

SHAMOKIN AREA ELEMENTARY AND INTERMEDIATE SCHOOL



**STUDENT-PARENT HANDBOOK
2020 - 2021**



SHAMOKIN AREA ELEMENTARY AND INTERMEDIATE SCHOOL

3000 West State Street
Coal Township, PA 17866
Phone: (570) 648-5721
Fax: (570) 644-3703



Mr. Michael L. Keefer
Principal

Mr. Anthony Carnuccio
Assistant Principal

Mrs. Laura Fetterman
School Counselor

Dear Shamokin Area Elementary Families,

Welcome to the 2020-2021 school year. For those of you that are new to Shamokin Area Elementary/Intermediate School, we welcome you to our tribe! For those of you returning for another exciting school year, welcome back. After an unparalleled 2019-2020 school year, we are collectively excited to welcome you back to our building and virtual classrooms. To cope with COVID-19, we have made many changes in our building to safely transition students back into their classrooms and fully engage in the learning process.

We understand the stress and anxiety that these uncertainties create for parents and students and it is our hope that this building-specific plan will alleviate some of those worries and specify some of our daily operational protocols and safeguards. Remember, this handbook is a very fluid document and will change over time depending on CDC and Department of Health mandates and recommendations. Some things in our building will remain unchanged, while others will look completely unique in providing a tremendous amount of flexibility and caution in dealing with the COVID-19 pandemic in our school. Although we cannot completely eliminate the risk of COVID-19 transmission in our school, we have taken very measured steps in minimizing the potential for exposure.

Major changes include:

- 1) The installation of hand sanitizers at strategic locations throughout our school.
- 2) More frequent cleaning and disinfecting of high touch areas throughout the school.
- 3) School breakfasts/lunches will be served in to-go containers. Students will not be handling breakfast/lunch items other than their own. Students eating breakfast/lunch will be positioned 6 feet apart in the cafeteria.
- 4) The creation of seven (7) separate lunch/recess periods to allow for additional physical and social distancing in our school.
- 5) Demarcated hallways to control and direct traffic to minimize the potential for exposure during transition times.
- 6) Hygiene and CDC guidance is posted throughout our school to remind students of proper handwashing and physical distancing.
- 7) Classrooms have been arranged to maximize physical distance between students. In the event that students can maintain at least 6 feet of distance in their respective classroom, they will be permitted to remove their face coverings. Otherwise, students will have to wear a face covering if 6 feet of physical distance cannot be achieved. For specific responses to masking guidelines, refer to Appendix A.
- 8) Students MUST wear a mask on the bus and when entering/exiting the school building. Students MUST also wear a mask when transitioning in the hallway at the Elementary School.
- 9) Students will be assigned seating on each bus to track exposure in the event of a COVID positive case.

- 10) (Optional): Students will be permitted to bring personal laptop computers to school to use in class for instructional purposes. Cellphones are not a recognized instructional device. If brought to school, cellphones are not to be visible or in use during the school day. Cellphones must remain in your child's backpack.
- 11) After school programming and assemblies have been suspended until further notice, with the exception of STEAMS which is being conducted virtually. For additional information, please contact the Elementary Main Office at 570-648-5721.
- 12) Visitors **MUST** make an appointment with the Elementary Office prior to being permitted onto the school premises. Parents wishing to sign their children out for appointments will be asked to call the school and/or submit an excuse in advance of you coming to the school. All visitors must have a valid ID/driver's license to present to school security to ensure the safety of all students.
- 13) Parents will have the choice to change their child's enrollment status to virtual or on-site on a monthly basis.
- 14) Virtual students are held to the same Student Code of Conduct as on-site students and may be subject to disciplinary action if they exhibit inappropriate behavior in our virtual settings – please reference Appendix B.

Together, we firmly believe that creating a safe and productive learning environment is a shared responsibility of parents, students and school personnel. It is imperative that parents use caution when sending their children to school. By keeping your child home If they are experiencing COVID-19 symptoms, you are keeping our school safe for all students and staff members. Additionally, if you become aware of a possible exposure in your household, it is imperative that you communicate this information to our school nurse. We cannot wait to welcome you back to our school both virtually and in-person!

Yours in Education,

Mike Keefer
Principal

Tony Carnuccio
Assistant Principal

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Coal Township, PA 17866
Telephone: (570) 648-5721
Fax: (570) 644-3703

PROFESSIONAL AND NON-PROFESSIONAL EMPLOYEES

SUPERINTENDENT OF SCHOOLS	Mr. Chris Venna
ELEMENTARY PRINCIPAL	Mr. Michael L. Keefer
ASSISTANT PRINCIPAL	Mr. Anthony Carnuccio
SPECIAL EDUCATION SUPERVISOR	Mrs. Sherry Glosek
CURRICULUM COORDINATOR	Mrs. Mary Teresa Komara
SUPERVISOR OF BUILDING & GROUNDS	Mr. David Petrovich
FOOD SERVICE MANAGER	Mrs. Sherry Eichelberger
SCHOOL COUNSELOR	Mrs. Laura Fetterman
SECRETARIES	Mrs. Maria Dombroski Mrs. Alexia Herb Mrs. Mary Thew
SPECIAL EDUCATION SECRETARY	Mrs. Carol Bainbridge
GROUNDKEEPER	Mr. Stephen Bamford
PRE-KINDERGARTEN	Mrs. Lonnie Hauer Miss Abby Holobovich
LANGUAGE	Ms. Bridget Smink
KINDERGARTEN	Mrs. Stephanie Boyer Mrs. Amanda Houck Mr. Stephen Kowalchick Mrs. Cara Luberecki Mrs. Kandy Miller Mrs. Shannon Pensyl Miss KellyAnn Piaseczny Mrs. Wendi Schleig
FIRST GRADE	Mrs. Jennifer Christian Mrs. Lisa Gass Mrs. Tammy Glowatski Mrs. Melissa Kline Mrs. Courtney Long

Mrs. Kathleen Palacz
Mrs. Mary Yohe
Mrs. Erin Zimmerman

SECOND GRADE

Miss Kristina Bolick
Mrs. Tina Burns
Ms. Angela Kramer
Mrs. Colette Long
Mrs. Kristine Mace
Mrs. Nina McGugan
Mrs. Lisa Tillett
Mrs. Joelle Zalinski

THIRD GRADE

Mrs. Deena Erdman
Mrs. Kelly Haupt
Mrs. Maria James
Mrs. Diane Knisely
Ms. Stephanie Lubeskie
Mrs. Dana Ososkie
Mrs. Jenessa Schweitzer
Mrs. Lisa Shappell
Miss Amber Slodysko

FOURTH GRADE

Mrs. Kayla Bamford
Mrs. Kyrie Ciborowski
Mrs. Susan Redd
Mrs. Taylor Rumfelt
Mrs. Victoria Waugh
Mrs. Deborah Young
Mrs. Kimberly Zosh

FIFTH GRADE

Mrs. Sarah Boughner
Mrs. Milinda Erdman
Mrs. Jennifer Losiewicz
Mrs. Jennifer Neary
Mrs. Jennifer Stoshack
Mrs. Jessica Wolfgang
Mr. Christopher Zimmerman

SIXTH GRADE

Mr. Edward J. Bailey
Mrs. Mary Bias
Mrs. Kate Catizone
Mrs. Caterina Dobak
Mrs. Bianca Dunn
Mr. Douglas Kase
Ms. Elizabeth Orner

REMEDIAL READING

Mrs. Marisa Alleman
Mrs. Sharon McHenry
Mr. Robert Ryder
Mrs. Kathleen Spudes

SPECIAL EDUCATION

Mrs. Christa Carl
Mrs. Jessica Condron
Mrs. Tara Dunkelberger
Mrs. Lisa Firing

GIFTED/ESL

Miss Marlana Krebs
Mrs. Alexandria Mark
Mrs. Rhiannon Rennalls
Mrs. Tracy Rhodes
Miss Amanda Stine
Emotional Support Teacher - TBA
Mrs. Kayla Summers
Mrs. Julie Titman
Mrs. Angelic Wisgo
Miss Emily Witt

SPEECH & LANGUAGE

Ms. Courtney Cecco
Mrs. Danielle Locke
Mrs. Andrea Walsh

SCHOOL NURSE

Mrs. Nicole Worgen

SCHOOL NURSE AIDE

Mrs. Corrine Carpenter, LPN
Mrs. Wendy Fegley, LPN

SCHOOL PSYCHOLOGIST/CST

Mrs. Christine Gotshall

SCHOOL SOCIAL WORKER

TBA

MUSIC

Mrs. Krista Carney

ART

Homeroom Teacher

PHYSICAL EDUCATION

Homeroom Teacher

SHAMOKIN AREA SCHOOL BOARD

PRESIDENT

Mr. Brian Persing

VICE PRESIDENT

Mrs. Melissa M. Hovenstine

SECRETARY

Mr. Erik S. Anderson

TREASURER

Mr. Charles H. Shuey

MEMBER

Mr. Edward M. Griffiths

MEMBER

Mr. Jeffrey L. Kashner

MEMBER

Mrs. Laura A. Scandle

MEMBER

Mrs. Rosalie Smoogen

MEMBER

Mr. Bernard Sosnoskie

SOLICITOR

Mr. Timothy A. Bowers

STUDENT RESPONSIBILITIES

Each student is responsible for his/her learning. To be successful, each student must accept his/her responsibility to:

1. Attend school regularly
2. Arrive at school on time
3. Be prepared to learn
4. Behave according to school standards of behavior
5. Be familiar with school rules and follow them
6. Dress appropriately
7. Follow the Elementary Code of Conduct

Continuous misbehavior and inappropriate conduct will result in denied permission in attending any school based field trips and/or programs. Decisions will be made by administration.

PUBLIC SCHOOL CODE

State law requires that every child attend school each day that school is in session unless unable to do so because of illness or some other legitimate reason.

Three days of unexcused absences constitute violations of the compulsory attendance provisions of the Public School Code, which must be reported to school officials by the principal or teacher. Section 133 of the law provides that the parents or guardians of any child of compulsory school age who is absent from school without an excuse is subject to summary conviction.

It is district policy that a note is required to be given to the student's teacher within a three-day window after your child's absence from school. If a note is not sent in within the three days, your child's absence(s) will be marked unexcused/illegal.

SHAMOKIN ELEMENTARY/INTERMEDIATE CODE OF CONDUCT

1. I am respectful, mannerly, and courteous.
2. I am responsible.
3. I have a positive attitude.
4. I am prepared.

We are here to **learn**. Therefore I will:

- Respect myself, others, and everyone's property,
- Be mannerly at all times,
- Be courteous to everyone,
- Be cooperative,
- Be prepared for class with materials and homework,
- Do nothing to keep the teacher from teaching and anyone, myself included, from learning.

Shamokin Area Elementary/Intermediate
Early Dismissal – Act 80 Days

Tuesday, September 29, 2020

Friday, May 14, 2021

Tuesday, November 24, 2020

Tuesday, June 1, 2021 (Last Day)

Wednesday, December 23, 2020

PRE-K through sixth grade students will be dismissed at 12:45. Buses will follow the regular P.M. dismissal schedule.

REPORT CARDS

The report card schedule, for **Kindergarten through Sixth Grades** for the 2020-2021 school term is as follows: (45 days)

MARKING PERIOD ENDS

REPORT CARDS HOME

1st October 27, 2020

November 3, 2020

2nd January 14, 2021

January 22, 2021

3rd March 24, 2021

March 31, 2021

4th June 1, 2021

June 1, 2021

ATTENDANCE TIMELINE

Student Arrival

1. Students must be inside their classroom by **8:15 a.m.** to be considered **PRESENT**.
2. Any student arriving between **8:16 a.m. and 10:40 a.m.** will be considered **TARDY a.m.**
3. Any student arriving between **10:41 a.m. and 1:10 p.m.** will be considered **½ day absent**.
4. Any student leaving between **1:11 p.m. and 3:00 p.m.** will be considered **TARDY p.m.**
5. **Written excuses are required for days tardy or absent, even if you've called in, within three (3) days of return of school. Notes will not be accepted via email they must be hand written or official doctor notes. If a note is not received within three (3) days of return to school, days will remain unexcused. Notes are also required when students are signed into school late or signed out early. The excuse must state student's first and last name, teacher's name, exact dates of absence and the reason for the absence(s). Doctor notes only cover exact dates listed on doctor excuse. Any dates not listed will need additional excuse(s) turned in.**
6. Students are permitted to turn in 3 parental notes for excused tardiness. Parental notes will not be accepted starting with the students 4th tardy to school. The district will record minutes for every

unexcused tardy. Once a student accumulates 195 minutes tardy, they will receive ½ day unexcused absence on their attendance record. A student will receive a full day unexcused absence upon accumulating a total of 390 minutes tardy. Tardy minutes will continue to accumulate the entire school year.

7. A maximum of thirteen (13) days with PARENT – SIGNED excuses shall be permitted during a school year. All absences beyond thirteen (13) cumulative days shall require an excuse from a licensed physician.
8. When your child has reached 3 unexcused absences, your attendance will be requested at a School Attendance Improvement Conference.
9. Additional unexcused absences after School Attendance Improvement conference meeting could result in your prosecution and conviction for violation of the compulsory attendance laws. Penalties for conviction include fines of up to \$750.00 for each offense.

Habitual truancy can also lead to referral of this matter to the County Office of Children and Youth, which could determine that your child is “dependent” under applicable child welfare laws.

Due to changes in the attendance computer program that is being used in the Shamokin Area School District, any and ALL students who arrive after 8:15 a.m. must be accompanied by a parent/guardian to the main office area and signed in.

Any student being signed out prior to the end of the school day should present a note to their homeroom teacher. The student must then be signed out in the main office area by a parent or guardian. Students who arrive in their homerooms after the 8:15 a.m. cut off due to a late bus will not be marked tardy.

No educational trip requests will be approved after the fact. ALL educational trip requests must be approved prior to the trip.

IF YOUR STUDENT(S) ARE ABSENT FROM SCHOOL YOU WILL RECEIVE A TELEMATED MESSAGE INFORMING YOU OF THE ABSENCE.

HUMAN SERVICES

Samuel J. Schiccatano
Joseph Klebon
Kymberly Best
Commissioners

Children and Youth Services
Northumberland County, Pennsylvania

Human Services Building
322 North 2nd St.
Sunbury, PA 17801

Children & Youth: Phone: (570) 988-4237
Fax: (570) 988-4241
Toll Free: (866) 667-7929

In an effort to further reduce truancy our school district has partnered with the Northumberland County Children and Youth Agency who has developed a Truancy Prevention Specialized Unit. This Unit utilizes Children and Youth and Juvenile Probation staff. The purpose is to assist families who by LAW (PA ACT 138) have been identified as truant. This will include:

- Attendance at Student Attendance Improvement Plan Meetings
- Direct Contact with Student and Families (School, Home and Community)
- Offer Community Based Supports
- Facilitate Parental Truancy Assistance Program (PTAP)
- Recommend and Refer to Children and Youth Services
- Recommend and Attend Magisterial hearings

A child is considered Truant after accumulating 3 or more unexcused absences and Habitually Truant after 6 or more unexcused absences. This Unit can be contacted directly at (570)988-4237 or email truancy@norrycopa.net

Katrina Gownley
Administrator
Northumberland County Children and Youth Services

TRANSPORTATION

PARENT BEHAVIOR

Parents/guardians accompanying their child to the bus stop, please keep in mind to set a good example by not using inappropriate language or smoking in front of students. A parent/guardian, 18 years or older, must be present at the bus stop for PreK and Kindergarten students. If a parent of a PreK/Kindergarten student is not at the bus stop when the bus arrives, the child will automatically be brought back to the Elementary or Annex buildings after three times. The parent will be responsible for picking the child up at their respective school. Courtesy calls will be given the first three times. Upon the fourth incident, the student will be brought back to their building of attendance.

STUDENT BEHAVIOR

STUDENT BEHAVIOR ON THE BUS...All students are expected to exhibit good behavior while riding on the school bus. **All students and parents should understand that suspension from the bus will occur for any student upon receipt of the 3rd bus conduct report from the bus driver.**

However, when receiving misconduct reports from the bus driver or from the supervising teachers, we will consider each student's past bus riding record and **may issue a bus suspension on the first offense.** This suspension from the bus may result in 1 to 10 or more days depending upon the nature of the misconduct. During the suspension period students will not be permitted on any district bus. All subsequent bus conducts will result in suspension from the bus with the number of days increasing with each additional offense.

Also... please understand that **students must ride on the bus they have been assigned to.** **"SWITCHING" BUSES IS NOT PERMITTED.** In addition, audio and video equipment is installed in each bus and students are recorded as part of our safety and discipline procedures as per Shamokin Area School District Policy #810.

BUS RULES

The safety of our children on the bus is of utmost importance to us; however, our efforts will only be successful with parental cooperation. We need you to review bus safety rules with your child on a regular basis and to support the bus driver and the school if your child should receive a bus misconduct report. Please remember that the safety of many children, including your own, depends directly on your child's behavior on the school bus and at the bus stop. All buses are equipped with audio/visual recorders.

The following would be examples of **GOOD** rules to follow:

- BOARD AND EXIT THE BUS IN AN ORDERLY AND SAFE MANNER.
- PRESENT BUS PASS WHEN BOARDING THE BUS AND UPON DEMAND.
- REMAIN SEATED WHILE ON THE BUS.
- TALK WITH OTHER PASSENGERS IN A NORMAL VOICE.
- KEEP ALL PARTS OF THE BODY INSIDE THE BUS WINDOWS.
- KEEP AISLES, STEPS, AND EMPTY SEATS FREE FROM OBSTRUCTION.
- REMAIN FULLY AND PROPERLY CLOTHED.
- TREAT THE DRIVER AND FELLOW STUDENTS WITH RESPECT.
- PROMPTLY COMPLY WITH THE DRIVERS' OR MONITORS' INSTRUCTIONS.
- TREAT THE BUS AND OTHER PRIVATE PROPERTY WITH CARE.

When receiving misconduct reports from the bus driver or from the supervising teachers, we will consider each student's past bus riding record and **may issue a bus suspension on the first offense.**

The following are inappropriate behaviors as classified by the Shamokin Area School District:

- DISOBEYING THE DRIVER
- SWEARING OR USING ABUSIVE LANGUAGE
- THROWING THINGS INSIDE OR FROM THE BUS
- SPITTING INSIDE OR FROM THE BUS
- DAMAGING THE SEATS OR OTHER EQUIPMENT
- STANDING OR KNEELING ON THE SEATS
- STANDING WHILE THE BUS IS IN MOTION
- LEAVING SEATS WHILE THE BUS IS MOVING
- EXTENDING HANDS, ARMS, OR LEGS FROM THE WINDOW
- SHOUTING FROM OPEN WINDOWS
- EATING OR DRINKING ON THE BUS
- PHYSICALLY ATTACKING THE DRIVER
- PHYSICALLY ATTACKING AND/OR INJURING OTHER STUDENTS
- TAMPERING WITH CONTROLS OF THE BUS
- OPENING A DOOR WHILE THE BUS IS IN MOTION
- POSSESSING OR USING DRUGS, ALCOHOL, OR TOBACCO
- EXTENDING HIS/HER BODY FROM A MOVING BUS
- CREATING A FIRE OR BURN HAZARD BY LIGHTING MATCHES OR LIGHTERS
- EXITING FROM THE EMERGENCY DOORS OTHER THAN FOR EMERGENCIES OR SUPERVISED DRILLS

The following are inappropriate behaviors as classified by the Shamokin Area School District:

	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
Leaving Seat	Warning Issued	LOP 2 days recess detention	Suspended from bus 1 day	Suspended from bus 5 days
Using unacceptable language	Warning Issued	LOP 2 days recess detention	Suspended from bus 1 day	Suspended from bus 5 days
Eating or drinking	Warning Issued	LOP 2 days recess detention	Suspended from bus 1 day	Suspended from bus 5 days
Refusing to follow instructions	Warning Issued	LOP 2 days recess detention	Suspended from bus 1 day	Suspended from bus 5 days
Throwing objects from the vehicle	LOP 1 day recess detention	LOP 2 days recess detention	Suspended from bus 1 day	Suspended from bus 5 days
Yelling	Warning Issued	LOP 2 days recess detention	Suspended from bus 1 day	Suspended from bus 5 days
Hanging out of vehicle	Warning Issued	LOP 2 days recess detention	Suspended from bus 1 day	Suspended from bus 5 days
Lewd actions	Warning Issued	LOP 2 days recess detention	Suspended from bus 1 day	Suspended from bus 5 days
Hitting or physical contact	LOP 1 day recess detention	LOP 5 days recess detention	Suspended from bus 5 days	Suspended from bus 10 days
Damaging Property	LOP 1 day recess detention	LOP 5 days recess detention	Suspended from bus 5 days	Suspended from bus 10 days
Bullying	LOP 1 day recess detention	LOP 5 days recess detention	Suspended from bus 5 days	Suspended from bus 10 days
Lighting matches or lighter	LOP 1 day recess detention	LOP 5 days recess detention	Suspended from bus 5 days	Suspended from bus 10 days
Using tobacco of any kind	LOP 1 day recess detention	LOP 5 days recess detention	Suspended from bus 5 days	Suspended from bus 10 days
Opening doors while vehicle is moving	LOP 1 day recess detention	LOP 5 days recess detention	Suspended from bus 5 days	Suspended from bus 10 days

Tampering with vehicle controls	LOP 1 day recess detention	LOP 5 days recess detention	Suspended from bus 5 days	Suspended from bus 10 days
Using or having drugs or alcohol	Case by case basis	Case by case basis	Case by case basis	Case by case basis
Physically attacking the driver/others	Case by case basis	Case by case basis	Case by case basis	Case by case basis

LOP – Loss of privileges

Concerning **TOBACCO CONTROL**...The Shamokin Area School District recognizes that smoking during school hours and on school property presents a health and safety hazard which can have serious consequences for the smoker, non-smoker and the safety of the District. Possession of tobacco or tobacco products by students is a violation of the discipline code and is subject to penalties including notification of parents and suspension from school. Smoking by adults and/or non-elementary students on school property is in violation of the District's Tobacco Control Policy and is prohibited.

WEAPONS POLICY...The school district's policy is very strict. Parents and students must understand that weapons or objects that can be construed as a weapon are banned on all school property and buses.

UNAUTHORIZED GROUP POLICY

Definition is two or more persons whose presence and/or appearance and/or words and/or actions in the opinion of school authorities disrupt or distract from the academic process and/or harass, intimidate, or threaten others involved in the academic process and/or create an atmosphere of same within a school zone. Once identified by school authorities, unauthorized groups must disband and cease all unauthorized activities. Failure to follow the policy will result in a day of disciplinary action.

OLWEUS BULLYING PROGRAM

The Shamokin Area Elementary School has implemented the Olweus Bullying Prevention Program. Classroom meetings will be held on a regular basis to train students in areas of conflict resolution, decision-making skills, peer relations, communication and additional topics.

The Olweus Bullying Prevention Program is a program that is universal (meaning a school-wide effort), preventive and problem-solving, research-based, focused on changing the behaviors of the bully and the victim, and requires systematic efforts over time. Usage of this program will result in your child being taught the difference between tattling and reporting negative situations that may occur in the school setting.

The Olweus Bullying Prevention Program is not: a curriculum; a conflict resolution approach; a peer mediation program; or an anger management program.

The following school rules will be implemented against bullying:

- **We will not bully others.**
- **We will try to help students who are bullied.**
- **We will include students who are easily left out.**
- **When we know somebody is being bullied, we will tell an adult at school and an adult at home.**

Students may anonymously report a problem, incidents of bullying or other potential dangers to the Guidance counselor at (570) 648-5721 ext. 2720.

The Shamokin Area School District Bullying/Cyberbullying policy is as follows:

SHAMOKIN AREA SCHOOL DISTRICT

SECTION: PUPILS
TITLE: BULLYING/CYBERBULLYING
ADOPTED: January 21, 2009
REVIEWED: June 19, 2012
REVISED: June 16, 2015

	249. BULLYING/CYBERBULLYING
1. Purpose Pol. 248	The Shamokin Area School District Board of School Directors is committed to providing all students with a safe, healthy, and civil school environment in which all members of the school community are treated with mutual respect, tolerance, and dignity. To that end, the school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment when they occur.
2. Authority	This policy is in effect while students are on property within jurisdiction of the school district; while on school-contracted or school-operated vehicles; and while attending or engaged in school-sponsored activities. Students who file a bullying complaint or who have assisted or participated in any manner in a bullying investigation may not be retaliated against.
SC 510, 1303.1-A Title 22 Sec. 12.3 Pol. 218	Any violation of this policy shall be considered an infraction of the Code of Conduct, with discipline implemented accordingly. All bullying behavior that is a violation of the PA Crimes Code will be reported to the appropriate legal authorities. The Board encourages students who have been bullied to promptly report such incidents to the building principal or designee.
3. Definitions SC 1303.1-A	Bullying shall mean an intentional electronic, written, verbal or physical act, or series of acts: 1. Directed at another student or students. 2. Which occurs in a school setting. 3. That is severe, persistent or pervasive. 4. That has the effect of doing any of the following: a. Substantially interfering with a student's education.

<p>SC 1303.1-A</p>	<p>b. Creating a threatening environment.</p> <p>c. Substantially disrupting the orderly operation of the school.</p> <p>School setting shall mean in the school, on school grounds, in school vehicles, at a designated bus stop, or at any activity sponsored, supervised, or sanctioned by the school.</p> <p>Bullying, as defined in this policy, includes cyberbullying.</p> <p>Cyberbullying is the use of cell phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone.</p>
<p>4. Delegation of Responsibility SC 1302-A, 1303.1-A</p>	<p>The Superintendent or designee shall develop administrative procedures to increase the awareness of the problems associated with bullying (i.e., a bullying awareness program) and shall develop procedures for the prompt investigation of and correction action for bullying when verified.</p> <p>This policy shall be implemented through the cooperative efforts of the Superintendent, building administrators, guidance, school staff members, parents/guardians, regional police and state police, and the school district's community.</p> <p>Each staff member shall be responsible for maintaining an educational environment free from bullying. Staff members who observe or become aware of an act of bullying shall take immediate, appropriate steps to intervene unless the intervention would be a threat to staff members' safety. In that case, or if the bullying persists, s/he shall report the bullying to the school principal/guidance for further investigation. This investigation may include interviews with students, parents/guardians, and school staff; review of school records; and any other appropriate means of investigation.</p> <p>Each student shall be responsible in respecting the rights of his/her fellow students, to ensure the rights of his/her fellow students, and to ensure an atmosphere free from all forms of bullying.</p>
<p>Pol. 218, 233</p>	<p>The Board expects that students and parents/guardians who become aware of an act of bullying shall report it to a school official (usually the building principal) for further investigation. Any student who retaliates against another person for reporting bullying, intimidation and/or physical assault shall be subject to further disciplinary action.</p>
<p>SC 1303.1-A</p>	<p>Students shall be informed about the policy on the district's publicly accessible Internet web site, and in every classroom. The policy shall be posted at a prominent location within each school building where such notices are usually posted. Each school building principal/guidance shall ensure that the policy and procedures for</p>

	<p>reporting bullying incidents are reviewed with students within ninety (90) days after the adoption of this policy and thereafter at least once each school year.</p>
SC 1303.1-A	<p>The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.</p>
SC 1303.1-A	<p>District administration shall annually provide the following information with the Safe School Report:</p> <ol style="list-style-type: none"> 1. Board's Bullying Policy. 2. Report of bullying incidents. 3. Information on the development and implementation of any bullying prevention, intervention or education programs.
5. Guidelines SC 1303.1-A Title 22 Sec. 12.3 Pol. 218	<p>The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.</p> <p>This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district web site, if available.</p> <p><u>Preventive Measures</u></p> <p>A copy of this policy will be included in the student handbooks annually. The K-12 anti-bullying program will be introduced and integrated into the general curriculum. Teachers, counselors, specialists, and school administrators will routinely discuss bullying with students and will provide appropriate examples to assist students with recognizing, identifying, and reporting bullying incidents. All students shall be informed that bullying will not be tolerated in any form. All students shall be encouraged to report any bullying regardless of whether they are the victim or an observer.</p> <p>When an investigation substantiates that bullying has occurred, the building principal, assistant principal or guidance shall inform staff who work with the offending student and the victim about the bullying so that those staff can more closely monitor for future incidents of bullying. The primary purpose of such action is to protect the victim and deter such behavior in the future. The disciplinary action imposed on the offender will match the severity of the offense.</p>

<p>SC 1303.1-A Pol. 218, 233</p>	<p><u>Reporting Procedures</u></p> <p><i>Victims –</i></p> <p>All students who believe they have been the victim of bullying shall promptly report the bullying incident to a teacher, guidance counselor, or building administrator.</p> <p><i>Parents/Guardians –</i></p> <p>All parents/guardians who become aware of any bullying are encouraged to report the bullying incident(s) to a building administrator.</p> <p><i>Witnesses –</i></p> <p>All students who witness bullying shall immediately report the bullying incident(s) to a teacher, guidance counselor, or administrator. Any teacher, guidance counselor or administrator who witnesses bullying shall immediately intervene and take appropriate action to stop the bullying.</p> <p><i>Teachers/Counselors –</i></p> <p>Any teacher/guidance counselor who witnesses bullying or receives a report of bullying shall document such incident and promptly investigate the matter. Administrators shall seek to discuss the bullying incident(s) with the victim in a place where the victim feels secure. The initial discussion with the victim shall not take place in the presence of the offending student(s). If more than one (1) student is involved in perpetrating the bullying, the administrator and/or guidance shall talk to each of the offending students separately. After the investigation has been completed, the building principal shall take appropriate actions consistent with this policy.</p> <p><u>Disciplinary And Other Action</u></p> <p>A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:</p> <ol style="list-style-type: none"> 1. Counseling within the school. 2. Parental conference. 3. Loss of school privileges. 4. Transfer to another school building, classroom or school bus. 5. Exclusion from school-sponsored activities. 6. Detention. 7. Suspension.
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<p>Pol. 247, 248</p>	<p>All incidents of confirmed bullying, including those that are mediated, shall be recorded in writing and placed in the offending student’s discipline file.</p> <p>The penalties and prohibitions in this policy are in addition to, and do not replace or supersede, any related provisions in district policy prohibiting conduct such as harassment, violence, assault, and hazing.</p> <p>References:</p> <p>School Code – 24 P.S. Sec. 510, 1302-A, 1303.1-A</p> <p>State Board of Education Regulations – 22 PA Code Sec. 12.3</p> <p>Board Policy – 218, 233, 236, 247, 248, 317, 417, 517</p>
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BACK TO SCHOOL SAFETY TIPS!

Start school off with a few lessons in traffic safety! Thousands of children are seriously injured or killed each year in the U.S. as a result of pedestrian crashes. Last year in Pennsylvania over 2,000 school-age children (5 to 14) were injured in pedestrian incidents and 32 were killed.

Remind your children of the following “**WALK SMART**” rules – and set a good example by following them also:

1. Always **STOP** at the curb or any driveway or alley which crosses a sidewalk.
2. Look **LEFT-RIGHT-LEFT** to make sure the road is clear for you to cross.
3. **ONLY** cross at the marked crosswalks or intersections!

NEVER run into the street from between parked cars!

Parents should also choose the safest route to the bus stop and should go on a “practice walk” with the children when school starts.

REMINDER: NO Elementary students are permitted to walk to or from school.

STUDENT MEALS

ELEMENTARY/INTERMEDIATE SCHOOLS (GRADES Pre K – 6)

Breakfast prices for the 2020-2021 school year will be as follows:

\$1.30	for Full Pay Breakfast
\$.30	for Reduced Breakfast

Lunch prices for the 2020-2021 school year will be as follows:

\$2.20	for Full Pay Lunch
\$.40	for Reduced Lunch
\$.55	for a separate 8 oz. Carton of Milk

CAFETERIA PURCHASES – CAFTRAC... For all cafeteria purchases, a computerized debit system is used. At the **Elementary/Intermediate building** each student is associated to an account with an ID number. At the **Annex building** each student is associated to an account by his or her name. Our school is a participant of the Community Eligibility Program (CEP) in which all students may purchase a breakfast and lunch at no cost to them. **Money** must be available in student's account for them to purchase a la carte or a second full meal. **Prepayment/deposits** into an account may be in any amount and as far in advance as you wish. Prepayment/deposits can be made in the form of cash or check. Checks are to be made payable to the **SASD CAFTRAC** with the child's full name noted in the memo section. If you have more than one child in a building you can write one check but must note in the memo section each student's name with the amount you want deposited for each student. Cash or check **must be sent in an envelope with the student's full name, grade and teacher's name written on the front of the envelope**.

With this system, at any time, an account balance or meal history can be checked so questions about what and how often your child is eating can be answered.

Elementary building cafeteria: 648-5721, extension 2719
Mrs. Sherry Eichelberger, Food Service Manager: 648-5752 Ext. 3632
Café Trac Technician: 648-5752 Ext. 3652

Food Service Collection Guidelines & Charge Policies for SASD

The Board of School Directors has directed the Administration to develop guidelines as many students continue to charge lunch purchases without repaying their previous financial obligations.

If your child has a negative balance, you must do one of the following:

1. Send a payment in with your student. Checks should be made out to: **Shamokin Area School District** (any costs and fees incurred by SASD due to insufficient funds shall be paid by the parent or legal guardian). **Cash is accepted but not recommended.**
2. Mail a payment to: Food Service Department, Shamokin Area School District, 2000 W. State St., Coal Township, PA 17866.
3. Create a personalized lunch account at www.MySchoolBucks.com and apply sufficient funds to your student's food service lunch account electronically (there is a small fee charged for each time you add funds, but viewing the account is free). You must create a parent's account prior to adding your child. At the home page you may create an account by clicking on sign up today then follow the directions given. You will need your child's student ID number, which can be obtained from his/her school office. Please be advised that the accounts are electronically updated nightly; therefore payments made in the morning will not be on your students account until the following day.

A fee of \$25.00 will be charged for any checks returned for non-sufficient funds.

Any outstanding student balances of \$35.00 or more will be forwarded to a collection agency and/or Magistrate office. All costs associated with this action will be paid for by the parent or legal guardian. A family with an outstanding balance of \$100.00 or more will be reported to Northumberland County Children & Youth as possible parental neglect.

STUDENT BEHAVIOR IN THE CAFETERIA...Student conduct in the cafeteria is a major concern. The elementary cafeteria is **NOT** a “silent cafeteria.” We do, however, expect a “**quiet cafeteria.**” Past experience shows us that to allow much more, results in situations involving poor student conduct and difficulty for teachers addressing the students in the cafeteria. Interference with the established cafeteria routine that is needed to feed over 400 students in a half-hour lunch period can result in a chaotic situation. Each cafeteria period is followed by a half-hour recess period which affords students ample time to socialize.

FROM THE OFFICE OF THE NURSE

The school nurse assists your child in maintaining good health by providing care for illness and injury as it occurs in school, counseling students, staff and parents about health matters and educating students and staff about health concerns. The school nurse assures compliance with school health law which mandates the following:

- basic physical exam upon original entry (Pre-K or Kdg) grades 6 & 11
- basic dental exam upon original entry (Pre-K - Kdg) grades 3 & 7
- vision screening – all grades annually
- hearing screening – grades K-3, 7th, 11th and special education
- height & weight measurement – all grades annually
- body mass index (BMI) for age percentile – Pre-K through 12
- scoliosis screening – grades 6 & 7
- maintaining health records including assuring compliance with immunization requirements

Children in all grades need the following immunizations for attendance:

Tetanus, diphtheria and acellular pertussis (usually given as DTaP, DTP, DT or Td)
1 dose on or after 4th birthday
Polio – 4 or more doses of polio vaccine. (4th dose on or after 4th birthday and at least 6 months after previous dose given)
2 doses of measles, mumps and rubella (usually given as MMR)
Hepatitis B – 3 doses of hepatitis B vaccine
Varicella (chicken pox) vaccine/immunity 2 doses of vaccine

For seventh grade:

1 dose, of tetanus, diphtheria and acellular pertussis (Tdap)
1 dose of meningococcal conjugate vaccine (MCV) – a second dose of MCV is required at age 16 or entry into 12th grade

Medication that must be given during school hours will be administered only with a written order from the physician and signed permission of consent from the parent. This medication must be provided in the original labeled pharmaceutical container and delivered to the school nurse by parent or guardian. If that is not feasible, medication may be sent to school with child if it is in the original bottle sealed in an envelope with the date, pill count and parent’s signature.

Guidelines for Student ‘Sick Days’

Children with temperatures of 100 degrees or higher should stay home from school. They should not return until they have a normal temperature for 24 hours. Children taking an antibiotic prescribed by their doctor for contagious diseases (i.e.: Strep throat, bronchitis) should not return to school until they have taken the medication for 24 hours. Children who are vomiting or have diarrhea should also stay home.

FLAG SALUTE AND THE PLEDGE OF ALLEGIANCE

It is the responsibility of every citizen to show proper respect for his country and its flag.

1. Students may decline to recite the Pledge of Allegiance and may refrain from saluting the Flag on the basis of personal belief or religious convictions.
2. Students who choose to refrain from such participation shall respect the rights and interests of classmates who do wish to participate.
3. The Pennsylvania Legislature passed Act 157 of 2002. The law states the following:
All supervising officers and teachers in charge of public, private or parochial schools shall cause the Flag of the United States of America to be displayed in every classroom during the hours of each school day, and shall provide for the recitation of the pledge of allegiance or the national anthem at the beginning of each school day. Students may decline to recite the pledge of allegiance and may refrain from saluting the flag on the basis of religious conviction or personal belief.

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT:

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

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

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

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

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

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

Living in emergency or transitional shelters.

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

Migratory children living in above circumstances

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

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

Residency and Educational Rights:

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

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

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

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

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

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

Provide school supplies and other school related materials as needed

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

Set clear expectations for student behavior, attendance and academic performance

Assist students/families access with community services

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

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

For additional information, contact LEA Homeless Liaison at 000-000-0000.

Section: Pupils

Title : Homeless Students

Adopted: December 13, 2005

Authority

The Board recognizes its obligation to ensure that homeless students have access to the same educational programs and services provided to other district students. The Board shall make reasonable efforts to identify homeless children within the district, encourage their enrollment, and eliminate existing barriers to their attendance and education, in compliance with federal and state law and regulations.[\[1\]](#)[\[2\]](#)[\[3\]](#)

The Board may waive policies, procedures and administrative regulations that create barriers for enrollment, attendance, transportation and success in school of homeless students, based on the recommendation of the Superintendent.

Definitions

Homeless students are defined as individuals lacking a fixed, regular and nighttime residence, which include the following conditions:[\[4\]](#)

1. Sharing the housing of other persons due to loss of housing or economic hardship.
2. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations.
3. Living in emergency, transitional or domestic violence shelters.
4. Abandoned in hospitals.
5. Awaiting foster care placement.
6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings.
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings.
8. Living as migratory children in conditions described in previous examples.
9. Living as run-away children.
10. Abandoned or forced out of homes by parents/guardians or caretakers.

11. Living as school age unwed mothers in houses for unwed mothers if they have no other living accommodations.

School of origin is defined as the school the student attended when permanently housed or the school in which the student was last enrolled.

Delegation of Responsibility

The Board designates the Superintendent to serve as the district's liaison for homeless students and families.

The district's liaison shall coordinate with:[5]

1. Local service agencies that provide services to homeless children and youth and families.
2. Other school districts on issues of records transfer and transportation.
3. State and local housing agencies responsible for comprehensive housing affordability strategies.

The district's liaison shall provide public notice of the educational rights of homeless students in schools, family shelters, and soup kitchens.

Guidelines

Students shall not be discriminated against, segregated nor stigmatized based on their status as homeless.[6]

Enrollment/Placement

To the extent feasible, and in accordance with the student's best interest, a homeless student shall continue to be enrolled in his/her school of origin while s/he remains homeless or until the end of the academic year in which s/he obtains permanent housing. Parents/Guardians of a homeless student may request enrollment in the school in the attendance area where the student is actually living or other schools. If a student is unaccompanied by a parent/guardian, the district liaison will consider the views of the student in determining where s/he will be enrolled.[5]

The selected school shall immediately enroll the student and begin instruction, even if the student is unable to produce records normally required for enrollment pursuant to district policies. However, the district may require a parent/guardian to submit contact information. The district liaison may contact the previous school for oral confirmation of immunizations, and the school shall request records from the previous district, pursuant to Board policy.[7][8][15][16][17]

If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize appropriate means to determine the student's placement.

If a dispute arises over school selection or enrollment, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parents/guardians shall be provided with a written explanation of the district's decision, their right to appeal and the procedures to use for the appeal.

Services

Homeless students shall be provided services comparable to those offered to other district students including, but not limited to, transportation services; school nutrition programs; vocational programs and technical education; preschool programs; programs for students with limited English proficiency; and educational services for which students meet eligibility criteria, such as programs for disadvantaged students, students with disabilities, and gifted and talented students.[\[5\]](#)[\[2\]](#)

Transportation

The district shall provide transportation for homeless students to their school of origin or the school they choose to attend within the school district.[\[5\]](#)[\[2\]](#)

If the school of origin is outside district boundaries or homeless students live in another district but will attend their school of origin in this district, the school districts shall agree upon a method to apportion the responsibility and costs of the transportation.

TITLE: ACCEPTABLE USE OF INTERNET,
COMPUTERS AND
NETWORK RESOURCES

ADOPTED: April 6, 1999
 REVISED: August 20, 2013
 REVISED: January 17, 2018

	<p style="text-align: center;">815. ACCEPTABLE USE OF INTERNET, COMPUTERS AND NETWORK RESOURCES</p> <p>1. Purpose</p> <p>The Board supports use of the computers, Internet and other network resources in the district's instructional and operational programs in order to facilitate learning, teaching and daily operations through interpersonal communications and access to information, research and collaboration and to carry out the legitimate business and operation of the District.</p> <p>The district provides students, staff and other authorized individuals with access to the district's computers, electronic communication systems, hardware, software mobile devices, peripherals, copiers, cameras and network, which includes Internet access, whether wired or wireless, or by any other means.</p> <p>For instructional purposes, the use of network facilities shall be consistent with the curriculum adopted by the district as well as the varied instructional needs, learning styles, abilities, and developmental levels of students.</p> <p>2. Definitions</p> <p>18 U.S.C. Sec. 2256</p> <p>The term child pornography is defined under both federal and state law.</p> <p>Child pornography - under federal law, is any visual depiction, including any photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where:</p> <ol style="list-style-type: none"> 1. The production of such visual depiction involves the use of a minor engaging in sexually explicit conduct; 2. Such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or 3. Such visual depiction has been created, adapted, or modified to appear that an
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	<p>identifiable minor is engaging in sexually explicit conduct.</p>
<p>18 Pa. C.S.A. Sec. 6312</p>	<p>Child pornography - under state law, is any book, magazine, pamphlet, slide, photograph, film, videotape, computer depiction or other material depicting a child under the age of eighteen (18) years engaging in a prohibited sexual act or in the simulation of such act.</p> <p>The term harmful to minors is defined under both federal and state law.</p>
<p>20 U.S.C. Sec. 6777 47 U.S.C. Sec. 254</p>	<p>Harmful to minors - under federal law, is any picture, image, graphic image file or other visual depiction that:</p> <ol style="list-style-type: none"> 1. Taken as a whole, with respect to minors, appeals to a prurient interest in nudity, sex or excretion; 2. Depicts, describes or represents in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or lewd exhibition of the genitals; and 3. Taken as a whole lacks serious literary, artistic, political or scientific value as to minors.
<p>18 Pa. C.S.A. Sec. 5903</p>	<p>Harmful to minors - under state law, is any depiction or representation in whatever form, of nudity, sexual conduct, sexual excitement, or sadomasochistic abuse, when it:</p> <ol style="list-style-type: none"> 1. Predominantly appeals to the prurient, shameful, or morbid interest of minors; 2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and 3. Taken as a whole lacks serious literary, artistic, political, educational or scientific value for minors.
<p>18 Pa. C.S.A. Sec. 5903</p>	<p>Obscene - any material or performance, if:</p> <ol style="list-style-type: none"> 1. The average person applying contemporary community standards would find that the subject matter taken as a whole appeals to the prurient interest; 2. The subject matter depicts or describes in a patently offensive way, sexual conduct described in the law to be obscene; and 3. The subject matter, taken as a whole, lacks serious literary, artistic, political, educational or scientific value.

<p>47 U.S.C. Sec. 254</p>	<p>Technology protection measure - a specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography or harmful to minors.</p> <p>District Technology Resources- all technology owned, operated, and/or licensed by the District, including computers, projectors, televisions, video and sound systems, mobile devices, calculators, scanners, printers, cameras, portable hard drives, hardware, software, accounts, routers, and networks, including the Internet.</p>
<p>3. Authority</p>	<p>The availability of access to electronic information does not imply endorsement by the district of the content, nor does the district guarantee the accuracy of information received. The district shall not be responsible for any information that may be lost, damaged or unavailable when using the network or for any information that is retrieved via the Internet.</p> <p>The district shall not be responsible for any unauthorized charges or fees resulting from access to the Internet or other network resources.</p>
<p>Pol. 218, 233, 317</p>	<p>The Board declares that computer and network use is a privilege, not a right, which may be revoked at any time. Users have no expectation of privacy while using District technology resources whether on or off District property. The district's computer and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, receive or display on or over the district's Internet, computers or network resources, including personal files or any use of the district's Internet, computers or network resources. The district reserves the right to monitor, track, and log network access and use; monitor fileserver space utilization by district users; or deny access to prevent unauthorized, inappropriate or illegal activity and may revoke access privileges and/or administer appropriate disciplinary action. The district shall cooperate to the extent legally required with the ISP, local, state and federal officials in any investigation concerning or related to the misuse of the district's Internet, computers and network resources. The District may decrypt and inspect encrypted internet traffic and communications to ensure compliance with this policy.</p> <p>The Board requires all users to fully comply with this policy and to immediately report any violations or suspicious activities to the Superintendent or designee.</p>
<p>47 U.S.C. Sec. 254</p> <p>Pol. 103, 103.1,</p>	<p>The Board establishes the following materials, in addition to those stated in law and defined in this policy, that are inappropriate for access by minors:</p> <p>Defamatory.</p> <p>Lewd, vulgar, or profane.</p> <p>Threatening.</p>

104, 248, 348	Harassing or discriminatory.
Pol. 249	Bullying.
Pol. 218.2	Terroristic.
24 P.S. Sec. 4604 20 U.S.C. Sec. 6777 47 U.S.C. Sec. 254	<p>The district reserves the right to restrict access to any Internet sites or functions it deems inappropriate through established Board policy, or the use of software and/or online server blocking. Specifically, the district operates and enforces a technology protection measure(s) that blocks or filters access to inappropriate matter by minors on its computers used and accessible to adults and students. The technology protection measure shall be enforced during use of computers with Internet access.</p>
24 P.S. Sec. 4604	<p>Upon request by students or staff, the Superintendent or designee shall expedite a review and may authorize the disabling of Internet blocking/filtering software to enable access to material that is blocked through technology protection measures but is not prohibited by this policy.</p>
24 P.S. Sec. 4610 20 U.S.C. Sec. 6777	<p>Upon request by students or staff, building administrators may authorize the temporary disabling of Internet blocking/filtering software to enable access for bona fide research or for other lawful purposes. Written permission from the parent/guardian is required prior to disabling Internet blocking/filtering software for a student's use. If a request for temporary disabling of Internet blocking/filtering software is denied, the requesting student or staff member may appeal the denial to the Superintendent or designee for expedited review.</p>
4. Delegation of Responsibility	<p>The district shall make every effort to ensure that this resource is used responsibly by students and staff.</p>
24 P.S. Sec. 4604	<p>The district shall inform staff, students, parents/guardians and other users about this policy through employee and student handbooks, posting on the district web site, and by other appropriate methods. A copy of this policy shall be provided to parents/guardians, upon written request.</p> <p>Users of district networks or district-owned equipment shall, prior to being given access or being issued equipment, sign user agreements acknowledging awareness of the provisions of this policy, and awareness that the district uses monitoring systems to monitor and detect inappropriate use and tracking systems to track and recover lost or stolen equipment.</p> <p>Student user agreements shall also be signed by a parent/guardian.</p> <p>Administrators, teachers and staff have a professional responsibility to work together to help students develop the intellectual skills necessary to discern among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use the information to meet their educational goals.</p> <p>Students, staff and other authorized individuals have the responsibility to respect and</p>

<p>20 U.S.C. Sec. 6777 47 U.S.C. Sec. 254 47 CFR Sec. 54.520</p> <p>Children’s Internet Protection Act 47 U.S.C. Sec. 254</p> <p>Child Internet Protection Act 24 P.S. § 4601 et seq.</p> <p>SC 1303.1-A Pol. 249</p> <p>5. Guidelines</p>	<p>protect the rights of every other user in the district and on the Internet. Building administrators shall make initial determinations of whether inappropriate use has occurred.</p> <p>The Superintendent or designee shall be responsible for recommending technology and developing procedures used to determine whether the district's computers are being used for purposes prohibited by law or for accessing sexually explicit materials. The procedures shall include but not be limited to:</p> <ol style="list-style-type: none"> 1. Utilizing a technology protection measure that blocks or filters Internet access for minors and adults to certain visual depictions that are obscene, child pornography, harmful to minors with respect to use by minors, or determined inappropriate for use by minors by the Board. 2. Maintaining and securing a usage log. 3. Monitoring online activities of minors. <p>The Superintendent or designee shall develop and implement administrative regulations that ensure students are educated on network etiquette and other appropriate online behavior to adhere to the Protecting Children of the 21st Century Act, including:</p> <ol style="list-style-type: none"> 1. Interaction with other individuals on social networking web sites and in chat rooms. 2. Cyberbullying awareness and response. 3. Disclosure of personal information. <p><u>Un-authorized Use Prohibited</u></p> <p>Only users who have agreed to abide by the terms of this policy may utilize the District’s technology resources. Unauthorized use, utilizing another user’s District account, or exceeding one’s authorization to use District technology resources is prohibited. Nothing in this policy, however, shall prevent a Parent or Guardian from assisting his or her child with the use of the District’s technology resources, or from monitoring a student’s use of the District’s technology resources in the student’s home.</p> <p><u>Use of Personal Electronic Devices</u></p> <p>The use of personal electronic devices on the District network is permitted only on designated networks. When a user connects a personal electronic device to a District network or District technology resources, this policy and its guidelines apply. Users are subject to the same levels of monitoring and access as if a District-owned device were being utilized. Users who connect a personal electronic device to a District network explicitly waive any expectation of privacy in the content exchanged over the District technology resources.</p>
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Safety

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

Internet safety measures shall effectively address the following:

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

Prohibitions

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

1. Facilitating illegal activity.
2. Commercial or for-profit purposes.
3. Non-work or non-school related work.
4. Product advertisement or political lobbying.
5. Bullying/Cyberbullying.
6. Hate mail, discriminatory remarks, and offensive or inflammatory communication.
7. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.

47 U.S.C.
Sec. 254
47 CFR
Sec. 54.520

SC 1303.1-A
Pol. 249

<p>Pol. 237</p>	<ol style="list-style-type: none"> 8. Creating, accessing, sending, receiving, transferring, viewing, sharing or downloading obscene, pornographic, lewd, or otherwise illegal materials, images or photographs. 9. Use of technology resources to attempt to interfere with or disrupt District technology systems, networks, services, or equipment including, but not limited to, the propagation of computer “viruses” and “worms”, Trojan Horse and trapdoor program codes. 10. Use that conceals or attempts to conceal a user’s identity, including the use of anonymizers, or the impersonation of another user. 11. Access by students and minors to material that is harmful to minors or is determined inappropriate for minors in accordance with Board policy. 12. Inappropriate language or profanity. 13. Transmission of material likely to be offensive or objectionable to recipients. 14. Intentional obtaining or modifying of files, passwords, and data belonging to other users. 15. Impersonation of another user, anonymity, and pseudonyms.
<p>Pol. 814</p>	<ol style="list-style-type: none"> 16. Fraudulent copying, communications, or modification of materials in violation of copyright laws. 17. Loading or using of unauthorized games, programs, files, or other electronic media. 18. Disruption of the work of other users. 19. Destruction, modification, abuse or unauthorized access to network hardware, software and files. 20. Accessing the Internet, district computers or other network resources without authorization. 21. Disabling or bypassing the Internet blocking/filtering software without authorization. 22. Accessing, sending, receiving, transferring, viewing, sharing or downloading confidential information without authorization. 23. Scanning the District’s technology resources for security vulnerabilities <p><u>Security</u></p>

	<p>System security is protected through the use of passwords. Failure to adequately protect or update passwords could result in unauthorized access to personal or district files. To protect the integrity of the system, these guidelines shall be followed:</p> <ol style="list-style-type: none"> 1. Employees and students shall not reveal their passwords to another individual. 2. Users are not to use a computer that has been logged in under another student's or employee's name. 3. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.
<p>17 U.S.C. Sec. 101 et seq Pol. 814</p>	<p><u>Copyright</u></p> <p>The illegal use of copyrighted materials is prohibited. Any data uploaded to or downloaded from the network shall be subject to fair use guidelines and applicable laws and regulations.</p> <p><u>District Web Site</u></p> <p>The district shall establish and maintain a web site and shall develop and modify its web pages to present information about the district under the direction of the Superintendent or designee. All users publishing content on the district web site shall comply with this and other applicable district policies.</p> <p>Users shall not copy or download information from the district web site and disseminate such information on unauthorized web pages without authorization from the building principal.</p>
<p>24 P.S. Sec. 4604</p>	<p><u>Consequences For Inappropriate Use</u></p> <p>The network user shall be responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts.</p> <p>Illegal use of the network; intentional deletion or damage to files or data belonging to others; copyright violations; and theft of services shall be reported to the appropriate legal authorities for possible prosecution.</p> <p>General rules for behavior and communications apply when using the Internet, in addition to the stipulations of this policy.</p> <p>Vandalism shall result in loss of access privileges, disciplinary action, and/or legal proceedings. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet or other networks; this includes but is not limited to</p>

<p>Pol. 218, 233, 317</p>	<p>uploading or creating computer viruses.</p> <p>Failure to comply with this policy or inappropriate use of the Internet, district network or computers shall result in usage restrictions, loss of access privileges, disciplinary action, and/or legal proceedings.</p> <p>References:</p> <p>School Code – 24 P.S. Sec. 1303.1-A</p> <p>PA Crimes Code – 18 Pa. C.S.A. Sec. 5903, 6312</p> <p>Child Internet Protection Act – 24 P.S. Sec. 4601 et seq.</p> <p>U.S. Copyright Law – 17 U.S.C. Sec. 101 et seq.</p> <p>Sexual Exploitation and Other Abuse of Children – 18 U.S.C. Sec. 2256</p> <p>Enhancing Education Through Technology Act – 20 U.S.C. Sec. 6777</p> <p>Internet Safety, Children’s Internet Protection Act – 47 U.S.C. Sec. 254</p> <p>Children’s Internet Protection Act Certifications, Title 47, Code of Federal Regulations – 47 CFR Sec. 54.520</p> <p>Board Policy – 103, 103.1, 104, 218, 218.2, 220, 233, 237, 248, 249, 317, 348, 814</p>
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SHAMOKIN AREA ELEMENTARY/INTERMEDIATE SCHOOL
DRESS CODE

No. 221-AG

**SHAMOKIN AREA
SCHOOL DISTRICT**

Adopted: 6/16/15

Revised: 7/6/15

ADMINISTRATIVE GUIDELINE

DRESS AND GROOMING

The following dress and grooming requirements have been developed to ensure the safety and welfare of the students and the order of the school and to maintain an environment conducive to learning.

The following dress and grooming requirements shall apply to all students attending classes within Shamokin Area School District in grades K-12 including Pre K Counts.

BOTTOMS

Dress, casual Docker ® style, or corduroy pants:	Khaki (tan/stone), Black and Navy, Grey
Dress or casual capri style pants:	Khaki (tan/stone), Black and Navy, Grey
Dress or casual Docker ® style shorts:	Khaki (tan/stone), Black and Navy, Grey
Dress or casual skirt/skort:	Khaki (tan/stone), Black and Navy, Grey

Permitted

- Opaque colors
- Contrasting colors (i.e. white top on black bottom)
- Appropriately sized bottoms (i.e. no more than one size larger than the student actually measures)
- Pleated or plain front bottoms
- Bottoms worn at the natural waist
- Pant length that meets the top of the shoe, but does not touch the floor, must be hemmed or have a standard cuff
- Full-length leggings/tights worn under the skirt/skort of appropriate length (no higher than the top of the knee cap)
- Solid-colored buckled belts, worn at the natural waistline (black, white, tan/khaki, grey, purple, navy or brown). Belt buckles must be plain, standard, and appropriate length for the waist.

Not Permitted

- Same color top and bottom (i.e. black top on black bottom)
- Extra wide, extra-long, baggy, or sagging bottoms
- Spandex, stretchable nylon, or other form-fitting material
- Cargo or carpenter type pants/shorts with multiple pockets down the leg area
- Pants with waistline below the student's natural waist
- Visible undergarments
- Skirt/Skort length that is higher than the top of the knee cap

- Short length that is higher than the top of the knee cap
- Belt designs, emblems, insignias, monograms, logos, or studs

TOPS

Traditional 2 or 3 button Polo ® style (with collar): Any solid/opaque color

Standard oxford style shirt/blouse (with collar): Any solid/opaque color

Permitted

- Appropriately sized tops (i.e. no more than one size larger than the student actually measures)
- District or school logos/emblems
- Full-torso shirts/tops with a collar buttoned at the base of the neck
- Shirts/tops do not need to be tucked into the bottoms unless deemed necessary by administration
- Short, long, or three-quarter length sleeves
- Dresses that meet the standard for collar, sleeve, skirt length, and colors

For layering purposes only in compliance with identified colors:

- Full-torso T-shirts – worn under the approved shirt
- Full-torso turtlenecks – mock or pullovers
- Full-torso cardigan sweaters
- Full-torso sweater
- Full-torso sweater vests or fleece

Not Permitted

- Long, baggy shirts
- Custom or Brand logos (i.e. Nike®), prints, strips, patterns, etc.
- Shirts/tops that are low cut, plunging or V-neckline - visible undergarments or cleavage
- Visible midriff
- Sleeveless shirts
- Tight or form-fitting dresses - spandex, stretchable nylon, or other form-fitting material; i.e. Yoga Pants
- Hooded, thermal tops/sweatshirts

Note: Apparel with the Shamokin Area School District/Athletic and/or extra-curricular logo, embroidery, monogramming (polo, shirts, sweaters/vests, warm-ups, etc.) may be worn provided it meets the requirements set forth in this policy.

FOOTWEAR

Permitted

- Shoes, sneakers, boots, sandals with back strap, clogs, or crocs
- Shoes with laces must be laced and the same color as the shoe
- Hosiery or tights worn (approved colors including skin tone) under the standard bottom
- Socks worn with bottoms in accordance with acceptable color selections

Not Permitted

- Slippers
- Flip-flops
- Heels in excess of 3 inches

GENERAL GUIDELINES

Permitted

- Neat, clean, and safe apparel
- Head bands of approved colors
- Scarves that are worn as an accessory item in approved policy colors

Not Permitted

- Wallet chains
- Clothing, hats, hair ornaments or implements, or any other material to indicate gang affiliation
- Head gear – including caps, hats, scarves, bandanas, hair nets or do-rags
- Outerwear and head coverings (not dictated by Religious beliefs) worn after entering the building. Once entered items must be placed in the student's backpack for the remainder of the day.
- Sunglasses, non-prescribed glasses, and unnaturally colored contacts
- Accessories deemed to be distractive, disruptive, or offensive in nature
- Hair grooming items such as combs, picks, etc. worn as accessories
- Clothing and accessories, including jewelry, which advertise or promote the use of tobacco, alcohol, or drugs; or which are offensive, obscene, or immoral; or which are sexually suggestive, or promote statements which are derogatory to any racial, ethnic, or religious group; or which contain double meanings, advocate violent acts, or are gang-related; as determined by Administration.

JEWELRY

Permitted

- Rings
- Earrings
- Watches
- Necklaces
- Wrist Bracelets
- Ankle Bracelets

Not Permitted

- Eyebrow rings/studs
- Tongue rings/studs
- Nose rings/studs
- Lip rings/studs
- Barbells
- Beads
- Beaded necklace (not dictated by Religious beliefs)
- Dog collars

- Heavy chains displayed on outer garments with or without medallions
- Spiked jewelry
- Temporary dental caps worn for ornamental reasons
- The connection between 2 body parts by piercing, attachment or otherwise, by means of a chain, string, or other physical means
- Band-Aid/Bandages used to cover-up body piercing
- Other inappropriate jewelry or adornments as determined by the administration

Note: The administration and/or teaching staff may require that students remove any jewelry or adornments if the manner in which they are worn or displayed are not appropriate and pose a danger to the safety or welfare of the student, other students, or staff and may pose a threat of interruption of the educational process.

HAIR

- Hair color, including highlights, must be within the following spectrum of color: shades of blonde, black, auburn/red, and brunette.
- Fluorescent/rainbow colors are not permitted.
- Hair must be worn in a manner in which the student's vision is not obstructed.
- Hair must be worn in a manner which does not impede the vision of others or disrupts/distracts the educational process.

Transfer Students

Upon enrollment in the Shamokin Area School District, new students will be granted a grace period of five (5) school days before being required to conform to this policy, but dress must comply with the spirit and intent of the Standardized Dress Code Policy

Opt-Out Statement

Religious/Medical/Special Needs Exemption: If the parent/guardian of a student has a religious belief, medical, or special needs situation which precludes strict compliance with the Standardized Dress Code Policy, the student's parent(s) may fill out the appropriate waiver form and submit all other documentation reasonably requested by the administration to establish their exemption.

Parents/Guardian requesting an exemption from the guidelines will be required to meet with the building principal and/or designee to discuss the guidelines and the nature of the circumstances necessitating a waiver.

Following the meeting, the building principal and/or designee shall render a written decision, approving or denying the requested waiver, in whole or in part. Any exemption from the guidelines granted by the building principal and/or designee shall be limited to the minimum variance from the guidelines necessary in light of the specific, bona-fide religious, medical, or special needs situation, which precludes strict compliance. Documents generated regarding the request for exemption shall be filed in the school's office of the building administrator.

Economic Understanding

The requirements in this policy have been developed to impose the minimal amount of economic burden on families as possible while protecting the health, safety and welfare of the students and the order of the school.

***** Consequences for Non-Compliance *****

Consequences for non-compliance of this policy are outlined in the Student Handbook of the building where the student attends school. This policy is in effect based on the bell schedule for each building. The Superintendent and/or designee shall promulgate rules and regulations to enforce this policy.

Principals can use their discretion to designate specific days that permit students to wear other types of clothing.

Any student who violates the dress code/school standard dress code policy shall be subject to the following:

1. 1st offense – Notify parent/guardian to bring in appropriate clothing. Notice will go home with student.
2. 2nd offense – (Same as above)
3. 3rd offense – (Same as above)
4. 4th offense – Student will be assigned after – school detention.
5. 5th offense – and thereafter – out- of- school suspensions will occur.

Repeated violations of the standard dress code shall be treated as disruptive behavior as noted in the disciplinary policy.

References:

School Code – 24.P.S. Sec. 1317.3

State Board of Education Regulations – 22 PA Code Sec. 12.11

Board Policy – 221, 221-AG

BACKPACK POLICY

For the safety of our Shamokin Area School students and community, the decision was made to **institute a clear/mesh backpack policy at our Elementary & Intermediate levels.**

One of the top security services, Nation School Security Services, of the United States, has recommended the enforcement of book bag and backpack control to improve the safety of a school's environment. Clear book bags and backpacks on campus have shown to help prevent weapons and other contraband being brought to school along with being a useful tool for daily admission at our security checkpoints of entry.

Backpack policy guidelines are as follows:

- **Must be clear or mesh and able to see through**
- **Animations, graphics, and character-type backpacks are permissible**

ESL/ELL SERVICES

ESL and ELL services are available to any student whose native language is not English, and that student needs help in order to improve communication skills. Every effort will be made to encourage these students to succeed. Please complete a registration form at the entrance to the business office, located on the ground floor of the junior/senior high school building. For more information, please call the Administration Office at 648-5752.

If an ESL or ELL student or parent/guardian is not satisfied with services provided, please request a complaint form from the principal's office. You may also call ESL program director, at 648-5721 for additional help and information.

AFTER-SCHOOL DETENTION

After-school detention will be in effect for kindergarten through sixth grades. This detention will be assigned according to the severity of the incident. Parents will receive advance notification if a student is assigned to after-school detention.

At the 5th and 6th grade levels in-school detention may not always be an effective deterrent to students' behavior. Therefore, once a 5th or 6th grade student has accumulated more than seven days of in-school detention, each additional violation of school rules will result in after-school detention.

After-school detention requires that you provide transportation for your child.

Pick up time for the student will be 4:00 PM.

PARENT RESPONSIBILITIES

CHANGE OF ADDRESS

When moving to a different address you will need to complete a Change of Address Form available in the Elementary Office, at least one week prior to your move. Please make sure you complete every section including bussing information on the bottom of the form. Temporary bus passes will not be issued for change of address purposes. Temporary bus passes are only issued for emergency situations and are determined on a case by case basis. Once the Change of Address Form is received, a new bus pass will be issued by Klinger's Bus Company and will be sent home with the student prior to the "Effective Date of Change" indicated on the form. If the form is not received one week prior to your move, you will be responsible for transporting your student(s) to and from their assigned bus stop or school until the new bus pass is issued. Any transportation questions contact the transportation department at 648-5731 ext. 4112

TRAFFIC PATTERNS AT ELEMENTARY SCHOOL

Parents should note that all buses will drop off and pick up students at the upper level entrance (south entrance). Buses do not use the lower level (north entrance). The lower level will be exclusively used for parent drop-off. All students will board buses at the curb.

STUDENT DROP-OFF POLICY

Elementary

All students being dropped off at the Elementary building need to enter the building at the lower level entrance between 7:40 – 8:05 AM.

PARENT PICK-UP POLICY

Students who are not riding the bus home from school on any day **must** have a note from their parents explaining to the teacher that they will be picked up after school.

Elementary – Valet Service

Parent pick-ups for all grades will be assembled in the **cafeteria** when the first round of bus students exit their wings at 3:00 PM. Students who have notes stating they will be picked up at dismissal or later will report to the cafeteria. Parents/guardians will place student's name on Yellow card in the passenger car window and student will be called outside by an adult to be picked up. Yellow Cards for Valet Service are available in the office.

STUDENT DELIVERIES

Please do not send deliveries such as flowers, balloons, etc. to students during school. It is very difficult for the students to have them in the classroom and take such things home on the bus.

If you plan to send a snack in for a celebration, only pre-packaged food will be accepted. We are requiring healthy snacks be sent into school.

If bringing in a lunch for a student, please refrain from bringing in commercial food items.

VISITATION PROTOCOL

In keeping with the security initiatives set forth by the school district, parents should be aware that all visitors to the building are required to enter using the main doors on the upper level by the Principal's office beginning at 7:40 AM every day. **YOU WILL BE REQUIRED TO PROVIDE YOUR LICENSE OR PA ID CARD.** Visitors will not be admitted via any other door. Parents escorting students will not be permitted past the main office entrance on the upper level.

VALUABLES

It is school policy that electronic items such as cell phones, game systems, mp3 players, fidget spinners & cubes, etc. are not allowed on the bus or in school. Please do not allow your children to bring such items to school. Any electronic items brought to school will be confiscated and returned only to parents or guardians. Per District Policy No. 713, Shamokin Area School District will not be held liable for any such items brought to school that are lost, damaged, or stolen.

DAILY PLANNERS

Planners are an important communication tool between teachers and parents. All students in grades 2, 3, 4, 5, and 6 must maintain a planner. It is policy at the Elementary/Intermediate School that they are **signed on a daily basis.**

SCHOOL RESPONSIBILITIES

SAFETY COMMITTEE MISSION STATEMENT

Schools have the responsibility to ensure students, staff and all members of an educational environment have minimal exposure to environmental hazards, physical dangers and injuries that can be incurred from supervising students, sports and school activities. It is the responsibility of Shamokin Area School District to educate our staff about the following topics:

- Violence prevention strategies
- Proper ergonomic precautions
- Proper providing of health services
- Provide adequate safety gear and equipment
- Development and revision of policies reflecting school safety

A safe educational environment provides many good role models for students and has opportunities for them to learn and enhance communication skills, problem solving and anger management. The physical environment is also designed to be reassuring to students and reduce chances for violence. We will provide adequate lighting and the presence of adults in school hallways, cafeterias and playgrounds to ensure that our environment is safe for them.

It is important your child is appropriately attired for their safety at our school. Please encourage and ensure your child has appropriate footwear throughout the school year to avoid slips and falls on slippery surfaces such as sleet, snow and ice. Our school district will continually face the challenge to provide an optimum safe environment for all students and we appreciate your contributions of continually providing guidance regarding the importance of safety to your child. Considering accidents can and do happen despite preventive measures, we encourage parents and guardians to contact the Building Principal's Office to obtain the Voluntary Student Accident Insurance Application.

CHILDREN'S HEALTH INSURANCE PROGRAM

CHIP has expanded to cover all uninsured kids and teens in Pennsylvania. Now, no family makes too much money to qualify for CHIP. To get your kids covered, visit www.CHIPcoversPAkids.com or call 1-800-986-KIDS to enroll today!

ESSA PARENT NOTICES

As part of the Pennsylvania Accountability System in compliance with Every Student Succeeds Act, all school districts within the commonwealth are required to distribute the following ESSA parent notices:

- Parents' right to inspect instructional materials, excluding tests
- Rights under Protection of Pupil Rights Amendment (PPRA)
- Parents' right to review assessment instruments and data (except personally identifiable information)
- Parents' right to request the qualifications of student's classroom teachers
- Children's Health Insurance Programs (CHIP)
- Family Educational Rights and Privacy Act (FERPA)

Information for these follow below. If you have any questions regarding these Every Student Succeeds parent notifications, please contact your school principal.

PARENTS' RIGHT TO INSPECT INSTRUCTION MATERIALS

The Shamokin Area School District is required by the Every Student Succeeds Act to inform you of your right to inspect instructional materials used by your child (children) in their classes. The conditions by which you can inspect these materials are listed below. This letter will represent your official notification of this right of inspection.

Conditions of inspection of instructional materials:

1. The materials to be inspected are those presently being used in a class of which your child (children) is presently enrolled.
2. Materials such as textbooks, workbooks, worksheets, slides, video, or power point presentations can be available for your inspection.
3. Parents or Guardians wishing to inspect the above available materials must make a written request to the building principal. The written request must identify the specific materials that the parent wishes to inspect. Within ten (10) school days after the receipt of the request the principal will contact the parent or guardian with a date, time and place to inspect the requested materials.
4. The principal or his/her designee (and teacher if requested by the principal) will be present at the time of inspection to answer any questions. No materials will be allowed to be removed from the inspection site.

PARENTS' RIGHT TO REQUEST QUALIFICATIONS OF CLASSROOM TEACHERS

As a parent of a student at Shamokin Area School district, you have the right to know the professional qualifications of the classroom teachers who instruct your child and the paraprofessional who assist them. The Every Student Succeeds Act gives you the right to ask for the following information about each of your child's classroom teachers and their paraprofessional assistants:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

PARENTS' RIGHT TO REVIEW ASSESSMENT INSTRUMENTS AND DATA

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. A provision of this new act requires all school districts to allow the general public to review assessment instruments and data related to assessment. Any information that is personally identifiable to individual students cannot be released to the general public except for the parents or guardians.

The following are a few examples of assessment instruments:

- Teacher developed tests and quizzes
- Teacher developed projects and rubrics
- State exams (PSSA)

The guidelines for review of these assessment instruments are as follows:

- Person wishing to review these items must submit their request in writing to the building principal. Within ten (10) school days after the receipt of the request the principal will contact the parent or guardian with a date, time and place to inspect the requested assessment(s).
- The principal or his/her designee (and teacher if requested by the principal) will be present at the time of inspection. No materials will be allowed to be removed or photocopied from the inspection site.
- Parents or Guardians may view a sample of testing materials after the assessments have been given to students.

**SHAMOKIN AREA ELEMENTARY SCHOOLS
SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY**

Elementary Grades K-4
Intermediate Grades 5 & 6

The SAE Title I Program is committed to providing a challenging, high quality standards-based curriculum, which considers individual student needs. Our focus is to provide a positive learning experience for each individual child centering on narrowing achievement gaps, while offering parents meaningful opportunities to participate in the education of their children.

At SAE, a committee of school staff members and parent volunteers will be actively involved in the planning, reviewing and improvement of the Parent Involvement policy, the school compact, and the school's Title I program. An annual meeting will be held at the school to inform parents of the school's participation in the Title I program, the requirements and the parents' rights to be involved. Evaluation forms, surveys and questionnaires may be used to gather parent input for planning, reviewing and improving the Title I program. Committee meetings, parent conferences, phone conferences, Meet the Teacher Nights, Family Nights, and school activities will be held throughout the year at various times. Title I funds may be used to pay expenses associated with the cost of these activities. (1,2,3,4,5,12)

Title I parents will be informed of the Title I program through an informational letter and invitation to attend a parent meeting describing the program. (8)

The Shamokin Area Elementary will provide a digital copy of the SAE School Student Parent Handbook. (9) Parents will also be informed of school curriculum and assessments through attending orientation meetings, Meet the Teacher Nights and talking with their child's classroom and Title I teachers. Staff will be available to assist parents in understanding state academic content standards, local and state academic assessments and ways to help assist their child's progress in these areas. (10) The Title I staff may meet with parents to formulate suggestions and make decisions relating to the education of their children in a timely manner when appropriate. (11)

The SAE Title I program will provide opportunities for parents to work with their child to improve their achievement by conducting learning activities which foster student success with an emphasis on parent involvement. Parents will be encouraged to participate in school activities and to attend training sessions presented by district staff. (13)

Learning takes place best when there is a combined effort on the part of the home and the school working together. It is our belief at SAE that together we can achieve a quality education for all our students.

A school-parent compact has been created which describes the school, parent(s), and student's responsibility for improved student achievement.

This policy has been developed jointly with, and agreed upon by, parents and staff of children participating in Title I programs.

Title I Parent Meeting
Reviewed 6/5/19

SHAMOKIN AREA SCHOOL DISTRICT
Family Educational Rights and Privacy Act (FERPA)
Annual Notice of Student Education Record Privacy

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student educational records. The law applies to all schools that receive federal funds.

FERPA gives parents certain rights with respect to their child's education records. When a student reaches the age of 18 or attends a post-secondary school or college, the parent's rights transfer to the student and the student is then an "eligible student" under the law.

Under FERPA, parents and eligible students have the following rights:

1. To inspect and review the student's education records maintained by the school within 45 days of the school's receipt of a written request. The request should identify the record(s) being inspected. The school is not required to provide copies of records and may charge a fee if copies are requested. The Principal may be contacted to seek access to your child's record.
2. To request that a school correct records believed to be inaccurate or misleading. The request must be in writing and clearly specify: (a) the part of the record requesting to be changed, and (b) why it is inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student has the right to a hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement in the record about the contested information. The school is not required to consider requests for grade or disciplinary decisions, opinions of school officials in the education record, or the child's special education determination. The Principal may be contacted to request an amendment to your child's record.
3. To control the disclosure of their child's personally identifiable information from their education record. Parents may request that the school, with certain exceptions, obtain their written consent prior to the disclosure of student information. An exception which permits disclosure without consent is disclosure to school staff with legitimate educational interests, such as a person employed by the district; a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, or therapist); or a parent or student serving on an official committee, such as a grievance or disciplinary committee or assisting another school official; and/or an official of another school district in which a student seeks to enroll. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill a professional responsibility.
4. To file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the requirements of FERPA at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-4605

SHAMOKIN AREA SCHOOL DISTRICT
Family educational Rights and Privacy Act (FERPA)
Annual Notice for Disclosure of School Directory Information
Elementary/Intermediate School

The Family Educational Rights and Privacy Act (FERPA) is a federal law that requires the school district, with certain exceptions, to obtain written consent prior to the disclosure of personally identifiable information from your child's educational records. Sometimes our school or district may disclose some student information without written consent when the information is designated "directory information" unless you have advised the school or district to the contrary in accordance with district procedures.

The primary purpose of directory information is to allow us to include some types of information in certain school publications and is generally not considered harmful or an invasion of privacy if released.

Examples of school publications are:

- A playbill or program showing your child's role in a school production
- Honor roll or other recognition lists published at schools or in newspapers
- School/student directory
- School or district website

Directory information can also be disclosed to outside organizations without parent's prior written consent. Outside organizations include, but are not limited to:

- Other schools the student is seeking to attend (student records, etc.)
- State or federal authorities auditing, evaluation programs, or enforcing state or federal laws
- A court by order of a subpoena

Our school district has designated the following as directory information:

Student Name	Dates of Attendance
Telephone Number	Grade Level
Photograph/Video Recording	Awards or Recognition Received
Participation in School Activities	Weight and Height of Athletic Team Members
Participation in PTA Programs	Honor Roll

If you do not want our school or district to disclose directory information about your child, you **must complete the attached form "Parent Disclosure Consent of School Directory Information"** in the back of this handbook and **return it to the building office immediately** to let us know which type of directory information you wish to deny release of information to or if you approve of any release of information.

We ask that you complete one form for each child and return the form(s) to your child's homeroom teacher.

If you have any questions or concerns, please contact the school principal.

PUBLIC AWARENESS NOTICE:
NOTICE TO PARENTS OF CHILDREN WHO RESIDE IN THE SHAMOKIN AREA SCHOOL
DISTRICT

In compliance with state and federal law, notice is hereby given by the Shamokin Area School District that it conducts ongoing identification activities as a part of its school program. The purpose is to locate children suspected of having disabilities regardless of the severity of their disability, and to determine the child's need for special education and related services. The types of disabilities to cause a child to need services are: autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment due to chronic or acute health problems, specific learning disabilities, speech or language impairment, traumatic brain injury and visual impairment including blindness, and in the case of a child that is preschool age, developmental delay.

If you believe that your school-age child may be in need of special education and related services, district screening and evaluation activities designed to assess the needs of your child are available to you at no cost, upon written request. The activities include review of group data, conducting hearing and vision screening, assessment of student's academic functioning, observation of the student displaying difficulty in behavior and determining the student's response to attempted remediation. Input from parents is also an information source for identification. After a child is identified as a suspected child with a disability he or she is evaluated, but not before parents give permission for their child to be evaluated. Requests are to be made in writing to the Special Education Supervisor, Mrs. Sherry Glosek, Shamokin Area School District, 2000 West State Street, Coal Township, PA 17866.

If a pre-school child is suspected of being eligible for early intervention, evaluation and services are provided through the CSIU #16. Information can be obtained by calling (570) 523-1155 and asking for the preschool department.

Kindergarten screening will take place at the Shamokin Elementary School during registration held in March, by appointment only. The purpose is to identify your child's educational needs prior to the beginning of school.

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

Confidentiality: All information gathered about your child is subject to the confidentiality provisions contained in federal and state law. The district has policies and procedures in effect governing the collection, maintenance, destruction and disclosure to third parties of this information. For information about these policies and procedures, as well as rights of confidentiality and access to education records, you may contact the special education coordinator at the above location.

TITLE IX

For information on the school district's nondiscrimination policy and grievance procedures, please refer to Shamokin Area School District Policy #248.

RACIAL HARASSMENT

The Shamokin Area School District seeks to establish and maintain learning environments free from racial intimidation and/or harassment. It seeks also to provide a system of review, should an allegation of such conduct be made. Racial harassment will not be tolerated and will subject the person(s) engaging in such action to disciplinary action.

NOTIFICATION LETTER FOR PARENTS AND/OR GUARDIANS

The Shamokin Area School District uses an Integrated Pest Management (IPM) approach for managing insects, rodents and weeds. Our goal is to protect every student from pesticide exposure by using an IPM approach to pest management. Our IPM approach focuses on making the school building and grounds an unfavorable habitat for these pests by removing food and water sources and eliminating their hiding and breeding places. We accomplish this through routine cleaning and maintenance. We also routinely monitor the school building and grounds to detect any pests that are present. The pest monitoring team consists of our building maintenance, office and teaching staff and includes our students. Pest sightings are reported to our IPM coordinator who evaluates the “pest problem” and determines the appropriate pest management techniques to address the problem. The techniques can include increased sanitation, modifying storage practices, sealing entry points, physically removing the pest, etc.

From time to time it may be necessary to use chemicals to manage a pest problem. Chemicals will only be used when necessary, and will not be routinely applied. When chemicals are used, the school will try to use the least toxic product when possible. (Applications will be made only after normal school hours.) Notices will be posted in these areas 72 hours prior to application and for two days following the application.

Parents or guardians of students enrolled in the school may request prior notification of specific pesticide applications made at the school. To receive notification you must be placed on the school notification registry. If you would like to be placed on the registry, please notify the district in writing. Please include your email address if you would like to be notified electronically.

If a chemical application must be made to control an emergency pest problem (ex. Stinging insects), notice will be provided by telephone to any parent or guardian who has requested such notification in writing. Exemptions to this notification include disinfectants and anti-microbial products; self-containerized baits placed in areas not accessible to students, and gel type baits placed in cracks, crevices or voids; and swimming pool maintenance chemicals.

Each year the district will prepare a new notification registry.

NOTICE OF ASBESTOS INSPECTION

In compliance with the U.S. Environmental Protection Agency (EPA) Asbestos Hazard Emergency Response Act (AHERA), inspections were performed during July 1-5, 2016 on Shamokin Area School District buildings for asbestos-containing building materials. The EPA requires inspections of any asbestos materials every three years by an accredited inspector.

The junior-senior high and elementary schools are certified asbestos free. Most of the asbestos was removed from the elementary annex during the 2002 renovation project. The amount that remains is encapsulated.

The inspection findings and asbestos management plans are on file in school office.

SCHOOL DISTRICT
SHAMOKIN AREA
SCHOOL DISTRICT

No. 917.1

SECTION: COMMUNITY
TITLE: TITLE I DISTRICT-WIDE
PARENTAL/FAMILY ENGAGEMENT
ADOPTED: June 19, 2006
REVIEWED: March 27, 2018
REVISED:

	<p>917.1. TITLE I DISTRICT-WIDE PARENTAL/FAMILY ENGAGEMENT</p>
1. Purpose	<p>The school district is committed to the belief that all students can learn and acknowledges that parents share the district's commitment to the educational success of their children.</p>
2. Definitions	<p>Parent and family involvement shall be defined as an ongoing process that assists parents and families to meet their basic obligation as their child's first educator, promotes clear two-way dialogue between home and school, and supports parents as leaders and decision-makers at all levels concerning the education of their children.</p> <p>The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition.</p> <p>Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:</p> <ol style="list-style-type: none">1. That parents/family members play an integral role in assisting their child's learning.2. That parents/family members are encouraged to be actively involved in their child's education at school.3. That parents/family members are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.4. The carrying out of other activities, such as those described in section 1116 of the Every Student Succeeds Act (ESSA).
3. Authority	<p>The Board recognizes that the responsibility for each student's education is shared by the schools and the family and acknowledges that schools and families must work as knowledgeable partners to effectively educate all students.</p>

<p>4. Guidelines</p>	<p>To this end, the Board will support the development, implementation, and continuing evaluation of a parent and family involvement program which will involve parents at all grade levels in a variety of roles.</p> <p>The Shamokin Area School District agrees to implement the following statutory requirements:</p> <ol style="list-style-type: none"> 1. The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1116 of the Every Student Succeeds Act (ESSA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. 2. Consistent with section 1116, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1116 (b) of the ESSA, and each include, as a component, a school-parent compact consistent with section 1116 (d) of the ESSA. 3. The school district will incorporate this district-wide parental involvement policy into its LEA plan developed under section 1116 of the ESSA. 4. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1116 of the ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand. 5. If the LEA plan for Title I, Part A, developed under section 1116 of the ESSA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the state Department of Education. 6. The school district will involve the parents of children served in Title I, Part A schools in decisions about how the one percent (1%) of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than ninety-five percent (95%) of the one percent (1%) reserved goes directly to the schools. 7. The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the state. <p><u>Description Of How District Will Implement Required District-Wide Parental Involvement Policy Components</u></p> <p>The Shamokin Area School District will take the following actions to involve</p>
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parents in the joint development of its district-wide parental involvement plan under section 1116 of the Every Student Succeeds Act (ESSA):

1. Fall and Spring Title I Meeting (rotating times).
2. Parent conferences and/or phone conferences.

The Shamokin Area School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESSA:

1. Fall and Spring Title I Meeting (rotating times).
2. Parent conferences and/or phone conferences.

The Shamokin Area School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance, under section 1116 of ESSA:

1. CSIU.
2. Pattan.
3. PAFPC.
4. Regional Coordinator Meeting.
5. SASD Technology Department.

The Shamokin Area School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under section 1116 of the ESSA for the following other programs:

1. Head Start.
2. Local day care visits.
3. Early Intervention.

The Shamokin Area School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy

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

At the conclusion of all parent meetings and activities, an evaluation will be completed by those in attendance. The Federal Coordinator is responsible for conducting and summarizing the evaluations.

The Shamokin Area School District will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

1. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:

- a. The state's academic content standards.
- b. The state's student academic achievement standards.
- c. The state and local academic assessments, including alternate assessments.
- d. The requirements of Part A.
- e. How to monitor their child's progress.
- f. How to work with educators.

The school district will provide this assistance by undertaking the following:

- a. Family Nights.
- b. Fall and Spring Title I Parent Meeting.
- c. Teacher conferences.
- d. Topic presenters by district employees.
- e. Jumpstart (Parent/Student Summer Tutoring Program).

2. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- a. Family Night activities presented by district staff.

	<p>b. Jumpstart activities presented by district staff.</p> <p>3. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:</p> <p>a. Teacher Induction Program.</p> <p>b. Parent/Teacher conferences.</p> <p>c. Student/Parent/Teacher Compact.</p> <p>d. District personnel attend monthly Elementary School Student-Parent meetings.</p> <p>4. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:</p> <p>a. Send invitations to Head Start about Family Nights.</p> <p>b. Educational Literature Resources provided at Kindergarten registrations and Meet The Teacher nights.</p> <p>c. Family Nights.</p> <p>d. District personnel will be present at Heat Start parent meeting when required.</p> <p>e. School newsletter.</p> <p>5. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:</p> <p>a. School calendar.</p> <p>b. Web page.</p> <p>c. Invitations/Flyer of events.</p> <p>d. Newsletters.</p>
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<p>PA Code Title 22 Sec. 403.1 20 U.S.C. Sec. 6318</p>	<ul style="list-style-type: none"> e. Elementary School Student-Parent Handbook. f. Student agenda/planner. g. Transact Web-based programs. <p><u>Discretionary District-Wide Parental Involvement Policy Components</u></p> <ul style="list-style-type: none"> 1. Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training. 2. Paying reasonable and necessary expenses associated with parental involvement activities. 3. In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times. 4. Providing other reasonable support for parental involvement activities under section 1116 of ESSA, as parents may request. <p><u>Adoption</u></p> <p>This district-wide parental involvement policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Title I parent meetings.</p> <p>The school district will distribute this policy to all parents of participating Title I, Part A children on or before October 15th annually.</p>
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SHAMOKIN AREA SCHOOL DISTRICT

SECTION: COMMUNITY

TITLE: TITLE I SCHOOL
PARENT/FAMILY ENGAGEMENT

ADOPTED: May 15, 2018

REVIEWED: March 27, 2018

REVISED:

	917.2. TITLE I SCHOOL PARENTAL/FAMILY ENGAGEMENT
1. Purpose	The Board recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the school, parents and family members, and community. <u>[1]</u> <u>[2]</u>
2. Definitions	Parent and Family (Family Member) - these terms are used interchangeably and shall include caregivers, a legal guardian or other person standing in loco parentis such as a grandparent or stepparent with whom the child lives, a person who is legally responsible for the child's welfare, or a legally appointed Education Decision Maker of a child participating in a Title I program.
3. Authority	<p>The Board directs the district and each of its schools with a Title I program to:<u>[1]</u></p> <ol style="list-style-type: none">1. Conduct outreach to all parents and family members.2. Include parents and family members in development of the district's overall Title I Plan and process for school review and improvement.<u>[3]</u>3. Include parents and family members in the development of the Title I Parent and Family Engagement Policy. Following adoption of the policy by the Board, the policy shall be:<ol style="list-style-type: none">a. Distributed in writing to all parents and family members.b. Incorporated into the district's Title I Plan.<u>[3]</u>c. Posted to the district's publicly accessible website.<u>[4]</u>d. Evaluated annually with parent and family involvement.4. Provide opportunities and conduct meaningful collaborations with parents and family members in the planning and implementation of Title I programs, activities and procedures.

<p>4. Accessibility</p> <p>5. Delegation of Responsibility</p>	<p>The district and each of its schools with a Title I program shall provide communications, information and school reports to parents and family members who are migrants or who have limited English proficiency, a disability, limited literacy, or racial and ethnic minority backgrounds, in a language they can understand.<u>[1][5]</u></p> <p>The Superintendent or designee shall ensure that the district's Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.<u>[1][3]</u></p> <p>The Superintendent or designee shall ensure that the district and its schools with Title I programs provide opportunities for the informed participation of parents and family members by providing resources, information and school reports in an understandable and uniform format or, upon request, in another format. Such efforts shall include:</p> <ol style="list-style-type: none"> 1. Providing communications in clear and simple language. 2. Posting information for parents and family members on the district's website. 3. Including a telephone number for parents and family members to call with questions. 4. Partnering with community agencies which may include libraries, recreation centers, community-based organizations and faith-based organizations to assist in sharing information. <p>The building principal and/or Title I staff shall notify parents and family members of the existence of the Title I programs and provide:</p> <ol style="list-style-type: none"> 1. An explanation of the reasons supporting their child's selection for the program. 2. A set of goals and expectations to be addressed. 3. A description of the services to be provided. 4. A copy of this policy and the School-Parent and Family Compact.<u>[1]</u> <p>Parents and family members shall actively carry out their responsibilities in accordance with this policy and the School-Parent and Family Compact. At a minimum, parents and family members shall be expected to:<u>[1]</u></p> <ol style="list-style-type: none"> 1. Volunteer in their child's classroom.<u>[6]</u> 2. Support their child's learning. 3. Participate, as appropriate, in decisions relating to the education of their child
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<p>6. Guidelines</p>	<p>and positive use of extracurricular time.</p> <p>Each district school operating a Title I program shall hold an annual meeting of parents and family members at a convenient time, to explain the goals and purposes of Title I programs and to inform them of their right to be involved. Parents and family members shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents and family members shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.<u>[1]</u></p> <p>The schools with Title I programs shall offer a flexible number of meetings which shall be held at various times of the morning and evening. Title I funds may be used to enable parent and family member attendance at meetings through payment of transportation, child care costs or home visits.<u>[1]</u></p> <p>The schools shall involve parents and family members in an organized, ongoing and timely way, in the planning, review and improvement of Title I programs, the Title I Parent and Family Engagement Policy and the joint development of the Title I Plan.<u>[1][3]</u></p> <p>At these meetings, parents and family members shall be provided:<u>[1]</u></p> <ol style="list-style-type: none"> 1. Timely information about programs provided under Title I. 2. Description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the achievement levels of the academic standards. 3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. <p>To ensure the continuous engagement of parents and family members in the joint development of the Title I Plan and with the school support and improvement process, the district shall:</p> <ol style="list-style-type: none"> 1. Establish meaningful, ongoing two-way communication between the district, staff and parents and family members. 2. Communicate with parents and family members about the plan and seek their input and participation through the use of newsletters, the district website, email, telephone, parent and teacher conferences, and home visits if needed. 3. Train personnel on how to collaborate effectively with parents and family members with diverse backgrounds that may impede their participation, such as limited literacy or language difficulty. 4. Analyze and share the results of the Title I Parent/Family Survey. 5. Post school performance data on the district's website.
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6. Distribute and discuss the School-Parent and Family Compact.
7. Host various parent and family nights at each school building with a Title I program.
8. Establish and support active and engaged Title I parent and family advisory councils. The council will include a majority of parents and family members of students participating in Title I programs, as well as the building principal, teachers or other appropriate staff, students and community members. The purpose of the council shall be to focus on improved student achievement, effective classroom teaching, parent/family/community engagement in the educational process, and to facilitate communications and support.
9. Actively recruit parents and family members to participate in school review and improvement planning.
10. Assign district representatives to be available to work collaboratively with parents and family members, and to conduct school-level trainings to promote understanding of school data, comprehensive plans and the budgeting process.
11. Invite participation of parents and family members at the regular comprehensive planning committee meetings, Title I budget meetings and school improvement plan meetings to obtain input and propose school improvement initiatives.

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

Building Capacity for Parent and Family Engagement

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

1. Providing assistance to parents and family members in understanding such topics as the academic standards, state and local academic assessments, the requirements of parent and family involvement, how to monitor a child's progress and work with teachers to improve the achievement of their children.^{[2][7]}
2. Providing material and training to help parents and family members work with their children to improve academic achievement and to foster parent and family engagement, such as:
 - a. Scheduling trainings in different locations on a variety of topics including how to support their child in school, literacy, school safety, cultural diversity and conflict resolution.

- b. Using technology, including education about the harms of copyright piracy, as appropriate.[8]
- c. Providing information, resources and materials in a user friendly format.
- d. Providing, as requested by a parent or family member, other reasonable support for parent and family engagement activities.
- e. Training on how to use the Parent Portal as a tool to monitor grades and achievement.

Educating teachers, specialized instructional support personnel, principals and other school leaders and staff, with the assistance of parents and family members, on the value and usefulness of contributions of parents and family members and in how to reach out to, communicate with, and work with them as equal partners, implement and coordinate parent and family programs, and build ties between parents and family members and the school.[9]

To the extent feasible and appropriate, coordinating and integrating Title I parent and family involvement efforts and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents and family members in more fully participating in the education of their children.[1][5][10][11][12][13][14][15]

1. Engage the PTA/PTO to actively seek out and involve parents and family members through regular updates, information sessions and assistance with the identification of effective communication strategies.
2. Establish a district-wide parent and family advisory council to provide advice on all matters related to parent and family engagement in Title I programs.

Coordinating Parent and Family Engagement Strategies

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

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

Annual Parent and Family Engagement Policy Evaluation

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

The evaluation shall identify:[1]

1. Barriers to parent and family member participation, with particular attention to those who are migrants, are economically disadvantaged, have a disability, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.
2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.
3. Strategies to support successful school and parent and family interactions.

The evaluation shall be conducted through:

1. Documentation of parent and family member input regarding Title I programs and activities from throughout the year.
2. A parent and family advisory council comprised of a sufficient number and representative group of parents and family members to adequately represent the needs of the district's Title I population.

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

School-Parent and Family Compact

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

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in Title I programs to meet the academic standards.
2. Describe the ways in which parents and family members will be responsible for supporting their child's learning; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.[6]
3. Address the importance of ongoing two-way, meaningful communication between parents/family members and teachers

through, at a minimum, annual parent-teacher conferences at the elementary level, frequent reports to parents and family members on their child's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.[6]

Title I Funds

Unless exempt by law, the district shall reserve at least one percent (1%) of its Title I funds to assist schools in conducting parent and family engagement activities. Parents and family members shall be involved in the decisions regarding how the Title I reserved funds are used for parent and family engagement activities.[1]

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

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

Documentation of Parent and Family Engagement Practices

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

GENERAL INFORMATION ABOUT THE PSSA

Which schools participate?

All school districts and charter schools participate in the assessments. Nonpublic and private schools may also participate on a voluntary basis.

Which students take the assessments?

Except for a very few students who meet specific criteria for participation in an alternate assessment, all students are included in the assessments as outlined below: ELA & Mathematics—Grades 3, 4, 5, 6, 7, and 8 Science—Grades 4 and 8

Who decided what the assessments should measure?

Groups of educators from all levels of education in Pennsylvania chose the areas of knowledge and skills upon which the assessments are based. The groups included teachers, supervisors, curriculum directors, and college specialists. They also reviewed, edited, and approved the test items.

Who administers the assessments?

Each school chooses the person(s) who will administer the assessments. In most cases, these are teachers in the students' building.

How are the results reported?

Two copies of the individual student report for all assessments will be sent to all schools and districts that participate for distribution to parents, teachers, school counselors, and/or principals. The state will not receive any report with individual names included. School-level reports will be used for curricular and planning purposes. School districts and charter schools may publish the results of PSSA testing for each school. The state will also release school-by-school assessment data.

May parents see the assessments?

Yes, under one circumstance. School entities are required to have policies to ensure that parents or guardians have the right to review a state assessment in the school entity during convenient hours for parents or guardians from the time testing materials are received to the end of the make-up schedule in order to determine whether a state assessment conflicts with their religious belief. This is the only reason allowable under regulation. Confidentiality agreements must be signed, and no copies of the assessments or notes about assessment items will be permitted to leave the school. If after reviewing the test, parents or guardians find the test to be in conflict with their religious belief and wish their student(s) to be excused from the test, the right of the parents or guardians will not be denied upon written request to the applicable school district Superintendent, charter school Chief Executive Officer, or AVTS Director. Parents or guardians should contact their child's school to make arrangements to review the test.

INFORMATION ABOUT THE ENGLISH LANGUAGE ARTS ASSESSMENT (grades 3 through 8)

How long does the assessment take?

The entire English Language Arts assessment takes approximately three to four hours to complete. Your school district will inform you about the assessment schedule.

What does the assessment include?

Each student completes three sections of questions for the English Language Arts assessment. Some portions will be the same for all students, and some will consist of different groups of questions.

What types of questions are on the assessment?

Students respond to multiple-choice, evidence-based selected-response, and constructed-response questions. In a multiple-choice question, the correct answer(s) is chosen from four options. Evidence-based selected response questions have two parts, and students select one or more answers for each part. Constructed response questions may include a short-answer (grade 3) or text dependent analysis (grades 4 through 8). Short-answer questions require students to compose a brief response to support their answer. For the text dependent analysis question, students analyze a text and use evidence from the reading passage to compose an essay.

How are written responses to constructed response items scored?

The written responses for English Language Arts are scored by evaluators trained in applying an ELA-specific scoring guideline. For short-answer questions, scores are based on content only. Spelling and punctuation are not included as part of the scoring process. Responses to text dependent analysis questions are scored based on both content and writing skills.

What is assessed in English Language Arts?

The English Language Arts assessment addresses six major reporting categories as well as two text types. Students respond to standalone multiple-choice items assessing language. Additionally, students read a number of passages from literature and informational genres and respond to questions about these passages that indicate both comprehension and reading skills and the students' analysis and interpretation of different types of texts.

INFORMATION ABOUT THE MATHEMATICS ASSESSMENT (grades 3 through 8)**How long does the assessment take?**

The entire mathematics assessment takes approximately two to three hours to complete. Your school district will inform you about the assessment schedule.

What does the assessment include?

Each student completes two sections of questions for the mathematics assessment. Some portions will be the same for all students, and some will consist of different groups of questions.

What types of questions are on the assessment?

Students respond to two types of questions: multiple choice and open-ended. In a multiple-choice question, the correct answer is chosen from the four presented options, while open-ended questions require students to compose their responses. Open-ended questions generally require students to provide detail in support of their answers (such as showing or describing the steps performed to complete a calculation).

How are written responses to open-ended items scored?

The written responses for mathematics open-ended items are scored by evaluators trained in applying a mathematics-specific scoring guideline. In mathematics, scores are based on content only. Spelling and punctuation are not included as part of the scoring process.

What is assessed in Mathematics?

The mathematics assessment addresses five major reporting categories across four clusters. The reporting categories assessed and the proportion of questions in each reporting category vary by grade level. As a part of the assessment of Cluster A, Numbers and Operations, students in grades 4 through 8 respond to a set of questions without a calculator. Constructed response items may require the students to show all of their work (e.g., calculations, graphs, drawings) and/or to explain in writing how they solved the problems.

INFORMATION ABOUT THE SCIENCE ASSESSMENT (grades 4 and 8)

How long does the assessment take?

The entire science assessment takes approximately one to two hours to complete. Your school district will inform you about the assessment schedule.

What does the assessment include?

Students in grades 4 and 8 complete two sections of questions for the science assessment. Some portions will be the same for all students, and some will consist of different groups of questions.

What types of questions are on the assessment?

Students respond to two types of questions: multiple choice and open-ended. In a multiple-choice question, the correct answer is chosen from the four presented options, while open-ended questions require students to compose their responses. At grade 8, the science assessment also includes science scenarios.

What is a science scenario?

A science scenario contains text, graphics, charts, and/ or tables and uses these elements to describe the results of a class project, an experiment, or other similar research. Students use the information found in a science scenario to answer multiple-choice questions.

How are written responses to open-ended items scored?

The written responses for science open-ended items are scored by evaluators trained in applying a science specific scoring guideline. In science, scores are based on content only. Spelling and punctuation are not included as part of the scoring process.

What is assessed in science?

The science assessment addresses the four major reporting categories: The Nature of Science, Biological Sciences, Physical Sciences, and Earth and Space Sciences. The proportion of items in each reporting category varies by grade level.

APPENDIX A: MASK PROCEDURE RESPONSE FOR TEACHERS:

1. If a student is not wearing a mask during the proper designated times, please call them to the side and speak to them individually about why they are not wearing a mask.
2. If they say it is because of a medical condition, ask them if they provided medical documentation to the nurse or to administration, and if not, they need to do so ASAP.
3. If it is not due to a medical condition, explain to them why masks are required for both their own safety and safety of other students/faculty. Then proceed to put in a discipline referral under “Mask Warning”.
4. Administration will utilize SIS to track the number of mask infractions per student. On the second infraction, administration will then conference with both the student and their parents about their refusal to cooperate with the guidelines, and remote learning from home will be suggested/required if they fail to agree to the guidelines set forth.
5. The third and final infraction will constitute remote learning for the student. The process will begin immediately.

***The district reserves the right for employees and school personnel to request a student to replace their face mask/face covering should it contain any lettering, symbols, emblems, etc. that cause a disruption to the normal everyday educational process.

APPENDIX B: GOOGLE MEET / CLASSROOM DISCIPLINE GUIDANCE:

1. At the beginning of each lesson, please advise all online students to mute their audio and video and to only activate their microphones/video when they are asking a question during the Q & A section of class.
2. Mandatory Reporting is still a requirement for online learning. If you see or hear anything that would meet this standard, please immediately make the report as you normally would.
3. If you see or hear an emergency taking place, please immediately call 911.
4. Anything based on our policy that requires disciplinary action, teachers are asked to please submit a disciplinary referral to administration which could result in any of the following depending on the severity of the offense:
 - a. Conference with student and/or parents.
 - b. Possible implementation of a behavior plan or other form of remediation.
 - d. Removal of the student from the online classroom for a designated period of time.

*The superintendent or his designee has the right to alter the discipline policy on an individual basis.

SHAMOKIN AREA ELEMENTARY & INTERMEDIATE SCHOOL
3000 WEST STATE STREET
COAL TOWNSHIP, PA 17866
(570) 648-5721
FAX (570) 644-3703

EDUCATIONAL FIELD TRIP REQUEST
Pre-K through 6th Grade

I/We, _____, request permission to take _____
(Parent/legal guardian) (Child's name)
_____ on an educational trip to _____
(Homeroom Teacher & Grade)

Dates of the trip are: _____

The itinerary of the trip will include the following: _____

Names of the other children (enrolled in the Shamokin Area Elementary/Intermediate Schools) who will participate in the trip:

_____ Name	_____ Teacher	_____ Grade
_____ Name	_____ Teacher	_____ Grade
_____ Name	_____ Teacher	_____ Grade
_____ Name	_____ Teacher	_____ Grade

Parent Signature

Date

Building Administrator

Date

___ Approved
___ Disapproved

**SHAMOKIN AREA ELEMENTARY/INTERMEDIATE
CHANGE OF ADDRESS FORM**

LAST	FIRST	MIDDLE INITIAL	GRADE
NEW ADDRESS – Street, Box Number			
City, Township, State, Zip Code			
If rural, give location – East Cameron, Shamokin Township, etc.			
NEW HOME PHONE NUMBER		NEW CELL PHONE NUMBER	
NUMBER FOR ALERT NOW			
Old Address – Street, Box Number			
City, Township, State, Zip Code			
Old Home Phone Number – If applicable		Old Cell Phone Number – If applicable	

Other children grades Pre-K – 12 at same address – Use back of sheet if necessary

Sibling	Grade
Sibling	Grade
Sibling	Grade
Change requested by: <u>Print</u> Parent or Guardian's Name	
Relationship	
Parent or Guardian Signature	
Date	
Custody Information – If applicable	

BUSSING INFORMATION

Do you need a new bus pass	Bussed to other than home
Other important information	Name
	Address
	Phone Number

FOR PERSONNEL USE ONLY

Employee Initials: _____ Cc: Transportation _____

Dear Parents, Guardians and Teachers,

We would like to welcome all students, teachers, parents and guardians to the new school year. This year will offer many opportunities for students to participate in exciting educational and extra-curricular activities.

We have prepared this handbook for your use, but it is no substitute for becoming involved with your child and communicating with your child's teacher. The PTA encourages you to become involved with your child's education and will offer many rewarding opportunities to do so. No one appreciates your involvement in school activities more than your child. If each parent or guardian would help with just one event or activity the children would benefit that much more. Donations are always welcome.

We are looking forward to a great year for our children.

**Sincerely,
PTA President**

PTA GOALS

To promote the welfare of children and youth in home, school, church and community. To raise the standards of home life and to secure adequate laws for the care and protection of children. To develop, between educators and the public, the highest advantages in physical, mental social and spiritual education for every child.

CLEARANCES

Pennsylvania Child Abuse History clearance – Act #34, FBI clearance – Act #114 and the Criminal Record Check clearance - Act #151 are now required to be completed by parents, guardians, etc. who are PTA members and who plan to chaperone for Shamokin Area Elementary/Intermediate School field trips and school based activities. This is a requirement for the safety and welfare of all our students. Forms are available in the Elementary Principal's Office or at a notary service. There will be **NO** exception to this policy. **Parents, guardians, or family members will no longer be permitted to follow behind to join the group. Only approved chaperones are permitted to be with a group on a field trip. Use of tobacco products is also prohibited on field trips.**

OFFICERS
2019-2020

President	Christine Geiswite	570-648-6986
Vice President	Lori Agosta	570-204-9049
Treasurer	Tanya Lilley	tlilley@indians.k12.pa.us
Secretary	Tracy Richardson	570-648-3989

PTA MEETING DATES

All PTA meetings are held in the Elementary School cafeteria on the 1st Thursday of each month at 6:30 P.M. The purpose of PTA meetings is to help keep parents/guardians and teachers informed of PTA sponsored events in the school. Everyone is encouraged to attend. Meeting dates are as follows:

August 27, 2020
September 3, 2020
October 1, 2020
November 5, 2020
December 3, 2020
January 7, 2021
February 4, 2021
March 4, 2021
April 1, 2021
May 6, 2021

Parents/Guardians:

If you would like to take part in organizing or participating in any PTA activity this year, we would like for you to take this opportunity to select the committee below. The PTA is asking for your help to make the 2020-2021 school year a success. Just remember you must have your clearances and a current PTA membership by October of 2020 to volunteer, the sooner the better. The PTA needs your help!

Please indicate below and detach the bottom of this form and return it to your child's teacher by Friday, August 28, 2020.

Thank you in advance for your support.

PTA President

.....

Name _____ Phone _____

Email Address _____ Cell Phone _____

Child's Name _____

Homeroom Teacher _____

Box Tops for Education _____ Christmas Gift Wrapping _____

Field Day _____ Fingerprinting _____ Fundraising _____

Kindergarten Graduation _____ Science Fair _____

Membership _____ Pictures _____ RIF _____

Santa Secret Shop _____ Room Parent _____ Council Rep _____

Grade Representative _____

Field Trips: Pre-K _____, K _____, 1 _____, 2 _____, 3 _____, 4 _____, 5 _____, 6 _____



Shamokin Area Elementary PTA
Membership Form
2020-2021

OFFICE USE ONLY

AMT REC'D _____
PAID BY: CHECK _____
CASH _____

PTA is a great way to support the children in this community. Dues are **\$7.00 per individual**. Checks are payable to “**Shamokin Area Elementary PTA**” and **MUST** include a driver's license number. If paying with cash, please pay exact amount due. If you have any questions regarding membership, please contact **Amanda Krieger (570) 274-4122**

Name _____ Email _____
Address _____ City _____ Phone _____
Will be used only by SAES PTA

Additional Membership:

Name _____ Phone _____

Child's Name _____ Grade _____ Teacher/Room _____

Child's Name _____ Grade _____ Teacher/Room _____

Child's Name _____ Grade _____ Teacher/Room _____

PLEASE select membership level

☐ Brave **\$ 7.00** (General PTA Membership) **1 Membership and Card**

☐ Warrior **\$ 9.00** (Silver Membership) **1 Membership and Card**

Your Indian Warrior head w/family name posted in the lobby of school

☐ Chief **\$15.00** (Gold Membership) **2 Memberships and Cards**

Your Indian Chief head w/family name posted in the lobby of school and member's name in upcoming newsletter

Donation (optional; in addition to membership fee): \$ _____

Anyone that wants to participate in school or with field trips is required to have their clearances.

Pa Criminal Record Check (ACT 34)

http://pa.gov/portal/server.pt/community/background_checks_%28act_114%29/7493/act_34_background_checks/601379

Child Abuse History (ACT 151)

<http://www.dpw.state.pa.us/findaform/childabusehistoryclearanceforms/index.htm>

FBI Fingerprint Clearance

<https://www.pa.cogentid.com/index.html>

Forms are also available in the Elementary School Office
More information can be found in the PTA handbook
or at <http://www.indians.k12.pa.us>

SHAMOKIN AREA SCHOOL DISTRICT
Family Educational Rights and Privacy Act (FERPA)
Parent Disclosure Consent of School Directory Information
Elementary School

Name of Student: _____ Date: _____

Name of Parent: _____ School: _____

Parent/Guardian: Please complete the section below and return the ENTIRE form to your child's homeroom teacher no later than Friday, September 6, 2019. Use a separate form for each child you are requesting nondisclosure of school directory information.

I am requesting that my child's school take one of the following actions regarding the release of school directory information.

1. ☐ You may release ANY information about my child, including name, photograph, grade level, etc.

or

2. ☐ Do not release the following information about my child (select one of more):

- | | |
|--|--|
| <input type="checkbox"/> Student Name | <input type="checkbox"/> Dates of Attendance |
| <input type="checkbox"/> Telephone Number | <input type="checkbox"/> Grade Level |
| <input type="checkbox"/> Weight & Height of Athletic Members | <input type="checkbox"/> Awards or Recognition Received |
| <input type="checkbox"/> Participation in School Activities | <input type="checkbox"/> Honor Roll |
| <input type="checkbox"/> Participation in PTA Programs | <input type="checkbox"/> Photograph/Video Recording/Social Media |

☐ ALL OF THE ABOVE

Parent/Guardian Signature

Address City State Zip Code

Telephone Email Address

Preferred method for school to communicate with parent:

☐ Telephone ☐ Email

OFFICE USE ONLY			
Student ID#	Date Received	Homeroom Teacher	

Please remember when sending in excuses for absence(s) and or tardiness the following information is required.

1. The date the excuse is being sent into the teacher
2. The students grade and home teachers name
3. The students first and last name
4. The date(s) the student was absent or tardy and specific reason(s)
5. **Note: If you have more than one student or twins, they need separate excuses.**

SHAMOKIN AREA ELEMENTARY/INTERMEDIATE EXCUSE FOR ABSENCE OR TARDINESS

Today's date _____

Students Grade _____ Homeroom Teacher _____

Name of Student: _____
(First and Last Name)

Date of Absence(s) or Tardiness: _____

Reason for absence(s) or Tardiness: _____

Parent/Guardian Signature: _____

Please remember when sending in excuses for absence(s) and or tardiness the following information is required.

1. The date the excuse is being sent into the teacher
2. The students grade and home teachers name
3. The students first and last name
4. The date(s) the student was absent or tardy and specific reason(s)
5. **Note: If you have more than one student or twins, they need separate excuses.**

SHAMOKIN AREA ELEMENTARY/INTERMEDIATE EXCUSE FOR ABSENCE OR TARDINESS

Today's date _____

Students Grade _____ Homeroom Teacher _____

Name of Student: _____
(First and Last Name)

Date of Absence(s) or Tardiness: _____

Reason for absence(s) or Tardiness: _____

Parent/Guardian Signature: _____

Shamokin Elementary School Calendar

2020-2021 School Calendar

August 18	Teacher In-Service Day (No School for Students)
August 19	Teacher In-Service Day (No School for Students)
August 20	Teacher In-Service Day (No School for Students)
August 24	First Day of School
September 7	School Closed
September 29	Act 80 Day
October 12	Teacher In-Service Day (No school for students)
November 9	Teacher In-Service Day (No school for students)
November 24	Act 80 Day
November 25, 26, 27, 30	School Closed
December 23	Act 80 Day
December 24	Christmas Vacation
	(School reopens January 4)
January 18	School Closed
February 8	School Closed
February 15	School Closed
March 15	School Closed
March 27	Act 80 Day
April 1	Easter Vacation
	(School Reopens April 6)
May 14	Act 80 Day
May 31	Memorial Day (School Closed)
June 1	Act 80 Day - Last Day of School

Make-up Days

November 30, 2020

January 18, 2021

February 15, 2021

March 15, 2021

April 1, 2021

All subsequent days will be made up at the end of the year.