CARBONDALE AREA

ELEMENTARY CHARGERS

2026-2027

Parent and Student HANDBOOK

BELIEVE ★ ACHIEVE ★ SUCCEED

Ms. Meg Duffy
Principal

Dr. Colleen Sullivan
Assistant Principal

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SIGN AND RETURN TO HOMEROOM TEACHER

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HANDBOOK ACKNOWLEDGEMENT

TO WHOM IT MAY CONCERN:

I acknowledge that I am aware that the Carbondale Area School Elementary Student Handbook can be found and accessed at the school website at (www.carbondalearea.org). Included in this handbook are the Admission Requirements, Attendance Policy, and the General Discipline Guidelines.

I have read and understand the District Level Parent and Family Engagement Policy, the Carbondale Area Elementary School Parent and Family Engagement Policy, the School/Parent/Student Compact, and the Parent Right to know letter, that are included in this handbook.

STUDENT INVOLVEMENT WITH MEDIA PERMISSION SLIP

Students participate in classroom and school sponsored activities during the course of a school year. Certain classes and activities may be photographed, taped, videotaped, or posted to the school district website via twitter, by the news media, district personnel, or other students. Likewise, live images may be relayed via cable or satellite connections to other district or to other classrooms within our district to allow for live interactions between students and teachers at separate locations. Distance learning videotapes may be used to educate others about distance learning at seminars and other public places. Any media interaction with students must be approved in advance by the administration. Photographs, tapes, or videotapes created for commercial use are not permitted by the Carbondale Area School District.

This involvement by students, and the sharing of educational techniques and experiences, is intended to enhance and enrich the educational opportunities of all student and staff. The school's experiences and involvement in these areas has been positive.

Students and parents are advised that students' voices, physical presence, participation in classroom/shop, and other activities may be transmitted to distant learning sites, videotaped, recorded, and/or photographed.

I/we acknowledge that the student is a minor and certify that I/we have given consent to the Carbondale Area School District permission to properly use the aforementioned media format(s).

☐ **I do NOT give permission**

Student's Name _____ _____ _____
Please Print Signature Date

Parent/Guardian _____ _____ _____
Please Print Signature Date

Grade_____ Homeroom _____ Date_____

The first Two (2) sheets of this booklet must be signed by Parent/Guardian and Student.
Please have Student return the two (2) sheet to his/her Homeroom Teacher
These forms will be kept on file by his/her homeroom teacher

STUDENT CONTRACT AGREEMENT FOR CARBONDALE AREA SCHOOL DISTRICT INTERNET USE

This student contract ***MUST*** be signed/completed and returned to homeroom teacher.

EVERY student MUST read and sign below:

PART A – STUDENT

Last Name: _____ First Name: _____

Phone Number: _____ Grade: _____ Homeroom: _____

I have read, understand, and agree to abide by the terms of the Carbondale Area School District's Acceptable Use Policy. Additionally, in consideration for the privilege of using and for having access to computer systems, the Internet, technology, and network systems, I hereby agree to indemnify and hold harmless the Carbondale Area School District, its employees, and any institutions with which it is affiliated from any and all claims and damages of any nature arising out of my use, or inability to use computer systems, the Internet, technology, and network systems including without limitation, liability for copyright violations. I further understand that any violation of the rules and policies may result in a loss of privileges related to the use of computers, the Internet, technology, and network systems. In addition, any violation of the rules and policies may result in disciplinary action, and that for serious offenses, appropriate legal action may also result.

Student's Name (print): _____ Date: _____

Student's Signature: _____

THIS SECTION IS TO BE READ AND SIGNED BY PARENTS OR LEGAL GUARDIANS:

PART B – PARENT/GUARDIAN

As a parent or legal guardian of this student I have read, understand, and agree that my child will comply with the terms of the Carbondale Area School District's Acceptable Use Policy. I understand that this access is designed for educational purposes and not to access material of an offensive and/or controversial nature. However, I also understand it is impossible for the Carbondale Area School District to restrict access to ALL offensive and/or controversial materials and understand my child's responsibility for abiding by the Carbondale Area School District's Acceptable Use Policy. I am therefore signing this contract and agree to indemnify and hold harmless all claims and damages of any nature arising out of my child's ability or inability to use computer systems, the Internet, technology, and network systems including without limitation, liability for copyright violations. Further, I accept full responsibility for supervision of my child's use of his/her account, if and when, such access is not in the school setting will not hold them responsible for materials this student may acquire on the network. I hereby give my permission for the student named above to use the Carbondale Area School District's computers, the Internet, technology, and network systems.

Student's Name (print): _____ Date: _____

Parent's Signature: _____

VISITORS/ SIGN IN POLICY

The School District of Carbondale has implemented the Raptor Visitor Management System to protect students, faculty, and staff. The Raptor Visitor Management System allows us to track visitors and volunteers in our buildings at all times.

Upon entering a district building, visitors will be asked to present a **valid state-issued ID,** which will be scanned into the system. Each and every visitor is instantly screened against 14 the registered sex offender databases in all fifty states. It is important to note that the Raptor Visitor Management System only scans the visitor's name, date of birth and photo for comparison with a national database of registered sex offenders. Once entry is approved, Raptor will issue a badge that identifies the visitor, the date, and the purpose of his/her visit.

Additional visitor data from the driver's license is not gathered nor is the system connected to any other system such as the Department of Motor Vehicles.

A visitor's badge will not be necessary for those who visit our schools simply to drop off an item in the office or pick up paperwork. In the event that a person does not have identification, he/she can still be given access to the building, but will be escorted by a school staff member.

If you are interested in learning more about the Raptor visitor management system, please visit the Raptor Technologies website (www.raptortech.com).

The safety of our students is our highest priority, and the Raptor Visitor Management System ensures that accurate and reliable records are kept for every visitor that enters our schools. Therefore, **all visitors to the school must be scanned into the system** and obtain a visitor badge. Thank you, in advance, for your understanding and support of enhancing school safety protocols in our district.

ADMISSION REQUIREMENTS

Each child who registers for entrance to school will be required to have his/her birth certificate, or similar documentation, 2 proofs of residency, i.e., Driver's License, Motor vehicle registration, utility bills, Voter Registration, tax statements, Deed, mortgage, or lease agreement, and **proper immunization** will be required before admission is granted.

A child is eligible for admission to kindergarten if he/she has attained the age of five (5) years before the first day of September, unless he/she meets requirements adopted by the Board of Education.

ATTENDANCE POLICY

ABSENCES -- Attendance at school is essential for maximum success. Absences on account of illness, verified with a doctor's excuse or death in the immediate family are excused. Other excuses for absence are classified as unexcused. After three (3) days of unexcused absences are recorded, a "Notice of Unexcused Absence" is served on the parent. This notice is referred to as the "First Offense." After the first offense notice, the next session during the term the child has an unexcused absence, the Parent/Guardian will be required to have a Student Attendance Improvement Plan Meeting (SAIP). Present at this meeting will be the attendance officer, guidance counselor, and truancy liaison from OYFS in which the purpose is to resolve any attendance

concerns. If after attempting to get Parent/Guardian in for the SAIP meeting is unsuccessful or if any unexcused absences occur after the SAIP meeting, the case is then turned over to a magistrate. This can result in arrest and/or fines of the parent/guardian for violation of the State of Pennsylvania Compulsory School Attendance Law.

As per Board Policy: Parental Notice of Absence -

Absences shall be treated as unlawful until the district receives a written excuse explaining the absence, to be submitted within three (3) days of the absence.

A maximum of ten (10) days of cumulative lawful absences verified by parental notification shall be permitted during a school year. All absences beyond ten (10) cumulative days shall require an excuse from a licensed practitioner of the healing arts.

ATTENDANCE OFFICER: ANNA LOPEZ -PHONE: 1-844-330-2273

PROCEDURE

The Pennsylvania Compulsory Attendance Law defines a student as truant after he/she has three (3) unexcused absences and habitually truant after six (6) unexcused absences.

School districts must only file on students of compulsory school age as outlined by law. **Suspension days must not be included as they are not illegal absences**. These days could be brought to the Judge's attention at the time of the hearing separate from the number of illegal absences.

After the third (3rd) unexcused absence, written notice must be sent to the student's parents/guardians. The notice must include the following:

1. The date the child was absent.
2. Confirmation that the absence was unexcused.
3. Confirmation that the absence is a violation of the School Code. (PA Law requires that the parents be notified of this fact)
4. A conference with the parents/guardians of the student may be requested at this time. The purpose of this conference is to develop a Student Attendance Improvement Plan (SAIP).

Explanation that the violation may result in a summary offense in which penalties may be imposed.

After the notice is sent, if the parent presents an excuse, which the school deems legal, then the corresponding absence shall not be credited to the student. **If the child continues to be truant and incurs additional absences after this notice is issued, the school must offer the student and parents a student attendance improvement conference.** If truancy continues after a SAIP meeting, the school may file a citation to the local Magisterial District Justice, informing him/her that the student and/or the parent has violated the Pennsylvania School

Compulsory Attendance Law, herein after referred to as the Law. **According to the Law schools must create attendance improvement plans prior to referring truancy to the courts**. The Magisterial District Justice then issues a hearing notice to the parent scheduling a hearing date. As a function of the S.T.A.R.S. Program, the hearing is held in a designated school building.

The Law defines "student attendance improvement conference" as a "conference where the child's absences and reasons for the absences are examined in an effort to improve attendance, with or without additional services". The Law requires schools to invite the following individuals to the conference: the child; the parent/guardian; other individuals identified by the parent who may be a resource; appropriate school personnel and recommended service providers. A school liaison is assigned to each school district to assist with the development of SAIPs. The liaisons will also case manage truancy cases. These workers are also liaisons to the DHS/Office of Youth & Family Services and should be the contact between the school and OYFS.

The SAIP **must** be held before filing a citation with the District Justice according to the Law. **The Law states the school must hold the conference even if the parent declines to participate or fails to attend after the school provides advanced written notice and makes attempts to communicate via telephone.** The school must document the outcome of any attendance improvement conference in a written SAIP. **Schools may not take further legal action to address unexcused absences until after the date of the scheduled attendance improvement conference has passed.**

MAGISTERIAL DISTRICT JUSTICE HEARING ACTIVITY

During each scheduled Truancy Hearing, each system (i.e., Family, School, Court, Law Enforcement and C.L.I.P. Team members, including the Truancy Probation Officer, School Liaison, Behavioral Health representative, Drug and Alcohol representative, etc.) has a unique and contributing role. By engaging in a dialogue, information is reviewed, recommendations for services are discussed, roles are identified, and decisions are made…all to address and reduce the truant behavior of the student. If a student and/or his/her parents do not comply with any mandate contained in the Magisterial District Justice's Order, then the student and/or the parent is in contempt of a Court Order and is subject to further court action.

CONTEMPT COURT HEARING ACTIVITY

During this phase of the truancy process, students and their parents are brought before a Common Pleas Court Judge for failure to comply with the Magisterial District Justice's Order to attend school and/or to participate in Court Ordered Intervention (e.g., behavioral health and/or drug and alcohol counseling).

ATTENDANCE-- Attending School regularly helps children feel better about school-and themselves.

Every day a student goes to school he or she obtains academic and social skills needed to succeed in life. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Establish and stick to the basic routines (going to bed early, waking up on time etc.) that will help your child develop the habit of on-time attendance. Every day a student is absent they can fall three days behind their classmates. Good attendance also leads to improved grades and school performance and will help children do well in elementary school, high school, college, and at work.

TARDINESS -- It is essential that students report to class on time. Tardiness to class and homeroom causes a disruption to fellow students and to the teacher. Parents/Students are responsible for being on time to school/class. Tardiness to school, as is in the workplace, is unacceptable (reasons as oversleeping, missing the school bus, preferring to ride with parent or friend are not acceptable reasons for tardiness). Excessive tardiness will result in notification of parents and/or disciplinary action. Parents are to be aware that a student is tardy if not in their homeroom by **7:50 A.M.** (National Anthem). The Instructional School Day begins at 7:50 a.m. We encourage students to use the school furnished transportation in order to avoid these issues with tardiness.

REQUEST FOR EARLY DISMISSAL: Students will only be released to individuals on the Student's Emergency Card. It is imperative students' Emergency Cards are accurate and updated regularly. Students **WILL NOT** be excused **via telephone** from a parent or guardian. Any student wishing to be dismissed early MUST have an appointment card or doctors /dentist's order or legal notification from a court such as a subpoena or criminal complaint form. Also, request for death in the family will be honored. If none of these are available, the parent of the student **MUST COME IN** to the principal's office to sign the student out.

If a parent wishes to dismiss a child after 2 pm, the student must present a note to their teacher prior to that time and the parent must report to the office prior to 2pm as not to interrupt the dismissal process and loading of the busses.

Transitional Pre-Kindergarten:

The overall goal of a transitional program is that it allows children to experience school life, but at a more developmentally appropriate pace. Some students may struggle with a full-day program, and this allows the school and parents to work as a team to transition them properly. The administration will make the final determination regarding time allowance. Transportation would be the responsibility of the parent/guardian if schooling is revised.

HOMEBOUND INSTRUCTION

If a child is unable to attend school for an extended length of time, he/she may be eligible for homebound instruction. Applications for individual instruction are available at the Carbondale Area School District Offices, Office of Superintendent. Applications shall include a written statement from the physician containing a request for homebound instruction, a detailed description of the nature of the illness or handicap, and the approximate length of time that the student will be out of school. Instruction will be provided only when the student will be out of school for a minimum of two (2) weeks following the request date.

Carbondale Area Elementary School

School-Wide Positive Behavioral Interventions & Supports

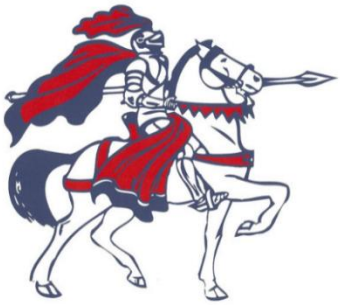
We “R” The Chargers: Ready, Respectful and Responsible

Mission Statement

Our Mission is to provide a positive, safe, healthy, nurturing and respectful environment in which all students have the opportunity to become productive members of society.

We will provide this through:

1. Development of clearly defined and consistent student expectations and accountabilities which reflect our theme of Be Ready, Be Respectful, Be Responsible
2. Maintenance of an open ended flexible approach through the use of a data driven informational system.
3. Educationally sound methods that foster student character, safety, and academic excellence.



SCHOOL-WIDE POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS

Dear Families,

Have you heard the buzz about our new School-Wide Positive Behavioral Interventions & Supports program?

What is School-Wide Positive Behavioral Interventions & Supports?

School-Wide Positive Behavioral Interventions & Supports is a proactive approach to discipline that emphasizes prevention, instruction on social skills, and data-based decision-making to reduce problem behavior and improve academic performance.

Why does PBIS work?

Research shows that when a school environment is positive and predictable, students feel safer, have better academic performance, higher test results and make better behavior choices. Schools show a gain in instructional time, reduction in out of school suspensions and discipline referrals and show a decrease in referrals to Special Education.

Can parents be involved?

Yes! Research shows that parent involvement in a child's school experience greatly increases their chances for academic success, positive behavior, higher self-esteem, better attendance and greater motivation. Parents are key sources of information about their child, are their child's first teachers, and have strengths and interests that can contribute to the educational process. When schools and families work together to support learning, children tend to succeed not just in school, but also throughout life. (National PTA, n.a.; Newman L. 2005; Henderson and Berla, 1997)

Our approach to managing behaviors is a positive one.

The purpose of School-Wide Positive Behavioral Interventions & Supports is to establish a climate in which appropriate behavior is "the norm."

Rewards are a HUGE component of our new School-Wide Positive Behavioral Interventions & Supports program!

Immediate Reward: CHARGER CASH

- **All adults in the school will be given CHARGER CASH to be given out to students who are displaying Charger Pride by showing Ready, Respectful, and Responsible behaviors! Students can earn CHARGER CASH all around the school – even on the bus!**

- **Each student will be responsible for their cash until they are able to purchase rewards.**

- **Students can redeem cash at the CA School Store during an assigned time.**

- **Students may also choose not to spend their cash at the CA School Store and save their cash for the Quarterly Charger Blowout.**

Short Term Reward: CA School Store or Classroom Reward

- **On a designated day, students will be able to spend their cash for various rewards.**

- **The CA School Store will be located in the Main Level Elementary Lobby, students will have the opportunity to visit the store monthly. On reward days other than school store or blowout, there will be rewards planned in the classroom.**

Long Term Reward: Charger Blowout

Quarterly, students who were Ready, Respectful, and Responsible will be invited to a fun celebration, called a Charger Blowout.
Ready, Respectful, and Responsible students being honored at these celebrations are those who have not:

- **Received more than 3 major discipline referrals.**

What is a MAJOR or MINOR Infraction?

Minor Infractions

(M-Disruption) Disruption – Student engages in low-intensity but inappropriate disruption. Ex: talking to other students during inappropriate times, interrupting teacher, out of seat in classroom when not appropriate

(M-Defiance) Defiance/Noncompliance - Student engages in brief or low-intensity failure to follow directions or talks back. Ex: Refusal to do work/ listen to teacher's directions, etc.

(M-Property Misuse) Property Misuse – Student engages in low-intensity misuse of property. Ex: Breaking pencils, standing on chair, writing on desk with pencil, etc.

(M-Dress) Uniform Violation – Student wears clothing that is not within the uniform guidelines defined by the school/district

(M-Disrespect) Disrespect - Student delivers low-intensity, socially rude or dismissive messages to adults or students.

(M-Foul Lang) Inappropriate Language - Student engages in low-intensity instance of inappropriate language, not directed toward any individual

(M-Tech) Technology Violation - Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, music/video players, camera, video game equipment, and/or computer.

(M-Contact) Physical Contact/ Physical Aggression - Student engages in non-serious, but inappropriate physical contact

Major Infractions

(Disrespect) Disrespect – Continued/Severe instances of disrespect, socially rude or dismissive messages to adults or students

(Defiance) Defiance/Insubordination - Continued refusal to follow teacher's directions or safety procedures, openly disregards authority figure

(Disruption) **-** Severe disruptive behaviors that repeatedly impede the learning of others for extended amount of time. Ex: sustained loud talk, yelling, screaming, horseplay/roughhousing, sustained out of seat behavior

(Weapons) Use/Possession of Weapons – Student is in possession of knife, gun (real or look-alike), or other objects readily capable of causing serious bodily harm

(Drugs, Alcohol, Tobacco) – Student is in possession of or is using illegal drugs/substances or imitations, alcohol, or tobacco products

(Bullying) – The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, or name calling. Repetitive negative actions towards another student.

(Prop Dam) Property Damage/Vandalism – Student participates in activity that results in destruction or disfigurement of property – Restitution required

(Fight) Fighting – Student is involved in mutual participation in an incident involving physical violence

(Foul Lang) Abusive Lang/Inappropriate Lang/Profanity – Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way

(Harass) Harassment – The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class

(Theft) – Student is involved by being in possession of, having passed on, or being responsible for removing someone else's valuable property

(Threat) Threatening – Threaten to cause bodily injury to another person
(Tech) Technology Violation - Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, music/video players, camera, video game equipment, and/or computer

(Out Bounds) Inappropriate Location/Out of Bounds Area – Student is in an area outside of school boundaries (as defined by school)

(PAgg) Physical Aggression – Student engages in actions involving serious physical contact where injury occurs and attention is required (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)

CELL PHONES (POSSESSION AND USE OF)

The use of cell phones on Carbondale Area School property during school hours is strictly limited. The possession of a cell phone on school property is not encouraged. However, in an effort to accommodate students involved in various *after school activities,* such as sports, plays, concerts, etc., possession of cell phones will be permitted under the following stipulations:

When cell phones are confiscated the following return time frame will result:

- FIRST TIME: Returned at the end of the day to the student.
- SECOND TIME: Returned to the parent/guardian during school hours; adult ***must*** come in.
- THIRD TIME: returned to student or parent at the end of the school year in June.

BULLYING

ANTI-BULLYING (PUPILS) POLICY
ADOPTED: FEBRUARY 22, 2008
CARBONDALE AREA SCHOOL DISTRICT

1. ***PURPOSE –*** The Carbondale Area School District is committed to providing all students and employees with the right to a safe and civil educational environment, free from harassment or bullying. Carbondale Area School District recognizes that bullying interferes with the learning process, and may present an obstacle to the academic, vocational, and social/emotional development of students.

2. ***DEFINITIONS*** – **Bullying** shall mean a pattern of repeated harmful behavior by a person with more physical or social power toward a less powerful person. This may include a wide variety of behaviors, with deliberate intent to hurt, embarrass, or humiliate the other person. Researchers have identified four (4) forms of bulling:

1. Physical – the most commonly known form; includes hitting, kicking, spitting, pushing and taking personal belongings.
2. Verbal – includes taunting, malicious teasing, name-calling, and making threats.
3. Psychological or Relational – involves spreading rumors, manipulating social relationships, and engaging in social exclusion or intimidation.
4. Cyber-Bullying – forms of verbal and psychological bullying may also occur on the Internet through e-mail, instant messaging, or personal profile web sites such as Face book, My-Space, etc. Cyber-bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student, teacher or employee of the district by sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures or images, or web site postings (including blogs). All forms of cyber-bullying are unacceptable and, to the extent that such actions are disruptive of educational process of the district, offenders shall be the subject of appropriate discipline.

Bullying shall mean unwelcome verbal, written or physical conduct directed at a student by another student that has the intent of or effect of:

1. Physically, emotionally or mentally harming a student.
2. Damaging, extorting or taking a student's personal property.
3. Placing a student in reasonable fear of physical, emotional or mental harm.
4. Placing a student in reasonable fear of damage to or loss of personal property.
5. Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

The term **bullying** and **cyber-bullying** shall not be interpreted to infringe upon a student's right to engage in legally protected speech or conduct.

3. ***Authority*** It shall be a violation of this policy for any student to bully another student on district grounds, at any school activity , or on the way to or from school.

4. ***Delegation of Responsibility*** – Each staff member shall be responsible to maintain an educational environment free of bullying and cyber-bullying. Each staff member shall be responsible to respect the rights of his/her fellow students and to ensure an atmosphere free from all forms of bullying and cyber bullying. Students shall be encouraged to report bullying or cyber bullying complaints to district employees. All employees who receive a bullying of cyber-bullying complaint shall investigate to determine if bullying or cyber-bullying has occurred. If the behavior is found to meet the definition of bullying or cyber-bullying, written documentation must be submitted to the building principal. The building principal or his/her designee will inform parents/guardians of the victim and person accused.

5. ***Guidelines Investigation Procedures***

1. A student shall report a complaint of bullying or cyber-bullying, orally or in writing, to the teachers, building administrator, or counselor.
2. The building administrator will investigate the alleged conduct that occurred.
3. The building administrator may ask assistance from other district employees in the investigation process.
4. After the investigation, the building principal or designee shall be notified in writing of the complaint and the results of the investigation and shall take corrective action to ensure that the conduct ceases.

Consequences/Intervention Pol. 218,233 – Consequences for students who bully other will be subject to the disciplinary options that may include counseling, a parent/guardian conference, detention, suspension or other consequences as provided in the Code of Student Conduct.

Confidentiality 20 U.S.C.Sec. 1232g – The Carbondale Area School District recognizes that both the complaining student and the alleged bully/extorter have a strong interest in maintaining the confidentiality of the allegations and relation information. The privacy of the complaining student, the individual(s) against whom the complaint is filed, and the witnesses will be respected as much as possible, consistent with legal obligations to investigate, to take appropriate action, and to comply with Family Educational Rights and Privacy Act (FERPA) and any discovery or disclosure obligations. As limited by FERPA protections, the principal or his/her designee may inform the complaining student/parents/guardians of the outcome of the investigation.

Reprisal – Any student who retaliates against another student for reporting bullying or extortion or for assisting or testifying in the investigation or hearing may be subject to disciplinary action.

With any suspension of bus privileges, the parents/guardians are responsible for having the student transported to and from school.

PLEASE NOTE:

All of our busses operate at near full capacity. All students who are picked up at a particular bus stop are expected to be transported back to the same bus stop.

Permission to ride on a bus (at dismissal) other than the one the student is assigned to can result in overcrowding on that bus. **ONLY in extreme EMERGENCIES** will such permission be granted.

SCHOOL BUS RULES;

School bus transportation is a **PRIVILEGE**! District students riding school buses must adhere to district busing regulations, which are established to ensure student safety. The school bus driver has a responsibility for your safety and conduct from the time you board the bus until the time you are transported to your regular bus stop at the close of the school day. Therefore, the rules which apply to your conduct at school are similarly applicable to your behavior which traveling to school and returning home.

Don't Lose Your Privilege!
Please Follow These Rules:

Students are expected to be Ready, Respectful, and Responsible on the bus.

Be Ready

- Be on time
- Face forward
- Have all items ready to exit bus promptly

Be Respectful

- Voice level 1
- Stay in seat
- Listen to driver
- Use kind words
- Hands feet and objects to self

Be Responsible

- Enter and exit safely
- No pushing
- No eating or drinking
- Stay in seat
- Cell phones and all items stay in backpack

Failure to follow these rules may result in parents having to drive student to and from school. The bus driver will be responsible for the discipline and standard of conduct on the vehicle. Behavior by any student that infringes upon the safety and privileges of others on the bus will not be tolerated. A student who cannot maintain self-discipline while riding the bus or at the bus stop will lose the privilege of being transported. If any of the rules set forth by the district or driver are broken (unless they be of a serious nature) the following will result:

1. First Offense – Warning - Call to parent/guardian
2. Second Offense – Call to parent/guardian, One week (5 days) bus suspension letter sent home.
3. Third Offense - Call to parent, 30-day bus suspension with possible bus suspension for the remainder of the year.
4. Suspension from riding the bus for the remainder of the year.

***All discipline is at the discretion of Administration**

BUS AUDIO POLICY

The Carbondale Area School District has adopted the Policy of the General Assembly of Pennsylvania Senate Bill No. 1077, Act 56 of 2016 authorizing audio interception on school busses or school vehicles for disciplinary or security purposes.

2026-2027 PARENT AND FAMILY ENGAGEMENT DISTRICT POLICY

In support of strengthening student academic achievement, Carbondale Area School District receives Title l, Part A funds and therefore is required under Section 1116 of the Every Student Succeeds Act (ESSA) to develop a written Parent and Family Engagement Policy. The Every Student Succeeds Act (ESSA) states that the Carbondale Area School District Parent and Family Engagement Policy must be jointly developed with parents and family members, incorporated into the District's plan (Consolidated Application), and distributed to parents of participating children in a format and language that parents can understand.

General Expectations

1. The Carbondale Area School District will involve parents and family members in the joint development of the Title I Plan (Title I Application) and in the process of school review and improvement (ESSA, Section 1116 (a) (2) (A)).
    - An annual fall meeting will be held for parents and family members to explain our Title I program and inform families about programming, an explanation of the curriculum, and the forms of academic assessment used to measure student progress.
    - An annual spring meeting will be held for parents and family members to learn and provide input in the Title t Plan, seek input on perceived needs for parent/family education, and review the School Level Parent and Family Engagement Policy and the School/Parent/Student Compact.
2. The Carbondale Area School District will provide technical assistance and support to the Carbondale Area Elementary School in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance (ESSA, Section 1116 (a) (2) (B)).
    - The Federal Programs Director will provide guidance and support on appropriate use of parent involvement funds and review school Parental Involvement Policies, Schoolwide Plans, and School/Parent/Student Compacts to ensure compliance.
3. The Carbondale Area School District will coordinate and integrate parent and family engagement strategies with other Federal, State, and local laws and programs (ESSA, Section 1116 (a)(2)(C)).
    - Carbondale Area School District will coordinate with Head Start, Pre-Kindergarten, Early intervention to facilitate a smooth transition for both parents and students from these programs to Carbondale Area Elementary School by working collaboratively with these outside agencies.
4. The Carbondale Area School District will take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and the effectiveness of the parent and family engagement policy in improving the academic quality of all schools. The evaluation will include identifying barriers to greater participation by parents and family members, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The evaluation will also include identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions (ESSA Section 1116 (a) (2) (D) (i-iii)).

    The District will use the findings of the evaluation to design evidence-based strategies for more effective parent and family involvement, and revise, if necessary, the Parent and Family Engagement Policy (ESSA Section 1116 (a) (2) (E)).

    - Parents are surveyed annually, at the spring meeting, to determine whether parent engagement needs are being met effectively and appropriately through the implementation of the parent and family engagement programs. The results of the surveys are used to develop strategies for school improvement and to revise the district and school Parent and Family Engagement Policies. These results are also used in planning future parent workshops and meetings,
5. The Carbondale Area School District will involve parents and family members in the activities of the school, which may include establishing a parent advisory board comprised of a sufficient number and representative group of

parents or family members to adequately represent the needs of the population; revising; and reviewing the Parent and Family Engagement Policy (ESSA Section 1116 (a) (2) (F)).

- Parents will be invited to review and revise the Parent and Family Engagement Policy at the annual spring meeting.

Use of Funds

6. The Carbondale Area School District will involve parents and family members in decisions about how the one percent set aside of Title l, Part A funds will be used to carry out activities and strategies consistent with the District's parent and family engagement policy.

- Parents will have the opportunity to provide feedback on the one percent set aside of funds by surveying parents on the use of funds. During the Annual Title I meeting, the school will share the budget for parent and family engagement activities.

6a. These activities and strategies will include disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members (ESSA Section 1116**3)(D)(iii**

- The Carbondale Area School District will educate its teachers, paraprofessionals, personnel, principals and other school leaders in the value and utility of contributions of parents, and how to communicate with, and work with parents as equal partners by scheduling parent/teacher conferences; making phone calls home; encouraging parents to serve as volunteers, as appropriate; and providing literature and professional development opportunities addressing parent and family engagement.

6b. In addition, this will include engaging in other activities and strategies that the District determines are appropriate and consistent with the District's Parent and Family Engagement Policy (ESSA Section 1116 (a) (2) (D) (v)).

- The Carbondale Area School district will provide assistance to parents in understanding the following topics: The Pennsylvania Academic Standards; the State and local academic assessments; the requirements of Title l, Part A; and how to monitor their child's progress.

Adoption

This LEA's Parental and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children attending the Carbondale Area Elementary School, as evidenced by this document and the sign-in sheet.

This policy was adopted by the Carbondale Area School District on July 22, 2019 and will be in effect for the period of 2022-2023. The district will distribute this policy to all parents of children attending our school on or before September 30, 2022, by placing it in the Carbondale Area Elementary School handbook and on the school district website.

Carbondale Area Elementary School jointly developed this Title I Parent and Family Engagement Policy in consultation with parents, as outlined by the Every Student Succeeds Act (ESSA). This policy will be distributed to parents at the beginning of each school year through the student handbook and will also be available to the community via the District's webpage. The Title I School Level Parent and Family Engagement Policy will be updated annually to meet the changing needs of parents, family members and the school.

In accordance with this policy, Carbondale Area Elementary School agrees to the following:

1. Parents and family members will be involved in the planning, review and improvement of the school's Parent and Family Engagement Policy (ESSA, Section 1116 (b) (1)) during the end of year meeting. At this time both the school level Parent and Family Engagement Policy and the School/Parent/Student Compact will be reviewed and agreed upon by parents.
2. Convene an annual meeting at the beginning of each school year to inform parents and family members of the school's participation in the program and to explain the requirements of the program and their right to be involved.
3. Offer a flexible number of meetings per school year.
4. Involve parents and family members, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school's parent and family engagement policy and the joint development of the school wide program.
5. Provide parents and family members with timely information about Title I programs.
6. Provide parents and family members a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency level students are expected to meet.
7. As requested by parents, provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
8. Parents will be asked to participate in the joint development of the School wide Program Plan.
9. Engage parents and family members in the planning and review of the School-Parent Student Compact. The Compact outlines how parents, the entire school staff, and students will share in the responsibility for improved 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. The Compact:
    - describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
        - Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
        - Parent-teacher conferences, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; Frequent reports to parents on their child's progress; Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and o Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
10. Provide assistance to parents and family members in understanding the challenging Pennsylvania Academic Standards, state and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children.

11. Provide materials and training to help parents and family members work with their children to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster family engagement.
12. Educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents; and how to communicate and work with parents as equal partners, implement, and coordinate parent programs, and build times between parents and the school.
13. Coordinate and integrate, to the extent feasible and appropriate, parent involvement programs and activities with other federal, state, and local programs including public preschool programs; conduct other activities that encourage and support parents and family members in more fully participating in the education of their children.
14. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and to the extent practicable, in a language the parents can understand.
15. Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children in a format that is practicable and in a language that parents can understand.

This Carbondale Area Elementary School's Parental and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children attending the Carbondale Area Elementary School, as evidenced by this document and the sign-in sheet.

This policy was adopted by the Carbondale Area School District on July 22, 2022 and will be in effect for the period of 2022-2023. The district will distribute this policy to all parents of children attending our school on or before September 30, 2022, by placing it in the Carbondale Area Elementary School handbook and on the school district website.

CARBONDALE AREA ELEMENTARY SCHOOL

2026-2027 SCHOOL/PARENT/STUDENT COMPACT

Carbondale Area Elementary School administration, faculty, staff and parents of students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA) agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop partnerships to help children achieve the State's high standards.

School Responsibilities

The Carbondale Area Elementary School understands the importance of the school experience to every student and their role as educators and models. Therefore, the school agrees to carry out the following responsibilities to the best of their ability:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards.
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
    - Parent-teacher conferences, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
    - Frequent reports to parents on their children's progress;
    - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
    - Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
- Treat each child with dignity and respect.
- Strive to address the individual needs of the student.
- Acknowledge that parents are vital to the success of their child and school.
- Provide a safe, positive and healthy learning environment.
- Assure every student access to quality learning experiences.
- Assure that the school staff communicates clear expectations for performance to both students and parents.

Parent Responsibilities

As parent/guardian, I understand that participation in my child's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Volunteer in my child's classroom.
- Support my child's learning.
- Participate, as appropriate, in decisions relating to the education of my child and positive use of extracurricular time.
- Create a home atmosphere that supports learning.
- Send my child to school on time and well-rested on a regular basis
- Attend school functions and conferences.
- Encourage my child to show respect for all members of the school community and school property.
- Review all school communications and respond promptly.

Student Responsibilities

As a student, I realize education is important. I am responsible for our own success. Therefore, I agree to carry out the following responsibilities to the best of my 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 ask for help when needed.
- Do daily work that is neat and reflects the student's best effort.
- Be respectful to all school members and to school property.
- Review all school communications and respond promptly.

Student Responsibilities

As a student, I realize education is important. I am responsible for our own success. Therefore, I agree to carry out the following responsibilities to the best of my 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 ask for help when needed.
- Do daily work that is neat and reflects the student's best effort.
- Be respectful to all school members and to school property.

CARBONDALE AREA SCHOOL DISTRICT

CARBONDALE AREA
ELEMENTARY SCHOOL
103 Brooklyn Street
Carbondale, Pennsylvania 18407

Telephone: 844.330.2273 Web: www.carbondalearea.org Fax: 570.282.3203

HOLLY W. SAYRE
Superintendent of Schools

MEG DUFFY
Principal

Parent Right to Know Information as Required by The Elementary and Secondary Education Assistance (ESEA)

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

Dear Parent(s)/Legal Guardian(s):

Your child attends Carbondale Area Elementary School**,** which receives Federal Title I funds to assist students in meeting state achievement standards. Throughout the school year, we will be providing you with important information about this law and your child's education. This letter lets you know about your right to request information about the qualifications of the classroom staff working with your child.

At Carbondale Area Elementary School, we are very proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-quality education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in ESEA. These regulations allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

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

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

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

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

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

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact Ms. Meg Duffy at Carbondale Area Elementary School at 1-844-330-2273.

Sincerely,

Ms. Meg Duffy

CHILD FIND

The Carbondale Area School District, in order to fulfill the obligations of the individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act is required to inform and provide full educational opportunities to all individuals with disabilities through age twenty-one.

Mrs. Holly Sayre, Superintendent of the Carbondale Area School District, needs your assistance to identify, locate, and evaluate all children with disabilities. This public awareness notice is to inform parents and other individuals/agencies of the availability of educational services and related services to all individuals who reside within the jurisdiction of the Carbondale Area School District, regardless of the severity of their disability. This includes individuals in all public and private agencies and institutions and highly mobile children with disabilities, such as migrant and homeless children, who reside within the legal boundaries of the district.

Anyone aware of an individual who may benefit from educational services and related services is encouraged to call the School District at 1-844-330-2273.

NOTICE OF NON-DISCRIMINATION

In compliance with SECTION 504 of the REHABILITATION ACT and the AMERICANS WITH DISABILITIES ACT, the Carbondale Area School District hereby provides the following public notice:

Applicants for admissions and employment, students, parents, persons with disabilities, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the Carbondale Area School District are hereby notified that this school does not discriminate on the basis of race, sex, color, national origin, age, or disability in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the school's compliance with the regulations implementing Title VI, Title IX, The Americans with Disabilities Act (ADA) or Section 504 is directed to contact the Carbondale Area School District superintendent's office.

COUNSELING PROGRAMS

A. PHILOSOPHY --

School counseling programs are collaborative efforts benefiting students, parents, teachers, administrators and the overall community. School counseling programs should be an integral part of students' daily educational environment, and school counselors should be partners in student achievement.

The elementary guidance program in the Carbondale Area School District is developmentally oriented. It follows the national model in that the primary focus is on promoting academic achievement, career planning, and personal/ social development. This model consists of four interrelated components including foundation, delivery system, management systems, and accountability. It is based upon the assumption that all children in the process of growth and development achieve certain goals if they are to progress normally. The elementary counseling program attempts to offer the kinds of services and experiences that will assist the individual child in accomplishing his/her tasks and establishing realistic goals.

Elementary school counseling is considered an integral part of the elementary school program. Guidance is a continuous process which should start early in the individual's life so that he/she may have the support of competent guidance personnel as he/she begins to formulate patterns of behavior that will regulate much of his/her developmental activity throughout his/her school career and later in life.

B. OBJECTIVES --

1. To assist all children to develop a positive self-image.
2. To help children grow in understanding themselves and others.
3. To help children realize their own role in accepting the responsibility for their own decisions and actions and to establish realistic goals.
4. To establish and maintain a continuous program of orientation and follow-up for each child through his elementary school experience.
5. To provide a supportive element to children, parents, teachers and others responsible for the growth and development of each child through conferences, consultations, and communications.
6. To provide for the early identification and diagnosis of learning difficulties.
7. To assist teachers in recognizing symptoms of potential problems and in developing guidelines for dealing with these problems.
8. To help children, parents, and school personnel to interpret test scores and professional reports.
9. To develop and maintain effective communication and cooperation within the guidance program of the Carbondale Area School District.
10. To develop rapport with other pupil personnel services and community agencies to assist with problems of children.
11. To assure that follow-up activities are planned and fully executed.

DELAYED OPENINGS/ EMERGENCY CLOSINGS

The closing or delayed opening of school will be announced over Remind and television stations prior to 7:00 a.m. In addition, an automated phone call will be made to each student's home residence**.** **PLEASE KEEP PHONE NUMBERS UPDATED AT THE SCHOOL**. Parents can watch the television channels 16 WNEP, 22 WYOU, or 28 WBRE for announcements.

In the event of an early dismissal due to inclement weather, the above radio and television stations will announce the time of each school's dismissal along with an automated telephone call home.

EMERGENCY PROCEDURE CARDS

At the beginning of every school year, a parent/guardian **MUST** complete a medical emergency card for each student. The cards will contain vital information including the names and telephone numbers of persons to be contacted in the event of an emergency. This information will be kept on file by the nurse, classroom teacher, and in the principal's office. It is extremely important that the parents/Guardians notify the school if any of this information changes throughout the school year.

FIRE DRILLS

There will be a fire drill held each month at the elementary school. Talking is forbidden during a fire drill as students and teachers leave the building, while they are standing at their stations, and when they are returning to their rooms. All instructions from teachers must be accepted without argument and carried out as quickly as possible. Students are to observe the signs in the building and use exits as specified. The particular exit to be used by the pupil depends on the room in which he or she is located when the alarm is sounded. Directions for leaving the building are posted in every room. These procedures will apply to any type of evacuation of the building that is necessary for emergency purposes.

GRADING SYSTEM

Students are evaluated and issued report cards four times yearly. A student's grade for the marking period is determined by individual teacher grading systems. Minor subjects are graded with an "S" or a "U," signifying "Satisfactory" or "Unsatisfactory." Major subjects are graded numerically on a scale from "0" to "100." A grade of less than 70% is considered a failing grade.

PARENTAL ROLE:

While homework is primarily the responsibility of the student, parents can encourage their children by showing interest and instilling positive attitudes toward homework.
Some tips parents can follow:

1. Provide a place to study. The child should have a quiet, well-lit work area.

2. Help the child develop a homework schedule.

3. Motivate toward neatness, best work, and completion of all assignments.

4. Review the school homework policy with the child so that the child knows what is expected of him/her.

5. Give positive reinforcement by monitoring the student's homework and giving encouragement.

PROGRESS REPORTS

Progress/ Performance report will on the parent portal for parents to review. This will take place in the middle of each marking period, before report cards are distributed.

REPORT CARDS

There are four marking periods consisting of 45 school days each. Report Cards will be issued after each marking period has ended. The first three report cards will be sent home with each child. The fourth report card will be mailed to your home during the summer vacation. Please check your monthly school calendar for specific dates of report card distribution.

Parents are requested to sign and remove the lower left portion of the report card and return it to the classroom teacher.

PARENT/TEACHER CONFERENCE

Parent/teacher conferences are used as a supplement to the report card. They give the parent and teacher an opportunity to discuss individual student's strengths and weakness.

Parent/teacher conferences are held four (4) times each year. Please consult your monthly school calendar for specific dates and times. The time allocated for conferences is one and one-half hours. Please be considerate of other parents who are also waiting to see your child's teacher and limit your

conference to five (5) minutes. If more time is needed, please phone your child's school to schedule an appointment with your child's teacher.

Parents are not permitted to meet with a teacher during regular school hours without an appointment. Please phone the school to schedule an appointment.

TEXTBOOKS

All textbooks issued by the classroom teacher become the responsibility of the individual student. Textbooks are very expensive, some in use in the elementary school running as high as $60.00 each. A student is requested to have all books covered and labeled with his/her name, grade and subject. Lost or damaged textbooks must be replaced at the expense of the parents.

PROMOTION-RETENTION PROCEDURES

A student may be retained in grades kindergarten through six when it's believed to be of benefit to the individual. The parents will be notified, and a parent-teacher conference will be held if retention is being considered. The final decision shall rest with the principal.

STUDENT RECORDS

Parents have the following rights related to their child's educational records:

1. To access their child's records within 30 days of their request.
2. To request that information be amended
3. To include a statement commenting disputed information contained in their child's educational records.

Local School Districts have the following responsibilities concerning student's records:

1. Inform parents annually of the Family Educational Rights and Privacy Act.
2. Designate individual(s) to ensure the confidentiality procedures.
3. Train personnel regarding confidentiality procedures and policies.
4. Maintain a listing of personnel who have access to educational records.
5. Obtain written parental consent prior to release of educational records.
6. Notify parents when their child's records contain irrelevant information, and
7. Furnish prior written notification of destruction of irrelevant information and their right to obtain copies of such information.

STUDENT WELLNESS POLICY

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

To ensure the health and well-being of all students, the Board establishes that the district shall provide to students:

1. A comprehensive nutrition program consistent with federal and state requirements.
2. Access at reasonable cost to foods and beverages that meet established nutritional guidelines.
3. Physical education courses and opportunities for developmentally appropriate physical activity during the school day.
4. Curriculum and programs for grades Pre-K-12 that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards.

The Superintendent or designee shall be responsible to monitor district schools, programs, and curriculum to ensure compliance with this policy, related policies and established guidelines or administrative regulations.

Each building principal or designee shall report to the Superintendent regarding compliance in his/her school.

Staff members responsible for programs related to student wellness shall report to the Superintendent regarding the status of such programs.

The Superintendent shall report to the Board on the district's compliance with law and policies related to student wellness. The report may include:

1. Assessment of school environment regarding student wellness issues.
2. Evaluation of food services program.
3. Review of all foods and beverages sold in schools for compliance with established nutrition guidelines.
4. Listing of activities and programs conducted to promote nutrition and physical activity.
5. Recommendations for policy and/or program revisions.
6. Suggestions for improvement in specific areas.
7. Feedback received from district staff, students, parents/guardians, community members and Wellness Committee.

An assurance that district guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law shall be provided annually by the Food Service Director or Business Manager.

<u>Wellness Committee</u>

The Board shall appoint a Wellness Committee comprised of at least (1) of each of the following: School Board member, district administrator, district food service representative, student, parent/guardian, member of the public, teacher, school nurse, school counselor, coach, classified staff, dietician, health professional, representative of community organization, food vendor and other individuals chosen by the Board.

The Wellness Committee shall serve as an advisory committee regarding student health issues and shall be responsible for developing Student Wellness Policy that complies with law to

recommend to the Board for adoption.

The Wellness Committee may examine related research and laws, assess student needs and the current school environment, review existing Board policies and administrative regulations, and raise awareness about student health issues. The Wellness Committee may make policy recommendations to the Board related to other health issues necessary to promote student wellness.

The Wellness may survey parents/guardians and/or students; conduct community forums or focus groups; collaborate with appropriate community agencies and organizations; and engage in similar activities, within the budge established for these purposes.

Nutrition Education

The goal of nutrition education is to teach, encourage and support healthy eating by students. Promoting student health and nutrition enhances readiness for learning and increases student achievement.

Nutrition education will be provided within the sequential, comprehensive health education program in accordance with State Board of Education curriculum regulations and the academic standards for Health, Safety and Physical Education, and Family and Consumer Sciences.

Nutrition education shall provide all students with the knowledge and skills needed to lead healthy lives.

Nutrition education lessons and activities shall be age-appropriate.

Nutrition education shall be integrated into other subjects to complement but not replace academic standards based on nutrition education.
District staff **may** cooperate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition.

Consistent nutrition messages **may** be disseminated throughout the district, schools, classrooms, cafeterias, homes, community and media.

Nutrition education may extend beyond the school environment by engaging and involving families and communities.

Physical Activity

District schools shall strive to provide opportunities for developmentally appropriate physical activity during the school day for all students.

District schools shall determine how they will contribute to the effort to provide students opportunities to accumulate at least sixty (60) minutes of age-appropriate physical activity on all or most days of the week. That time will include physical activity outside the school environment, such as outdoor play at home, sports, etc.

Age-appropriate physical activity opportunities, such as recess; before and after school; during lunch; clubs; intramurals; and interscholastic athletics, shall be provided to meet the needs and interests of all students, in addition to planned physical education.

A physical and social environment that encourages safe and enjoyable activity for all students shall be maintained.

After-school programs shall provide developmentally appropriate physical activity for participating children.

District schools **may** partner with parents/guardians and community members to institute programs that support physical activity

Physical activity shall not be used as a form of punishment.

Students and the community **may** have access to physical activity facilities outside school hours.

Physical Education

Quality physical education instruction that promotes lifelong physical activity and provides instruction in the skills and knowledge necessary for lifelong participation shall be provided.

Physical education classes shall be the means through which all students learn, practice and are assessed on developmentally appropriate skills and knowledge necessary for lifelong, health-enhancing physical activity.

Adequate amounts of planned instruction shall be provided in order for students to achieve the proficient level for the Health, Safety and Physical Education academic standards.

Safe and adequate equipment, facilities and resources shall be provided for physical education courses.

Physical education shall be taught by certified health and physical education teachers.

Other School Based Activities

District schools shall provide adequate space, as defined by the district, for eating and serving school meals.

Students shall be provided a clean and safe meal environment.

Students shall be provided adequate time to eat: ten (10) minutes sit down time for breakfast; twenty (20) minutes sit down time for lunch.

Drinking water shall be available at all meal periods and throughout the school day.

Students shall have access to hand washing or sanitizing before meals and snacks.

Nutrition professionals who meet criteria established by the district shall administer the school meals program.

Access to food service operation shall be limited to authorized staff.

Nutrition content of school meals shall be available to students and parents/guardians.

Students and parents/guardians may be involved in menu selections through various means.

To the extent possible, the district shall utilize available funding and outside programs to

enhance student wellness.

Food shall not be used in the schools as a reward or punishment.

The district shall provide appropriate training to all staff on the components of the Student Wellness Policy.

Goals of the Student Wellness Policy shall be considered in planning all school based activities.

Fundraising projects submitted for approval shall be supportive of healthy eating and student wellness.

Administrators, teachers, food service personnel, students, parents/guardians and community members shall be encouraged to serve as positive role models through district programs, communications and outreach efforts.

The district shall support the effort of parents/guardians to provide a healthy dies and daily physical activity for children by communicating relevant information through various methods.

Nutrition Guidelines

All foods available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing childhood obesity.

Foods provided through the National School Lunch or School Breakfast Programs shall comply with federal nutrition standards under the School Meals Initiative.

Competitive foods are defined as foods offered at school other than through the National School Lunch or School Breakfast Programs and include a la carte foods, snacks and beverages; vending food, snacks and beverages; school store food, snacks and beverages; fundraisers; classroom parties; holiday celebrations; and food from home.

All competitive foods available to students in district schools shall comply with the Nutritional Standards for Competitive Foods in Pennsylvania Schools. The nutritional standards shall be implemented as a two (2) year plan.

Safe Routes To School

The district shall assess and, to the extent possible, implement improvements to make walking and biking to school safer and easier for students.

The district shall cooperate with local municipalities, public safety agency, police departments, and community organizations to develop and maintain safe routes to school.

District administrators shall seek and utilize available federal state funding for safe routes to school, when appropriate.

References:
Child Nutrition and WIC Reauthorization Act of 2004 – P.L. 108-265 Sec. 204

HEALTH SERVICES

The purpose of the elementary health program is the attainment of optimum of health for all children through joint efforts of the home, school, and community.

Privacy of Student Health Information

The Family Education Rights and Privacy Act of 1974 (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPPA) govern all student health records in public school districts. They provide adequate security and privacy of health records, as well as allowing appropriate sharing of information "for legitimate educational purposes". Certain health related information contained in your child's health record may be shared with school personnel on a "need to know" basis, as necessary for the health and safety of your child. Some examples may include bee sting allergies, seizures, and diabetes.
If you have any concerns or questions, please notify the school nurse as soon as possible.

Health services include the following:

1. The Parent/Guardian is notified if the school nurse suspects a health problem that requires attention.
2. Health screenings are performed annually in specified grades:

   a. BMI letters will be sent to the home on all students per PA Department of Health mandate.
   b. Dental examination -- Kindergarten, grades 1 and 3.
   c. Hearing examination -- Kindergarten, grades 1, 2, 3, special education and students with problems that affect hearing. (May be requested by parent or teacher at any time.
   d. Height and weight and BMI (Basal Metabolic Index) -- ALL GRADES.
   e. Physical examination - Kindergarten and grade 6.
   f. Scoliosis - grade 6.
   g. Vision screening -- all grades (by school nurse).

Screening data and health related information is kept in ongoing individual records.

Parental Responsibilities:

1. The school nurse should be notified of any chronic health conditions a child may have or any impairment that can adversely affect his/her academic performance.

2. Since exclusion from school is mandated by law for several illnesses, a parent MUST inform the school nurse if the child has any of the following contagious illnesses:
   a. Acute contagious conjunctivitis (pink eye).
   b. Ringworm.
   c. Impetigo.
   d. Head lice. Carbondale Area has a no lice/no nit policy.
      If your child is sent home with head lice- you must call the school Nurse for an appointment to have your child re-admitted to class. Your child may not ride the school bus until cleared by the school nurse. Periodic and random hair checks will occur throughout the school year.

We recommend that if your child has long hair, please keep it pulled back in a ponytail, braid, etc. to minimize the chance of hair-to-hair contact while the children are playing or working in small group settings.

e. Scabies.
f. Tonsillitis.
g. Strep infection, including scarlet fever.
h. Chicken pox (a child with chicken pox MUST be excluded for SIX DAYS after the last vesicular eruption).
i. Measles.

3. All Children must receive the vaccinations mandated by the Department of Health.

4. If your child has allergies such as Bee Sting or Peanut, that may require Benadryl and/or EpiPen for emergency treatment, please obtain a prescription from the doctor for the emergency medication, complete the parental portion of the medication form and bring the ordered medication to the school nurse.

5. If your child is an asthmatic, please consider keeping a rescue inhaler with the school nurse for emergency use. Obtain a prescription for the inhaler from the doctor, complete the parental portion of the medication form and bring the ordered inhale to the school nurse.

6. If you child sustains an injury that requires a cast or crutch walking, please obtain an order from the doctor allowing for use of the school elevator, excusing the student from gym class for a specified time period and a medication order for pain relief, which may be administered by the school nurse. Please bring the student with all of the doctor's orders and pain medication to the school nurse on the day that the student returns to classes.

7. If your child should be wearing glasses in school, please check to see if they are taking them to school each day. Encourage your child to wear glasses as prescribed by his/her doctor.

8. If your child is scheduled for his/her routine physical examination or dental exam, call the nurse and a private exam form will be sent home with your child. The form can be added to your child's health record.

Policy for Medication Use in School:

*All parents/guardians must call the School Nurse to make an appointment prior to dropping off or picking up any medications.

*It is the parent's responsibility to keep track of when your child needs a medication refill.

A policy governing student use of medication in school has been adopted as follows:

-- only medication ordered by a doctor may be taken in school including OTC (over the counter medication) such as Tylenol, etc. The doctor's prescription must be given to the nurse.

-- whenever possible, medication should be given to the student at home.

--medication MUST be delivered to the school by an adult. DO NOT allow the child to carry any medication to school.

--medication MUST be in the original pharmacy container; a maximum one month supply of medication may be kept in the nurse's office.

--written parental request for the student to take medication in school must be on file.

--Medication orders are good for one school year.

--Medication must be picked up by an adult at the end of the school year.

In the event that the school nurse is not available to administer the medication, the student, with his parent's approval, will self-administer under the observation of the principal or his designee. If the parent does not approve of self-administration by the student, the parent or his designee will need to administer the medication at the school.

IMMUNIZATION

All students are required to be immunized against certain diseases in accordance with State statutes. ALL students admitted to school MUST present an immunization record at registration; no child is to be admitted without one. This applies to all grade levels. - Kindergarten through twelfth. If no record is presented, the parent must be asked to obtain one and told that the child cannot attend school until one is received.

No student shall be admitted to school without the following immunizations:

4 Combination Vaccines (Diphtheria and Tetanus)
3 Oral Polio Vaccines
2 Each - Mumps, Measles, and Rubella
3 Hepatitis B
2 Varicella (Chicken pox)
* Last DPT must be after child's 4th Birthday

STUDENT INSURANCE

An accident insurance policy is made available to cover all students who wish to purchase it. The insurance may be purchased at the beginning of each school year.

SPECIAL PROGRAMS

Special Education Placement Options

Depending upon the student's identified needs, the IEP team may recommend placement in one of the following:

- Supportive intervention in the regular classroom
- Supplemental intervention in the regular classroom
- Supplemental intervention in a special education resource room
- Part-time special education in a regular school
- Full time special education class outside of the regular school

These options represent a range of services from the least restrictive to more restrictive educational settings.

TO REQUEST FURTHER INFORMATION REGARDING SPECIAL EDUCATION PROGRAMS OR SERVICES CONTACT:

Mrs. Heather Tolerico
Special Education Coordinator
Carbondale Area School District
1-844-330-2273 ext. 1197

SPEECH AND LANGUAGE PROGRAM:

The speech program is an itinerant program offered by Carbondale Area School District. Types of speech disorders addressed are articulation, language fluency, voice and oral motor. Teacher referrals and parental requests are honored throughout the year.

PARENT'S RIGHTS

Parents of thought-to-be exceptional students have the right to fully participate as MDE and IEP team members. Moreover, it is important to note that initial evaluations, as well as special education placement, may not proceed without your written consent. A full explanation of Procedural Safeguards, including your right to a prehearing, must be provided to you, prior to one or more, of the following:

The school district either proposes or refuses to conduct a multidisciplinary evaluation:

The school district either proposes or refuses to initiate or change the identification, evaluation, educational placement of an IEP of an exceptional student.

TITLE I PROGRAM:

Carbondale Area School District is a district that has a Title I school wide program in the Carbondale Area Elementary School. School wide programs receive Part A funds "to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families". The focus of a School Wide Program is Comprehensive School Wide Reform to ensure all students - especially those considered most academically at-risk - are able to attain academic proficiency based upon state academic standards.

GIFTED PROGRAM:

The gifted program operates on itinerant schedule for the Carbondale Area Elementary. Students found to be making exceptional progress are tested by the school psychologist to determine eligibility.

LEARNING DISABILITIES:

The learning disabilities program is a full-time program offered by Carbondale Area School District. A child who consistently tries very hard in school yet does not experience success on the level of his/her potential may be a learning disabled student. The classroom teacher often makes the initial referral.

PETS

Parents are to be aware that Pets are not allowed on Carbondale Area School District property at any time.

LIBRARY

Elementary Library facilities are available to all students. Students visit the Library at least once every five (5) school days for book exchange and also for Library classes conducted by the school Librarian.

LOST AND FOUND

Lost items should be reported or turned into the principal's office. It should be fully understood by the parents and students that the student is responsible for his/her own property and that the school cannot assume responsibility for the loss of personal property. However, every effort will be made to assist pupils to locate and recover personal property, which has been lost. The office will seek to return each article to its rightful owner. Articles not claimed in reasonable period of time will be disposed of or destroyed.

NON-DISCRIMINATION POLICY

The Carbondale Area Elementary School will not discriminate in educational programs, or activities, based on race, color, religion, national origin, sex, age, ancestry, physical handicap, or union membership. This policy of nondiscrimination extends to all other legally protected classifications. Publication of this policy is in accordance with state and federal laws including Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and Sections 503 and 504 of the Rehabilitation Act of 1973.

In compliance with SECTION 504 of the REHABILITATION ACT and the AMERICANS WITH DISABILITIES ACT, the Carbondale Area School District hereby provides the following public notice: Applicants for admissions and employment, students, parents, persons with disabilities, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the Carbondale Area School District are hereby notified that this school does not discriminate on the basis of race, sex, color, national origin, age, or disability in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the school's compliance with the regulations implementing Title VI, Title IX, The Americans with Disabilities Act (ADA) or Section 504 is directed to contact the Carbondale Area School District superintendent's office.

CARBONDALE AREA SCHOOL DISTRICT UNIFORM POLICY

The Carbondale Area School District has adopted the attached school uniform policy for grades Pre- K through 12. The uniforms may be worn in any combination. The CAES PTA runs a School Uniform exchange program. Used and outgrown uniforms that are gently used, cleaned and in wearable condition will be collected for the uniform exchange. For elementary students in need of uniforms, please email our building clerks confidentially at kim.rosar@carbondalearea.org. For High school students in need of uniforms, please email our building clerks at michele.caviston@carbondalearea.org or cori.wright@carbondalearea.org .

CARBONDALE AREA SCHOOL DISTRICT

STUDENT DRESS CODE

STUDENT ATTIRE MUST:

- ☑ Adhere to outlined expectations
- ☑ Be appropriately sized for the child and no more than one regular size larger than the student measures.
- ☑ Be solid colors, without patterns. No visible emblems, tags, or logos.
- ☑ Be school colors; tops can be navy blue, royal blue, light blue, red, white, and grey; pants - navy blue, black ,or khaki.
- ☑ NOT be embellished in anyway.
- ☑ NOT be torn or have holes.
- ☑ NOT pose a safety hazard; shoes must be tied and must be closed toe and with backs.
- ☑ NOT have chains, spiked bracelets or dog collars.

BOTTOMS

- ALL must be navy blue, black, or khaki
- Long pants - NO Cargo Pants
- Standard skirt/skort and standard jumper - no more than 3" above the knee
- No stand alone Leggings/Jeggings/Tights
- Leggings/Jeggings/Tights must be worn under skirts/skorts/jumpers - October 1 - April 30 and must be navy blue, royal blue, light blue, black, red, khaki, white, or cream
- Shorts can be worn May 1 - September 30 unless extended by administration; no more than 3" above the knee; NO denim or cargo shorts
- **Elementary ONLY** - Sweatpants/joggers - navy blue

PE ATTIRE

- Sneakers must be worn
- Sweatpants/joggers; t-shirt in school colors; spirit wear in school colors (navy blue, royal blue, light blue, grey or white)

TOPS

- ALL Tops must be school colors (navy blue, royal blue, light blue, red, white, and grey)
- Polo shirts - embroidery is optional
- Collared shirt - embroidery is optional
- Standard or mock turtleneck
- Crewneck sweater or sweatshirt
- Cardigan or vest must have school colored shirt underneath
- 3/4 zip pullover in school colors (navy blue, royal blue, light blue, red, white, and grey)
- School Colored t-shirts with school logo, name, or mascot on it
- CASD approved spirit wear only

NO HOODED SWEATSHIRTS OR SHIRTS ARE ALLOWED.

SPIRIT WEAR

- Spirit wear is customized clothing with the school logo, name, or mascot on it. The goal of students wearing spirit wear is to foster a sense of community and Charger pride within our schools.
- Spirit wear shirts/tops can be worn daily. Spirit wear bottoms can be worn to PE class or on an official designated school dress-down day.
- **Elementary ONLY** - students can wear navy blue spirit wear bottoms to school daily.

***Administration has the final approval on all spirit wear and uniforms**

"DRESS DOWN" DAYS

- During "Dress Down" days, students may wear Jeans, but they must NOT have holes, rips, or tears.
- Student attire must promote a safe, positive, productive learning environment and adhere to student handbook.
- Attire should adhere to "Dress Down" day theme.

SCHOOL/ PTA CLEARANCES

Adults having direct contact with children, volunteering within school or on activities/ trips must have the following clearances.

*** VOLUNTEER'S ARE FREE/all clearances must be completed every 5 years***

1.) Pennsylvania State Police Criminal Background Check:

https://epatch.state.pa.us/Home.jsp

2.) Pennsylvania Child Abuse Clearance:
(Have to create an individual account first- then login to your account and complete clearance.)
https://www.compass.state.pa.us/cwis/public/home

3.) FBI Federal background Check:
https://www.uenroll.identogo.com/

SCHOOL CODE IS 1KG6XN

****IF YOU HAVE LIVED IN PENNSYLVANNIA FOR THE LAST TEN (10) YEARS-**
YOU ONLY NEED TO HAVE THE FBI CLEARANCE FORM NOTORIZED. THIS FORM IS LOCATED IN THE CAES OFFICE.

CARBONDALE AREA SCHOOL DISTRICT | 2026-2027 CALENDAR

AUGUST '26

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

18-20 Teacher Inservice Days
25 First Day of School

5/5 Student Day
8/8 Teacher Days

SEPTEMBER '26

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

4-7 Labor Day Holiday
25 Full Act 80 Day (No School for Students)

20/25 Student Days
20/28 Teacher Days

OCTOBER '26

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

9 Columbus Day
12 Full Act 80 Day (No School for Students)
30 Early Dismissal (Act 80 day)

21/46 Student Days
21/49 Teacher Days

NOVEMBER '26

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

11 Veterans Day
25 Early Dismissal (CAEA Day)
26-30 Thanksgiving Break

17/63 Student Days
17/66 Teacher Days

DECEMBER '26

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

23 Early Dismissal (CAEA Day)
24-31 Winter Break

17/80 Student Days
17/83 Teacher Days

JANUARY '27

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 New Year's Day
15 Full Act 80 Day (No School for Students)
18 M.L. King Day

19/99 Student Days
19/102 Teacher Days

FEBRUARY '27

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

12 Full Act 80 Day (No School for Students)
15 Presidents' Day

19/118 Student Days
19/121 Teacher Days

MARCH '27

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

24 Early Dismissal (CAEA Day)
25 Snow Make-up Day
25-29 Spring Break

20/138 Student Days
20/141 Teacher Days

APRIL '27

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

16 Full Act 80 Day (No School for Students)
30 Early Dismissal (CAEA Day)

22/160 Student Days
22/163 Teacher Days

MAY '27

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

7 Full Act 80 Day (No School for Students)
28 Early Dismissal (CAEA Day) – Tentative Last Day of School
31 Memorial Day

20/180 Days
20/183 Teacher Days

JUNE '27

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1-4 Snow Make up Days

Approved 3/16/26

- First Day of School
- Last Day for Students
- Teacher Inservice Days/Students not in Attendance
- Students/Teachers No School
- Early Dismissal
- Snow Make-up Days

Early Dismissal Times: Elementary 12:20 PM High School 12:40 PM. CTC students will follow the CTC calendar.