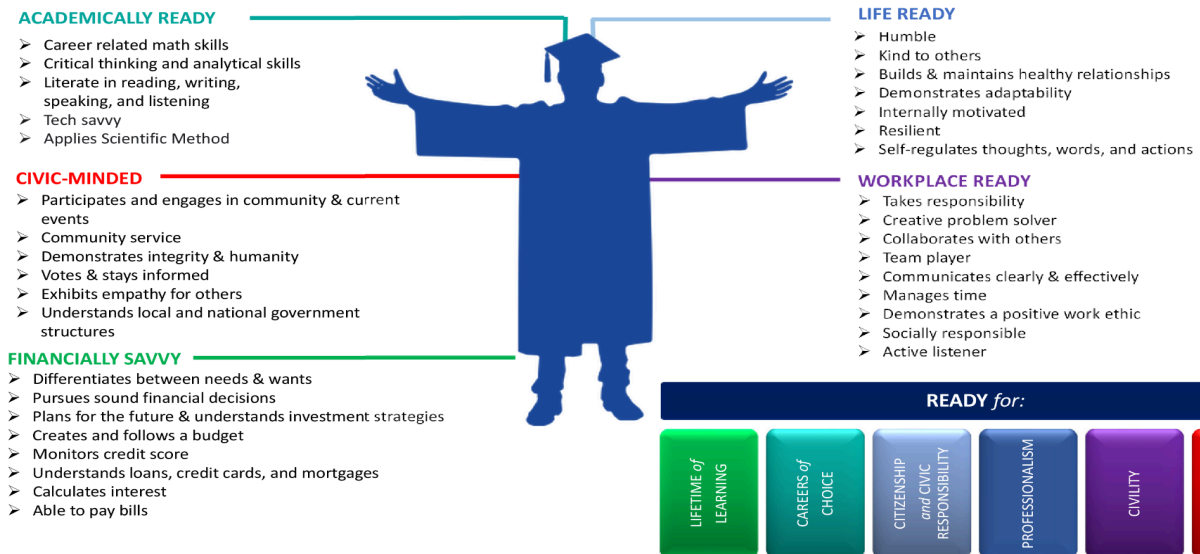
**Parents should:**

- Help their child develop organizational skills and responsibility
- Become knowledgeable about the needs and concerns of young adolescents in transition
- Help children turn their anxieties into positive action by learning about school rules, schedules, locker procedures, and availability of counseling
- Attend middle school orientation in August

- Attend open house in the fall
- Attend school functions to stay involved in children's schooling
- Support children in their efforts to become independent
- Maintain strong family connections with young adolescents
- Communicate with teachers when there is a concern

## Profile of a Graduate

### SASD PROFILE *of a* GRADUATE



## **Appendix I**

### **Title IX**

Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 *et seq.*, is a Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. All public and private elementary and secondary schools, school districts, colleges, and universities receiving any Federal funds must comply with Title IX. Under Title IX, discrimination on the basis of sex can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion.

As part of our mission to foster responsible, morally centered people who are prepared educationally and socially to achieve, it is our responsibility to continually develop an organizational culture that is respectful and inclusive of all students and staff.

The Stroudsburg Area School District encourages students and third parties who believe they or others have been subject to Title IX sexual harassment, other discrimination or retaliation to promptly report such incidents to the building principal, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances. A person who is not an intended victim or target of discrimination but is adversely affected by the offensive conduct may file a complaint of discrimination.

The student's parents/guardians or any other person with knowledge of conduct that may violate this policy is encouraged to immediately report the matter to the building principal.

**Supportive measures** shall mean nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the suspected party before or after the filing of a formal complaint or where no formal complaint has been filed.

**Supportive measures** shall be designed to restore or preserve equal access to the educational program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or to deter sexual harassment.

**Supportive measures** may include, but are not limited to:

1. Counseling.
2. Extensions of deadlines or other course-related adjustments.
3. Modifications of class schedules.
4. Monitored student movement on campus.
5. Mutual restrictions on contact between the parties.
6. Increased security.
7. Monitoring of certain areas of the campus.
8. Assistance from domestic violence or rape crisis programs
9. Assistance from community health resources including counseling resources.
10. Emergency removal

**Supportive measures** may also include assessments or evaluations to determine eligibility for special education or related services, or the need to review an Individualized Education Program (IEP) or Section 504 Service Agreement based on a student's behavior. This could include, but is not limited to, a manifestation determination or functional behavioral assessment (FBA), in accordance with applicable law, regulations or Board policy.

The following roles are assigned:

The Compliance Officer/Title IX Coordinator, Laura Connolly, can be contacted at:

Address: 123 Linden Street, Stroudsburg, PA 18360

Email: [connolly@sburg.org](mailto:connolly@sburg.org)

Phone Number: 570-421-1990

The Deputy Compliance Officer and Deputy Title IX Coordinator, Richard Baker, can be contacted at:

Address: 1100 West Main Street, Stroudsburg, PA 18360

Email: [rbaker@sburg.org](mailto:rbaker@sburg.org)

Phone Number: 570-421-19901

The Deputy Compliance Officer and Deputy Title IX Coordinator, Dr. Madeline Acosta, can be contacted at:

Address: 207 Mountaineer Drive, Stroudsburg, PA 18360

Email: [macosta@sburg.org](mailto:macosta@sburg.org)

Phone Number: 570-213-0203



Book	Policy Manual
Section	200 Pupils
Title	Attendance
Code	204
Status	Second Reading and Adoption
Adopted	November 1, 2017
Last Revised	June 13, 2024
Prior Revised Dates	2/15/2023

### **Purpose**

The Board recognizes that attendance is an important factor in educational success, and supports a comprehensive approach to identify and address attendance issues.[\[1\]](#)

### **Authority**

The Board requires the attendance of all students during the days and hours that school is in session, except that temporary student absences may be excused by authorized district staff in accordance with applicable laws and regulations, Board policy and administrative regulations.  
[\[2\]](#) [\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)

### **Definitions**

**Compulsory school age** shall mean the period of a student's life from the time the student's person in parental relation elects to have the student enter school, which shall be no later than eight (8) years of age until the student reaches seventeen (17) years of age. Beginning with the academic year 2020-2021, compulsory school age shall mean no later than age six (6) until age eighteen (18). The term does not include a student who holds a certificate of graduation from a regularly accredited, licensed, registered, or approved high school.[\[8\]](#)[\[9\]](#)

**Habitually truant** shall mean six (6) or more school days of unexcused absences during the current school year by a student subject to compulsory school attendance.[\[9\]](#)

**Truant** shall mean having incurred three (3) or more school days of unexcused absences during the current school year by a student subject to compulsory school attendance.[\[9\]](#)

**Person in parental relation** shall mean a:[\[9\]](#)

1. Custodial biological or adoptive parent.
2. Noncustodial biological or adoptive parent.

3. Guardian of the person of a student.
4. Person with whom a student lives and who is acting in a parental role of a student.

This term shall not include any county agency or person acting as an agent of the county agency in the jurisdiction of a dependent child as defined by law.[\[10\]](#)

**School-based or community-based attendance improvement program** shall mean a program designed to improve school attendance by seeking to identify and address the underlying reasons for a student's absences. The term may include an educational assignment in an alternative education program, provided the program does not include a program for disruptive youth established pursuant to Article XIX-C of the Pennsylvania Public School Code.[\[9\]](#)

#### **Delegation of Responsibility**

The Superintendent or designee shall annually notify students, persons in parental relation, and staff about the district's attendance policy by publishing such policy in student handbooks and newsletters, on the district website, and through other efficient communication methods.[\[11\]](#)

The Superintendent or designee, in coordination with the building principal and assistant principal, shall be responsible for the implementation and enforcement of this policy.

The Superintendent or designee shall develop administrative regulations for the attendance of students which:

1. Govern the maintenance of attendance records in accordance with the law.[\[12\]](#)
- [\[13\]](#) 2. Detail the process for submission of requests and excuses for student absences.
3. Detail the process for written notices, School Attendance Improvement Conferences, School Attendance Improvement Plans, and referrals to a school-based or community-based attendance improvement program, the local children and youth agency, or the appropriate magisterial district judge.
4. Clarify the district's responsibility for collaboration with nonpublic schools in the enforcement of compulsory school attendance requirements.
5. Ensure that students legally absent have an opportunity to make up work.

#### **Guidelines**

##### **Compulsory School Attendance Requirements**

All students of compulsory school age who reside in the district shall be subject to the compulsory school attendance requirements.[\[5\]](#)

A student shall be considered in attendance if present at any place where school is in session by the authority of the Board; the student is receiving approved tutorial instruction, or health or therapeutic services; the student is engaged in an approved and properly supervised

independent study, work-study or career education program; the student is receiving approved homebound instruction; or the student's placement is instruction in the home.[\[2\]\[5\]\[14\]\[15\]\[16\]\[17\]\[18\]\[19\]\[20\]](#)

The following students shall be excused from the requirements of attendance at district schools, upon request and with the required approval:

1. On certification by a physician or submission of other satisfactory evidence and on approval of the Department of Education, children who are unable to attend school or apply themselves to study for mental, physical or other reasons that preclude regular attendance. [\[6\]\[7\]\[21\]](#)
2. Students enrolled in nonpublic or private schools in which the subjects and activities prescribed by law are taught.[\[5\]\[22\]](#)
3. Students attending college who are also enrolled part-time in district schools.[\[23\]](#)
4. Students attending a home education program or private tutoring in accordance with law. [\[5\]\[18\]\[24\]\[25\]\[26\]\[27\]](#)
5. Students fifteen (15) or sixteen (16) years of age whose enrollment in private trade or business schools has been approved.[\[5\]](#)
6. Students fifteen (15) years of age, as well as students fourteen (14) years of age who have completed the highest elementary grade, engaged in farm work or private domestic service under duly issued permits.[\[7\]](#)
7. Students sixteen (16) years of age regularly engaged in useful and lawful employment during the school session and holding a valid employment certificate. Regularly engaged means thirty-five (35) or more hours per week of employment.[\[7\]\[15\]](#)

#### Excused/Lawful Absence

For purposes of this policy, the following conditions or situations constitute reasonable cause for absence from school:

1. Illness, including if a student is dismissed by designated district staff during school hours for health-related reasons.[\[3\]\[6\]](#)
2. Obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory.[\[6\]](#)
3. Quarantine.
4. Family emergency.
5. Recovery from accident.
6. Required court attendance.
7. Death in family.
8. Participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group, upon prior written request.[\[1\]\[6\]](#)

9. Participation in a musical performance in conjunction with a national veterans' organization or incorporated unit, as defined in law, for an event or funeral.[\[6\]](#)
  - a. The national veterans' organization or incorporated unit must provide the student with a signed excuse, which shall include the date, location, and time of the event or funeral.
  - b. The student shall furnish the signed excuse to the district prior to being excused from school.
10. Observance of a religious holiday observed by a bona fide religious group, upon prior written request from the person in parental relation.[\[28\]](#)
11. Nonschool-sponsored educational tours or trips, if the following conditions are met:[\[6\]](#)[\[29\]](#)
  - a. The person in parental relation submits the required documentation for excusal prior to the absence, within the appropriate timeframe.
  - b. The student's participation has been approved by the Superintendent or designee.
  - c. The adult directing and supervising the tour or trip is acceptable to the person in parental relation and the Superintendent.
  - d. Trips shall not be approved if cumulative absences exceed ten (10) days.
12. College or post-secondary institution visit, with prior approval.
13. Other urgent reasons that may reasonably cause a student's absence, as well as circumstances related to homelessness and foster care and other forms of educational instability.[\[3\]](#)[\[6\]](#)[\[30\]](#)[\[31\]](#)

The district may limit the number and duration of nonschool-sponsored educational tours or trips and/or college or secondary institution visits for which excused absences may be granted to a student during the school year.

#### *Temporary Excusals –*

The following students may be temporarily excused from the requirements of attendance at district schools:

1. Students receiving tutorial instruction in a field not offered in the district's curricula from a properly qualified tutor approved by the Superintendent, when the excusal does not interfere with the student's regular program of studies.[\[5\]](#)[\[14\]](#)[\[18\]](#)
2. Students participating in a religious instruction program, if the following conditions are met:[\[28\]](#)[\[32\]](#)
  - a. The person in parental relation submits a written request for excusal. The request shall identify and describe the instruction, and the dates and hours of instruction.
  - b. The student shall not miss more than thirty-six (36) hours per school year in order to attend classes for religious instruction.



c. Following each absence, the person in parental relation shall submit a statement attesting that the student attended the instruction, and the dates and hours of attendance.

3. School age children unable to attend school upon recommendation of the school physician and a psychiatrist or school psychologist, or both, and with approval of the Secretary of Education.[\[21\]](#)

#### *Notice of Absence –*

Absences shall be treated as unexcused until the district receives a written excuse explaining the absence, to be submitted within three (3) days of the absence. If the note is not received within three (3) school days, the absence will be considered unexcused and classified as unlawful.

**After accumulating ten (10) days of absence for any reason,** a student must present an excuse from a licensed practitioner of the healing arts for any additional absence to be considered lawful. Parental notification will not be sufficient for any absence to be counted as lawful following ten (10) cumulative days of absence. **Parental notifications shall not be accepted after a student accumulates ten (10) days of absence for any reason.**

A student's absence is considered excused for the following reasons: illness, family emergency with explanation, death of a family member, medical or dental appointments, authorized school activities, out-of-school suspensions, official religious holidays, required court attendance, and impassable roads.

Educational travel may be approved at the discretion of the principal and/or Superintendent taking into account cumulative absences and requires prior approval.

College visitations may be approved at the discretion of the principal, or designee, taking into account cumulative absences and requires prior approval.

#### Unexcused/Unlawful Absence

For purposes of this policy, absences that do not meet the criteria indicated above shall be permanently considered unexcused.

An out-of-school suspension may not be considered an unexcused absence.

#### [\[9\]](#) *Parental Notification –*

District staff shall provide prompt notice to the person in parental relation upon each incident of unexcused absence.

#### Enforcement of Compulsory Attendance Requirements

##### *Student is Truant –*

When a student has been absent for three (3) days during the current school year without a lawful excuse, district staff shall provide notice to the person in parental relation who resides in the same household as the student within ten (10) school days of the student's third unexcused absence.[\[33\]](#)

The notice shall:[\[33\]](#)

1. Be in the mode and language of communication preferred by the person in parental relation;
2. Include a description of the consequences if the student becomes habitually truant; and
3. When transmitted to a person who is not the biological or adoptive parent, also be provided to the student's biological or adoptive parent, if the parent's mailing address is on file with the school and the parent is not precluded from receiving the information by court order.

The notice may include the offer of a School Attendance Improvement Conference.[\[33\]](#)

If the student incurs additional unexcused absences after issuance of the notice and a School Attendance Improvement Conference was not previously held, district staff shall offer a School Attendance Improvement Conference.[\[33\]](#)

*School Attendance Improvement Conference (SAIC) –*

District staff shall notify the person in parental relation in writing and by telephone of the date and time of the SAIC.[\[33\]](#)

The purpose of the SAIC is to examine the student's absences and reasons for the absences in an effort to improve attendance with or without additional services.[\[9\]](#)

The following individuals shall be invited to the SAIC:[\[9\]](#)

1. The student.
2. The student's person in parental relation.
3. Other individuals identified by the person in parental relation who may be a resource.
4. Appropriate school personnel.
5. Recommended service providers.

Neither the student nor the person in parental relation shall be required to participate, and the SAIC shall occur even if the person in parental relation declines to participate or fails to attend the scheduled conference.[\[33\]](#)

The outcome of the SAIC shall be documented in a written School Attendance Improvement Plan. The Plan shall be retained in the student's file. A copy of the Plan shall be provided to the person in parental relation, the student and appropriate district staff.[\[33\]](#)

The district may not take further legal action to address unexcused absences until the scheduled SAIC has been held and the student has incurred six (6) or more days of unexcused absences. [\[33\]](#)

*Student is Habitually Truant –*

When a student under fifteen (15) years of age is habitually truant, district staff:

- [\[34\]](#) 1. Shall refer the student to:

- a. A school-based or community-based attendance improvement program;
  - or b. The local children and youth agency.
2. May file a citation in the office of the appropriate magisterial district judge against the person in parental relation who resides in the same household as the student.[\[34\]](#)

When a student fifteen (15) years of age or older is habitually truant, district staff shall:[\[34\]](#)

1. Refer the student to a school-based or community-based attendance improvement program; or
2. File a citation in the office of the appropriate magisterial district judge against the student or the person in parental relation who resides in the same household as the student.

District staff may refer a student who is fifteen (15) years of age or older to the local children and youth agency, if the student continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program, or if the student refuses to participate in such program.[\[34\]](#)

Regardless of age, when district staff refer a habitually truant student to the local children and youth agency or file a citation with the appropriate magisterial district judge, district staff shall provide verification that the school held a SAIC.[\[34\]](#)

#### *Filing a Citation –*

A citation shall be filed in the office of the appropriate magisterial district judge whose jurisdiction includes the school in which the student is or should be enrolled, against the student or person in parental relation to the student.[\[35\]](#)

Additional citations for subsequent violations of the compulsory school attendance requirements may only be filed against a student or person in parental relation in accordance with the specific provisions of the law.[\[35\]](#)

#### Special Needs and Accommodations

If a truant or habitually truant student may qualify as a student with a disability and require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations, and Board policy.[\[16\]](#)[\[36\]](#)[\[37\]](#)[\[38\]](#)

For students with disabilities who are truant or habitually truant, the appropriate team shall be notified and shall address the student's needs in accordance with applicable laws, regulations, and Board policy.[\[16\]](#)[\[36\]](#)[\[38\]](#)

#### Discipline

The district shall not expel or impose out-of-school suspension, disciplinary reassignment, or transfer for truant behavior.[\[33\]](#)

Legal	<a href="#">1. 22 PA Code 11.41</a>
	<a href="#">2. 24 P.S. 1327</a>
	<a href="#">3. 24 P.S. 1329</a>

## Appendix II

### **Fluid Milk Substitution in the School Nutrition Programs for Life Threatening Milk Allergy and Lactose Intolerance Protocol:**

This policy has been implemented to maintain the government's goal of providing a balanced meal while in school and combating children's deficiency of Vitamin D and Calcium; as per Department of Agriculture Food and Nutrition Service 7 CFR Parts 210 and 220.

In accordance with the USDA regulation juice or water may NOT be substituted for milk for non-disabled students because they do not meet the USDA's nutrition standards for a substitutable product, even if a request is accompanied by a physician's statement requesting these alternatives.

#### *Lactose Intolerance:*

*Lactose causes a well-known intolerance in many people due to the body's lack of an enzyme known as lactase. Lactose intolerance symptoms can be prevented, at least temporarily, by replacing the lactase enzyme the body lacks.*

A medical authority or the student's parent or legal guardian must submit a written request for a fluid milk substitute identifying the medical or other special dietary need that restricts milk containing lactose. This statement will be shared with the School Food Authority and placed in the student's health file in the nurse's office. The approval for fluid milk substitution will remain in effect until the medical authority or the student's parent or legal guardian revokes such a request in writing, or until such time as the school changes its substitution policy. For students who present either a medical authority or student's parent or legal guardian request indicating the child has lactose intolerance, the milk component of the school meal will be replaced with lactose free milk which is nutritionally equivalent to fluid milk. If a parent puts in writing they do not want/accept the School Food Authority's nutritious alternative to milk then they will be responsible to purchase or provide their own drink. In addition, to meet the USDA nutrition requirements and qualify for a complete school meal, students must still purchase 3 of the 5 meal components.

#### *Life Threatening Milk Allergy:*

*Dairy allergy, or milk allergy, refers to any allergic reaction caused by a component of cow's milk. The three components of cow's milk that cause dietary reactions are casein protein, whey protein, and lactose sugar. Casein and whey are considered more likely to cause true life-threatening allergies.*

A student must submit a signed licensed physician's written statement for a fluid milk substitute identifying: 1) the medical condition, 2) the need for substitution including the major life activity affected by the disability that precludes cow's milk and, 3) includes alternate milk replacement /fluid source. This statement will be shared with the School Food Authority and

placed in the student's health file in the nurse's office. The approval for fluid milk substitution will remain in effect until the medical authority or the student's parent or legal guardian revokes such a request in writing, or until such time as the school changes its substitution policy.

## Appendix III

### Stroudsburg Area School District Elementary Schools – Grades K-4 Student Code of Conduct

#### Discipline Philosophy

In order for our schools to have an effective educational program, it is necessary that certain conditions exist, one of which is a positive climate for learning. Schools must assist students in developing and reinforcing responsible behavior. This involves the use of actions which are both preventive and corrective.

The primary objective of all school personnel and parents should be to help students learn to be responsible to themselves, their peers, adults, school property, the law, and community. A united approach to discipline which utilizes planned, purposeful strategies is essential to the attainment of this objective. The mutual cooperation of teachers, students, and their parents will help students to develop these responsibilities.

#### SASD Student Code of Conduct - Level I

Level I Expected Behaviors	Level I Infractions	Possible Disciplinary Action for Infraction of Expected Behavior
<b>Students will:</b> <ol style="list-style-type: none"> <li>Behave appropriately in all school settings, following all of the school expectations.</li> <li>Remain in classroom until dismissed</li> <li>Dress in conjunction with Board Policy 221.</li> <li>Look, listen and think.</li> <li>Raise their hand to speak.</li> <li>Respect authority.</li> <li>Respect others and themselves.</li> <li>Respect personal space.</li> <li>Respect property.</li> <li>Use appropriate and respectful language.</li> <li>Use proper manners.</li> <li>Walk quietly and orderly at all times.</li> <li>Work cooperatively with their peers.</li> </ol>	<ul style="list-style-type: none"> <li>Biting</li> <li>Classroom disruption</li> <li>Gum chewing</li> <li>Leaving classroom without permission</li> <li>Littering / minor vandalism</li> <li>Misconduct in any of the following areas: bathroom, bus, cafeteria, hallway, recess</li> <li>Possession of inappropriate items</li> <li>Profanity / verbal disrespect</li> <li>Rough horseplay</li> <li>Unauthorized use of electronic device</li> <li>Verbal bullying / harassment</li> </ul>	<p>Discipline may include any or all of the following:</p> <ul style="list-style-type: none"> <li>Student conference</li> <li>Parent contact or conference</li> <li>Verbal warning / discussion of inappropriate behavior</li> <li>Guidance referral</li> <li>Lunch detention</li> <li>Office detention</li> <li>Recess detention</li> <li>Restitution</li> <li>In-school suspension</li> </ul> <p>A progressive discipline process will be followed. However, administrators will use discretion when determining consequences based on the frequency of the infractions, the level of seriousness, the circumstances, the student's age and development level.</p> <p><i>Violations may carry a loss of privileges as well.</i></p> <p><i>Students who receive any type of suspension will be prohibited from attending and/or participating in after-school activities for the duration of their suspension.</i></p>

## SASD Student Code of Conduct - Level II

Level II Expected Behaviors	Level II Infractions	Possible Disciplinary Action for Infraction of Expected Behavior
<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Behave appropriately in all school settings, following all of the school expectations.</li> <li>2. Remain in classroom until dismissed</li> <li>3. Dress in conjunction with Board Policy 221.</li> <li>4. Look, listen and think.</li> <li>5. Raise their hand to speak.</li> <li>6. Respect authority.</li> <li>7. Respect others and themselves.</li> <li>8. Respect personal space.</li> <li>9. Respect property.</li> <li>10. Use appropriate and respectful language.</li> <li>11. Use proper manners.</li> <li>12. Walk quietly and orderly at all times.</li> <li>13. Work cooperatively with their peers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Academic cheating</li> <li>2. Biting with injury</li> <li>3. Destroying or damaging school property</li> <li>4. Endangering the health or safety of others</li> <li>5. Excessive Level I Behaviors (more than 3)</li> <li>6. Fighting / physical aggression Inappropriate display of affection</li> <li>7. Insubordination / defiance</li> <li>8. Leaving school property without permission</li> <li>9. Persistent harassment / bullying (verbal and / or physical)</li> <li>10. Profanity / verbal disrespect</li> <li>11. Repeated bus referrals</li> <li>12. Theft</li> <li>13. Threatening others</li> <li>14. Verbal Altercation</li> <li>15. Violation of drug, alcohol or weapons policy</li> <li>16. Other behaviors deemed inappropriate by administration</li> </ol>	<p>Discipline may include any or all of the following:</p> <ul style="list-style-type: none"> <li>● Student conference</li> <li>● Parent contact or conference</li> <li>● Guidance referral</li> <li>● Lunch detention</li> <li>● Recess detention</li> <li>● Office detention</li> <li>● In-school suspension</li> <li>● Out-of-school suspension</li> </ul> <p>A progressive discipline process will be followed. However, administrators will use discretion when determining consequences based on the frequency of the infractions, the level of seriousness, the circumstances, the student's age and development level.</p> <p><i>Violations may carry a loss of privileges as well.</i></p> <p><i>Students who receive any type of suspension will be prohibited from attending and/or participating in after-school activities for the duration of their suspension. No student, during the time of an external suspension will be permitted on school grounds.</i></p>

### Consequences of Inappropriate Student Choices/Discipline Actions

When students fail to respect the rights of other students to learn and the rights of teachers to teach, the following corrective actions may be implemented depending on the severity of the incident and the frequency of past behavioral problems:

- A student conference to discuss the behavior and corrective actions. The focus will be on helping the student to recognize his/her responsibility for appropriate behavior.
- A parent phone contact to discuss the behavior and corrective actions.
- Administrator assigned Lunch/Recess Detention(s)
- Administrator assigned Office Detention(s)
- Guidance referral if appropriate.
- A parent conference with a student and any of the following: the teacher, guidance counselor, and administrator. The focus of the conference will be to review the student's school progress, as well as behavior and to agree upon strategies to help achieve success.
- Bus suspension(s) as a result of repeated bus referrals or any level 2 infraction

- Restitution – Restoration or restitution for any property damaged, marred, broken, or removed may be required.
- **In-School Suspension (I.S.S.)**
  - Students may be assigned to an alternative classroom environment/I.S.S. for disciplinary infractions. This assignment must be fulfilled regardless of any other absence.
  - Assignment shall be the responsibility of the building administration.
  - Failure to satisfactorily complete this assignment may result in out-of-school suspension.
  - When a student is assigned, notification of the assignment will be given to parents and teachers.
  - All reasonable attempts will be made to get assigned pupils their academic work with appropriate credit given for the work completed.
  - While assigned to the alternative classroom environment/I.S.S., students may not attend non-academic after-school activities or extra-curricular activities
- **Out-of-School Suspension (O.S.S.)**
  - When a student is assigned, notification of the assignment will be given to parents and teachers.
  - While assigned to O.S.S., students may not attend non-academic after-school activities or extra-curricular activities.
  - All assigned work that is missed while assigned to O.S.S. is the responsibility of the student.
  - Upon completion of the suspension, parent and child must meet with the building administrator or designee for a reentry conference.



## Appendix IV

# Parent Guide to the Stroudsburg Area School District

## Standardized Dress Policy

### Consequences for not following Dress Policy:

- First 3 offenses ~ Teacher will contact parents regarding violation.
- 4<sup>th</sup> offense ~ Administrator will contact parent regarding violation and student will change into permissible clothing, if available.
- 5<sup>th</sup> Offense and beyond ~ Administrator will contact parents. Parents will be responsible for bringing a change of clothing while the student waits in the office for appropriate attire.

### BOTTOMS

#### Color:

- Dress, Casual docker style, or Corduroy pant Khaki (tan/stone) and Black/Navy
- Dress or Casual docker style short Khaki (tan/stone) and Black/Navy
- Dress or Casual Capri style pant Khaki (tan/stone) and Black/Navy
- Dress or Casual Skirt/Skort Khaki (tan/stone) and Black/Navy

#### Bottom Guidelines:

- Must be appropriately sized for the student, that is, they are to be no more than one regular size larger than the student actually measures. Extra wide, extra full, extra-long, baggy, or sagging pants or shorts are not permitted.
- Tight, form-fitting pants are not permitted.
- Pleated or plain front bottoms are acceptable.
- No more than 2 front and rear pockets are permitted.
- Bottoms must be worn at a natural waist and fit comfortably.
- Pant length must meet the top of the shoe, but must not touch the floor; must be hemmed or have a standard cuff. Pants may not be tucked into shoe/boot and may not be cuffed to meet the top of boot.
- Short/Skirt/Skort length must reach the top of the kneecap.
- Skirt/Skort must be free of pockets below the hip. Full length leggings/tights may be worn under a skirt.
- Belt: must be worn at natural waistline and be of solid color material (black, white, tan, or brown). Belt buckles must be a plain, standard belt buckle. Belts must be appropriately length for waist and have no designs, emblems, insignias, monograms, logos, holes, studs, etc.
- Bottoms must be of contrasting color to top.
- No holes or slits are permitted.
- No sewn-on loops are permitted.
- No carpenter or cargo pants/shorts are permitted.

- No sweats, jean/denim bottoms are permitted. Undergarments must not be visible; no spandex, nylon, or stretch material.

#### **For students in Grades K-4:**

- On Physical Education days only, solid colored sweatpants or solid colored gym shorts in approved colors may be worn.

### **TOPS**

#### **Color:**

- Traditional 2 or 3 button Polo Solid color White, Maroon/Burgundy, Gray or Black
- Standard Oxford Dress shirt/blouse Solid color White, Maroon/Burgundy, Gray or Black
- Must be tucked in

#### **Top Guidelines:**

- Must be appropriately sized for the student, that is, they are to be no more than one regular size larger than the student actually measures. No long/baggy shirts permitted. No logo's prints, stripes, patterns, etc. are permitted.
- All shirts must have a collar
- Short, long, or three-quarter length sleeves are permitted; sleeves must cover shoulders
- Female Blouse-no low cut, plunging or V-neck neckline. Shirt may have ruffles, but must be buttoned to the base of the neck.
- Buttons: Shirt must be buttoned to the base of the neck so as to not be deemed excessively revealing.

#### **For students in Grades K-4:**

- On Physical Education days only, solid colored t-shirts or solid colored sweatshirts in approved colors may be worn.

### **OPTIONAL APPAREL**

#### **Color:**

- T-shirts (layering garment) Solid color White, Maroon/Burgundy, Gray or Black
- Turtleneck/Mock Turtleneck (layering garment) Solid color White, Maroon/Burgundy, Gray or Black
- Pullover Solid color White, Maroon/Burgundy, Gray or Black
- Full-Torso Cardigan or Turtleneck Sweater Solid color White, Maroon/Burgundy, Gray or Black
- Full-Torso Vest/ Sweater Vest Solid color White, Maroon/Burgundy, Gray or Black
- Fleece Solid color White, Maroon/Burgundy, Gray or Black
- Crew neck Sweatshirt (solid or district/school) Solid color White, Maroon/Burgundy, Gray or Black (District/school logo-optional).

### **Optional Apparel Guidelines:**

- Plain undershirts, t-shirts, turtlenecks, mock turtlenecks may be worn underneath the standard dress top.
- Turtlenecks and mock turtlenecks may be worn as a layering garment for pullovers, sweater vests, cardigan sweaters, fleeces, or Stroudsburg School District crew neck sweatshirts. If turtle/mock turtle necks are not used in this manner, a standard collared shirt top must be worn.
- Solid color pullovers, full-torso/sweater vests, full-torso cardigan sweaters, fleece, or Stroudsburg School District crew neck sweatshirts (of approved colors and size) may be worn.
- Garments with the Stroudsburg Area School District/Athletic and Extracurricular logo/embroidery/monogramming (polo shirts, sweater/sweater vest, warm ups) may be worn.
- Dresses that meet the standard for collar, sleeve, skirt length, and color may be worn.
- Hooded and thermal tops of any style are not permitted.
- Coaches/Advisors must meet with administration to verify garments worn on game day are appropriate to be worn to school and fit within the spirit of the policy.

### **FOOTWEAR**

#### **Color:**

- Predominantly solid color black, brown, tan or white

#### **Type:**

- Shoes, sneakers, boots, sandals with back strap, clogs, or crocs are permitted. Laces must be of the same color (*or white*) as shoe/sneaker and tied.
- Shoes/sneakers may have a minor accent color(s) to enhance the predominant color of the shoe (Ex. piping or stripe(s) on shoe). *Patterns of any kind are not permitted (Ex. Checkered Vans, Coach Pattern, etc.)*
- Hosiery or tights may be worn by females (of approved colors, including skin-tone).
- Combat boots, steel-toed work boots (unless specified by course requirement); Doc Martens, slippers, or flip flops are prohibited.
- Shoes/boots may not have heels in excess of 3 inches.

### **Appendix V**

## Board Policies



Book	Policy Manual
Section	800 Operations
Title	Acceptable Use of Internet, Computers and Network Resources
Code	815
Status	Active
Adopted	September 5, 2018
Last Revised	February 15, 2023
Last Reviewed	January 17, 2024

### **Purpose**

The Board supports the use of computers, the Internet, and other network resources in the district's instructional and operational programs in order to facilitate learning, teaching, and daily operations through interpersonal communications and access to information, research, and collaboration.

The district provides students, staff, and other authorized individuals with access to the district's computers, electronic communication systems, and network, which includes Internet access, whether wired or wireless or by any other means.

For instructional purposes, the use of network facilities shall be consistent with the curriculum adopted by the district as well as the varied instructional needs, learning styles, abilities, and developmental levels of students.

### **Definitions**

The term child pornography is defined under both federal and state law.

**Child pornography** - under federal law, is any visual depiction, including any photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where:[\[1\]](#)

1. The production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
2. Such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or

3. Such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

**Child pornography** - under state law, is any book, magazine, pamphlet, slide, photograph, film, videotape, computer depiction, or other material depicting a child under the age of eighteen (18) years engaging in a prohibited sexual act or in the simulation of such act.[\[2\]](#)

The term harmful to minors is defined under both federal and state law.

**Harmful to minors** - under federal law, is any picture, image, graphic image file, or other visual depiction that:[\[3\]](#)[\[4\]](#)

1. Taken as a whole, with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts describes or represents in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or lewd exhibition of the genitals; and
3. Taken as a whole lacks serious literary, artistic, political, or scientific value as to minors.

**Harmful to minors** - under state law, is any depiction or representation in whatever form, of nudity, sexual conduct, sexual excitement, or sadomasochistic abuse, when it:[\[5\]](#)

1. Predominantly appeals to the prurient, shameful, or morbid interest of minors;
2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and
3. Taken as a whole lacks serious literary, artistic, political, educational, or scientific value for minors.

**Minor** - for purposes of compliance with the Children's Internet Protection Act (CIPA), an individual who has not yet attained the age of seventeen (17). For other purposes, minor shall mean the age of the minority as defined in the relevant law.

**Obscene** - any material or performance, if:[\[5\]](#)

1. The average person applying contemporary community standards would find that the subject matter taken as a whole appeals to the prurient interest;
2. The subject matter depicts or describes in a patently offensive way, sexual conduct described in the law to be obscene; and
3. The subject matter, taken as a whole, lacks serious literary, artistic, political, educational, or scientific value.

**Technology protection measure** - a specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors.[\[4\]](#)

### **Authority**

The availability of access to electronic information does not imply endorsement by the district of the content, nor does the district guarantee the accuracy of the information received. The district shall not be responsible for any information that may be lost, damaged, or

unavailable when using the network or for any information that is retrieved via the Internet.

The district shall not be responsible for any unauthorized charges or fees resulting from access to the Internet or other network resources.

The Board declares that computer and network use is a privilege, not a right. The district's computer and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, delete, receive or display on or over the district's Internet, computers, or network resources, including personal files or any use of the district's Internet, computers, or network resources. The district reserves the right to monitor, track, log, access, and/or report all aspects of its computer information, technology, and related systems of all users, and log network access and use; monitor fileserver space utilization by district users; remove prohibited files/programs or deny access to prevent unauthorized, inappropriate or illegal activity and may revoke access privileges and/or administer appropriate disciplinary action. The district shall cooperate to the extent legally required with the Internet Service Provider (ISP), and local, state, and federal officials in any investigation concerning or related to the misuse of the district's Internet, computers, and network resources.[6][7][8]

The Board requires all users to fully comply with this policy and to immediately report any violations or suspicious activities to the Superintendent or designee.

The Board establishes the following material, in addition to those stated in law and defined in this policy, that is inappropriate for access by minors:[4]

1. Defamatory.
2. Lewd, vulgar, profane, or rude.
3. Inflammatory.
4. Threatening.
5. Harassing or discriminatory.[9][10][11]
6. Bullying.[12]
7. Terroristic.[13]
8. Advocates the destruction of property.
9. In the district's continued effort to protect student rights and ensure the confidentiality of other students, technology that provides listening devices for parents/guardians and or anyone outside of the district, including, but not limited to GizmoWatches2 or like technology with GizmoHub app or like applications to engage the audiotaping/live listening component, shall be prohibited during school hours. Listening devices that provide live classroom/school interactions to the listener that may also be recorded are prohibited. Recording a person without their consent may be a violation of state and/or federal law. Students who bring such devices shall have them turned off the "live feed app" during the day; otherwise, it will need to be locked in a secure packet at the beginning of the day and returned at the end of the day. Exceptions to this requirement may be made as needed for medical reasons.

The district reserves the right to restrict access to any Internet sites or functions it deems inappropriate through established Board policy, or the use of software and/or online server blocking. Specifically, the district operates and enforces a technology protection measure(s)

that blocks or filters access to inappropriate matter by minors on its computers used and is accessible to adults and students. The technology protection measure shall be enforced during the use of computers with Internet access. [\[3\]](#)[\[4\]](#)[\[14\]](#)

Measures designed to restrict adults' and minors' access to material harmful to minors may be disabled to enable an adult or student to access bona fide research, not within the prohibitions of this policy, or for another lawful purpose. No person may have access to material that is illegal under federal or state law.

Upon request by students or staff, the Superintendent or designee shall expedite a review and may authorize the disabling of Internet blocking/filtering software to enable access to material that is blocked through technology protection measures but is not prohibited by this policy. [\[14\]](#)

Upon request by students or staff, building administrators may authorize the temporary disabling of Internet blocking/filtering software to enable access for bona fide research or for other lawful purposes. Written permission from the parent/guardian is required prior to disabling Internet blocking/filtering software for a student's use. If a request for temporary disabling of Internet blocking/filtering software is denied, the requesting student or staff member may appeal the denial to the Superintendent or designee for expedited review. [\[3\]](#)  
[\[15\]](#)

### **Delegation of Responsibility**

The district shall make every effort to ensure that this resource is used responsibly by students and staff.

The district shall inform staff, students, parents/guardians, and other users about this policy through employee and student handbooks posted on the district website, and by other appropriate methods. A copy of this policy shall be provided to parents/guardians, upon written request. [\[14\]](#)

Users of district networks or district-owned equipment shall, prior to being given access or being issued equipment, sign user agreements acknowledging awareness of the provisions of this policy, and awareness that the district uses monitoring systems to monitor and detect inappropriate use.

Student user agreements shall also be signed by a parent/guardian.

Unless otherwise denied for cause, student access to the district's network resources shall be through reasonable supervision by the professional staff. Administrators, teachers, and staff have a professional responsibility to work together to help students develop the intellectual skills and judgment necessary to discern among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use the information to meet their educational goals.

Students, staff, and other authorized individuals have the responsibility to respect and protect the rights of every other user in the district and on the Internet.

Building administrators shall make initial determinations of whether inappropriate use has occurred.

The Superintendent or designee shall be responsible for recommending technology and developing procedures used to determine whether the district's computers are being used for purposes prohibited by law or for accessing sexually explicit materials. The procedures shall



include but not be limited to:[\[3\]](#)[\[4\]](#)[\[16\]](#)

1. Utilizing a technology protection measure that blocks or filters Internet access for minors and adults to certain visual depictions that are obscene, child pornography, harmful to minors with respect to use by minors, or determined inappropriate for use by minors by the Board.
2. Maintaining and securing a usage log.
3. Monitoring online activities of minors.

The Superintendent or designee shall develop and implement administrative regulations that ensure students are educated on network etiquette and other appropriate online behavior, including:[\[4\]](#)

1. Interaction with other individuals on social networking websites and in chat rooms.
2. Cyberbullying awareness and response.[\[12\]](#)[\[17\]](#)

### **Guidelines**

Network accounts shall be used only by the authorized owner of the account for its approved purpose. Network users shall respect the privacy of other users on the system.

### **Safety**

It is the district's goal to protect users of the network from harassment and unwanted or unsolicited electronic communications. Any network user who receives threatening or unwelcome electronic communications or inadvertently visits or accesses an inappropriate site shall report such immediately to a teacher or administrator. Network users shall not reveal personal information to other users on the network, including chat rooms, email, social networking websites, etc.

Internet safety measures shall effectively address the following:[\[4\]](#)[\[16\]](#)

1. Control of access by minors to inappropriate matters on the Internet and the World Wide Web.
2. Safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.
3. Prevention of unauthorized online access by minors, including 'hacking' and other unlawful activities.
4. Unauthorized disclosure, use, and dissemination of personal information regarding minors.
5. Restriction of minors' access to materials harmful to them.

### **Prohibitions**

Users are expected to act in a responsible, ethical, and legal manner in accordance with district policy, accepted rules of network etiquette, and federal and state law. Specifically, the following uses are prohibited:



1. Communicate about non-work or non-school-related communications.
2. Send, receive, review, download, access or transmit material that is harmful to minors, indecent, obscene, pornographic, child pornographic, terroristic or advocates the destruction of property.[18]
3. Bully/Cyberbully another individual or entity.[12][17]
4. Access or transmit gambling, pools for money, including but not limited to, basketball and football, or any other betting or games of chance.
5. Advocate illegal drug use.
6. Participate in discussions or news groups that cover inappropriate and/or objectionable topics or materials, including those that conform to the definition of inappropriate matter in this policy.
7. Send terroristic threats, hateful mail, harassing communications, discriminatory remarks, and offensive or inflammatory communications.
8. Transmitting electronic communications anonymously or under an alias, unless authorized by the district.
9. Facilitating illegal activity.
10. Commercial or for-profit purposes.
11. Nonwork or nonschool-related work.
12. Product advertisement or political lobbying.
13. Hate mail, discriminatory remarks, and offensive or inflammatory communication.
14. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
15. Fraudulent copying, communications, or modification of materials in violation of copyright laws.[18]
16. Install, distribute, reproduce or use copyrighted software on district computers, or copy district software onto unauthorized computer systems.
17. Install computer hardware, peripheral devices, network hardware or system hardware.
18. Encrypt messages using encryption software that is not authorized by the district from any access point on district equipment or district property.
19. Inappropriate language or profanity.
20. Transmission of material likely to be offensive or objectionable to recipients.
21. Intentional obtaining or modifying of files, passwords, and data belonging to other users.
22. Altering or attempting to alter files, system security software, or systems without authorization.

23. Unauthorized scanning of district systems for security vulnerabilities.
24. Unauthorized wiring, including attempts to create unauthorized network connections, or any unauthorized extension or re-transmission of any computer, electronic communications systems, or network services, whether wired, wireless, cable, or by other means.
25. Using or attempting to use the computer accounts of others.
26. Altering a communication originally received from another person or computer with the intent to deceive.
27. Impersonation of another user, anonymity, and pseudonyms.
28. Loading, downloading, storing, or using unauthorized games, programs, files, or other electronic media.
29. Storing of personal files or information including but not limited to photos, videos, and music.
30. Disruption of the work of other users.
31. Destruction, modification, abuse, or unauthorized access to network hardware, software, and files.
32. Accessing the Internet, district computers, or other network resources without authorization.
33. Disabling or bypassing the Internet blocking/filtering software without authorization.
34. Accessing, sending, receiving, transferring, viewing, sharing, or downloading confidential information without authorization.

#### Security

System security is protected through the use of passwords. Failure to adequately protect or update passwords could result in unauthorized access to personal or district files. To protect the integrity of the system, these guidelines shall be followed:

1. Employees and students shall not reveal their passwords to another individual.
2. Users are not to use a computer that has been logged in under another student's or employee's name.
3. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.

#### Copyright

The illegal use of copyrighted materials is prohibited. Any data uploaded to or downloaded from the network shall be subject to fair use guidelines and applicable laws and regulations.

[18][19]

#### District Website

The district shall establish and maintain a website and shall develop and modify its web pages to present information about the district under the direction of the Superintendent or designee. All users publishing content on the district website shall comply with this and other applicable district policies.

Users shall not copy or download information from the district website and disseminate such information on unauthorized web pages without authorization from the building principal.

#### Consequences for Inappropriate Use

The network user shall be responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts.[\[14\]](#)

Illegal use of the network; intentional deletion or damage to files or data belonging to others; copyright violations; and theft of services shall be reported to the appropriate legal authorities for possible prosecution.

General rules for behavior and communications apply when using the Internet, in addition to the stipulations of this policy.

Vandalism shall result in loss of access privileges, disciplinary action, and/or legal proceedings. **Vandalism** is defined as any malicious attempt to harm or destroy data of another user, Internet, or other networks; this includes but is not limited to uploading or creating computer viruses.

Failure to comply with this policy or inappropriate use of the Internet, district network, or computers shall result in usage restrictions, loss of access privileges, disciplinary action, and/or legal proceedings.[\[6\]](#)[\[7\]](#)[\[8\]](#)

Legal

[1. 18 U.S.C. 2256](#)

[2. 18 Pa. C.S.A. 6312](#)

[3. 20 U.S.C. 7131](#)

[4. 47 U.S.C. 254](#)

[5. 18 Pa. C.S.A. 5903](#)

6. Pol. 218

7. Pol. 233

8. Pol. 317

9. Pol. 103

10. Pol. 103.1

## **AUDIO & VIDEO SURVEILLANCE**

### **1. Purpose**

To discourage misconduct, maintain safety and order on school property and in school vehicles, and protect and maintain the security, safety and property of students and others. The Board has determined that the use of audio and/or video surveillance can help to discourage misconduct, assist in the maintenance of safety and order on school property and aid in the identification, apprehension and possible prosecution or punishment of persons violating applicable laws and District rules, regulations and policies.

### **2. Authority Section 510 of the PA School Code**

The use of surveillance systems shall be under the direction of the Superintendent and/or his/her designee.

### **3. Guidelines**

- A. Tape or other recordings from surveillance equipment shall become and remain the property of the district and shall be maintained, used and/or destroyed under the supervision, direction and control of school officials. Recordings shall be subject to other applicable policies of the district, including policies concerning confidentiality of student and personnel records, and shall be subject to applicable requirements of State and federal laws.
- B. The District shall provide proper notice to students and others that audio and/or video surveillance may occur on any school property or transportation vehicle at any time. The District shall post written notice and provide notice in District handbooks and parent/District newsletters.
- C. Audio and/or video surveillance shall be used only to promote the order, safety, security and property of students, staff and others. Recording may be used for review of any incidents, staff and others, as evidence for disciplinary action and may be released to law enforcement officials or legal counsel for the District for use in criminal or civil proceedings.

## Appendix VII Policies



Book	Policy Manual
Section	900 Community
Title	Title I Parent and Family Engagement
Code	918
Status	Active
Adopted	August 2, 2018
Last Revised	November 15, 2023
Last Reviewed	August 7, 2019

### **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. Communicate with parents and family members about the plan and seek their input and participation through the use of newsletters, the district website, email, telephone, parent and teacher conferences, and home visits if needed.
3. Train personnel on how to collaborate effectively with parents and family members with diverse backgrounds that may impede their participation, such as limited literacy or language difficulty.
4. Analyze and share the results of the Title I Parent/Family Survey.
5. Post school performance data on the district's website.
6. Distribute and discuss the School-Parent and Family Compact.
7. Host various parent and family nights at each school building with a Title I program.
8. Establish and support active and engaged Title I parent and family advisory councils. The council will include a majority of parents and family members of students participating in Title I programs, as well as the building principal, teachers or other appropriate staff, students and community members. The purpose of the council shall be to focus on improved student achievement, effective classroom teaching, parent/family/community engagement in the educational process, and to facilitate

communications and support.

9. Actively recruit parents and family members to participate in school review and improvement planning.
  10. 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.
  11. Invite participation of parents and family members at the regular comprehensive planning committee meetings, Title I budget meetings and school improvement plan meetings to obtain input and propose school improvement initiatives.
- 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. Establish a district-wide parent and family advisory council to provide advice on all matters related to parent and family engagement in Title I programs.
8. Engage community-based organizations and businesses in parent and family engagement activities.

#### 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.
3. A parent and family member and teacher survey designed to collect data on school level and district-wide parent and family engagement outcomes.
4. Documentation of parent and family member input regarding Title I programs and activities from throughout the year.

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. Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
4. Collaborating or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.

5. 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.

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

[Title I school level Pol 918.pdf \(130 KB\)](#)



Book	Policy Manual
Section	200 Pupils
Title	Student Discipline
Code	218
Status	Active
Adopted	October 4, 2017
Last Revised	October 19, 2022

### **Purpose**

The Board recognizes that student conduct is closely related to learning. An effective educational program requires a safe and orderly school environment.

### **Authority**

The Board shall establish fair, reasonable and nondiscriminatory rules and regulations regarding the conduct of all students in the district. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

The Board shall adopt a Code of Student Conduct to govern student discipline, and students shall not be subject to disciplinary action because of race, sex, color, religion, sexual orientation, national origin or handicap/disability. Each student must adhere to Board policies and the Code of Student Conduct governing student discipline. [\[1\]](#)[\[2\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)

The Board shall approve the inclusion of restorative practices in the Code of Student Conduct to address violations where applicable. [\[9\]](#)[\[10\]](#)

The Board prohibits the use of corporal punishment by district staff to discipline students for violations of Board policies, the Code of Student Conduct and district rules and regulations. [\[11\]](#)

Any student disciplined by a district employee shall have the right to be informed of the nature of the infraction and the applicable rule or rules violated. [\[12\]](#)

When suspensions and expulsions are imposed, they shall be carried out in accordance with Board policy. [\[7\]](#)[\[12\]](#)

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. [\[5\]](#)[\[7\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)

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### On and Off-Campus Activities

This policy and the Code of Student Conduct apply to the behavior of students at all times during the time they are under the supervision of the school or at any time while on school property, while present at school-sponsored activities, and while traveling to or from school and school-sponsored activities or at other times while riding in school-provided means of transportation ("on-campus"). This policy and the Code of Student Conduct also apply to student behavior that occurs at other times and places ("off-campus") when:[3]

1. The conduct involves, threatens or advocates violence, use of force or other serious harm directed at students, staff or the school environment;
2. The conduct materially and substantially disrupts or interferes with the school environment or the educational process, such as school activities, school work, discipline, safety and order on school property or at school functions;
3. The conduct interferes with or threatens to interfere with the rights of students or school staff or the safe and orderly operation of the schools and their programs; or
4. The conduct involves the theft or vandalism of school property.

### Delegation of Responsibility

The Superintendent or designee shall ensure that reasonable and necessary rules and regulations are developed to implement Board policy governing student conduct.

The Superintendent or designee shall publish and distribute to all staff, students and parents/guardians the rules and regulations for student behavior contained in the Code of Student Conduct, the sanctions that may be imposed for violations of those rules, and a listing of students' rights and responsibilities. A copy of the Code of Student Conduct shall be available in each school library and school office and may be included in student handbooks and on the district website.[1][8]

The building principal shall have the authority to assign discipline to students, subject to Board policies, administrative regulations, the Code of Student Conduct and school rules, and to the student's due process right to notice, hearing, and appeal.[7][12][17][18]

Teaching staff and other district employees responsible for students shall have the authority to take reasonable actions necessary to control the conduct of students in all situations and in all places where students are within the jurisdiction of this Board, and when such conduct interferes with the educational program of the schools or threatens the health and safety of others, in accordance with Board policy, administrative regulations, the Code of Student Conduct and school rules.[17]

Reasonable force may be used by teachers and school authorities under any of the following circumstances: to quell a disturbance, obtain possession of weapons or other dangerous objects, for the purpose of self-defense, and for the protection of persons or property.[11]

### Referral to Law Enforcement and Reporting Requirements

For reporting purposes, the term **incident** shall mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.[19][20][21]

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[16][19][20][22][23][24]

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[16][19][25]

In accordance with state law, the Superintendent shall annually, by July 31, report all new incidents to the Office for Safe Schools on the required form.[16][20][26][27][28][29]

When a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy. [30][31]

The Superintendent shall report to the Board the methods of discipline imposed by administrators and incidences of student misconduct, in the degree of specificity required by the Board.

#### Legal

[1. 22 PA Code 12.3](#)

[2. 22 PA Code 12.4](#)

[3. 24 P.S. 510](#)

4. Pol. 103

5. Pol. 103.1

[6. 22 PA Code 12.2](#)

7. Pol. 113.1

8. Pol. 235

9. Pol. 832

10. Pol. 146.1

[11. 22 PA Code 12.5](#)

12. Pol. 233

[13. 22 PA Code 10.23](#)

[14. 20 U.S.C. 1400 et seq](#)

15. Pol. 113.2

16. Pol. 805.1

[17. 24 P.S. 1317](#)

[18. 24 P.S. 1318](#)

[19. 22 PA Code 10.2](#)

[20. 24 P.S. 1303-A](#)





Book	Policy Manual
Section	200 Pupils
Title	Weapons
Code	218.1
Status	Active
Adopted	October 4, 2017
Last Revised	August 8, 2021

### **Purpose**

The Board recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law.

### **Definitions**

A **weapon** is defined as an instrument of any type which can be used to cause harm to an individual. While not all-inclusive, weapons include handguns, rifles, shotguns, spring-guns, air guns, slingshots, bludgeons or clubs, metal knuckles, knives, pocket knives, swords, machetes, pellet guns, nightsticks, ax handles, scissors, any explosive device including ammunition, dangerous chemicals, razors, or any instrument which, in the judgment of the administration, could be used as a weapon or be mistaken for one. Thus, imitation or replica objects like any of the foregoing shall be considered a weapon. [\[1\]](#)[\[2\]](#)

Any instrument, tool, or implement, while being used in an educational or avocational process as defined by a principal, teacher, or another Board-authorized adult supervisor, will not be defined as a weapon as long as that instrument, tool, or implement is being used for its educationally or a vocationally-defined purpose.

**Possession** - a student is in possession of a weapon when the weapon is found on the person of the student; in the student's locker or assigned storage area; or under the student's control while on school property, on the property being used by the school, at any school function or activity, at any school event held away from the school, or while the student is coming to or from school.

### **Authority**

The 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 from a school-sponsored activity or while the student is coming to or from school. [\[2\]](#)[\[3\]](#)

The Board shall expel for a period of not less than one (1) year any student who violates this weapons policy. Such expulsion shall be given in conformance with formal due process proceedings required by law and Board policy. The Superintendent may recommend modifications of such expulsion requirement on a case-by-case basis.[\[2\]](#)[\[4\]](#)[\[5\]](#)

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[\[2\]](#)

When the behavior of a student in possession of a weapon indicates a threat to the safety of the student, or other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy.[\[2\]](#)[\[4\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)

### **Delegation of Responsibility**

The Superintendent or designee shall react promptly to information and knowledge concerning possession of a weapon. Such action shall be in compliance with state law and regulations and with the procedures set forth in the memorandum of understanding with local law enforcement officials and the district's emergency preparedness plan.[\[11\]](#)[\[12\]](#)[\[13\]](#)

### **Guidelines**

The Superintendent or designee shall immediately report incidents involving weapons on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[\[2\]](#)[\[11\]](#)[\[12\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving weapons as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[\[11\]](#)[\[17\]](#)[\[19\]](#)

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents involving possession of a weapon to the Office for Safe Schools on the required form.[\[11\]](#)[\[16\]](#)

The building principal shall annually inform staff, students, and parents/guardians about the Board policy prohibiting weapons and about their personal responsibility for the health, safety, and welfare of the school community.

An exception to this policy may be made by the Superintendent, who shall prescribe special conditions or administrative regulations to be followed.[\[2\]](#)

In accordance with federal law, possession or discharge of a firearm in, on, or within 1,000 feet of school grounds is prohibited. Violations shall be reported to the appropriate law enforcement agency.[\[20\]](#)[\[21\]](#)

### **Transfer Students**



When the school district receives a student who transfers from a public or private school during an expulsion period for an offense involving a weapon, the district may assign that student to an alternative assignment or may provide alternative education, provided the assignment does not exceed the expulsion period.<sup>[2]</sup>[22]

Legal

- [1. 24 P.S. 1301-A](#)
- [2. 24 P.S. 1317.2](#)
3. Pol. 218
4. Pol. 113.1
5. Pol. 233
- [6. 20 U.S.C. 1400 et seq](#)
- [7. 22 PA Code 10.23](#)
8. Pol. 103.1
9. Pol. 113.2
10. Pol. 113.3
11. Pol. 805.1
- [12. 24 P.S. 1302.1-A](#)
13. Pol. 805
- [14. 24 P.S. 1302-E](#)
15. Pol. 236.1
- [16. 24 P.S. 1303-A](#)
- [17. 22 PA Code 10.2](#)
- [18. 22 PA Code 10.21](#)
- [19. 22 PA Code 10.25](#)
- [20. 18 U.S.C. 921](#)
- [21. 18 U.S.C. 922](#)
22. Pol. 200
- [18 Pa. C.S.A. 912](#)
- [20 U.S.C. 7114](#)
- [20 U.S.C. 7961](#)
- [22 PA Code 403.1](#)
- [34 CFR Part 300](#)



Book	Policy Manual
Section	200 Pupils
Title	Tobacco and Vaping Products
Code	222
Status	First Reading
Adopted	November 1, 2017
Last Revised	June 13, 2024
Prior Revised Dates	4/15/2024

### **Purpose**

The Board recognizes that tobacco and vaping products, including electronic cigarettes, present a health and safety hazard that can have serious consequences for users, nonusers and the school environment. The purpose of this policy is to prohibit student possession, use, purchase and sale of tobacco and vaping products.

### **Definition**

State law defines the term **tobacco product** to broadly encompass not only tobacco but also vaping products including electronic cigarettes (e-cigarettes). Tobacco products, for purposes of this policy and in accordance with state law, shall be defined to include the following:[\[1\]](#)[\[2\]](#)

1. Any product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed or ingested by any other means, including, but not limited to, a cigarette, cigar, little cigar, chewing tobacco, pipe tobacco, snuff and snus.
2. Any electronic device that delivers nicotine or another substance to a person inhaling from the device, including, but not limited to, electronic nicotine delivery systems, an electronic cigarette, a cigar, a pipe and a hookah.
3. Any product containing, made or derived from either:
  - a. Tobacco, whether in its natural or synthetic form; or
  - b. Nicotine, whether in its natural or synthetic form, which is regulated by the United States Food and Drug Administration as a deemed tobacco product.
4. Any component, part or accessory of the product or electronic device listed in this definition, whether or not sold separately.

The term **tobacco product** does not include the following:[\[1\]](#)[\[2\]](#)

1. A product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product or for other therapeutic purposes where the product is marketed and sold solely for such approved purpose, as long as the product is not inhaled.

NOTE: *This exception shall be governed by Board policy relating to Medications.*[3]

2. A device, included under the definition of tobacco product above, if sold by a dispensary licensed in compliance with the Medical Marijuana Act. NOTE: *Guidance issued by the PA Department of Health directs schools to prohibit possession of any form of medical marijuana by students at any time on school property or during any school activities on school property. This exception shall be governed by Board policy relating to Controlled Substances/Paraphernalia.*[4]

### **Authority**

The Board prohibits possession, use, purchase or sale of tobacco and vaping products, , regardless of whether such products contain tobacco or nicotine, by or to students at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; on property owned, leased or controlled by the school district; or at school-sponsored activities that are held off school property.[1][2][5]

The Board prohibits student possession or use of products marketed and sold as tobacco cessation products or for other therapeutic purposes, except as authorized in the Board's Medication policy.[3]

The Board prohibits student possession of any form of medical marijuana at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; on property owned, leased or controlled by the school district; or at school-sponsored activities that are held off school property.[4]

The Board authorizes the confiscation and disposal of tobacco products prohibited by this policy.

### **Delegation of Responsibility**

The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall notify students, parents/guardians and staff about the Board's tobacco and vaping products policy by publishing information in student handbooks, parental newsletters, posters, and by other efficient methods, such as posted notices, signs and on the district website.[2]

### **Reporting**

#### *Parental Report –*

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving possession, use, purchase or sale of a tobacco product, immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether the law enforcement agency that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[6][7][8]

#### *Annual School Safety and Security Incidents Report -*

The Superintendent shall annually, by July 31, report all incidents of possession, use or sale of tobacco products, by students to the PA Department of Education on the required form.[8][9]

#### *Law Enforcement Incident Report –*

The Superintendent or designee may report incidents of possession, use or sale of tobacco, by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the law enforcement agency that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with law enforcement and Board policies.[1][2][6][8][9][10][11]

#### **Guidelines**

A student who violates this policy shall be subject to prosecution initiated by the district and, if convicted, shall be required to pay a fine for the benefit of the district, plus court costs. In lieu of the imposition of a fine, the court may admit the student to an adjudication alternative.[2]

School counselors shall provide students who have violated this policy with information regarding available tobacco cessation programs.

Tampering with devices installed to detect use of tobacco products shall be deemed a violation of this policy and subject to disciplinary action.[12]

#### **Students with Disabilities**

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[8][13][14][15][16][17]

#### Legal

[1. 18 Pa. C.S.A. 6305](#)

[2. 18 Pa. C.S.A. 6306.1](#)

3. Pol. 210

4. Pol. 227

[5. 20 U.S.C. 7973](#)

[6. 22 PA Code 10.23](#)

[7. 20 U.S.C. 1400 et seq](#)

8. Pol. 103.1

9. Pol. 113.1

10. Pol. 113.2



Book	Policy Manual
Section	200 Pupils
Title	Controlled Substances/Paraphernalia
Code	227
Status	First Reading
Adopted	November 1, 2017
Prior Revised Dates	3/16/2022, 4/15/2020

### **Purpose**

The Board recognizes that the use and abuse of controlled substances as defined in this policy is a serious problem with legal, physical and social implications for the whole school community. The purpose of this policy is to prohibit student possession, use and/or distribution of controlled substances, except as permitted by applicable state or federal law and Board policy. [1][2]

### **Definitions**

For purposes of this policy, **controlled substances** shall include all: [34](#)

1. Any controlled substance prohibited by federal or Pennsylvania laws.
2. Look-alike drugs.
3. Alcoholic beverages.
4. Anabolic steroids.
5. Drug paraphernalia.
6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.
7. Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal laws.
8. Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to Board policy.<sup>12</sup>

For purposes of this policy, **under the influence** shall include any consumption or ingestion of controlled substances by a student.

For purposes of this policy, **look-alike drug** shall include any pill, capsule, tablet, powder, plant matter or other item or substance that is designed or intended to resemble a controlled substance prohibited by this policy, or is used in a manner likely to induce others to believe the material is a controlled substance.

### **Authority**

The Board prohibits students from using, possessing, distributing, and being under the influence of any controlled substances during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and to and from school-sponsored activities. [5][6][7]

The Board may require participation in drug counseling, rehabilitation, testing or other programs as a condition of reinstatement into the school's educational, extracurricular or athletic programs resulting from violations of this policy.

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with law enforcement and Board policies. [8][9][10][11][12][13]

### **Off-Campus Activities**

This policy shall also apply to student conduct that occurs off school property **or during nonschool hours to the same extent as provided in Board policy on student discipline.** [14]

### **Delegation of Responsibility**

The Superintendent or designee shall develop administrative regulations to identify and control substance abuse in the schools which:

1. Establish procedures to appropriately manage situations involving students suspected of using, possessing, being under the influence, or distributing controlled substances. [15][16][17]
2. Disseminate to students, parents/guardians and staff the Board policy and administrative regulations governing student use of controlled substances.
3. Provide education concerning the dangers of abusing controlled substances.
4. Establish procedures for education and readmission to school of students convicted of offenses involving controlled substances.

### **Guidelines**

Violations of this policy may result in disciplinary action up to and including expulsion and referral for prosecution. [14][18][19]

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents involving the prohibited possession, use or sale of controlled substances on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the law enforcement agency that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. [13][15][16][20][21][22]

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving the prohibited possession, use or sale of controlled substances as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the law enforcement agency that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[13][20][23]

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents of prohibited possession, use or sale of controlled substances to the PA Department of Education on the required form.[13][16]

In all cases involving students and controlled substances, the need to protect the school community from undue harm and exposure to drugs shall be recognized.

No student may be admitted to a program that seeks to identify and rehabilitate the potential abuser without the intelligent, voluntary and aware consent of the student and parent/guardian.

#### Anabolic Steroids

The Board prohibits the use of anabolic steroids by students involved in school-related athletics, except for a valid medical purpose. Body building and muscle enhancement, increasing muscle bulk or strength, or the enhancement of athletic ability are not valid medical purposes. Human Growth Hormone (HGH) shall not be included as an anabolic steroid.[24]

Students shall be made aware of the dangers of steroid use; that anabolic steroids are classified as controlled substances; and that their use, unauthorized possession, purchase, or sale could subject students to suspension, expulsion and/or criminal prosecution.[18][25]

#### Reasonable Suspicion/Testing

If based on the student's behavior, medical symptoms, vital signs or other observable factors, the building principal has reasonable suspicion that the student is under the influence of a controlled substance, the student may be required to submit to drug or alcohol testing. The testing may include but is not limited to the analysis of blood, urine, saliva, or the administration of a Breathalyzer test.

#### Legal

- [1. Pol. 210](#)
- [2. Pol. 210.1](#)
- [3. 35 P.S. 780-102](#)
- [4. 21 U.S.C. 812](#)
5. Pol. 210
6. Pol. 210.1
- [6. 24 P.S. 510](#)
- [6. 24 P.S. 511](#)
- [7. 22 PA Code 12.3](#)





Book	Policy Manual
Section	200 Pupils
Title	Bullying/Cyberbullying
Code	249
Status	First Reading
Adopted	October 18, 2017
Last Revised	April 6, 2023
Prior Revised Dates	10/7/2020, 8/8/2021

### **Purpose**

The Board is committed to providing a safe, positive learning environment for district students. The Board recognizes 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 Board, by this policy, prohibits bullying by district students.

### **Definitions**

**Bullying** means an intentional electronic, written, verbal, or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent, or pervasive and has the effect of doing any of the following:[\[1\]](#)

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

**Bullying**, as defined in this policy, includes cyberbullying.

**School setting** means in the school, on school grounds, in school vehicles, at a designated bus stop, or at any activity sponsored, supervised, or sanctioned by the district.[\[1\]](#)

### **Authority**

The Board prohibits all forms of bullying by district students.[\[1\]](#)

The Board encourages students who have been bullied to promptly report such incidents to the building principal or designee.

The Board directs that complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisals or retaliation shall occur as a result of



good-faith reports of bullying. The Board directs that any complaint of bullying brought pursuant to this policy shall also be reviewed for conduct that may not be proven to be bullying under this policy but merits review and possible action under other Board policies.

When a student's behavior indicated a threat to the safety of the student, other students, school employees, school facilities, the community, or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy.[\[2\]](#)[\[3\]](#)

#### **Title IX Sexual Harassment and Other Discrimination**

Every report (please see attached reporting forms) of alleged potential violations of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a bullying investigation, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged bullying.[\[4\]](#)[\[5\]](#)

#### **Confidentiality**

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint, and the investigation shall be handled in accordance with applicable law, regulations, this policy, and the district's legal and investigative obligations.

#### **Retaliation**

Reprisal or retaliation relating to reports of bullying or participation in an investigation of allegations of bullying is prohibited and shall be subject to disciplinary action.

#### **Delegation of Responsibility**

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.[\[1\]](#)

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.[\[1\]](#)

District administration shall annually provide the following information with the Safe School Report:[\[1\]](#)

1. Board's Bullying Policy.
2. Report of bullying incidents.
3. Information on the development and implementation of any bullying prevention, intervention, or education programs.

#### **Guidelines**

The Discipline Code, which shall contain this policy, shall be disseminated annually to students.[\[1\]](#)[\[6\]](#)[\[2\]](#)

This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website, if available.[\[1\]](#)

#### **Education**

The district may develop and implement bullying prevention and intervention programs. Such programs shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.[\[1\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)

### Consequences for Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Discipline Code, which may include:[\[1\]](#)[\[6\]](#)[\[11\]](#)

1. Counseling within the school.
2. Parental conference.
3. Loss of school privileges.
4. Transfer to another school building, classroom, or school bus.
5. Exclusion from school-sponsored activities.
6. Detention.
7. Suspension.
8. Expulsion.
9. Counseling/Therapy outside of school.
10. Referral to law enforcement officials.

#### Legal

[1. 24 P.S. 1303.1-A](#)

[2. 24 P.S. 1302-E](#)

3. Pol. 236.1

4. Pol. 103

5. Pol. 103.1

6. Pol. 218

[7. 22 PA Code 12.3](#)

[8. 20 U.S.C. 7118](#)

[9. 24 P.S. 1302-A](#)

10. Pol. 236

11. Pol. 233

Pol. 113.1

[249-Attach 1 Report Form.pdf \(162 KB\)](#)



Book	Policy Manual
Section	900 Community
Title	Volunteers
Code	916
Status	Active
Adopted	December 5, 2018

### **Purpose**

The purpose of volunteers in the schools is to augment the educational and support resources available to students through the use of the diverse talents and skills of community members. The Board recognizes that community volunteers can make valuable contributions to the educational program. The use of community volunteers is endorsed by the Board, subject to legal requirements and administrative regulations.

The Board supports and encourages the participation of parents/guardians and community residents to enhance the educational, cocurricular and extracurricular programs of the district.

### **Authority**

The Board may adopt and enforce reasonable rules and regulations governing volunteers and their participation in the activities of the district.[\[1\]](#)

The Board directs that all volunteers shall be informed of conduct that is prohibited and the disciplinary actions that may be applied for violation of Board policies, administrative regulations, rules and procedures.[\[1\]](#)

All volunteers shall be expected to maintain professional, moral and ethical relationships with district students that are conducive to an effective, safe learning environment.[\[2\]](#)

### **Definitions**

The following words and phrases, when used in this policy, shall have the meaning given to them in this section:

**Adult** - an individual eighteen (18) years of age or older.[\[3\]](#)

**Certifications** - refers to the child abuse history clearance statement; the state criminal history background check; and where applicable, the federal criminal history background check, required by the Child Protective Services Law.[\[4\]](#)[\[5\]](#)

**Direct volunteer contact** - the care, supervision, guidance or control of children and routine interaction with children.[3]

**Person responsible for the child's welfare** - a person who provides permanent or temporary care, supervision, mental health diagnosis or treatment, training or control of a child in lieu of parental care, supervision and control.[3]

**Routine interaction** - regular and repeated contact that is integral to a person's volunteer responsibilities.[3]

**Visitor** - a parent/guardian, adult resident, educator, official or other individual who is not a school employee or independent contractor, and who visits a school or attends or participates in an event or activity at a school, but whose role is less substantial than would be sufficient to meet the definition of volunteer for purposes of this policy.[6]

**Volunteer** - is an adult, whose role is more than that of a visitor, who voluntarily offers a service to the district without receiving compensation from the district. A volunteer is not a school employee.[5]

The two (2) classifications of volunteers are:

1. **Position Volunteer** - an adult applying for or holding an unpaid position with a school or a program, activity or service, as a person responsible for the child's welfare or having direct volunteer contact with children. Examples include, but are not limited to, field trip chaperones, tutors, coaches, activity advisor, recess or library aides, etc.
2. **Guest Volunteer** - an adult who voluntarily provides a service to the district, without compensation, who: (1) works directly under the supervision and direction of a school administrator, a teacher or other member of the school staff; and (2) does not have direct volunteer contact. Examples include, but are not limited to, volunteering to assist in classroom celebrations, school assemblies, or school concerts; reading to students; collecting tickets at sporting events; working concession stands; participating in "Career Day," etc.

### **Delegation of Responsibility**

The Superintendent or designee shall be responsible for the selection and management of volunteers and for ensuring compliance with Board policies, administrative regulations, rules and procedures.

Under no circumstances shall a volunteer be considered an employee of the school district. A volunteer shall receive no wages or other consideration which has a monetary value for the performance of volunteer services. The volunteer position is not a right, but rather a privilege, which is conferred by the Board and the administration. As such, any volunteer position may be eliminated and/or the services of any volunteer may be terminated at any time at the sole discretion of the responsible school district administrator(s).

At the discretion of the Superintendent or designee, a volunteer's service may be discontinued at any time.

The Superintendent or designee shall develop administrative regulations to implement this policy and manage the selection, use and supervision of volunteers.

### **Guidelines**

Each prospective position volunteer shall complete and submit a volunteer application.

The names of all position volunteers shall be submitted for approval by the Superintendent or designee.

The names of all guest volunteers shall be submitted for approval by the building principal or designee.

Upon approval, volunteers shall be placed on the list of approved volunteers.

Approval shall be required prior to beginning service as a volunteer.

#### Certifications

Prior to approval, all position volunteers shall submit the following information:

1. PA Child Abuse History Certification - which must be less than sixty (60) months old.[\[5\]](#)
2. PA State Police Criminal History Record Information - which must be less than sixty (60) months old.[\[5\]](#)
3. Disclosure Statement for Volunteers - which is a statement swearing or affirming the applicant has not been disqualified from service by reason of conviction of designated criminal offenses or being listed as the perpetrator in a founded report of child abuse.[\[4\]](#)[\[5\]](#)[\[7\]](#)

If a position volunteer has not been a resident of Pennsylvania during the entirety of the previous ten (10) year period, the position volunteer must also submit the following information:[\[5\]](#)

1. Federal Criminal History Report - issued at any time since the volunteer established residency.

The Superintendent or designee shall review the information and determine if information is disclosed that precludes service as a volunteer.

Information submitted by volunteers in accordance with this policy shall be maintained centrally in a manner similar to that used for school employees.

Position volunteers shall obtain and submit new certifications every sixty (60) months.[\[8\]](#)

A student, eighteen (18) years of age or older, who is volunteering for an event or activity sponsored by the school in which the student is enrolled and occurring on the school's grounds, shall not be required to submit certifications except when the event or activity is for children in the care of a child-care service or the student will otherwise be responsible for the welfare of a child.[\[5\]](#)

#### Tuberculosis Test

Prior to participating in student activities, volunteers shall undergo a test for tuberculosis, when required by and in accordance with the regulations and guidance of the Pennsylvania Department of Health.[\[9\]](#)[\[10\]](#)

#### Arrest or Conviction Reporting Requirements

Position volunteers shall report to the Superintendent or designee, in writing, within seventy-two (72) hours, an arrest or conviction required to be reported by law or notification that the volunteer has been named as a perpetrator in a founded or indicated report pursuant to the Child Protective Services Law.[\[7\]](#)



The Superintendent or designee shall immediately require a position volunteer to submit new certifications if the Superintendent or designee has a reasonable belief that the volunteer was arrested for or has been convicted of an offense required to be reported by law, was named as a perpetrator in a founded or indicated report, or has provided written notice of such occurrence.[2]

Failure to accurately report such occurrences may subject the position volunteer to disciplinary action up to and including denial of volunteer service and criminal prosecution. [2]

#### Child Abuse Reporting.

All volunteers who have reasonable cause to suspect that a child is the victim of child abuse shall make a report of suspected child abuse in accordance with applicable law, Board policy and administrative regulations.[11][12]

#### Supervision

Each volunteer shall be under the supervision of a designated school administrator, teacher or other member of the school staff.

#### Training

Volunteers shall attend orientation and training sessions, as appropriate to the nature of their volunteer service. When training is provided for school employees relating to the legal obligations of employers and educational institutions, consideration shall be given to which volunteers should also receive that training.[13][14][15][12]

#### Confidentiality

No volunteer shall be permitted access to confidential student information unless the supervisor has determined that such access is necessary for the volunteer to fulfill his/her responsibilities. Volunteers with access to confidential student information shall maintain the confidentiality of that information in accordance with district policies and procedures and applicable law. If a volunteer has questions about the confidentiality of student information, the volunteer should consult with the building principal.[16]

#### Liability Insurance

The district shall provide liability insurance coverage for volunteers appropriate to the nature of their roles and the risk management needs of the district.

#### Acknowledgement

Each volunteer shall affirm in writing that s/he has been provided with a copy of, has read, understands and agrees to comply with this policy.

Legal

[1. 24 P.S. 510](#)

2. Pol. 824

**Attachment 1**

**Stroudsburg Area  
School District**

**VOLUNTEER ACKNOWLEDGEMENT AND STATEMENT OF  
CONFIDENTIALITY**

I hereby acknowledge that, in connection with my volunteer services, I have received a copy of the Stroudsburg Area School District Volunteer Policy. I have read and understand the policy and I hereby agree to comply with and be bound by the policy.

I also understand that in the course of volunteer service with the Stroudsburg Area School District, I have a responsibility to maintain the confidentiality of any employee or student information that I may have available to me in any form. I understand that it is my responsibility to assure rights and confidentiality of information, both written and verbal. I understand that in the performance of my duties, I am not to discuss academic or other confidential information regarding students or employees with anyone. Any breach of confidentiality will be carefully reviewed and, if substantiated, shall result in termination of volunteer involvement with the school district, and may result in legal action.

I acknowledge that I have read and understand this statement of confidentiality.

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Volunteer Name

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Date

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Volunteer Name (Printed)

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Witness (SASD Employee)

Attachment 2  
**Stroudsburg Area School District**  
**VOLUNTEER AFFIDAVIT**

**(Submitted in Lieu of Fingerprint-based FBI Clearance pursuant to 23 Pa.C.S.A. §6344.2(b.1))**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

I, \_\_\_\_\_ (Name) hereby attest that all information provided below is correct and current. I understand that any false statements can and will be punishable by law.

1. I hereby attest and understand that the volunteer position for which I am applying is an unpaid position.
2. I hereby attest that I have been a resident of the Commonwealth of Pennsylvania during the entirety of the previous ten-year period, i.e. from \_\_\_\_\_ {date ten years prior to current date}, to the current date of this application.
3. I hereby swear and affirm that I have not been convicted of any of the following offenses under Title 18 (relating to crimes and offenses), or any offense similar in nature to the crimes listed below, under the laws or former laws of the United States or one of its territories or possessions, another state, the District of Columbia, the Commonwealth of Puerto Rico or a foreign nation, or under a former law of this Commonwealth.
  - Chapter 25 (relating to criminal homicide).
  - Section 2702 (relating to aggravated assault).
  - Section 2709.1 (relating to stalking).
  - Section 2901 (relating to kidnapping).
  - Section 2902 (relating to unlawful restraint).
  - Section 3121 (relating to rape).
  - Section 3122.1 (relating to statutory sexual assault).
  - Section 3123 (relating to involuntary deviate sexual intercourse).
  - Section 3124.1 (relating to sexual assault).
  - Section 3125 (relating to aggravated indecent assault).
  - Section 3126 (relating to indecent assault).
  - Section 3127 (relating to indecent exposure).
  - Section 4302 (relating to incest).
  - Section 4303 (relating to concealing death of child).
  - Section 4304 (relating to endangering welfare of children).
  - Section 4305 (relating to dealing in infant children).
  - A felony offense under section 5902(b) (relating to prostitution and related offenses).
  - Section 5903(c) or (d) (relating to obscene and other sexual materials and performances).
  - Section 6301 (relating to corruption of minors).
  - Section 6312 (relating to sexual abuse of children).
  - The attempt, solicitation or conspiracy to commit any of the offenses set forth in this list.
  - A felony offense under the act of April 14, 1972 (P.L. 233, No. 64) known as The Controlled Substance, Drug, Device and Cosmetic Act, committed within the five-year period immediately preceding verification under this section.

I hereby verify and affirm that I understand that a conviction for any of the offenses outlined above or any similar offense under federal or other state law or former law disqualifies me from approval for service as an unpaid volunteer. I further understand and agree that I have an obligation to submit written notice to the Superintendent or other designated administrator disclosing any future arrest or conviction for any such offenses, and/or any notification that I have been listed as a perpetrator in a founded or indicated report, within 72 hours, of the occurrence of such arrest, conviction, or notification of listing as a perpetrator.

I hereby verify that all statements in the within Affidavit are true and correct to the best of my knowledge, information and belief. I understand that my statements are made subject to the penalties of 18 Pa. C.S. §4904 relating to unsworn falsification to authorities, which provides that if I knowingly make false averments, can and will subject me to criminal penalties.

Volunteer's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Witness's signature: \_\_\_\_\_ Date: \_\_\_\_\_





Book	Policy Manual
Section	800 Operations
Title	Food Services
Code	808
Status	Active
Adopted	August 15, 2018
Last Revised	October 19, 2022

### **Purpose**

The Board recognizes that students require adequate, nourishing food and beverages in order to grow, learn and maintain good health. The Board directs that students shall be provided with adequate space and time to eat meals during the school day.

### **Authority**

The food service program shall be operated in compliance with all applicable state and federal laws and regulations, as well as federal guidelines established by the Child Nutrition Division of the United States Department of Agriculture (USDA).[\[1\]\[2\]\[3\]\[4\]\[5\]\[6\]\[7\]\[8\]\[9\]\[10\]](#)

The district shall ensure that, in the operation of the food service program, no student, staff member or other individuals shall be discriminated against on the basis of race, color, national origin, age, sex or disability.[\[11\]\[12\]](#)

Food sold by the school may be purchased by students and district employees but only for consumption on school premises. The price charged to students shall be established annually by the district in compliance with state and federal laws.[\[4\]\[13\]](#)

Nonprogram food shall be priced to generate sufficient revenues to cover the cost of such items. A **nonprogram food** shall be defined as a food or beverage, other than a reimbursable meal or snack, that is sold at the school and is purchased using funds from the child's nutrition account. **Nonprogram foods** include but are not limited to adult meals and a-la-carte items. All revenue from the sale of nonprogram food shall accrue to the child nutrition program account.[\[13\]\[14\]](#)

### **Delegation of Responsibility**

Operation and supervision of the food service program shall be the responsibility of the Food Services Director.

The individual responsible for the operation and supervision of the food service program shall present to the Board each month for its approval a statement of receipts and expenditures for cafeteria funds.[\[4\]](#)

Cafeterias shall be operated on a nonprofit basis. A periodic review of the cafeteria accounts shall be made by the Business Manager.[\[3\]](#)[\[4\]](#)

The individual responsible for the operation and supervision of the food service program shall ensure that school meals meet the standards required by the School Breakfast Program, the National School Lunch Program, and the Special Milk Program.[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)

The Superintendent or designee shall comply with state and federal requirements for conducting cafeteria health and safety inspections and ensuring employee participation in appropriate inspection services and training programs.[\[15\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)

The Superintendent or designee shall develop and disseminate administrative regulations to implement this policy.

The Superintendent or designee shall annually notify students, parents/guardians and employees concerning the contents of this policy and applicable administrative regulations. Notification shall include information related to nondiscrimination.[\[12\]](#)

### **Guidelines**

To reinforce the district's commitment to nutrition and student wellness, foods served in school cafeterias shall:[\[19\]](#)

1. Be carefully selected to contribute to students' nutritional well-being and health.
2. Meet the nutrition standards specified in law and regulations and approved by the Board.
3. Be prepared by methods that will retain nutritive quality, appeal to students and foster lifelong healthy eating habits.
4. Be served in age-appropriate quantities, at reasonable prices.

The district shall use USDA Foods for school menus available under the Child Nutrition USDA Foods Programs.

All funds derived from the operation, maintenance or sponsorship of the food service program shall be deposited in the separate cafeteria fund, in the same manner as other district funds. Such funds shall be expended in the manner approved and directed by the Board, but no amount shall be transferred from the cafeteria fund to any other account or fund; however, district advances to the food service program may be returned to the district's general fund from any surplus resulting from its operation.[\[4\]](#)

Surplus accounts shall be used only for the improvement and maintenance of the cafeteria.[\[4\]](#)

### **Free/Reduced-Price School Meals and Free Milk**

The district shall provide free and reduced-price school meals and/or free milk to students in accordance with the terms and conditions of the National School Lunch Program, the School Breakfast Program and the Special Milk Program.[\[20\]](#)[\[21\]](#)

The district shall conduct direct certification three (3) times per year using the Pennsylvania Student Eligibility System (PA-SES) to identify students who are eligible for free school meal benefits without the need for submission of a household application. Direct certification shall be conducted: [\[20\]](#)[\[21\]](#)

1. At or around the beginning of the school year.
2. Three (3) months after the initial effort.
3. Six (6) months after the initial effort.

The district may also conduct direct certification on a weekly or monthly basis.

#### Accommodating Students With Special Dietary Needs

The district shall make appropriate food service and/or meal accommodations to students with special dietary needs in accordance with applicable law, regulations and Board policy. [\[22\]](#)[\[23\]](#)[\[24\]](#)[\[25\]](#)

#### School Meal Service and Accounts

To ensure the effective operation of the district's food service program and delivery of school food program meals to students, the district shall:

1. Assign individual school meal accounts to each student for the purchase of meals served in school cafeterias, which ensure that the identity of each student is protected.
2. Notify parents/guardians when the student's school meal account reaches a low balance.
3. Notify parents/guardians when the student's school meal account reaches a negative balance. The notice shall include information on payment options.
4. Provide a school food program meal to each student who does not have the money to pay for the school food program meal or who has a negative balance in their school meal account, except when the student's parent/guardian has specifically provided written notice to the district to withhold a school food program meal. [\[3\]](#)

When a student owes money for five (5) or more school food program meals, the district shall make at least two (2) attempts to contact the student's parent/guardian and shall provide the application for free/reduced-price school meal benefits to the parent/guardian to apply for benefits under federal school meal programs. The district shall offer assistance to parents/guardians with applying for free/reduced-price school meal benefits. [\[3\]](#)[\[20\]](#)[\[21\]](#)

Communications regarding a low balance or money owed by a student for school meals shall be made to the student's parent/guardian. [\[3\]](#)

School staff may communicate a low balance or money owed by a student for school meals to a student in grades 9-12; such communication shall be made to the individual student in a discreet manner. [\[3\]](#)

The district shall be permitted to contact the student's parent/guardian by means of a letter addressed to the parent/guardian that is delivered by the student. [\[3\]](#)

District schools shall be prohibited from:[\[3\]](#)

1. Publicly identifying or stigmatizing a student who cannot pay for a school food program meal or who has a negative school meal account balance. It shall not constitute public identification or stigmatization of a student for a school to restrict privileges and activities of students who owe money for school meals if those same restrictions apply to students who owe money for other school-related purposes.
2. Requiring a student who cannot pay for a school food program meal to perform chores or other work to pay for the meal, unless chores or other work are required of all students regardless of their ability or inability to pay for a school food program meal.
3. Requiring a student or school staff to discard a school food program meal after it was served to the student due to the student's inability to pay for the meal or due to a negative school meal account balance.

This policy and any applicable procedures or administrative regulations regarding school meal charges and school meal accounts shall be communicated annually to school administrators, school food service personnel, other appropriate school staff, and contracted food service personnel.

The district shall provide parents/guardians with a written copy of this policy and any applicable procedures or administrative regulations at the start of each school year, when a student enrolls in school after the start of the school year and when a parent/guardian is notified of a negative school meal account balance.

The district shall annually inform parents/guardians, students, and staff about the contents of this policy and any applicable procedures via the district website, student handbooks, newsletters, posted notices, and/or other efficient communication methods.

#### Collection of Unpaid Meal Charges

Reasonable efforts shall be made by the district to collect unpaid meal charges from parents/guardians. Efforts taken in the collection shall not have a negative impact on the student involved but shall focus primarily on the parents/guardians responsible for providing funds for meal purchases.

#### Procurement

Procurement of goods or services for the food service program shall meet the requirements of applicable law, regulations, and Board policy and procedures.[\[26\]](#)[\[27\]](#)[\[28\]](#)

#### Professional Standards for Food Service Personnel

The district shall comply with the professional standards for school food service personnel who manage and operate the National School Lunch and School Breakfast Programs. For purposes of this policy, **professional standards** include hiring standards for new food service program directors and annual continuing education/training for all individuals involved in the operation and administration of school meal programs. Such professional standards shall apply to both district-operated food service programs and contracted food service programs.[\[6\]](#)[\[7\]](#)[\[18\]](#)[\[29\]](#)

#### School Food Safety Inspections

The district shall obtain two (2) safety inspections per year in accordance with local, state, and federal laws and regulations.[\[16\]](#)[\[17\]](#)[\[30\]](#)

The district shall post the most recent inspection report and release a copy of the report to members of the public, upon request.

#### School Food Safety Program

The district shall comply with federal requirements in developing a food safety program that enables district schools to take systematic action to prevent or minimize the risk of foodborne illness among students.[\[8\]](#)[\[10\]](#)[\[16\]](#)

The district shall maintain proper sanitation and health standards in food storage, preparation, and service, in accordance with applicable state and local laws and regulations and federal food safety requirements.[\[17\]](#)[\[30\]](#)[\[31\]](#)

#### Legal

- [1. 2 CFR Part 200](#)
- [2. 24 P.S. 1335](#)
- [3. 24 P.S. 1337](#)
- [4. 24 P.S. 504](#)
- [5. 24 P.S. 807.1](#)
- [6. 42 U.S.C. 1751 et seq](#)
- [7. 42 U.S.C. 1773](#)
- [8. 7 CFR Part 210](#)
- [9. 7 CFR Part 215](#)
- [10. 7 CFR Part 220](#)
- [11. 7 CFR 210.23](#)
- [12. FNS Instruction 113-1 \(USDA\)](#)
- [13. 42 U.S.C. 1760](#)
- [14. 7 CFR 210.14](#)
- [15. 3 Pa. C.S.A. 5713](#)
- [16. 42 U.S.C. 1758\(h\)](#)
- [17. 7 CFR 210.13](#)
- [18. 7 CFR 210.30](#)
19. Pol. 246
- [20. 42 U.S.C. 1758](#)
- [21. 7 CFR Part 245](#)
- [22. 7 CFR 15b.40](#)
23. Pol. 103.1



Book	Policy Manual
Section	800 Operations
Title	Transportation
Code	810
Status	Active
Adopted	July 18, 2018
Last Revised	March 20, 2024
Prior Revised Dates	7/19/2023

### **Purpose**

Transportation for students shall be provided in accordance with law and Board policy.

### **Definitions**

**School bus** means a motor vehicle that is designed to carry eleven (11) passengers or more, including the driver, and is used for the transportation of preprimary, primary or secondary school students to or from public, private or parochial schools or events related to such schools or school-related activities.[\[1\]](#)

**School vehicle** means a motor vehicle, except a motorcycle, designed for carrying no more than ten (10) passengers, including the driver, and used for the transportation of preprimary, primary or secondary school students while registered by or under contract to the school district. The term includes vehicles having chartered, group and party rights under the Pennsylvania Public Utility Commission and used for the transportation of school children.[\[1\]](#)

### **Authority**

The Board shall provide transportation for resident students in grades kindergarten through 12 to the district's public schools and charter, regional charter and nonpublic schools located in the district or within the district's transportation boundary or other placements as required by law or agreements. The district's transportation boundary is a distance not exceeding ten (10) miles by the nearest public highway outside the school district's border.[\[2\]\[3\]\[4\]](#)

The Board shall purchase, lease, equip and maintain school buses/vehicles and/or contract for school bus/vehicle services for transportation of students to and from school at regularly scheduled hours and for field trips and extracurricular activities.[\[2\]\[3\]\[5\]\[6\]\[7\]\[8\]\[9\]\[10\]\[11\]](#)



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The Board shall provide transportation for students living within the prescribed limits when walking conditions to the school are found to be hazardous by the Department of Transportation.[\[3\]](#)[\[12\]](#)

The Board shall provide transportation for students with disabilities, without regard to distance or hazardous walking conditions, when required by the student's individualized education program (IEP) or Section 504 Service Agreement.[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)

The Board shall provide transportation for eligible resident students who are enrolled in nonpublic schools or charter schools as required by law.[\[2\]](#)[\[4\]](#)[\[18\]](#)

The Board shall provide transportation for children in foster care in accordance with federal and state laws and regulations, and the local transportation plan.[\[19\]](#)[\[20\]](#)

The Board shall provide transportation for homeless children and youths in accordance with federal and state laws and regulations.[\[20\]](#)[\[21\]](#)

The Board prohibits any diesel-powered motor vehicle weighing 10,001 pounds or more to idle for more than five (5) minutes in any continuous sixty-minute period while parked, loading or unloading, except as allowed by law.[\[22\]](#)

The Board shall ensure that permanent signs, notifying drivers of the idling restrictions, are maintained on district property at locations where diesel-powered motor vehicles weighing 10,001 pounds or more load or unload. Signs shall also be posted at locations that provide fifteen (15) or more parking spaces for such diesel-powered motor vehicles.[\[23\]](#)[\[24\]](#)

#### **Delegation of Responsibility**

The school bus/vehicle driver shall be responsible to maintain order while students are being transported.

The school bus/vehicle driver shall report all incidents, including, but not limited to, discipline problems, medical problems, bullying/harassment, safety issues, accidents or injuries, and violations of Pennsylvania's School Bus Stopping Law to the Superintendent or designee as soon as practicable.

The building principal may suspend a student from bus transportation for disciplinary reasons, and the parents/guardians shall be responsible for the student's transportation.[\[7\]](#)

The Superintendent or designee shall be responsible to:

1. Maintain records and make required reports regarding school transportation.[\[5\]](#)[\[7\]](#)
2. Distribute rules governing student conduct during transport; such rules shall be binding on all students transported by the district.[\[7\]](#)
3. Provide each school bus/school vehicle driver with:
  - a. The Pennsylvania School Bus Driver's Manual;
  - b. The written rules for student conduct on buses/vehicles;
  - c. The procedures for evacuation drills; and
  - d. Any additional laws and applicable Board policies and administrative regulations which apply to school bus/vehicle drivers.

4. Establish administrative regulations that specify the number of chaperones to accompany students in connection with school-related activities and field trips.[2][25]
5. Prepare a district map or schedule indicating each bus stop and bus route.[2]

## **Guidelines**

### **Student Health Information**

When necessary for student safety, or when required by a student's IEP or Section 504 Service Agreement, a school bus/vehicle driver shall be provided with relevant student health and medical information.[16][17][26][27][28][29]

School bus/vehicle drivers shall maintain the confidentiality of student health/medical information in accordance with district policies and procedures and applicable law.[30][31]

### **Evacuation Drills**

Bus evacuation drills shall be conducted twice a year and reported to the Pennsylvania Department of Education, in accordance with law and Board policy.[32][33][34]

#### **Legal**

- [1. 75 Pa. C.S.A. 102](#)
- [2. 24 P.S. 1361](#)
- [3. 24 P.S. 1362](#)
- [4. 24 P.S. 1726-A](#)
- [5. 22 PA Code 23.1](#)
- [6. 22 PA Code 23.2](#)
- [7. 22 PA Code 23.4](#)
8. Pol. 610
9. Pol. 611
10. Pol. 818
- [11. 75 Pa. C.S.A. 3345.1](#)
- [12. 67 PA Code 447.1 et seq](#)
- [13. 22 PA Code 23.3](#)
- [14. 24 P.S. 1374](#)
15. Pol. 103
16. Pol. 103.1
17. Pol. 113
18. Pol. 140
- [19. 20 U.S.C. 6312](#)
20. Pol. 251
- [21. 42 U.S.C. 11432](#)
- [22. 35 P.S. 4601 et seq](#)
- [23. 35 P.S. 4608](#)



## **2024-2025 District Health and Safety Plan**

Click [here](#) for the 2024-2025 District Health and Safety Plan.

### **Community Agencies**

For a list of community agencies, please click [here](#) or contact your School Counselor.

**STROUDSBURG AREA SCHOOL DISTRICT  
EDUCATIONAL TRIP FORM**

**\*\*\*A FORM MUST BE COMPLETED FOR EACH STUDENT\*\*\***

A key factor to successful school performance is class attendance. The School District does not recommend lengthy student absences whether excused or unexcused. Parents/guardians who are planning educational trips which are not school sponsored are advised of the following District Policy:

1. Parents/guardians must request approval at least two weeks prior to the trip. At that time, the principal will determine if the trip is educational and excusable. The two-week notice is necessary to provide adequate teacher time to provide assignments if the proposed trip is approved.
2. A total of five school days in an academic year may be excused for educational trips. Additional absences for educational trips will be unexcused and/or unlawful as the statutes may apply.
3. Students may be given appropriate assignments as determined by the teacher and approved by the principal.
4. Any exceptions to this policy due to extenuating circumstances must be approved by the Superintendent.
5. All school work for approved trips must be turned in immediately upon date of return or zero/no make-up will be given.

**THIS SECTION TO BE COMPLETED BY THE PARENT(S)/GUARDIAN(S) AND SUBMITTED TO THE MAIN OFFICE AT LEAST TEN SCHOOL DAYS PRIOR TO THE TRIP.**

Student Name \_\_\_\_\_ School \_\_\_\_\_ ID # \_\_\_\_\_ HR Teacher \_\_\_\_\_

Dates of Trip - From: \_\_\_\_\_ to \_\_\_\_\_ Number of missed school days: \_\_\_\_\_

Description of Educational Trip (Include destination): \_\_\_\_\_

Parent's / Guardian's Signature \_\_\_\_\_ Date submitted: \_\_\_\_/\_\_\_\_/\_\_\_\_

**LIST ALL SIBLINGS WHO ARE ENROLLED IN THE DISTRICT AND WILL BE PARTICIPATING IN THE EDUCATIONAL TRIP- A FORM MUST BE COMPLETED FOR EACH STUDENT:**

Student Name \_\_\_\_\_ Grade/ID# \_\_\_\_/\_\_\_\_ School \_\_\_\_\_

Student Name \_\_\_\_\_ Grade/ID# \_\_\_\_/\_\_\_\_ School \_\_\_\_\_

Student Name \_\_\_\_\_ Grade/ID# \_\_\_\_/\_\_\_\_ School \_\_\_\_\_

**THIS SECTION MUST BE COMPLETED BY TEACHERS:**

Subject _____	Teacher _____
Subject _____	Teacher _____
Subject _____	Teacher _____
Subject _____	Teacher _____
Subject _____	Teacher _____
Subject _____	Teacher _____
Subject _____	Teacher _____
Subject _____	Teacher _____

**THIS SECTION TO BE COMPLETED BY THE PRINCIPAL:**

Total number of educational trip days to date \_\_\_\_\_ Total number of days for all educational trips: \_\_\_\_\_

Total number of days absent to date \_\_\_\_\_

\_\_\_\_ Approved \_\_\_\_ Not Approved OR \_\_\_\_ Recommended \_\_\_\_ Not Recommended

\_\_\_\_ Requires Superintendent's Approval Comments: \_\_\_\_\_

Signature of Principal: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Please send a copy of the attendance report and contact information for parent/guardian (name, phone #, mailing address)**

**THIS SECTION TO BE COMPLETED BY THE SUPERINTENDENT:**

\_\_\_\_ Approved/ \_\_\_\_ Not Approved

Signature of Superintendent (if over 5 days): \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Comments if not approved: \_\_\_\_\_ ed. trip rev. 4/16/2024 BAS



Book	Policy Manual
Section	200 Pupils
Title	Threat Assessment
Code	236.1
Status	Active
Adopted	October 6, 2021
Last Revised	October 19, 2022

### **Purpose**

The Board is committed to protecting the health, safety and welfare of its students and the school community and providing the resources and support to address identified student needs. The Board adopts this policy to address student behavior that may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.[\[1\]](#)

### **Authority**

The Board directs the Superintendent or designee, in consultation with the School Safety and Security Coordinator, to establish a threat assessment team and develop procedures for assessing and intervening with students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.[\[1\]](#)

### **Definitions**

**Behavioral service providers** – includes, but is not limited to, a state, county or local behavioral health service provider, crisis intervention center or psychiatric hospital. The term includes a private service provider which contracts with a state, county or local government to act as a behavioral health agency.[\[2\]](#)

**Bias** – the attitudes or beliefs we have about a person or group that affects our understanding, actions and decisions in a conscious or subconscious manner.[\[3\]](#)

**Individualized Management Plan** – a plan developed for a student who is referred to the threat assessment team that documents the concerns that brought a student to the team's attention, as well as the resources and supports a student might need based on the information gathered during the assessment.

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

### **Delegation of Responsibility**

The Superintendent or designee, in consultation with the School Safety and Security Coordinator, shall appoint individuals to a district threat assessment team.[1]

The Superintendent or designee, in consultation with the School Safety and Security Coordinator, shall appoint individuals to a threat assessment team at each school building in the district.

The threat assessment team shall include the School Safety and Security Coordinator and individuals with expertise in school health; counseling, school psychology or social work; special education, school administration, and any of the following:[1]

1. Members of the Student Assistance Program team.[4]
2. School security personnel.[5]
3. Law enforcement agency representatives.
4. Behavioral health professionals.
5. Members of the Safe2Say Something crisis team.[6]
6. Suicide prevention coordinators and/or members of the crisis response/crisis intervention team.[7]
7. Juvenile probation professionals.

The Superintendent or designee may assign additional staff members or designated community resources to the threat assessment team for assessment and response support.

The Superintendent or designee shall develop and implement administrative regulations to support the threat assessment process.

### **Guidelines**

#### **Training**

The Superintendent or designee and School Safety and Security Coordinator shall ensure that threat assessment team members are provided individual and/or group training annually on:[1]

1. Responsibilities of threat assessment team members.
2. Process of identifying, reporting, assessing, responding to and intervening with threats.
3. Identifying and avoiding racial, cultural or disability bias.[3][8]
4. Confidentiality requirements under state and federal laws and regulations, and Board policies.[4][6][9][10][11]

5. Student Assistance Program process.[4]
6. Youth suicide awareness, prevention and response.[7]
7. Trauma-informed approach.[12]
8. Safe2Say Something procedures.[6]
9. Multi-tiered systems of support.
10. Positive Behavioral Intervention and Support.

Threat assessment team training shall be credited toward professional education requirements and school safety and security training requirements for staff, in accordance with applicable law and Board policy.[1][6][13][14][15][16]

#### Information for Students, Parents/Guardians and Staff

The district shall annually notify students, staff and parents/guardians about the existence and purpose of the threat assessment team through posting information on the district website, publishing in handbooks and through other appropriate methods.[1]

The threat assessment team shall make available age-appropriate informational materials to students regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Informational materials shall be available for review by parents/guardians.[1][7][8][17][18][19]

The threat assessment team shall make available informational materials for school employees regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Information for school employees shall include a list of the staff members who have been appointed to the threat assessment team.[1][7][8][17][19]

The district shall annually provide mandatory training for school staff on identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, other individuals, school facilities or the community, in accordance with law, Board policy and the standards specified by the state's School Safety and Security Committee.[6][15]

#### Reporting and Identification

The threat assessment team shall document, assess and respond to reports received regarding students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.[1]

The threat assessment team shall assist in assessing and responding to reports that are received through the Safe2Say Something Program identifying students who may be a threat to themselves or others.[1][6]

The threat assessment team shall assist in assessing and responding to reports of students exhibiting self-harm or suicide risk factors or warning signs, as identified in accordance with applicable law and Board policy.[1][7]

When the threat assessment team has made a preliminary determination that a student's reported behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others, the team shall immediately take the following steps:[1]

1. Notify the Superintendent or designee and School Safety and Security Coordinator of the reported threat.
2. Notify the building principal of the school the student attends of the reported threat, who shall notify the student's parent/guardian of the reported threat.

When a reported student's behavior indicates that there may be an imminent threat to the safety of the student or others, or an emergency situation, a threat assessment team member shall take immediate action, which may include promptly reporting to the appropriate law enforcement agency and school administration.[1][5][6][20]

Where a threat assessment team member has reasonable cause to suspect that a reported situation indicates that a student may be a victim of child abuse, the member shall make a report of suspected child abuse in accordance with law and Board policy.[1][21][22]

#### Inquiry and Assessment

In investigating, assessing and responding to threat reports, the threat assessment team shall make a determination if the report should be addressed under one or more specific Board policies or administrative regulations, based on the subject matter of the report and the requirements of law, regulations and Board policy, including, but not limited to, reports involving:

1. Discrimination/Title IX Sexual Harassment.[8][17]
2. Bullying/Cyberbullying.[19]
3. Suicide Awareness, Prevention and Response.[7]
4. Hazing.[23]
5. Dating Violence.[24]

Members of the threat assessment team shall engage in an assessment of the reported student behavior that may indicate a threat, in accordance with training and established procedures. This process may include, but is not limited to:

1. Interviewing the student, other students, staff, parents/guardians or others regarding the subject(s) of the reported threat.
2. Reviewing existing academic, health and disciplinary records and assignments, as appropriate, regarding the subject(s) of the report.
3. Conducting searches of lockers, storage spaces, and other possessions on school property as applicable, in accordance with applicable law, regulations and Board policy. [25]
4. Examining outside resources such as social media sites, in coordination with law enforcement, or contacting law enforcement, juvenile probation, or community agencies to request additional information about the subject(s) of the report, in



accordance with law, regulations and Board policies.

5. Where appropriate, convening the appropriate team to assess and/or address the situation that is the subject of the report, such as the Individualized Education Program (IEP) team, Section 504 Team, Behavior Support team, Student Assistance Program team, or others.[4][26][27][28][29][30]

The threat assessment team shall establish and implement procedures, in accordance with the district's Memorandum of Understanding, to address situations where the investigation of a reported threat shall be transferred to the appropriate law enforcement agency.[5][20]

The threat assessment team may request that the county agency or juvenile probation department consult and cooperate with the team in assessing the student who is the subject of a preliminary determination regarding a threat.[1]

When assessment of a student's behavior determines that it is not a threat to the student, other students, school employees, school facilities, the community or others, the threat assessment team shall document the assessment and may refer the student to other appropriate resources such as a child study team, the Student Assistance Program team, an IEP or Section 504 Team or other district supports and services.

#### Response and Intervention

The threat assessment team shall develop an Individualized Management Plan for each student identified and assessed as posing a threat to the student, other students, school employees, school facilities, the community or others. The plan should document the team's evaluation of the threat and recommendations for disposition of the threat, including the information gathered during the assessment and recommendations for response and intervention.

Following notification to the student's parent/guardian, the threat assessment team may refer the student to an appropriate program or take action to address the reported situation in accordance with applicable Board policy, which may include, but is not limited to:[1]

1. A referral to the Student Assistance Program.[4]
2. A referral to the appropriate law enforcement agency.[5][6][20]
3. An appropriate evaluation to determine whether the student is a qualified student with a disability in need of a Section 504 Service Agreement or in need of special education services through an Individualized Education Program (IEP), in accordance with applicable law and Board policy.[26][27][30]
4. A referral to the student's IEP Team to review and address the student's IEP and/or Positive Behavior Support Plan. This could include, but is not limited to, a manifestation determination or functional behavioral assessment in accordance with applicable law, regulations and Board policy.[27][28][29][30]
5. A referral to the student's Section 504 Team to review and address the student's Section 504 Service Agreement and/or Positive Behavior Support Plan.[26]
6. With prior parental consent, a referral to a behavioral service provider, health care provider or county agency.[31]
7. Addressing behavior in accordance with applicable discipline policies and the Code of Student Conduct.[32][33][34][35]

8. Ongoing monitoring of the student by the threat assessment team, a child study team, Student Assistance Program team or other appropriate school personnel.
9. Taking steps to address the safety of any potential targets identified by the reported threat.[6][36]

#### *Safe Schools Incident Reporting –*

For Safe Schools reporting purposes, the term **incident** means an instance involving an act of violence; the possession of a weapon; the possession, use or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.[20][37][38][39]

When a reported threat also meets the definition of an incident under the Safe Schools Act, in accordance with reporting requirements, the Superintendent or designee shall immediately report required incidents, if not previously reported by district staff, and may report discretionary incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the Memorandum of Understanding with local law enforcement and Board policies.[20][32][37][38][40][41][42]

The Superintendent or designee shall notify the parent/guardian, if not previously notified by district staff, of any student directly involved in an incident on school property, at any school-sponsored activity, or on a conveyance providing transportation to or from a school or school-sponsored activity, who is a victim or suspect, immediately, as soon as practicable. The Superintendent or designee will inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee will document attempts made to reach the parent/guardian.[20][38][43]

#### *Students With Disabilities –*

When reporting an incident committed by a student with a disability or referring a student with a disability to a law enforcement agency, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records.[9][11][44][45][46][47]

#### Monitoring and Management

If a student has an Individualized Management Plan, the threat assessment team shall monitor the Individualized Management Plan and coordinate with the designated team or resource to provide support and follow-up assessment as necessary. Follow-up assessments, referrals, re-entry plans, and other supports shall be documented as part of the student's Individualized Management Plan.

The threat assessment team, in coordination with other appropriate teams and supports, shall determine when the student's Individualized Management Plan is no longer needed for disposition of the threat(s) and may transfer appropriate information in accordance with applicable law, regulations, and Board policy.[4][7][9][11][26][27]



### Records Access and Confidentiality

In order to carry out their duties and facilitate the timely assessment of and intervention with students whose behavior may indicate a threat, the threat assessment team shall have access to the following student information to the extent permitted under applicable law and regulations:[1]

1. Student health records.[48][49]
2. Prior school disciplinary records.[9][11]
3. Records related to adjudication under applicable law and regulations.[50][51][52][53][54]
4. Records of prior behavioral or mental health or psychological evaluations or screenings maintained by the district.
5. Other records or information that may be relevant to evaluating a threat or determining treatment or referral options for a student that are maintained by the district.

The threat assessment team shall use all information or records obtained in fulfilling the team's duty in accordance with law to evaluate a threat or to recommend disposition of a threat. Team members shall not redisclose any record or information obtained or otherwise use any record of a student beyond the purpose for which the disclosure was made to the team, in accordance with law.[1]

The threat assessment team shall maintain confidentiality and handle all student records in accordance with applicable law, regulations, Board policy, the Student Records Plan and the district's legal and investigative obligations.[4][7][9][10][11][19][44][46][55]

Threat assessment members whose other assignments and roles require confidentiality of specific student communications, in accordance with law, shall ensure that all confidential communications and information are addressed in accordance with applicable law, regulations, Board policy and administrative regulations.[10][56][57][58][59]

### Annual Board Report

The threat assessment team shall provide the required information to the Superintendent, in consultation with the School Safety and Security Coordinator, to annually develop and present to the Board, at an executive session, a report outlining the district's approach to threat assessment, which shall include:[1]

1. Verification that the district's threat assessment team and process complies with applicable law and regulations.
2. The number of threat assessment teams assigned in the district, and their composition.
3. The total number of threats assessed that year.
4. A summary of interactions with outside law enforcement agencies, juvenile probation and behavioral service providers.
5. An assessment of the district's threat assessment team(s) operation.

6. Recommendations for improvement of the district's threat assessment processes.
7. Any additional information required by the Superintendent or designee.

The annual threat assessment report shall be presented as part of the annual report to the Board by the School Safety and Security Coordinator on district safety and security practices. [\[1\]](#)[\[5\]](#)

The threat assessment team's information addressing verification of compliance with law and regulations, the number of threat assessment teams assigned in the district and their composition, the total number of threats assessed that year, and additional information required by the Superintendent or designee shall be included in the School Safety and Security Coordinator's annual report on district safety and security practices that is submitted to the state's School Safety and Security Committee. [\[1\]](#)[\[5\]](#)[\[60\]](#)

Legal

[1. 24 P.S. 1302-E](#)

[2. 24 P.S. 1301-E](#)

3. Pol. 832

4. Pol. 236

5. Pol. 805.2

6. Pol. 805

7. Pol. 819

8. Pol. 103

9. Pol. 113.4

10. Pol. 207

11. Pol. 216

12. Pol. 146.1

[13. 24 P.S. 1205.2](#)

[14. 24 P.S. 1205.5](#)

[15. 24 P.S. 1310-B](#)

16. Pol. 333

17. Pol. 104

18. Pol. 105.1

19. Pol. 249

20. Pol. 805.1

[21. 23 Pa. C.S.A. 6311](#)

22. Pol. 806

## ELEMENTARY HANDBOOK PARENT/GUARDIAN RETURN SLIP

Dear Elementary Parents/Guardians and Students:

The Stroudsburg Area School District Elementary K-4 Student Parent Handbook is available for you to read and review with your child on our district's website at [www.sburg.org](http://www.sburg.org). Because of its length, it is more cost effective and more environmentally friendly for you to access it in this manner, rather than our school providing printed copies to all our families. It is extremely important that you review and have access to this document. In the event you are unable to access it online, please contact your child's elementary school and a paper copy will be made available to you.

Please sign below and return this form acknowledging that you have reviewed our student-parent handbook with your child(ren).

If you have any concerns or questions, please feel free to contact your child's elementary school directly.

Sincerely,

SASD Elementary Principals

**I, the undersigned parent/guardian, by my signature, indicate I have read the SASD Elementary K-4 Student Parent Handbook.**

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Parent/Guardian signature

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Date

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Student Name (please print)

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Grade