



Easton Arts Academy
Elementary Charter School

Parent-Student Handbook

2026-2027 School Year

EASTON ARTS ACADEMY ELEMENTARY CHARTER SCHOOL CONTACT INFORMATION

Main Office – 484-546-4230

Dr. Charles Bomboy, Interim Chief Executive Officer/Principal
cbomboy@eaaecs.org

Lori Joy, School Registrar
ljoy@eaaecs.org

Jenna Swafford-School Counselor
jswafford@eaaecs.org

**The Easton Arts Academy Elementary Charter School is designed to provide your
child (ren) with**

**experiences and opportunities to meet their individual
needs and stimulate learning in all developmental areas,
including social, emotional, physical, and intellectual. In addition, exposure to
Visual Arts, Theater/Drama, Dance, Music, and Movement Art.**

**Please take the time to thoughtfully read through this
handbook and review the components with your
child (ren).**

**The intention of this handbook is to gather various
items and procedures the school believes will be helpful
to you and your child(ren) as you engage with the EAAECS school program.**

Welcome Letter from the CEO

Dear Parents/Guardians,

I am thrilled to welcome parents/guardians to the Easton Arts Elementary Charter School and to share with you all that we have to offer to the community. The charter school has been a part of the Easton Community for the past eight years; our student population encompasses schools from eleven districts. EAAECS is an educational community that provides rigorous academic programs, as well as an extensive arts schedule that your child would not receive in the public setting. This would include visual arts, dance, theatre, movement-mindfulness, and music.

I am honored to lead an organization that is so committed to raising the bar in education and arts integration. In addition, we believe that schools can and should provide social and emotional support to students and provide diverse opportunities while also providing them with a top-notch academic program.

I am hopeful that this Parent/Student handbook provides a wealth of information to assist our families in navigating the upcoming school year.

We are particularly proud of our teachers and staff, who bring love and passion every day to the school environment. Our school reflects that energy and excitement that comes from their relentless commitment to each student. We strive every day to foster and build great relationships, communicate effectively, value collaboration with our families to make them feel welcomed and valued in the school community.

I encourage you to contact me with questions or concerns you may have during the school year.

Sincerely,

Dr. Charles Bomboy

EAAECS SCHEDULES

Daily Schedule	
Doors Open	8:30AM
HR	8:30AM
Dismissal Begins	3:30PM

Two-Hour Delay Schedule	
EAAECS Doors Open	10:30AM
HR	10:45AM
Dismissal Begins	3:30PM

Early Dismissal Schedule	
EAAECS Doors Open	8:30AM
HR	8:45AM
Dismissal Begins	12:25PM

* Please note, students transported by car to school should not arrive prior to 8:30AM (10:30AM on Two-Hour Delay Days) school doors will open at 8:30AM.

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Easton Arts Academy Staff

CEO/Principal	Dr. Charles Bomboy	cbomboy@eaaecs.org
Executive Assistant	Lori Joy	ljoy@eaaecs.org
Main Office Assistant	Stacy Donello	sdonello@eaaecs.org
Safety & Security	Cheyenne Butler	cbutler@eaaecs.org
School Nurse	Claire Wake	cwake@eaaecs.org
School Counselor	Jenna Swafford	jswafford@eaaecs.org
Special Education	Sandra Gerencher	sgerencher@eaaecs.org
Special Education	Jayne Luca	jluca@eaaecs.org
Reading Specialist K-5	Gail Murphy	gmurphy@eaaecs.org
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Kindergarten	Stephanie Iovanna	siovanna@eaaecs.org
	Dara Reagle	dreagle@eaaecs.org
	Donna Seibert	dseibert@eaaecs.org
First Grade	Ashley Huber	ahuber@eaaecs.org
	Tamara Jacoby	tjacoby@eaaecs.org
	Marcy Tyler	mt Tyler@eaaecs.org
Second Grade	Nicole Antonacci	nantonacci@eaaecs.org
	Jill Cotter	jcotter@eaaecs.org
	Krystina Lybik	Klybik@eaaecs.org
Third Grade	Neil Clements	nclements@eaaecs.org
	Soleil Santana	ssantana@eaaecs.org
	Martin Ponist	mponist@eaaecs.org
Fourth Grade	Amanda Meade	ameade@eaaecs.org
	Alexis Schaner	aschaner@eaaecs.org
	Kristy Thatcher	kthatcher@eaaecs.org
Fifth Grade	Julie Hamilton	jhamilton@eaaecs.org
	Jacquelyn Summers	jsummers@eaaecs.org
	Rosemary Werkheiser	rwerkheiser@eaaecs.org
Visual Arts	Jennifer Prichett	jprichett@eaaecs.org
Theatre/Drama	Jennifer Snyder	jsnyder@eaaecs.org
Dance	Emily Luca	eluca@eaaecs.org
Movement	April Markland	amarkland@eaaecs.org
Music	Steve Paszkowski	spaszkowski@eaaecs.org
Information Technology	Brandin Napsey	bnapsey@eaaecs.org

ARRIVAL AND DISMISSAL PROCEDURE

Students should not arrive at school prior to 8:30 am. EAAECS cannot assume responsibility for the care of your child prior to 8:30 am. If arrival is after 8:55 am, please park at the rear entrance of the school and walk around to the front of the building into the main office; and sign your child(ren) in. Students arriving after 8:45 am will have their parents sign them in at the front office. For pick-up, dismissal begins at 3:30PM. All students must be picked up by 4:00PM.

School Day Begins – 8:30AM

School Day Concludes – 3:30PM

If a parent/legal guardian needs to make a change in the way his/her children go home, a phone call to the main office needs to be made by the parent/legal guardian no later than 2:00 pm.

Students are marked tardy after 8:45 am. Please make sure your child(ren) arrives on time. Students entering the classroom late are disruptive to the classroom routine. Cumulative tardiness totaling 420 minutes equals one full day coded as an illegal absence.

MODIFIED SCHEDULE (LATE START)

One Hour School Delay - 9:45AM Start Time; Students arrive between 9:30AM – 9:45AM

Two Hour School Delay -Start Time; Students arrive between 10:30AM – 10:45AM.

MAIN ENTRANCE

Our school is equipped with a security camera system. ALL visitors are to enter the school through the main entrance and subsequently, the main office. When arriving at the main entrance, please press the intercom button, and the building secretary will unlock the door. Please be prepared to show valid photo identification. This procedure is necessary to ensure the safety of the staff and students in the building.

Parent/Legal Guardian bringing books, lunches, etc., must drop these items off at the main office. Please make sure that all items are labeled with the student's name. Parent/Legal Guardians are not permitted to go directly to their student's classroom. Students will be called to the office for these items to not interrupt their instructional time. This safeguard is necessary for the safety of all staff and students.

Safety: Two of our main safety issues revolve around traffic during parent drop-off and pick up:

- First, we have instituted routines to help us control traffic if a child runs out or falls between cars. Slow speeds and attention to movement can help us decrease the chances that children will get hurt. We realize that these routines can be inconvenient for adults and that student tardiness is a concern as well. While arriving in the car line earlier may be inconvenient, doing so, we believe, allows students to arrive on time safely and without disturbing their classmates after class has begun.
- Second, and related concern is that parking temporarily in the front to drop off your child in the morning is prohibited. Again, while doing so may be quicker for the adult, safety becomes a concern with the buses turning into the alley beside the school.

Inclement Weather/Emergency Closings:

If it becomes necessary to close school because of inclement weather or for any other reason, the procedure outlined below will be followed. Emergency information, including school closings, will be listed on our school website. Notifications will occur through the school's all-call system. Those parents desiring this notification must have their contact information included in the Student Information System.

- Notification will also occur via WFMZ, website, emails, and parent cell phones.
- Please check WFMZ or the website if closing seems likely.
- PLEASE DO NOT CALL the EAAECS Main Office, the media stations, or the homes of school personnel. These lines must be kept open for emergency calls.
- If it becomes necessary to close school during the day, announcements will occur using the same media. We will also utilize the all-call system to send a message to every parent whose contact is listed in the system.
- Please note that the decision to delay the opening of the school or to close the school is made by the school's CEO.

REGISTRATION & WITHDRAWAL

Kindergarten Registration:

A child is eligible for admission to **Kindergarten** if they are **five (5) years old on or before September 1**.

Parents registering their child in **Kindergarten** for the upcoming school year will be required to register their child with Lori Joy, School Registrar. More information can be obtained by visiting the EAAECS website.

Immunizations Required:

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

Kindergarten Screening: Kindergarten Screening will be held prior to the start of the student's Kindergarten School Year. Participation in the screening is strongly encouraged so that the staff can meet you and your child and gather information about your child.

Grades 1-5 Registration (Policy 2.1):

Parents enrolling their child in EAAECS will register their child by contacting Lori Joy, School Registrar. Academic records will be requested from the previous district as soon as the child is admitted. To effectively place students, school personnel may administer several assessments prior to assigning the new student to a classroom.

Withdrawals/Transfers:

Parents withdrawing their child from EAAECS must notify Lori Joy, School Registrar, to fill out the withdrawal form. All school materials are to be returned to your child's teacher. The Registrar will verify that the family owes no materials/money and whether the cafeteria needs to return money to the parents.

McKinney- Vento Act

The McKinney-Vento Homeless Assistance Act which was signed into law in 1987. The tenets of the law provide children and youth experiencing homelessness with the following:

- Immediate enrollment even when records are not present.
- Right to remain in the school of origin, if in the student's best interest
- Transportation to the school of origin; and Support for academic success.

Homeless children and youths are individuals who lack a fixed, regular, and adequate night-time residence, including:

- Children and youths who share the housing of other people due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals.
- Children and youths who have primary night-time residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodation for human beings.
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and Migratory children who qualify as homeless because the children are living in circumstances described above.

ATTENDANCE

Attendance Policy and Procedures (Policy 2.2):

Daily attendance and active participation in each class is a critical part of the learning process. A significant role of today's school is to help students learn to understand and recognize the value of punctuality, engagement, and regular attendance. Research points to regular school attendance as a positive influence on the success of our students in school. The philosophy behind the policy is to promote responsibility and to increase the potential for our students to be successful in school and in all future endeavors. School attendance is the primary responsibility of the parent/guardian and the student. 1911, the Pennsylvania state legislature enacted a *Compulsory Attendance Law* that requires children between the ages of 6 and 18 to attend school. An absence from school will only be considered excused if it is for one of the following reasons:

- Illness/Injury/Quarantine
- School sanctioned activities
- Required court attendance
- Family emergency
- Bereavement/Funeral for Immediate Family Member
- Religious observances
- Approved absences by the administration (i.e., Ed Trip)
- Doctors' appointments

All these listed absences require written documentation, from the parent/guardian and/ or doctor, to be submitted to the EAAECS Main Office within three (3) days of return to school following the absence. Please Note: The mere fact that a parent/guardian provides an explanation for the absence does not qualify the absence as excused.

Returning Absence Excuses:

Absences will be recorded as unexcused/unlawful until the school receives a written excuse explaining the absence, to be **submitted within three (3) school days of the absence.**

- **Signed parent excuses or medical excuses** should be submitted to the **EAAECS Main Office** or **may be sent via e-mail to: ljjoy@eaaecs.org**

Cumulative Absences (10 or more):

Any student who accumulates more than ten (10) lawful absences verified by parental notification within a school year, not including pre-approved educational trips, shall be required to supply a medical doctor's note for any subsequent absences. Each note should include why the child could not attend school and the specific dates of the child's absence(s). A letter will be sent to a parent/guardian informing us that a doctor's note will be required for all future absences for those who exceed 10 days of lawful absences. Failure to submit a doctor's note will result in any additional absences being documented as unexcused/unlawful.

Morning Attendance/Tardies:

Students are required to be in the homeroom before 8:55AM. Any student arriving at homeroom/school AFTER homeroom is considered late/tardy and MUST report to the **EAAECS** Main Office and be recorded as late to school at which time they will obtain a pass to report to HR/class. Habitual tardies may result in the school holding a meeting with the parents.

Early Dismissal Procedures:

Students who need to be excused from school before the end of the regular school day (3:30 PM.) MUST submit a signed note from their parent/guardian to the EAAECS Main Office prior to 9:00 AM. The note must state the date, time, and reason the student will be excused. When returning from an appointment, it is required that the student have written documentation of the visit. The parents will sign out their child before they leave and sign in their child upon their return. Your child will only be released to a parent/guardian or an authorized emergency contact.

Sent Home by School Nurse:

The school nurse will notify the parents of students that are displaying signs of illness that would require the student to go home for the day (Fever, throwing up, flu-like symptoms, etc.) This will be determined by the school nurse and the parent will be contacted. If the school nurse does not feel that it is medically necessary to send a student home and the parent chooses to take the student home, a doctor's note will be required, or it will be considered an unexcused/unlawful absence.

Homework Requests:

If you would like to request homework for the day(s) your child is absent, please contact your child's teacher **before 9:00 A.M.** to arrange for homework assignments. These assignments will be placed on the table in the Main Office for pick-up after dismissal. After 9:00 AM, homework will be available the next school day. If your child's absence is expected to be for an extended period, please contact the teacher to arrange for homework assignments.

Educational/Family Trip Guidelines (School Board Policy 204.1):

Easton Arts Academy believes that students must be in regular attendance to benefit fully from the educational programs and services offered by the school. EAAECS believes family trips for educational purposes and educational tours are considered excused absences ***Please note*** according to state law, family vacations cannot be classified as legal absences, therefore they will be reflected as days absent from school for your child even if classified as excused. Parents may be served a "Legal Notice of Absences" if the absence from school is for three (3) or more days. Absences from school for ed/family trips will be considered unexcused unless the trip can be judged educational in nature by the building administration. **We respectfully request that trips be avoided during the scheduled state & local testing dates. Testing dates appear on the school calendar. Please use this as a reference when planning a vacation. (See School Calendar)**

- **A Request for Approved Absence Form can be secured from the EAAECS Main Office or our website.**

Parents who plan to take their children on an educational/family trip while school is in session may request an excused absence from the student if the following conditions are met:

1. The student's parents/guardians submit to the office a written request for excusal
2. **at least (5) school days prior to the trip.**
3. The students' participation on the trip/tour has been approved by the school administration.
4. The student or parent presents to each of the student's teachers a written request for assignments expected to be completed during the period of the student absence at least three (3) school days prior to the first day of student absence.
5. The parent accepts total responsibility for the education of the student during the period of absence. The parent recognizes that classroom experiences cannot be duplicated, and the absence could place that student at an academic disadvantage. Such responsibility includes, but is not limited to, monitoring the completion of all assignments and their submission to the teachers on the first day the student returns to school.

STUDENT SERVICES

SPECIAL EDUCATION AND RELATED SERVICES (Policy 2.17)

Students found eligible for special education are provided with free, appropriate public education and are entitled to receive specialized instruction, which could include modifications to the content of the regular education curriculum, or modifications in the way the curriculum is provided. For example, some students may need the regular education curriculum adapted or modified in its approach to consider varied learning needs.

Eligible students are also entitled to the related services necessary for them to benefit from their instructional program. Related services can include developmental, corrective, and other supportive services as may be needed by the student. Included also are occupational and speech therapy, as well as support such as counseling and health services. Additional personnel, as deemed appropriate, may also be part of a student's program.

The Easton Arts Academy emphasizes a team approach to the education of all students, regardless of need. Should a parent/guardian have a concern regarding the education of a student with a disability, he/she is encouraged to meet with the team of individuals involved in the education of his/her child to answer any questions and/or resolve any areas of concern or dispute.

It is the philosophy of EAAECS that every student can be successful in school. If needed, there is an array of services available to students to assist them in reaching this goal. It is intended for services to be as least restrictive as possible and to allow students to develop their skills in the regular education program.

Student progress is monitored throughout the school year on a regular basis. In addition, vision screenings are conducted annually by the school nurse for every child. Hearing screenings are conducted annually in grades K-5. Teachers monitor speech and language development in the classroom on an ongoing basis. Concerns are communicated to the Speech Therapist.

Formal due process hearing procedures can also be used to resolve disputes between the family and school officials regarding the evaluation, program, or placement of the student.

EAAECS provides a full continuum of services to students with disabilities who qualify for Special Education or related services. The range of services for students includes:

- Short Term Counseling Services through our Certified School Counselor.
- English as a Second Language Education (ESL).
- Health Services
- Multidisciplinary Evaluation
- School Psychology Services
- Special Education Services

Multi-Disciplinary Team Evaluation:

An MDE (school evaluation) is used to find out if a student needs or continues to need special education, and, if so, the types of services the child should receive. The evaluation or re-evaluation must be provided at no cost to the child or family. An MDE is “multi-disciplinary” and uses a “team” approach – that is, several methods are used by a group of people to do the evaluation. No one test (such as an IQ test), or one person, can determine your child’s needs. The parents are part of the MDE “Team.” The purpose of the initial MDE is to gather the information necessary to determine whether the child has a disability that affects his or her learning, and to design a program in which the child can make real progress. A child can be determined to be eligible for special services even if he or she has been progressing from grade to grade. The purpose of a re-evaluation is to determine if the child still needs special services, and whether the child is making reasonable progress towards his or her goals – and, if not, what changes are needed.

Speech Therapy:

EAAECS offers Speech Therapy as an educationally based related service. Students may be referred for a screening and/or evaluation due to speech and language concerns by teachers and/or parents. In addition, universal screenings are completed during a student's kindergarten and first grade year. Speech and Language Support services are determined and provided as needs are identified by the Speech-Language Pathologist. The goal for Speech and Language Support services is to improve student communication within the educational environment.

Occupational Therapy:

The EAAECS offers Occupational Therapy as an educationally based related service. An evaluation determines eligibility. This service provides students with the opportunity to maximize their potential within their educational program. The OT will use purposeful activities to facilitate a child's participation in self-maintenance, and academic pursuits, as well as recreation that occurs in a school environment. Using direct and indirect services, as well as assistive technology and environmental modifications, our school OT will collaborate with parents, teachers, and other educational staff to help implement a child's special education program.

Annual Public Notice of Special Education Services Notice to Parents:

According to state and federal special education regulations, annual public notice to parents of children who reside within a school district is required regarding child find responsibilities. School districts (SDs), intermediate units (IUs) and charter schools (CSs) are required to conduct child find activities for children who may be eligible for services via Section 504 of the Rehabilitation Act of 1973. For additional information related to Section 504/Chapter 15 services, parents may refer to Section 504, Chapter 15, and the Basic Education Circular entitled Implementation of Chapter 15. Also, school districts are required to conduct child find activities for children who may be eligible for gifted services via 22 Pa Code Chapter 16. For additional information regarding gifted services, parents may refer to 22 PA Code Chapter 16. If a student is both gifted and eligible for Special Education, the procedures in IDEA and Chapter 14 shall take precedence.

This notice shall inform parents throughout the school district, intermediate unit, and charter school of the child identification activities and of the procedures followed to ensure confidentiality of information

pertaining to students with disabilities or eligible young children. In addition to this public notice, each school district, intermediate unit, and charter school shall publish written information in the handbook and on the web site. Children age three through twenty-one can be eligible for special education programs and services. If parents believe that their child may be eligible for special education, the parent should contact the staff member identified for their school district of residence, listed at the end of this public notice.

Children age three through the age of admission to first grade are also eligible if they have developmental delays and, as a result, need Special Education and related services. Developmental delay is defined as a child who is less than the age of beginners and at least 3 years of age and is considered to have a developmental delay when one of the following exists: (i) The child's score, on a developmental assessment device, on an assessment instrument which yields a score in months, indicates that the child is delayed by 25% of the child's chronological age in one or more developmental areas. (ii) The child is delayed in one or more of the developmental areas, as documented by test performance of 1.5 standard deviations below the mean on standardized tests. Developmental areas include cognitive, communicative, physical, social/emotional and self-help. For additional information you may email Special Education-Ms. Aubrey Miller-amiller@eaaecs.org or call 484-546-4230.

Evaluation Process

Each school district, intermediate unit, and charter school have a procedure in place by which parents can request an evaluation. For information about procedures applicable to your child, contact the school. Ms. Aubrey Miller-Special Education Teacher-484-546-4230, Ext. 2412.

Consent

School entities cannot proceed with an evaluation, or with the initial provision of special education and related services, without the written consent of the parents. For additional information related to consent, please refer to the Procedural Safeguards Notice which can be found on the PaTTAN website. Once written parental consent is obtained, the school will proceed with the evaluation process. If the parent disagrees with the evaluation results, the parent can request an independent education evaluation at public expense.

Program Development

Once the evaluation process is completed, a team of qualified professionals and parents determine whether the child is eligible. If the child is eligible, the Individualized Education Program team meets, develops the program, and determines the educational placement. Once the IEP team develops the program and determines the educational placement, school district staff, intermediate unit staff, and/or charter school staff will issue a Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN). Your written consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

Confidentiality of Information

Our charter school must maintain records concerning all children enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. Your consent, or consent of an eligible child who has reached the age of majority under state law, must be obtained before personally identifiable information is released, except as permitted under the Family Education Rights and Privacy Act (FERPA). The age of majority in Pennsylvania is 21 years of age. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

For additional information related to student records, parents can refer to the Family Education Rights and Privacy Act (FERPA).

This notice is only a summary of the Special Education services, evaluation and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled, and their parents. For more information or to request evaluation or screening contact Special Education- Ms. Aubrey Miller-amiller@eaaecs.org or call 484-546-4230.

Counseling Services:

The Easton Arts Academy counseling department offers a comprehensive, developmental program that proactively addresses students' academic, career, and personal/social needs. School counseling services are short-term in nature and assist students in exploring pathways that will provide positive education and growth. Based on students' needs, counselors provide solution-focused counseling services in varied contexts including individual, small group, and classroom lessons. Our school counselor is a student advocate that provides support to maximize student potential through consultation, collaboration, and coordination with families, teachers, and other supports. Students may make an appointment to see the School Counselor as the need arises. School Counselor: Ms. Shannon Hreyo-Brown-shreyo@eaaecs.org-484-546-4230.

Student Assistance Program (SAP) (Policy 2.22):

The Pennsylvania Student Assistance Program (SAP) is a systematic team process used to mobilize school resources to remove barriers to learning. SAP is designed to assist in identifying issues including Social-Emotional, Grieving, Behaviors, and mental health issues which pose a barrier to a student's success. The primary goal of the Student Assistance Program is to help students overcome these barriers so that they may achieve, advance, and remain in school. While Student Assistance Programs exist in other areas of the country, the structure and operation of the program in Pennsylvania is a unique expression of an integrated model serving the needs of Pennsylvania families and students. EAAECS's SAP Team works to assist students and families in providing resources such as small in-school groups focused on topics such as Social Skills, Grief, and dealing with Anxiety. All services provided through SAP require parental permission.

For more information, please contact Shannon Hreyo-Brown sbrown@eaaecs.org or 484-546-4230

Section 504 Plans:

The Easton Arts Academy Elementary Charter School provides services for students who have disabilities that impact on major life activities. All elementary school students with disabilities who do not qualify for special education services under IDEA may still be eligible for accommodation under Section 504 of the Rehabilitation Act if their disability substantially limits a major life activity.

Examples of Accommodations: These may include preferential seating, modified assignments, extended time, assistive technology, and adjustments to the learning environment.

Student Eligibility:

Students that have a physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the student's school program.

A student is considered disabled under Section 504 if they have a physical or mental impairment that substantially limits one or more major life activities (learning, reading, or concentrating).

Free Appropriate Public Education (FAPE):

Section 504 requires that qualified students with disabilities receive a FAPE, including necessary aids, services, and accommodations.

Least Restrictive Environment (LRE):

Students with disabilities should be educated with their non-disabled peers to the maximum extent appropriate.

Parent Involvement:

Parents are integral to the 504 processes, participating in the evaluation, planning, and implementation of the plan. If parents have questions regarding the 504 process for new students and current students that have 504 plans.

Please contact Ms. Shannon Hreyo-Brown-504 Coordinator/School Counselor-shreyo@eaaecs.org or 484-546-4230

ACADEMICS

Daily Schedule:

Homeroom.....	8:30AM-9:00AM
Breakfast.....	8:45AM-9:00AM
Morning Meeting.....	8:55AM-9:10AM
1 st Period.....	9:15AM-9:55AM
2 nd Period.....	10:00AM-10:40AM
3 rd Period.....	10:45AM-11:35AM
4 th Period.....	11:40AM-12:30PM
5 th Period.....	12:35PM-1:25PM
6 th Period.....	1:25PM-2:05PM
7 th Period.....	2:05PM-2:45PM
8 th Period.....	2:45PM-3:30PM
Dismissal.....	3:30PM-4:00PM

Morning Meeting:

The morning meeting is held in the homeroom right after breakfast. It will begin at 8:55AM to 9:10AM. Morning Meeting is an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically. Each morning, students and teachers gather in their homerooms for fifteen minutes and interact with one another, helping students focus on the work they will do in school that day.

Goals of Morning Meeting:

Set the tone for respectful and engaged learning in a climate of trust.

Build positive community by fulfilling students' need to belong, feel significant, and have fun.

Model and practice social-emotional skills.

Review or practice academic skills or content in a way that gets students interested in the learning to come.

School-Wide Title I Program:

In keeping with our commitment to ensure that all students achieve grade level standards, EAAECS continues to implement Title I services. The EAAECS Title I program receives financial assistance to improve educational opportunities for students who show academic need. The Title I program is designed to help students in grades K - 5 meet the state content and performance standards in reading. This program provides students with additional instruction and practice during the regular school day. To access information regarding Title I contact Gail Murphy, Reading Specialists at 484-546-4230. A Parent Resource Center with information on a variety of topics is available on our website and the main office.

What is Title I?

Title I is a federally funded program intended to improve students' academic achievements by expanding learning opportunities and supplementing basic skills instruction in reading and math for students who have need for improving such skills. Title 1 is a program through which school districts may receive federal funding to provide supplemental instruction for students who are in academic need. The funds for each school district are based on a state formula that is calculated by the number of students from families who are experiencing hardship. However, Title 1 services provided with federal funds are based on the academic needs of students .

Questions-Please contact Ms. Gail Murphy, Title I Coordinator-gmurphy@eaaecs.org.

Progress Monitoring:

Students who receive Title I supplemental support may be served by General Education or Instructional Support Teachers who are Highly Qualified in Mathematics or English Language Arts. Parent/Legal Guardian are encouraged to contact the support teacher to discuss their student's progress in this program.

Title I: Parent-Student Compact

The School Parent Compact describes school-parent compact will be jointly developed with parents and family members and the compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the State's high standards. Parents should understand that participation in his/her student's education will help his/her achievement and attitude. Therefore, the parent will continue to carry out the following responsibilities to the best of his/her ability:

- Volunteering in their child's classroom
- Supporting their child's learning (required)
- Participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time (required)
- Create a home atmosphere that supports learning
- Send the student to school on time, well-fed, and well-rested on a regular basis
- Attend school functions and conference
- Encourage their child to show respect for all members of the school community and school property
- Review all school communications and respond promptly

Students should realize education is important. He/she is the one responsible for his/her own success. Therefore, he/she agrees to carry out the following responsibilities to the best of his/her ability:

- Get to school on time every day.
- Develop a positive attitude toward school.
- Be responsible for completing homework on time.
- Be cooperative by carrying out the teacher's instructions and asking for help when needed.
- Doing daily work is neat and reflects the student's best effort.
- Be respectful to all school members and to school property

Parent/Legal Guardian Notification:

Parent/Legal Guardian of eligible students will be notified about the details of the program in early fall or throughout the school year. Additionally, parent/legal guardians will receive notices and information through the school year to keep you informed about the progress of your student.

The school understands the importance of school experience to every student and their role as educators and models. Therefore, Easton Arts Academy Elementary Charter School agrees to carry out the following responsibilities to the best of our abilities.

- Ensure regular two-way, meaningful communication between family members and school staff to the extent practicable, in a language that family members can understand.
- Will treat each child with dignity and respect.
- Strive to address the individual needs of each student.
- Acknowledge that parents are vital to the success of this school and its students.
- Provide a safe, positive, and healthy learning environment for each student.
- Will ensure that school staff communicate clear expectations for performance to both students and parents.
- Will assure appropriate participation of parents in decisions relating to the education of their children.
- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet the challenging State academic standards.

Report Cards:

Report cards are issued on a quarterly basis-four times a year. Please refer to the school calendar for anticipated report card dates. You should also expect continuous feedback throughout the year via teacher conference, homework assignments, tests, class work, and dialogue with your child. Please contact your child's teacher with any questions or comments.

Homework:

Parents and students should expect daily homework during the week. For each grade level, the common expectation is 10 minutes per grade level (e.g., 3rd grade: 10 minutes x 3 = 30 minutes) plus at least 20 minutes of independent reading. Additionally, our children need to commit math facts and sight words to memory so they can recall them quickly. In the primary grades, this means that the children need to have addition and subtraction facts memorized as well as Memory Words. The classroom teacher will share the grade level expectations and let you know if your child needs extra practice at home. Please note automatic recall of math facts & High Frequency Words/Sight Words is important to allow the child to focus on learning concepts and strategies. Your child's grade will be impacted if he/she does not master basic facts and High Frequency Words/Sight Words for automatic recall.

2025-2026 Standardized Testing Information & Dates:

The Pennsylvania School System of Assessment (PSSA) is administered in third, fourth and Fifth grades. We regularly collect information on student achievement compared to other schools, state, and national standards. Classroom teachers monitor student progress and communicate this on a timely basis to parents.

PSSA - The designated PSSA testing window for the 2025-2026 School year is:

Grades 3-5 English Language Arts – April 20-24, 2026

Grades 3-5 Mathematics - April 27-May 1, 2026

Grade 5 Science – May 4-8, 2026

Grade 3-5 makeups – May 4-8, 2025

What is a Flexible Instructional Day (FID)?

A Flexible Instructional Day (FID) is an alternative approach to providing instruction on days when inclement weather or an emergency would necessitate the cancellation of school. The Pennsylvania Department of Education (PDE) allows public school entities to develop Flexible Instructional Day programs to avoid school closure while meeting the 180 instruction Day requirement. The FID program may be virtual, offline, or a combination.

On an FID, students must complete learning assignments and activities provided by their teacher(s) at home. EAAECS can use up to five (5) FIDs per school year. FIDs are considered a school day and count toward the number of instructional days/hours required by the Pennsylvania Public School Code.

English as a Second Language Program:

The ESL (English as a Second Language) program is established to provide students with the vocabulary and grammatical structures needed for both school performances and everyday living.

Together with the classroom teacher, the ESL teacher develops language acquisition and cognitive academic language skills using sound instructional techniques. The ESL program provides the English Language Learner (ELL) the opportunity to grasp the academic, social, and cultural aspects of the English language through the teaching of reading, writing, spelling, and listening.

The goal of the ESL program is to help students develop language skills that are necessary to be successful students and members of society. This can be done most effectively by meeting the following objectives:

To nurture self-pride and self-identity in each student's linguistic and cultural heritage.

To develop proficiency in the English language.

To reach a level of proficiency in reading, writing, speaking, and listening.

To reach a level of proficiency in all content areas.

Questions, please contact Ms. Ferize Katzarova -fkatzarova@eaaecs.org 484-546-4230

STUDENT CODE OF CONDUCT

Discipline Philosophy:

In order to maintain a positive learning environment, EAACS has an obligation to provide fair and consistent guidelines for handling inappropriate behavior, while recognizing the needs and rights of all parties involved, within the confines of the law. Discipline in an elementary school is designed to help students learn how to behave and function as good citizens within the larger school environment. Discipline is not just about consequences, but also about teaching and learning. Teaching students to respect the rights of others is critical to maintaining a disruption-free environment. We expect students to demonstrate respect for people, property, and an orderly school/classroom environment. We teach, model, and encourage appropriate conduct. School rules govern students' conduct on school property, buses, and at all school-sponsored events or while representing Easton Arts Academy Elementary Charter School.

Schoolwide Positive Behavior Program: (Artist Cards)

School-wide positive behavior program (SWPBP) is a system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. SWPBP is implemented in areas including the classroom and non-classroom settings (such as hallways, cafeteria, playground, and bathrooms). This behaviorally based framework is used to enhance the school environment in which teaching and learning occurs.

Behavioral Expectations:

Easton Arts Academy Elementary Charter School has three behavioral expectations for all students. Students are taught the expectations at the beginning of the school year and are positively acknowledged for appropriately adhering to the expectations.

	Hallway/ Stairs	Bathroom	Cafeteria	Playground	Bus	Large Group	Classrooms
Respectful	0 voice: Personal space	0 voice: leave when finished	0 or 1 voice: Kind words Raise hand for help	Use kind words entering building with a 0 voice	Level 1 voice: Use kind words	0 Voice: Listen to presenter	Use kind words Follow posted voice volume
Responsible	Follow directions for the first time. Hands at side Eyes forward	Follow directions. Flush once and wash hands	Have all materials sit in assigned area	Play fair Line up quickly	Have all materials Sit in assigned seat	Sit appropriately: participate appropriately	Have all materials: Work in assigned area
Safe	Walking feet: Go directly where you need to be. Stay close to the railing. Use one step at a time	Sign in/out as required, Keep bathroom clean	Walking feet: Use body safely. Use materials safely. Keep area clean	Use body safely. Use equipment safely.	Use body safely. Use materials safely: Facing forward: Aisle clear	Use body safely. Use materials safely.	Use body safely. Use materials safely.

Students who choose not to adhere to the expectations, are given opportunities to correct their behavior through a variety of consequences/corrective actions through the Student Discipline Code.

Student Discipline Code (Policy 2.10):

The purpose of the *Student Discipline Code* is to provide consistent, reasonable, fair, and equitable treatment for all students involved in discipline matters. A discipline policy is a vital ingredient of an educational system and should do the following:

- Foster responsible behavior and self-discipline
- Ensure the rights and personal dignity of others.
- Promote cooperation between the home, school, and community.
- Define minor and major offenses.
- Provide appropriate disciplinary options.
- Protect and maintain public and private property.
- Comply with federal, state, and local laws.

This code governs all behavior in school, on school property (including school buses), and at school events. Violations of the code will be referred to administration. A **referral form** will be completed for all disciplinary incidents. It is to be noted that the penalties listed below are **guidelines** for discipline; the administrator retains the discretion to apply another penalty if the situation warrants it.

Violations of expectations of the Code of Conduct may result in, but are not limited to, **Verbal Warnings, Parent/Guardian Conferences, Bus Suspensions, Restitution, Loss of Privileges, In-School Suspension, Out-of-School Suspension, Expulsion, and Police Notification**. In addition to any consequences received, supportive services may also be provided to assist in correcting behavior.

This may include, but is not limited to, **referral to Student Assistance Program, referral to inclusion in Student Assistance Program (ex. conflict resolution, coping skills), facilitated mediation, and referral to Tier II (Check-In/Check-Out program) or Tier III behavior interventions**.

In-School Suspension (ISS):

An ISS is a consequence that allows the student to remain in school under the supervision of professional staff. ISS is held from 9:15AM to 3:15PM in a structured environment away from the student population. Any work assigned to ISS is expected to be completed during the assigned suspension (including any behavior modification lessons and/or reflections). If the student chooses not to complete the work, the teacher may apply a grade of zero at his/her discretion.

Out-of-School Suspension (OSS):

An Out of School Suspension precludes the student from participating in any school activity for the duration of the suspension. In addition, the student cannot be on school property for the duration of the suspension. During the suspension, parents/guardians may request the Main Office or school counselor that assignments be put together for their student, and those assignments can be picked up by the parents/guardians in the Main Office between 9:00am and 3:15pm.

Discipline Levels of Behavior & Definitions: Behavior Definitions:

Please note, this list is not exhaustive. Any behavior which violates the EAAECS expectations may constitute a referral to administration and possible consequences.

Level I (Minor): Description of Behavior:

These are student misbehaviors that impede orderly classroom procedures or interfere with the orderly operation of the school and/or school-sponsored activities. Failure to comply with Level I (Minor) Behaviors may result in consequences such as a verbal warning, Think Sheet, parental contact, alternative assignments, lunch detentions, and/or after-school detentions. Additional consequences may be issued for repeated violations of Level I Behavior.

Level I Minor Behaviors of Concern	Minor behaviors of concern will result in Level I consequences. Please note, after three minor referrals for the same behavior, a major referral will be issued, and additional consequences may be imposed for insubordination.
Bus Concern (Minor)	Minor infraction of the bus rules (delineated in the student handbook in the section entitled "Bus Information") and/or other infractions outlined in the discipline code.
Cell Phone Accessibility During Instructional Time	Cell phones are to remain off and away (Student backpacks) during instructional time to maximize engagement with student learning. Students who have their cell phone out/visible during instructional time without teacher approval will be reminded to put the device away. Refusal to put the device away or continued violation will result in an automatic major referral for Insubordination.
Cheating on a Homework or Classwork Assignment	Students' copies or shares homework or classwork. A student who engages in cheating on a homework or classwork assignment will receive a 0 for the assignment and a minor referral.
Defiance (Minor)	Students engage in brief or low-intensity (avoidance, quiet refusal) failure to follow directions or talk back.
Disrespect (Minor)	Student directs rude, impolite, words or actions toward staff members or peers (includes mumbling remarks under breath).
Disruption (Minor)	Students interfere with classroom instruction/learning or school routines with words or actions.
Inappropriate Language	Students use inappropriate language without malicious intent (excluding harassment language which is considered a Level III/Major Behavior).
Physical Contact/Horseplay	Students engage in minor inappropriate physical contact including but not limited to minor horseplay and public displays of affection.
Property Misuse	Students exhibit careless handling of school property.
Unprepared for Class	Student fails to bring necessary materials to class.
Other Minor Misbehavior	Misbehaviors that cause disruption or are off task during the school day. Examples include, but are not limited to, making loud noises, being inattentive, and class misconduct.

Level II (Major): Description of Behavior:

This type of misconduct is more frequent or more serious in nature and tends to disrupt the learning climate of the school. Failure to comply with Level II Behaviors may result in consequences including bus suspensions, restitution, loss of privileges, and both ISS and/or OSS.

Level II Major Behaviors of Concern	Level II major behaviors of concern will result in Level II consequences. Based on the nature of the infraction, the behavior may rise to a Level III or Level IV infraction.
Cheating	Student copies or shares assessments. A student who engages in copying or sharing an assessment (including projects) will receive a 0 for the assignment and a major referral.
Defiance (Major)	Student repeatedly talks back or refuses to follow directions and continues inappropriate behavior.
Disrespect (Major)	Student directs socially unacceptable words or rude comments or actions (including cursing) toward a staff member or peer.
Disruption (Major)	Students engage in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling or screaming; noise with materials; horseplay or roughhousing; and sustained out-of-seat behavior.

Level II Major Behaviors of Concern	Level II major behaviors of concern will result in Level II consequences. Based on the nature of the infraction, the behavior may rise to a Level III or Level IV infraction.
Dress Code Violation	Students that wear clothing that does not fit within the dress code guidelines practiced by the school that cannot be corrected in school or student refuses to correct in school
Level I Unmodified Misbehavior	Continuation of any Level I misbehavior previously addressed by a teacher or administrator.
Minor Verbal Altercation	Verbal conflict between two or more parties.
Peer to Peer Misconduct	Peer to Peer Misconduct shall mean unwelcome and intentional electronic (including but not limited to social networking sites), verbal, written or physical acts or series of acts directed at a student by another student that takes place in the school setting or on a school electronic device.
Safety Concern	Students intentionally create a safety concern. This may include, but is not limited to, leaving outside doors propped open, unintentionally putting oneself or another at risk of harm.
Theft	A student possesses or passes on someone else's property. Depending on the nature of the violation, this may also be a Level III violation.

Level III (Major): Description of Behavior:

This misconduct involves acts that result in violence or damage to another person/persons or property or that pose a threat to the safety of others in school. Infractions include a continuation of Level I and/or Level II violations, which have failed to be curtailed through previous consequences. These acts are often criminal and/or are so serious that they typically require administrative action that results in the suspension of the student from the school, intervention of law enforcement authorities, and possible expulsion.

Level III Major Behaviors of Concern	Level III major behaviors of concern will result in Level III consequences.
Abusive Language	Aggressive use of words to attack a student or staff member in order to demean, belittle, incite, anger, or otherwise provoke.
Bullying	Students seek to harm, intimidate, or coerce someone perceived as vulnerable through electronic, written, verbal, or physical means in or outside the school setting. Please reference the Bullying policy for additional information.
Conduct that Presents Danger to the Health and Welfare of Others	Examples may include attendance at school with a known communicable disease, leading a riot or inciting others to violence (arson, indecent exposure, extortion, serious vandalism, etc.)
Fighting	Students mutually participate in an incident involving physical violence.
Harassment/Intimidation	Any verbal, written, graphic or physical conduct when such conduct is sufficiently severe, persistent or pervasive that affects an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment, or has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance. Please refer to the Harassment Policy for additional information.
Inappropriate Display of Affection	Student engages in inappropriate (as defined by school) verbal or physical contact of a sexual nature with another person.
Insubordination	Student refuses to comply with a reasonable request issued by school staff for the benefit of maintaining a safe and productive educational environment (this may include examples such as refusal to put away a cell phone during instruction).
Leaving School	Leaving school grounds without permission.

Level III Major Behaviors of Concern	Level III major behaviors of concern will result in Level III consequences.
Level II Unmodified Misbehavior	Continuation of any Level Two misbehavior previously addressed by a teacher or administrator.
Physical Aggression	Students engage in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, horseplay which creates a dangerous safety concern, etc.).
Property Damage/ Vandalism	Students participate in an activity that results in destruction or disfigurement of property. In addition to school consequences, and any potential police involvement, students will be required to pay for any damages incurred including replacement costs.
Reckless Endangerment	Any act that creates a substantial risk of serious physical injury to another person.
Sexual Harassment	Unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature that tends to create a hostile or offensive environment.
Technology Violation (Major)	Circumventing the network firewall or network filtering and interfering with the operation of the computers, the network or the school's Internet connection. Attempting to acquire materials that include but not limited to libelous, obscene, pornographic, promote the use of violence, contain personally embarrassing private information unrelated to any proper educational or public purpose, contain defamatory or untrue statements damaging the reputation of any student or staff member, or contain abusive or prejudicial content. Use of a media device (cell phone, etc.) to record a student or teacher without prior consent. Participate in the acquisition, creation, or distribution of but not limited to advertising, computer "worms" or "Viruses," "chain-letters," "spam" or other messages/files which could cause congestion, interference or failure of the system or any computing equipment, whether attached to the system or not. Creating, viewing, storing or transferring materials that include but are not limited to libelous, obscene, pornographic, promote the use of violence, contain personally embarrassing private information unrelated to any proper educational or public purpose, contain defamatory or untrue statements damaging the reputation of any student or staff member, or contain abusive or prejudicial content, or creating any other situation which deters from a positive learning environment.
Terroristic Threats Excluding Bomb Threat	Committing an act for the purpose of terrorizing another or of causing panic or fear.
Theft	The removal of personal property with intent to deprive the rightful owner of it OR the knowing receipt of personal property gained with the above intent.
Threatening School Personnel or Student	Any form of expression that conveys the intent to cause bodily harm to an individual or his / her family during school hours and on school property.
Use or Possession of Tobacco Products including e-cigarettes and e-cigarette Products	Possession of tobacco or smoking paraphernalia in or on school property. Possession of tobacco, smoking paraphernalia, or use of any form of tobacco or vape product on school property. In addition to suspension, students will be cited for possession on school property.

Level IV (Major): Description of Behavior:

This misconduct is illegal. These acts are criminal and/or are so serious that they always require administrative action that results in suspension. Intervention of law enforcement authorities is possible, as is expulsion by the School Board.

Level IV Major Behaviors of Concern	Level IV major behaviors of concern will result in Level IV consequences.
Bomb Threat	A threat, usually verbal or written, to detonate an explosive or incendiary device to cause property damage, death, or injuries, whether such a device exists.
Possession of a Weapon	Anything readily capable of lethal use and possessed under circumstances not manifestly appropriate for lawful uses which it may have. Please refer to the Weapons Policy for additional information.
Possession / Use of a Controlled Substance or Lookalike	Possession or use of controlled substances in or on school property or at school-sponsored events.
Simple Assault	Intentional physical contact of another person without retaliation.

Additional Disciplinary Guidelines:

- Whenever the behavior of a student is a violation of the criminal code, the police will be contacted.
- Restitution must be made whenever property damage, vandalism or theft takes place.
- The administration reserves the right to use discretion whenever there is a violation of the Code of Conduct. If a behavior or action is of an extreme nature, immediate long-term suspension and/or expulsion may occur.
- The entire Code of Conduct applies anywhere on the school property (inside and outside the building). It also applies to all school activities (on or off school property). Examples include field trips.
- Suspended students may not be on school grounds at any time during their suspension until the following school day. This includes before and after-school activities.

Bullying & Cyberbullying (Policy 2.24):

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

- Substantial interference with a student's education
- Creation of a threatening environment in the school or
- Substantial disruption of the orderly operation of the school

Bullying may occur in the school setting or out of the school setting. Bullying, as defined in this policy, includes cyberbullying.

School setting means:

- In the school
- On school grounds
- In school buses
- At a designated bus stop
- At any school activity, supervised, or sanctioned by EAAECS.
- On the internet, including, but not limited to, messaging, texting, emailing, posting on social media, when the school's hardware or network are used to access the internet for such activity, or when the posting is done on a school sponsored website or social media account.

Out of the school setting means:

- At any place not identified in "school setting" above. Examples include, but are not limited to, private residences, commercial establishments, or non-school public places, or on the internet or electronically when the school's hardware, network, or school-sponsored websites or social media accounts are not used.

Bullying situations may include but are not limited to physical intimidation or assault; extortion; oral or written threats; teasing; putdowns; name-calling; threatening looks, gestures, or actions; cruel rumors; false accusations; social isolation; or a situation that creates an imbalance of power in a relationship.

Complaint Procedures of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties, witnesses, the filing of the complaint, and the investigation shall be maintained, consistent with EAAECS's legal and investigative obligations. No reprisals or retaliation shall occur because of good faith charges of bullying or participation in an investigation into allegations of bullying.

Each student shall be responsible for respecting the rights of his/her fellow students, to ensure the rights of his/her fellow students, and to ensure an atmosphere free from all forms of bullying. Students and parents/guardians who become aware of an act of bullying are to report it to a school official for further investigation. Any student who retaliates against another person for reporting bullying or participating in an investigation into allegations of bullying may be subject to appropriate disciplinary consequences. When a student believes that s/he is being bullied, intimidated or in physical danger, the student should immediately inform the bully that his/her behavior is unwelcome, offensive, or inappropriate, to the extent possible. The student shall also follow the established complaint procedure.

Complaint Procedure:

1. A student shall report a complaint of bullying to the school principal employee, who shall inform the student of his/her rights and of the complaint process.
2. The school principal or designee shall immediately conduct an impartial, thorough investigation of the alleged bullying behavior, which should include interviewing the individual accused of

bullying and the potential victim. The principal shall review complaints of bullying for conduct which may not be proven to be bullying under this policy but merits review.

3. Since harassment and bullying are closely related types of behavior, the student is being harassed rather than bullied. The principal shall summarize the investigation as per school procedures, recommending disposition of the complaint.
4. If the investigation results in a substantiated charge of bullying, the school district shall take prompt corrective action and impose disciplinary action according to the Code of Conduct. Such action may include guidance counseling; change of seating, change of class or schedule; other method for separation of the bully and victim; parental conference; detention; suspension; expulsion; involuntary transfer to another school, class, or bus operated by the school district; or other appropriate forms of disciplinary consequence. Depending on the severity of the incident, the principal may also take appropriate steps to ensure student safety. These may include implementing a safety plan; separating and supervising the students involved; providing staff support for students as necessary; reporting incidents to law enforcement if appropriate; and developing a supervision plan with the parents/guardians.
5. If it is concluded that a student has made false accusations, such a student shall be subject to disciplinary action, consistent with the school Code of Conduct.

Anti-Discrimination & Harassment (Policy 2.24):

It is the Policy of EAAECS to provide an equal opportunity for all students to achieve their maximum potential through the program offered. Discrimination and harassment in any form is incompatible with the goals and policies of EAAECS. Students are expected to demonstrate respect for all members and guests of the EAAECS community. Any student exhibiting behavior that infringes through actions, language or symbols which is found to be prejudicial or discriminatory against individuals or groups by reason of their race, color, religious creed, ancestry, handicap, disability, sexual orientation or national origin (any "protected classes") will be disciplined according to the EAAECS Code of Conduct.

Dress Code (Policy 2.31):

EAAECS does not require students to wear uniforms; however, students are expected to abide by the following guidelines:

- Please have your child dress comfortably so they can move in their movement, dance, theatre, and music classes without restriction.
- Open toe" footwear is strictly prohibited. Slippers and flip flops of any kind (leather, transparent plastic, rubber, wood, etc.) are strictly prohibited. Shower shoes are strictly prohibited. Shower shoes are defined as those meant to be used near pools, bathrooms, or other wet places, and are made of plastic or rubber. Flip-flops, slides, and loose-fitting sandals create safety issues; therefore, they are not permitted to be worn during school. Shoes should cover the toes and should have backs/straps at the heels.
- Headwear is not permitted in the buildings (i.e., hats, bandanas, hoods, unless the head covering is required for religious or medical reasons).
- Hooded tops or "hoodies" may be worn; however, the hoods are not to be worn in school.

- It is not acceptable to wear any unduly revealing attire (i.e.: tops exposing the belly, halter tops, spaghetti strap blouses, spandex shorts, short skirts, or shorts above the mid-thigh, etc. Tank tops with a strap of 2 or more inches will be allowed).
- Cut-offs jeans or jeans with holes of any kind are not permitted. Students are not permitted to wear yoga pants, pajama bottoms, pajama bottom-style pants (Approved school event) athletic style pants and shorts, Leggings of any type, or sweatpants/jogging pants and sweat shorts, which includes fleece, cotton, nylon, spandex, and velour. Additionally, bottoms of any style made with stretch knits, flannel, fleece, velour, or spandex are not permitted.
- It is not acceptable to wear clothing that does not fit properly or that is ripped and considered play or work clothing.
- It is not acceptable to wear clothing with objectionable wording and symbols on the front or back.
- Undergarments must be covered and not exposed.
- Attire that the administration considers to be offensive, a distraction to others' learning or a potential hazard to the safety and well-being of others will not be permitted.

Students who dress inappropriately will be sent to administration where parent/legal guardians will be contacted and asked to bring appropriate clothing for them to change into.

Personal Electronic Devices:

EAAECS prohibits the use of any electronic device (Cell phones) by any Elementary School student while in the school building or on school grounds during school hours. Any electronic device that is possessed by any student in school buildings or on school grounds during school hours must remain powered off and, in the students, backpack always kept out of sight except as follows below.

Loss or Damage to Personal Electronic Devices:

Students are solely responsible for the safe storage of any personal electronic devices that they choose to bring to school. EAAECS shall not be liable or responsible for the loss or damage to any electronic devices that a student brings to school.

Penalties for Violations:

All confiscated electronic devices shall be delivered promptly to the building administrator's office. Confiscated devices shall be returned to the student at the end of the school day for a first offense, and only to a parent or guardian for a second or subsequent offense. Building administrators may impose additional disciplinary sanctions against students for violations of this policy, including suspensions from school or recommendations for expulsion from school as warranted by the specific facts and circumstances in a particular case.

TRANSPORTATION

Bus Information:

To provide for the safe and orderly transportation of students to and from school and special events (Field Trips), the following rules and regulations are promulgated with the health, safety and welfare of all students and employees in mind. EAAECS will strictly enforce these rules and regulations and expect the cooperation of students and parents in ensuring that students conduct on the bus and at the bus stop, it

is of such a nature to assist EAAECS in this regard. The districts that provide transportation for your child to EAAECS have video and audio on all buses.

Riding the school bus is a privilege. Safety is our shared goal. Conduct on the part of any student which distracts the driver and reduces the safety level will be dealt with appropriately. The driver is in complete charge of the bus and students and has the authority to discipline students for less-than-serious infractions. The bus driver can assign seats if necessary. For serious infractions, the driver will immediately report the incident to the appropriate school personnel who will determine the consequences for the infraction. The Principal may suspend a student from the bus for disciplinary reasons, and the parent/legal guardian shall be responsible for the student's transportation.

Rules and Regulations:

The following rules **MUST** be followed by all students riding on a school bus:

- Only articles that may be held on the student's lap or placed under the seat may be transported on a school bus.
- Follow directions the first time they are given whether it is by the bus driver, teacher, chaperone, etc.
- Be courteous, use no profane language, and refrain from shouting on the bus or at the bus stop.
- Eating, drinking, and chewing gum are not permitted on the bus.
- Keep the bus clean by placing any trash in the receptacles provided.
- Behave in a proper manner while a passenger is on the bus and follow all applicable safety procedures provided by the Sending District and/or bus driver. Inappropriate behavior includes, but is not limited to, standing in the aisle while the bus is moving, standing or kneeling on the seats, pushing and shoving other passengers, throwing items at the bus driver or at another passenger, fighting, shouting out windows, throwing items inside the bus or out of the windows, or damaging the bus or its equipment.
- Always stay in your seat except when loading and unloading. Keep your head, hands, feet, and articles inside the bus and to yourself.
- Maintain proper bus stop conduct and enter and exit the bus in an orderly manner to protect the health, safety and welfare of yourself and others. Inappropriate bus stop behavior includes, but is not limited to, horseplay; profanity or other language and shouting at others; pushing and shoving others; throwing or shouting things at passing vehicles.

BUS DISMISSAL PROCESS (for students):

All bus students will remain in their home room until they are called to go to their designated bus room on their floor and attendance will be taken. The students will then wait to be called down. Once their bus is called down, they will be escorted down the stairs and out to their bus. The staff member may be responsible for relaying messages either to or from the driver if necessary. Staff will repeat the process as needed.

STUDENT PICK-UP PROCESS:

Students will be dismissed to the Multi-Purpose Room (MPR) upon announcement via PA system, students will walk themselves through the hallway and down the steps to the MPR Room and will be directed where to sit. Students will remain in the MPR until their name has been called for dismissal by a staff member in the MPR. Students will then walk to the parent pick-up door where staff members will be in the lower parking lot to assist the students with their parent/guardian vehicles and monitor their safety.

DROP-OFF/PICK-UP PROCEDURES:

EAAECS has very strict parent drop-off and pick-up procedures. Parent/Legal Guardian must obey all instructions and directions given by staff members. Violators will be putting our students in danger. The Easton Police Department will issue traffic citations for cars pulling over and stopping anywhere on North 4th Street. PLEASE DO NOT PULL OUT IN FRONT OF THE BUSES TO DROP OFF YOUR CHILD. Students are not allowed to walk into school by themselves. They must be accompanied by a parent/legal guardian.

Procedures:

1. Take Northampton Street ONLY, please do not enter the drop off-line directly from Church Street.
2. Turn onto North 5th Street from Northampton Street and turn right onto Church Street (one way) and proceed to the gate on the left. Pull through and turn right between the two parking lots.
3. Prepare your child(ren) to exit the car from the school side, but not before a staff member signals you to do so.
4. After dropping off your child(ren), turn left onto Church Street (one way) and proceed to North 4th Street.
5. You MUST turn right as this holds up the traffic as well as buses and prevents our bus students from crossing the street. All car riders and walkers will enter at the back of the school.

In addition, please adhere to the following Drop-Off/Pick-Up Procedures:

- Morning arrival drops off at Church Street will begin at 8:30AM and close at 8:55AM.
- Afternoon dismissal picks up Church Street will be open at 3:30 PM and close at 4:00 PM.
- Parents will not be permitted to line up in the back alley directly behind the building until 3:20PM.
- Under no circumstance are parents/legal guardians allowed to park in the staff lot at any time.
- The student pick-up/drop-off procedure must always be followed for the safety of your children. Failure to comply may lead to citations from the Easton Police department and/or barring from the pick-up and drop-off process.
- No student should be removed from the bus line at dismissal time as our staff is helping your children safely board the bus. We cannot provide accountability and ensure that your student is being released to the proper authorized individual, therefore no students are permitted to be removed from an afternoon bus line.
- Any change to your students' pick-up for the day must be received by the main office no later than 2:00 PM on the day of pick-up. Failure to do so may result in the students taking their regular transportation home.
- Parent/Legal Guardian please remain in your vehicle during pick-up and drop off unless your student requires assistance with their seat belt.
- On days of early dismissals/late starts, the arrival gates will open approximately 15 minutes prior to the doors of the school and close approximately 15 minutes after the doors have been opened.
- All students must be picked up by their parent/legal guardian no later than 3:55PM.
- Failure to pick up the student by the above time will result in a staff member attempting to contact parent/legal guardian or emergency contacts.
- Failure to contact any listed parent/legal guardian or emergency contact will then warrant notification of appropriate authorities for the safety and security of the student(s).

For more information, please refer to the full drop-off/pick-up procedure which is located on the school website and available in the main office or call the EAAECS at 484-546-4230.

Student Pick Up Procedure:

Parent/Legal Guardian will be assigned a "Student Pick-Up Number" and provide that number when picking up any students at the rear of the building during dismissal. The assigned number will be required to participate in our student dismissal process to help ensure each student has a safe and authorized guardian to pick them up with minimal delay.

As for the Easton Police Department: At no time should a parent utilize the bus lanes on N. 4th Street or block the traffic lanes. The front of the school on North 4th Street is for buses only.

Bus Discipline Policy**Tier I Incidents and Consequences**

Behavior	Consequences
• Moving from seat to seat, standing, or sitting in an unsafe manner while the bus is in motion. • Eating food and/or littering on the bus. • Distracting the driver by making unnecessary noise or by acting in an unruly manner. • Not sitting in your assigned seat. • Failure to comply with a reasonable request from the bus driver. • Misconduct at the bus stop. • Tossing an item to another student or flicking an item off a seat. • Changing bus stops by students without authorization. • Riding unassigned busses without prior permission of an administrator.	• First offense: the bus driver will notify the student of the inappropriate behavior and explain the expectations while riding on the bus. • Second offense: the driver will submit a Bus Incident Report Form to the school which will be reviewed by a member of administration. If warranted, a school administrator will investigate the stated incident to determine the specifics of what went on before taking any potential action. Warning letter to parent/legal guardian and possible telephone call. • Third offense: disciplinary action will be taken at the school level, or a bus suspension could be assigned. • Fourth offense: viewed as unmodified misconduct and bus riding privileges may be suspended or more stern school-based disciplinary action might be warranted. If a suspension is warranted, a bus reinstatement meeting could be requested at the discretion of a building level administrator between the parents/legal guardian, bus company representative, bus driver, and school administrator(s). • Subsequent offenses could result in bus riding privileges being taken away for the remainder of the school year.

Tier II Incidents and Consequences

Behavior	Consequences
• Vandalism, which would require restitution, along with the enforcement of the bus discipline code. • Entering and leaving the bus in an unsafe manner. • Insubordination, which would be a blatant/overt act of disrespect to the driver and/or continued non-compliance with driver requests. • Fighting. • Possession or use of any tobacco (smoke and smokeless). In addition, charges will be filed with the magistrate for violation of Act 145. • Interfering with the bus or tampering with the bus equipment. • Using abusive language, profanity, or making inappropriate gestures. • Carrying any object which may be used to inflict injury on another student. • Throwing an object on the bus or out of the windows.	• First offense: the driver will notify the student of the inappropriate behavior and will explain the expectations while riding on the bus along with submitting a Bus Incident Report Form which could result in a suspension from riding the bus or a form of school-based discipline. A school building administrator will investigate the stated incident to determine the specifics of what went on before taking any potential action. If a suspension is warranted, a bus reinstatement meeting could be requested at the discretion of a building level administrator between the parent/legal guardian, bus company representative, bus driver, and school administrator(s). • Second offense: will result in a suspension from riding the bus and could also require a bus reinstatement meeting to be held. • Subsequent offenses may result in an indefinite suspension from the bus for the remainder of the school year.

Tier III Incidents and Consequences

Behavior	Consequences
● Possession, consumption, sale, distribution, transfer, or being under the influence of drugs and/or alcohol. ● Physical attack on the bus driver. ● Hitting the driver with a thrown object. ● Tampering with or operating the emergency exit while the bus is in motion. ● Tampering with the bus controls. ● Endangerment to the health, safety, and welfare of the students and/or the bus driver. ● Tampering with the emergency exit or exiting the bus via that door.	● First offense: Level III offenses will be a 20-day to one-year suspension from school district transportation, plus possible suspension, or expulsion from bus proceedings. ● Should an offense be considered a Level III offense, it will immediately be referred to the CEO of EAAECS. ● If a determination is made that the Level III offense did in fact take place, the parent/legal guardian will be notified and entitled to a hearing to discuss the matter. ● At any level, law enforcement officials could be contacted if the administration feels the need to do so.

OPERATIONS

Acceptable Use of Technology:

As per School Board Policy, the Board establishes that network Use is a privilege, not a right; inappropriate, unauthorized, and illegal use will result in cancellation of those privileges and appropriate disciplinary action. Please refer to the Board Policy on the website. EAAECS has various forms of technology available for student use. Technology is often integrated with instructional activities as a tool for gathering and communicating information. Students are expected to use the school computers/devices carefully and respectfully.

Student Technology Protection:

Linewize is a program the school incorporated last year to protect our students within the classrooms. It provides robust content filtering to block access to inappropriate websites and content. The program will monitor student online activity to identify potential risks like cyberbullying, self-harm, or other concerning behaviors. In addition, it provides tools for filtering inappropriate content, monitoring student activity all while supporting teachers and administrators in creating a secure and focused learning environment.

Food Service:

EAAECS have been approved by the Pennsylvania Department of Education as Community Eligibility Provision (CEP) sites. This means that all students are entitled to a free breakfast and lunch without the requirement of completing lunch applications. Students do not need to bring food to school unless there is medical need.

If a student wishes to pack a lunch, healthy packed lunches are permitted in the school building. These lunches should qualify as nutritious according to the Pennsylvania Department of Education's Division of Food and Nutrition Program.

Students who bring lunches that do not follow these healthy guidelines will be given the opportunity to eat the school lunch. School staff will contact the parent/legal guardian to discuss the concerns.

Please do not include the following food:

- Candy/Gum
- Glass Bottle or containers
- Peanut Products
- Containers that are difficult for your child(ren) to open
- Fast Food-Parents please refrain from bringing fast food items into the school for their children during lunch.
- Containers that easily leak or spill
- Soda/Energy Drinks
- Food that must be heated or refrigerated

Cafeteria (MPR)

Breakfast:

Breakfast is provided to all elementary school students from 8:45AM – 9:00AM a.m. (except when there is a 2-hour delay). Breakfast may consist of cereal, fruit, yogurt, pastry, and milk.

Lunch:

Students can either purchase a school lunch or bring a packed lunch. Please remember to mark lunch containers with your child's name. Cafeteria menus are available on the school website or by calling the main office. Five (5) items comprise a tray lunch. These include,

- Meat or Meat Alternative (Protein)-No Pork Products
- Soy Based Peanut Butter
- Grain/Bread
- Fruit
- Vegetable
- Milk

Daily Lunch Schedule:

All lunch periods are twenty-five minutes in duration. Each grade has their assigned lunch time.

Kindergarten.....10:45-11:10
First Grade.....11:15-11:40
Second Grade.....11:40-12:05
Third Grade.....12:05-12:30
Fourth Grade.....12:30-12:55
Fifth Grade.....1:00-1:25

All students are provided with a free school meal. This includes both breakfast and lunch meals. If parents have any additional questions, please contact Tracy Nicolazzi-484-546-4230.

Changes to Dismissal Policy:

When it is necessary for your child to deviate from his/her normal routine, please send a note indicating this change. Please do not email any changes to the teacher as a substitute teacher will not be able to access that message. Similarly, to handle effectively the number of daily requests for changes in transportation, all changes **must** be communicated before **2:00PM**. Pertinent situations include staying after school for a special event, walking to an address other than his/her own, being picked up by a parent when the child usually walks or rides the bus, etc. If you do not contact the teacher regarding alternative transportation options for your child, even on early dismissal snow days, your child's normal transportation routine will be followed.

Custody Documents:

We recommend you share any custody/legal documents you have with Lori Joy, Registrar at ljjoy@eaaecs.org-484-564-4239. We will need to follow the most recent documents we have on file. Should something change, please give an updated copy of your agreement Lori Joy as soon as possible.

Financial Obligations:

Financial obligations of students must be met promptly. Any materials and/or equipment lost, damaged, or misused must be paid for by the student(s) responsible. If items are stolen, they must be reported to the Main Office immediately.

Fire/Emergency Drills

Fire Drills:

Fire drills are conducted once a month, regularly throughout the school year. The fire alarm signal is the continuous ringing of the fire alarm bells in the corridor. Signs posted in all rooms designate fire drill routes. At the ringing of the fire alarm bells, students must leave their classrooms at the direction of the teacher and proceed immediately along the fire drill route, which is our parking lot and playground area located at the back of the school. The lines should continue until far enough away from the building so that fire apparatus may function. These additional procedures will be followed at all fire drills:

- Silence should prevail during the entire drill.
- There should be no running during the drill. Walk briskly without hurrying.
- All Teachers will conduct an **attendance check** after exiting the building and upon re-entry.

Lockdown Drills:

Lockdown drills are different from evacuation drills. Evacuation drills are designed to prepare students, teachers, administrators, and other people in the school to leave the building quickly and in a pre-planned and organized fashion in the event of danger such as a bomb threat, when conditions outside the building are safer than the conditions inside the building.

- The doors to classrooms are closed and locked.
- Students are moved to the safest part of the room, away from windows and doors to the interior walls.
- Everyone drops to the floor or out of the line of vision from the door.
- The window shade on the door is pulled down (to prevent an intruder from seeing into the room).
- Classroom lights are turned off.
- Remain in the classroom until informed by school personnel the lockdown drill is complete.

Birthdays, Holidays, Special Occasions-Food in the Classroom:

To help maintain the safety of students with known allergies, **we no longer accept or accommodate edible treats in our classrooms** (Cupcakes, snacks, candies, etc.). This is regarding birthdays-holidays-special occasions.

Health/School Nurse

First Aid:

If a minor accident occurs at school, first aid will be administered. No treatment beyond first aid will be given. For more serious incidents, the parent will be notified.

Illness:

When your child is ill, please keep him/her home. Children who run a fever, vomit, experience diarrhea, coughing, sore throat, or other cold/flu related symptoms are not ready for a rigorous day at school. If your child has a temperature of 100 degrees Fahrenheit or higher, they must be kept home. They may return to school when they are fever free for 24 hours without the use of fever reducing medications. A written excuse must be provided to the Main Office upon your child's return.

Medication:

Children are not permitted to carry or take any medication at school without a doctor's order and parent permission. The School Nurse MUST have a copy of the doctor's order. This policy consists of prescription and over-the-counter medication including cough drops. If you have any questions, please contact the school nurse.

Excused from Outdoor Play:

A child healthy enough to attend school is considered healthy enough to participate in playground and physical education activities and will be expected to participate. Special consideration will be given to students who have health problems documented by a physician.

Health Screenings:**Hearing**

Hearing tests are performed annually by the school nurse for children in Kindergarten through third grade. Children with previously identified hearing problems or who have been referred to by the classroom teacher are also examined.

Vision

The school nurse administers vision tests to all students annually and reports any concerns to parents.

Growth

Growth screening is performed annually on all students. The growth exam is the measurement of the student's height and weight. The school nurse will use these measurements to compute the BMI (body mass index) and will notify parents of the results.

Medical Examinations

School health law requires medical exams for children upon entry to school. Immunization records are required prior to the start of the school year. Parents may wish to have their family physician examine their child and complete the required forms or have their child examined by the school doctor.

Dental Examinations

Dental examinations are required for children in Kindergarten or first grade and third grade. Parents may choose to have their child examined by the school dentist or family dentist. Dental forms are provided.

EAAECS Library/Easton Public Library:

Our school library is currently limited in the selection of books we offer to our students. EAAECS and the Easton Public Library have created a partnership where our students visit the Easton Public Library and have access to all the services they offer. We believe libraries help prepare students to live and learn in a world of information and become familiar with their community. The EAAECS take students to visit the Easton Public Library throughout the school year.

Lost & Found:

Found items are kept in the school cafeteria. Any loss of valuables or personal property should be immediately reported to the Main Office. Personnel will notify students if the item is found. Similarly, any item found should be turned into the Main Office immediately.

Parent & Visitor Parking:

Parents and visitors are encouraged to park in the public parking garage directly across the street from the main entrance of the school. Parents should refrain from parking in the back alley or side alley next to the school.

Personal Property:

Students are not to bring unnecessary personal belongings to school without their teacher's permission. Misplaced or stolen items may not be found, and broken belongings can cause hurt feelings. Examples include electronic devices, toys, etc. Please label all students' bookbags and lunch boxes with their name, as well as their teacher's name.

The school is not responsible for stolen, lost, or broken personal items.

School Field Trips:

School-sponsored field trips are an important educational experience. Before planning such a trip, it first must be approved by the administration. Every student must have a "permission slip," signed by his/her parents, and returned to the teacher involved. All school rules are in effect for the entire time of the field trip.

Smoking/Tobacco/Vaping Devices:

The EAAECS, as an educational institution recognizing the hazards associated with smoking, tobacco, AND vaping use, is committed to protecting the health and safety of students, employees, and members of the community. To this end, this information serves as notice that smoking, tobacco, and vaping use and possession are prohibited in school buildings, on school property, and other areas of jurisdiction 24 hours a day, 7 days a week, 52 weeks a year. School property includes playgrounds and parking lots.

Student Records:

Education records, including academic, health, attendance and discipline files are maintained in the building where the student attends school. Annual notice related to parent access to records is published on the school website. Parents wishing to inspect their student's records should make a written request to the building principal.

Textbooks/Chromebooks:

Textbooks and technology tools (i.e., Chromebooks are used in the classroom only.) issued to students are the property of the school. Students are expected to take care of materials. A charge will be incurred if materials show evidence of damage such as torn pages, water damage, and writing inside the books or damaged keyboards. Students will be expected to pay the replacement cost of any lost or damaged materials.

Updating Student Emergency Information:

Please notify us of any change of telephone number, address, emergency contact numbers or parent's place of employment as soon as possible. Parents' email addresses and cell phone numbers are welcome if available and may be used as contacts for the messaging system.

Visitors:

All visitors who enter EAAECS will enter through the designated entrance and speak with office staff. Please have your ID available. Upon entering the main office visitors will sign in and receive a *Visitor's Pass*. This procedure allows another level of security. The Visitor Pass allows the staff to readily identify if it is appropriate for an individual to be in the school. In addition, we will stop all visitors who are not wearing passes and redirect them to the office to sign in.

Volunteer Clearances:

All Parents/Guardians who volunteer in classrooms or participate with classes/groups and for field trips/trips that leave school grounds will need the following current clearances on file in the main office: **(1)** FBI Federal Criminal History Record or Volunteer Certification Form (if you've lived in PA for past 10 yrs.) **(2)** PA State Police Request for Criminal Record Check and **(3)** PA Child Abuse. State law requires these to be updated every 5 years. Clearances turned in must be within one year of that date. Clearance requests can be found under the employment section on our website. Please click on Quick links and then Employment to find the links to all three clearances. Clearances **MUST** be on file for parents/guardians (grandparents/volunteers) to participate in activities during the school day. Clearances are required to ensure the safety of all students.

EXPECTATIONS FOR PARENT/LEGALGUARDIAN AS A PARTNER IN RESPONSIBILITY

Parent/Legal Guardian are expected to always act appropriately on the school premises. Please remember that:

- Smoking is not permitted on the campus.
- Traffic and parking regulations of the City of Easton must be followed. Police may give tickets for illegal parking and blocking traffic.
- Parent/Legal guardians bringing students to school or picking them up are required to follow the designated areas indicated by the school administration.
- We recognize that there are times when parent/legal guardians may be frustrated or angry about a situation at the school. The best way to resolve conflicts is calmly. All staff members are expected to always act professionally. We ask that parent/legal guardian, also, remain that way. Raised voices and/or threats may lead to defensive behavior and then nothing is accomplished. Disruptive adults may be escorted from the building. The police may be called, and the adult may be banned from the school premises.
- Verbal harassment such as cursing, derogatory comments, jokes, slurs, or threats is prohibited and a cause for parent/legal guardian to be barred from school property.
- Physical harassment such as unnecessary or offensive touching, impeding, or blocking movement, or touching a staff member or student in anger is prohibited and cause for a parent/legal guardian to be barred from school. Police will be notified.
- Visual harassment such as derogatory gestures or symbols is prohibited and a cause for parent/legal guardian to be barred from school property.
- Teachers cannot stop teaching to take phone calls or meet with you.