

# North Schuylkill Elementary



## Staff Handbook 2018-2019

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## **SPARTAN PRIDE PLEDGE**

I will always be **RESPONSIBLE**.

I will always show **RESPECT**.

I will always be **SAFE**.

**I have Spartan PRIDE!**

## **NORTH SCHUYLKILL SCHOOL DISTRICT** **MISSION STATEMENT**

*The North Schuylkill School District will graduate students who have a passion for learning and are empowered to be self-sufficient and successful.*

**SUPERINTENDENT**

Dr. Robert J. Ackell

**SCHOOL BOARD**

Charles J. Hepler, President  
Roy Green, Vice President  
Thomas Fletcher, Member  
Douglas R. Gressens, Member  
Edward Balkiewicz , Member  
MaryAnne Woodward, Treasurer  
Janine Simms, Member  
Glenn H. Weist, Member  
Suzanne O'Neill, Member  
Merri Lynn Craig, Board Secretary  
Attorney Brian Urban, Solicitor

**ADMINISTRATIVE STAFF**

Ms. Janice Whitaker, Elementary Principal  
Mrs. Janel Hansbury, Elementary Assistant Principal  
Mrs. Kimberly Groody, Supervisor of Curriculum and Federal Programs  
Mr. Knute Brayford, Supervisor of Special Education  
Mrs. Ashley Palubinsky, Assistant Supervisor of Special Education  
Mr. James Gross, Athletic Director

**GUIDANCE COUNSELOR**

Ms. Michelle Hull

**District Calendar**

## **NORTH SCHUYLKILL SCHOOL DISTRICT-SUMMARY OF SAFETY STANDARDS**

The North Schuylkill School District has always considered the safety of our students and staff to be a paramount concern. School police officers will be on duty in order to maintain a safe school environment. They maintain high visibility on school property to prevent and respond to situations when needed. In light of recent events and the public awareness they have caused regarding school safety, we feel it necessary to state our commitment to the following standards:

1. Parents and students will be asked to sign verification that they have reviewed the student handbook and understand the rules, regulations, procedures, and consequences for various violations that have been established. This sign-off page can be found at the back of the student handbook.
2. All building entrances are kept locked including the main entrance area. All students, and visitors must use the main entrance in to the building at all times. Upon entering the building, all coats must be hung on the coat rack to the right of the main entrance. **Visitors must report to the main office. All visitors will be required to sign in and show a form of photo I.D. and wear an identification badge. If the visitor leaves the main office, car keys will be kept until the visitor returns.**
3. Any visitor may be subject to metal detecting as per board policy 709.
4. All staff must wear identification badges at all times.
5. At no time are \* weapons of any kind allowed on school grounds, at any school function, in school or personal vehicles, parking lots, and bus stops.  
\*A "weapon" shall include, but not be limited to any knife, cutting instrument, cutting tool, nun chuck, firearm, shotgun, rifle or any other tool, instrument or implement capable of inflicting serious bodily injury. The definition of weapon also includes any object in circumstances in which the object has been, or is likely to be used as a weapon. Possessing a weapon, whether a student or staff member, will result in severe disciplinary action.
6. Secondary teachers shall be at their doors during the passing of classes in order to monitor hallway activity. Elementary teachers will escort their classes to creative art classes, assemblies, lunch, and other events.
7. Student lockers are school property and may be searched at any time with reasonable cause.
8. Video cameras will be used both on school buses and on school buildings and grounds for security monitoring and to discourage inappropriate activity.
9. Students not obeying all traffic laws and signs when driving on school grounds will have their driving privileges revoked immediately for the school year.
10. All employees are subject to criminal background checks prior to hiring.
11. All staff, students, and parents will be made aware of safety and security guidelines as they are developed and implemented.
12. In the event of a crisis or emergency situation, local television and radio announcements will be made.
13. Administration will involve local law enforcement in any matters when considered appropriate.

## **Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)**

PPRA affords parents and students who are 18 or emancipated minors ("eligible students") certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- **Consent** before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):
  1. Political affiliations or beliefs of the student or student's parent.
  2. Mental or psychological problems of the student or student's family.
  3. Sex behavior or attitudes.
  4. Illegal, anti-social, self-incriminating, or demeaning behavior.
  5. Critical appraisals of others with whom respondents have close family relationships.

6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers.
  7. Religious practices, affiliations, or beliefs of the student or parents or income, other than as required by law to determine program eligibility.
- **Receive notice and an opportunity to opt a student out of:**
    1. Any other protected information survey, regardless of funding
    2. Any non-emergency, invasive physical exam or screening required as a condition of attendance administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law
    3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
  - **Inspect,** upon request and before administration or use:
    1. Protected information surveys of students
    2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes and Instructional material used as part of the educational curriculum.

The North Schuylkill School District has developed and adopted policies, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales or other distribution purposes. **The North Schuylkill School District will directly notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes.** The North Schuylkill School District will also directly notify parents and eligible students, such as through U.S. Mail or E-mail, at least annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Avenue, SW  
 Washington, D.C. 20202-4605



# **NORTH SCHUYLKILL SCHOOL DISTRICT** **FACULTY HANDBOOK**

## **PURPOSE**

This handbook is intended to provide teachers with a general understanding of expectations, practices, and procedures. Teachers are encouraged to familiarize themselves with the contents of this handbook, as it will answer many common questions and concerns with the daily operations of the North Schuylkill School District.

This handbook, however, cannot anticipate every situation or answer every question that may arise. In order to retain necessary flexibility, the North Schuylkill School District reserves the right to update, revise, insert, or delete information contained in this handbook for the purpose of clarity or the adoption of new procedures when necessary. The only exception to this will be information which reflects official board-approved policy of the North Schuylkill School District. Changes or revisions to official policy follow specific protocol established for revision, retraction, or adoption of school policy.

## **INTRODUCTION**

The communities of the North Schuylkill School District have entrusted to their school system the prime responsibility of providing appropriate educational opportunities for all of their youth. The school district strives to provide an educational climate in which each student attains maximum self-realization, acquires a sound body of knowledge, and develops values and ethical standards which emphasize their obligation to themselves and others. Students should learn the necessary balance between competition, self-discipline and freedom on the one hand, and a balance between competitiveness and cooperativeness on the other hand. With this balance they will be better able to participate in a democratic society.

This handbook has been prepared by the administrative staff and is published in order that the professional staff may function efficiently and effectively by having a thorough understanding of the District's educational plans, policies and procedures.

A review of the contents of this handbook will be conducted each year to determine those matters needing clarification or revision.

This handbook is the property of the North Schuylkill School District and should be kept at the teacher's desk as a ready reference.

In order that this material be thoroughly understood, it is desirable that time be devoted to study and discussion of the materials herein contained.

## **PHILOSOPHY**

A democratic society is founded on the worth of each individual and the value of his/her unique contribution to that society. The District is committed to providing a system of education that will offer equal educational opportunities in accordance with a student's interests, abilities and needs, consistent with available resources.

The Board, as the agent responsible for the education of the students of North Schuylkill School District, directs the development of a planned program of learning that meets the needs of the students in the district.

The Board recognizes its responsibility to provide a broad educational program consistent with the mental and physical potential of every child in our school community.

The purpose of education in North Schuylkill schools is to facilitate development of the potential of each student to the fullest. Education is the guidance of the student through the learning processes to the end that the individual becomes personally effective in a dynamic society.

## **STRATEGIC PLAN**

The North Schuylkill School District Strategic Plan, developed locally and approved by the Pennsylvania Department of Education, specifies the District's Mission, Vision, and Shared Values.

## **STRATEGIC PLAN MISSION**

The North Schuylkill School District will provide a rigorous, meaningful and relevant education which will prepare students to thrive in the 21<sup>st</sup> Century global community, whether they go on to college or career preparation or the workplace.

## **STRATEGIC PLAN VISION**

The District's vision is aligned with supporting the Pennsylvania Department of Education's State Learning Standards in various disciplines. It is our main objective to prepare our students to compete successfully for admission to higher education institutions, to enable them to secure employment and succeed in the global marketplace and to demonstrate the skills, attitudes, and ethics which allow them to become lifelong learners. Through our research we have identified six key elements which will drive the North Schuylkill educational program in the 21<sup>st</sup> Century:

- **Mastering Core Subjects:** The No Child Left Behind Act of 2001, which reauthorizes the Elementary and Secondary Act of 1965, identifies the core subjects as English, reading or language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography. North Schuylkill's students will master the core subjects by using learning and thinking skills, making their education truly rigorous.
- **Mastering 21<sup>st</sup> Century Content:** We believe several significant emerging content areas are critical to success in communities and workplaces. North Schuylkill's students will master 21<sup>st</sup> Century content that is relevant in the world today. These content areas are:
  - *Global awareness*
  - *Financial, economic business and entrepreneurial literacy*
  - *Civic literacy*
  - *Health and wellness awareness*
- **Mastering Learning and Thinking Skills:** As much as students need to learn academic content, we believe they also need to know how to keep learning – and make effective and innovative use of what they know – throughout their lives. North Schuylkill's students will develop learning and thinking skills comprised of:
  - *Critical thinking and problem-solving skills*
  - *Communication skills*
  - *Creativity and innovation skills*
  - *Collaboration skills*
  - *Contextual learning skills*
  - *Information and media literacy skills*
  - *Team building skills*
- **Acquiring ICT Literacy:** Information and communications technology (ICT) literacy is the ability to use technology to develop 21<sup>st</sup> Century content knowledge and skills, in the context of learning core subjects. North Schuylkill's students will use technology to learn content and skills – so that they know how to learn, think critically, solve problems, use information, communicate, innovate and collaborate.

- **Mastering Life Skills:** Good teachers have always incorporated life skills into their pedagogy. The North Schuylkill School District will incorporate these essential life skills into our schools deliberately, strategically and broadly:
  - *Leadership*
  - *Ethics*
  - *Accountability*
  - *Adaptability*
  - *Personal productivity*
  - *Personal responsibility*
  - *People skills*
  - *Self-direction*
  - *Social responsibility*
  
- **21<sup>st</sup> Century Assessments:** Assessments must measure core subjects, 21<sup>st</sup> Century content, learning and thinking skills, ICT literacy and life skills. A balance of assessments, including high-quality standardized testing, along with effective classroom assessments, will offer North Schuylkill's students a powerful way to master the content and skills central to success in meeting real-world challenges.

*\*The North Schuylkill School District will incorporate all six elements into our curriculum, thus providing our students a rigorous, meaningful and relevant education.*

## **STRATEGIC PLAN SHARED VALUES**

1. Our students are our purpose.
2. Our District focuses on our students and recognizes that each person has the ability to learn.
3. Our students are entitled to a safe, caring, learning environment.
4. All students want to succeed in some way and want to feel good about themselves.
5. All students should have the opportunity to learn using the most current material and technology available, in order to compete with the rest of the world.
6. All students should be encouraged to discuss their ideas and the ideas of others in the classroom instead of just rote memorization of facts.
7. The advancement of society depends on the development of individual talents, and that each student should be given the opportunity and resources to develop his/her talents to the utmost of their potential.
8. Our learning environment develops values of services, pride, excellence, and integrity.
9. Our students are encouraged to contribute to the community.
10. Our District strives for pride, excellence, and integrity.
11. Our heritage provides a foundation for good citizenship.
12. The role of all in the school community is to work cooperatively to support the needs of the students.
13. The family is the foundation for a successful community.
14. Education of our youth is the shared responsibility of everyone--the home, the school, and the community.
15. Each individual is important and entitled to respect, understanding and appreciation of his/her uniqueness.
16. Each person is responsible for his/her own actions.

## **DISTRICT EXPECTATIONS**

An integral part of both tenured and non-tenured staff members' evaluations in the school district is an ongoing appraisal, conducted by the supervisors, of the staff members' abilities to meet at least minimum expectations. As appropriate to the various jobs performed by staff members in the school district, the MINIMUM expectations include, but are not necessarily limited to, the following:

1. Meets, instructs and supervises students in the locations at the times designated;
2. Develops and maintains a classroom environment conducive to effective learning within the limits of the resources provided by the district;
3. Prepares for classes assigned, and shows written evidence of preparation upon request of supervisors;
4. Use available data to facilitate student academic growth and achievement;
5. Encourages students to set and maintain high standards of classroom behavior;
6. Provides an effective program of instruction in accordance with the adopted curriculum;
7. Strives to implement by instruction the district's philosophy of education and to meet the specified instructional goals and objectives;
8. Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities;
9. Maintains records as required by law, district policy, and administrative regulations;
10. Makes provisions for being available to students and parents for education-related purposes outside the instructional day when necessary and under reasonable terms;
11. Assists in upholding and enforcing school rules and administrative regulations;
12. Attends and participates in faculty and department/grade-level meetings;
13. Cooperates with other members of the staff in planning instructional goals, objectives, and methods;
14. Assists in the selection of books, equipment, and other instructional materials;
15. Works to establish and maintain open lines of communication with students, parents and colleagues concerning both the academic and behavioral progress of all students;
16. Regularly and promptly posts classroom evaluations of all students by effectively utilizing CSIU Gradebook, the district's grade reporting information system;
17. Establishes and maintains cooperative professional relations with others;
18. Performs related duties as assigned by the administration and in accordance with district policies and practices; adheres to the Teacher Effectiveness Guide and follows any reasonable direction by administration (see Appendix A)
19. Adheres to PA's Code of Professional Practice and Conduct (see Appendix B);
20. Understands and adheres to the Drug and Substance Abuse Policy (Appendix C);
21. Understands and adheres to the Acceptable Use of Networks, Internet and Computing Resources Policy (see Appendix D); and
22. Assists in enforcing school rules and regulations, including the Standard Dress Code (see Appendix E).

## **NON-DISCRIMINATION STATEMENT**

It is the policy of the North Schuylkill School District that no persons shall be subjected to discrimination on the basis of race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin, or handicap/disability. Inquiries regarding compliance with the policy may be directed to the Office of the Superintendent of Schools, 15 Academy Lane-Route 61, Ashland, PA 17921-9301. Phone: (570) 874-0466.

## **TITLE IX**

It is the policy of the North Schuylkill School District not to discriminate on the basis of sex in its educational programs, activities, or employment policies as required by Title IX of the 1972 Education Amendments. Inquiries regarding compliance with Title IX may be directed to the Office of the Superintendent of Schools, Title IX Coordinator, 15 Academy Lane-Route 61, Ashland, PA 17921-9301. Phone (570) 874-0466, or contact the Director of the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

## **SECTION 504 OF THE REHABILITATION ACT OF 1973 AND AMENDED BY PUBLIC LAW 94-142**

### **ELIMINATION OF DISCRIMINATION ON THE BASIS OF HANDICAP**

It is the policy of the North Schuylkill School District not to discriminate on the basis of handicap in its educational programs, activities, or employment policies as required by Section 504 and its related regulations. Inquiries regarding compliance with Section 504 may be directed to the Supervisor of Special Education, Section 504 Coordinator, 15 Academy Lane-Route 61, Ashland, PA 17921-9301. Phone (570) 874-1444.

### **CONFIDENTIALITY OF THE EDUCATIONAL ASSIGNMENT OF STUDENTS IN SPECIAL EDUCATION AND/OR IDENTIFIED AS EXCEPTIONAL CHILDREN**

Since all students placed in special education are given psychological evaluations to determine their placements, the content of these evaluations are confidential; therefore, subsequent educational assignments should be as confidential or private to any person(s) not employed by the school district, the intermediate unit, or other specified educational agencies of the Commonwealth.

The method for the release of information prescribed to by the Department of Education, under Due Process Procedure, states that the information contained in a psychological report can be released only by the proper school authorities, upon receipt of written request and permission from the parent.

Should any classroom teacher receive a request for the names of students enrolled in programs for exceptional children, the request should be denied and the requesting person(s) referred to the appropriate guidance counselor or Supervisor of Special Education.

### **PERMANENT RECORDS POLICY**

The permanent record is the official school record which is initiated in Kindergarten and continues through Grade 12. This record serves the needs of present students and is kept on file after graduation as a resource record to meet the needs of former students.

Information on the permanent record includes identifying information (name, address, birth date, parent's name, sibling names, etc.), grade level, completed grades, class standing, attendance record, standardized achievement test scores, mental ability and aptitude test scores, and extra-curricular activities. The records are kept current by recording appropriate information as it becomes available.

These records are stored in a secured location in or near the school office and are not permitted to be taken outside this area. The files are locked after school hours.

The professional staff may review student records when information is needed. The office secretaries may remove records to secure information for transcripts and for recording of data.

Parents or legally appointed guardians may inspect student records provided the counselor or some other qualified staff member is present to provide suitable interpretation of the recorded information.

Students may be informed of the data on their records at the discretion and interpretation of the counselor or other qualified staff member.

Information on the records may be released to legitimate requesting parties (prospective employers, trade and technical schools, colleges, armed services, etc.) upon signature of the record release form.

Permanent records contain data of a confidential nature and should therefore be maintained only by personnel who are authorized to use these records.

## **RELEASE OF SCHOOL RECORDS**

Any request for release of school records, or any part of the same pertaining to that information contained on the pupil permanent records, should be referred to the guidance counselor. The guidance counselor will then schedule a conference with the parents at which time the parents will be required to complete and sign a written parental release form.

Any information contained on psychological or educational evaluations completed by either the district psychologist or any other psychologist may only be released through the office of the District Psychologist.

## **RELEASING STUDENTS FROM SCHOOL FOR INVESTIGATIONS**

The School Code of the Commonwealth of Pennsylvania invests the school with the responsibility of its students "in loco parentis." In other words, the school is responsible for the student from the time he/she leaves home in the morning until he/she returns home at the end of the school day. We, therefore, believe that parental consent must be obtained before a student is to be excused from school and/or taken off school grounds for the purpose of a hearing or investigation. In cases in which a subpoena is issued, no parental consent will be required.

We also believe the school should be free as possible from interruptions and, therefore, investigations involving student conduct out of school should be handled out of school. In cases of extreme emergency, we will provide conference time and require a school representative to be present as a matter of protection for the school.

We appreciate the close cooperation between the school and law enforcement agencies and shall do our very best to cooperate.

## **DUTY ASSIGNMENTS**

The duty schedule for teachers will be distributed at the start of the year. At times throughout the year teachers may be called upon for emergency coverage. Teachers who have more than one prep/day may be assigned to cover a class or assist with a duty. Teachers are expected to be on time for their assignment and remain for the duration.

## **TEACHING POSITION TRANSFER REQUESTS**

Any teacher currently employed with the North Schuylkill School District may request a grade level or building transfer by putting such in writing at any time during the year or when openings become available due to attrition. Letters should be directed to the building principal. Any teacher or staff member who plans to transfer from one classroom/building to another must take only his/her own personal items. Everything else should remain in the room.

## **STAFF WORK DAY**

The length of the work day shall be 7.5 hours or as amended based on direction of the superintendent. 8:10am-3:40pm. Permission to leave early or arrive late must be pre-approved by the principal, and staff must sign in and out in the office. Not following this time frame will lead to a warning, memo of concern, or a letter of reprimand.

## **STAFF ABSENCE**

Procedures relating to personal days, sick days, emergency days, bereavement leave, insurance coverages, etc. are contained in the negotiated agreement. Copies of the agreement are made available to all teachers. Please refer to this document for guidelines on these issues and related employment matters.

## **TEACHER ABSENCE PROCEDURE**

The arrangements for substitute teachers will be handled through Source4Teachers. In case of illness or emergency, the teacher should make the need known as early as possible. If absent, your intentions for the following day should be reported to Source4Teachers in order for proper arrangements may be made with the substitute. Lesson plans must be provided for the substitute. A file will be kept in your classroom with a copy of your lesson plans and any handouts needed. Please include enough handouts for all of the students who will need a copy. Emergency substitute plans will also be kept in the principal's office and are due by **August 31, 2018**.

Personal days may not be taken the first or last 5 school days of the year without approval by the Superintendent only. Personal days must be requested at least one day before it is to be effective. Personal days must be submitted and approved by the building principal. No more than 10% (rounded upward) of the total bargaining unit members in any building will receive personal leave approval for any one work day. Personal days will be approved in which the order they are submitted.

The matter of employing substitutes amounts to quite a large financial item in the school budget. Therefore, we may call upon regular teachers to occasionally help out during periods when not teaching a class. Your cooperation will be greatly appreciated.

## **TEACHER EVALUATION/OBSERVATION**

Section 1123 of the Pennsylvania School Law Code states: "The services of the temporary professional employee, or the professional employee, shall be rated by an approved rating system which shall give due consideration to personality, preparation, technique and pupil reaction in accordance with standards and regulations...defined by the Pennsylvania Department of Education."

## **DIFFERENTIATED SUPERVISION PLAN**

North Schuylkill School District has developed a Differentiated Supervision Plan to promote professional growth, which positively affects higher student achievement and insures the continued employment of quality staff.

The Pennsylvania Department of Education (PDE) has developed professional development evaluation forms based on the work of Charlotte Danielson. We are adopting the Differentiated Supervision Plan (DSP) to align with the PDE evaluation forms. This DSP is a collaborative, ongoing effort of Professional development. Much of what is listed in this plan is already taking place in many North Schuylkill School District classrooms. This plan is an efficient method of documenting successes. It provides an opportunity for reflection and dialogue among colleagues in order to promote improved teacher performance and subsequently student achievement.

All staff will be formally evaluated two times during the school year. All staff will also have the option of completing one of the models listed in this plan to implement during the school year which will replace one of the two formal observations. This selection will provide teachers with the opportunity to choose a self-directed model based on personal need and/or interest. For the Action Research Model – Teachers may work individually or with a group of teachers (groups will be limited to a maximum of five).

The DSP integrates two important components: a qualitative approach to teacher evaluation and professional growth. The essential elements of the system are as follows:

1. Four clear performance domains for teacher performance, based on Charlotte Danielson's *Framework for Teaching*, with performance criteria for how the domains are to be met and descriptive examples of observable teaching behaviors.
2. Training for evaluators and teachers that creates not only a common language for the discussion of what good teaching is and is not, but also develops skills of analysis and critique that will make the dialogue a rich and data-driven one.

3. A professional growth cycle that integrates formal observations with professional growth, allows for continual reflection on goals and progress meeting those goals, with collegial interaction.
4. Formal observations and evidence-based assessment to improve teaching.
5. Professional development that is structured around a collaborative learning culture among teachers in each school, integrating individual or collegial goals into school goals, and utilizing student achievement and other data about student results.

Just as an instructional program is designed to be developmentally appropriate for meeting the needs of a diverse student population, professional development for teachers must meet the needs of each teacher of the professional team. The NSSD is committed to providing teachers with both a cycle of supervision options and a supportive environment that will enhance instruction and promote student achievement growth. To meet the rigor of the new teacher evaluation system, along with using the recommendations from the state, the NSSD will continue to implement the DSP for the 2018-2019 school year.

### **DIFFERENTIATED OPTIONS AT NORTH SCHUYLKILL**

**Non-tenured teachers** will participate in:

- 2 Formal Observations **and** 1 DSP Model (*Action Research – Study Group or Individual Self-Directed Group, Grant Writing, Peer Coaching*)
- Walk Through Observations

**Tenured teachers** will participate in:

- 2 Formal Observation **or** 1 Formal Observation with 1 DSP (*Action Research – Study Group or Individual Self-Directed Group, Grant Writing, Peer Coaching*)
- Walk Through Observations

### **General procedures for choosing Action Research, Grant Writing, or Peer Coaching:**

1. Complete the statement of intent form. Sign and submit to building administrator by **September 29th**. The administrator will return the signed statement of intent form in a folder to be used to house all artifacts for the year. It is the responsibility of each staff member to keep all the appropriate documentation throughout the year.
2. Complete the necessary steps on the paper form. The Mid-Year review should be done by February 1st.
3. Submit the completed DSP by **April 26th**.

### **Formal Observation Model**

The formal observation of teacher supervision includes a minimum of three phases -- a pre-observation conference, observation of teaching, a post-observation conference, and follow-up targeted walk through observations to identify growth in areas identified. The purpose of the pre-observation conference is to plan for the observation. During the observation, the administrator will gather data on the objectives agreed upon in the pre-observation conference, and in the post-observation conference, discussion and reflection will occur relative to the extent to which the teacher was able to reach the goals based upon data collected during the observation.

This method of supervision enables individuals to work with building principals in a classroom setting to examine and refine instructional practices with the goal of improving student achievement. Working through the collaborative process, the teacher and supervisor can foster a climate to bring about instructional improvement. This model includes a pre-observation conference, a formal observation, and a post-observation conference to determine areas for growth and serve as data for the summative evaluation.

Professional staff members will participate in the Formal Observation model each year. These individuals include all non-tenured teachers, tenured teachers assigned to the Formal Observation



model, and teachers in the Intensive Supervision model. A teacher may require multiple years in the Formal Observation model for improvement and a principal may place a teacher in the Formal Observation model at any time during the school year or cycle should a need arise.

### **Walk Through Observations**

Walk Through observations will be done during the school year for each teacher. They will be done in the classroom, during assigned duties, and/or any time during the school day. Walk Through observations revolve primarily around domains 2 and 3 of the Danielson framework.

The Pennsylvania Department of Education has adopted The Framework for Teaching as part of the teacher evaluation process. In this framework, teaching is divided into 22 components clustered into four domains of teaching responsibility. The components in Domain 1 define how a teacher organizes the content that the students are to learn as well as how the teacher designed instruction. The components in Domain 2 consist of the interactions that occur in the classroom. The components in Domain 3 represent the elements of learning. This Domain reflects the primary mission of schools; to enhance student learning. The components in Domain 4 are related to being a professional educator. Teacher evaluations will be based on the four Domains. The following gives you an overview of the Domains with their components. For details, please see the Differentiated Observation and Supervision Plan for Professional Growth.

## **COMPONENTS OF PROFESSIONAL PRACTICE**

### **Domain 1: Planning and Preparation**

Component 1a: Demonstrating Knowledge of Content and Pedagogy  
Component 1b: Demonstrating Knowledge of Students  
Component 1c: Selecting Instructional Goals  
Component 1d: Demonstrating Knowledge of Resources  
Component 1e: Designing Coherent Instruction  
Component 1f: Assessing Student Learning

### **Domain 2: The Classroom Environment**

Component 2a: Creating an Environment of Respect and Rapport  
Component 2b: Establishing a Culture for Learning  
Component 2c: Managing Classroom Procedures  
Component 2d: Managing Student Behavior  
Component 2e: Organizing Physical Space

### **Domain 3: Instruction**

Component 3a: Communicating Clearly and Accurately  
Component 3b: Using Questioning and Discussion Techniques  
Component 3c: Engaging Students in Learning  
Component 3d: Providing Feedback to Students  
Component 3e: Demonstrating Flexibility and Responsiveness

### **Domain 4: Professional Responsibilities**

Component 4a: Reflecting on Teaching  
Component 4b: Maintaining Accurate Records  
Component 4c: Communicating with Families  
Component 4d: Contributing to the School and District  
Component 4e: Growing and Developing Professionally  
Component 4f: Showing Professionalism

## **TIME SCHEDULE**

Children will be admitted to the building at 8:20 AM and will report to the cafeteria. Children should be in their classrooms by 8:45 AM, the Tardy Bell is at 8:50 AM

**DISMISSAL** Time is 3:15 PM

## **LUNCH SCHEDULES**

Kindergarten	10:40-11:10
1 <sup>st</sup> Grade	12:00-12:30
2 <sup>nd</sup> Grade	12:40-1:10
3 <sup>rd</sup> Grade	11:20-11:50
4 <sup>th</sup> Grade	11:00-11:30
5 <sup>th</sup> Grade	11:40-12:10
6 <sup>th</sup> Grade	12:20-12:50

## **STUDENT ATTENDANCE POLICY**

Regular attendance in school is of the utmost importance to ensure satisfactory course progress and awarding of credit for a particular subject. Successful completion of tests does not indicate that a student has mastered a particular subject. Instructors' lectures, in-class discussions, successful completion of homework assignments, and class participation are all factors that determine satisfactory course completion and credit attainment.

## **ABSENCE/TARDINESS**

Please call us if your child is going to absent/tardy from school. This will ensure that we know where he/she is and that nothing has happened to him/her on the way to school. **Your call to let us know your child is not going to be in school does not take the place of an excuse note.**

We need the excuse note on file in accordance with our state compulsory school attendance law. **A written excuse must be returned within 3 days to the student's homeroom teacher when the child returns to school; otherwise the absence is considered illegal.**

\*\*Parent homework requests will be sent to you via email and/or via a phone call. If a student is out for only a day, the parent will directed to the homework blog.

**Five tardies constitute a ½ day illegal absence.**

**PLEASE NOTE: A note from a parent/guardian with the date of absence, student's first and last name and grade, reason for absence, and parent's/guardian's signature should be sent in the day the student returns to school.** If a student enters school after 11:15 AM or is excused before 12:45 PM, he/she will be considered present for a half day only.

## **COMPULSORY SCHOOL ATTENDANCE**

It is the duty of the Commonwealth to require that every educable child within its jurisdiction receive at least an elementary and secondary education in so far as such level may be attained. **If the parent will not insist that child take advantage of the free educational opportunities offered, it becomes the duty of the state to require that this be done so that a democratic government may be assured of a population sufficiently well-educated to appreciate the responsibilities of citizenship.**

**Compulsory School Age:** Period of a child's life from the time the child's parents elect to have child enter school, which shall not be later than age of 8 years, until the age of 17 years (does not apply to kindergarten). (Ref. PA School Code, Article XIII, Section 1326)

**Absence:** Nonattendance of a pupil on days and half days when school is in session.

**Unlawful Absence:** Unexcused absence for all pupils of compulsory school age.

**Unexcused Absence:** Absence for a pupil for one of the following reasons:

- Truancy-Nonattendance of pupil on day(s) or half day(s) of school without the permission of school administration and/or parents or guardians.
- Illegal Employment
- Parental Neglect - i.e. visiting, shopping, car trouble, missed ride to school, working on school assignments, oversleeping, etc.
- **Students who are truant from school will face disciplinary actions when they return to school.** (Ref. PA School Code Article XIII, section 1329)

## **EDUCATIONAL TRIPS**

The North Schuylkill Board of Education believes that students must be in regular attendance in order to benefit fully from the educational programs and services offered by the North Schuylkill District. Students and parents are encouraged to schedule educational trips and tours when school is not in session. Parents who are planning to take their children on an educational trip during the time that school is in session may request an excused absence if the following conditions are met:

1. The pupil's parents or guardian at least a week prior to the trip submits to the school principal's office a written request for the excusal on a district form (available in the school office).
2. The student must present to each of the student's teachers a written request for assignments expected to be completed during the period of the student absence.
3. The parent accepts total responsibility for the education of the student during the period of absence.
4. The student completes the educational trip assignment requested by the school principal and hands in this assignment to the school office after completion of the educational trip.
5. A total of 10 days will be approved. A student must not have a record of excessive absences.

**The North Schuylkill School District will not approve any educational trips during the first two weeks of school or during the last two weeks of the school year.**

## **ENFORCEMENT OF ATTENDANCE ISSUES**

Enforcement of the compulsory attendance laws in North Schuylkill School District shall be in strict accordance with the school laws of Pennsylvania and the Department of Education.

PDE has recommended procedures for school districts when responding to student absences. The law states that a parent/guardian must send in a note within three days of the child's absence or the child will have an unlawful absence. A note explaining your child's absence may be written on any paper. You do not need the school absence form. After ten (10) days of absenteeism, your child will need a note from the doctor. **THE STUDENT MUST BE SEEN BY A DOCTOR, NO NOTES WILL BE ACCEPTED FROM A DOCTOR-STATING THAT THE STUDENT IN QUESTION WAS NOT SEEN BY A DOCTOR.** Parents/guardians will be responsible for being aware of how many days their child has been absent. A courtesy letter will be sent, however, the policy will be in effect after the 10<sup>th</sup> day absent.

PDE recommends a notice be sent to the parent/guardian after the first illegal absence. This letter is intended to inform the parent/guardian of consequences of more than three (3) absences and to notify the school with any truancy concerns. PDE also recommends a notice to be sent home after the third illegal absence. In addition to sending a notice to the parent/guardian, if the student is thirteen (13) or older, notice is also sent to the student. After three (3) illegal absences the district is required by PDE to offer to meet with the parents/guardian and student to complete a Truancy

Elimination Plan. These letters are intended to address any truancy concerns before making referrals to outside agencies or to the magisterial district judge.

**Please understand that we are all stakeholders in providing the best education for your child. Regular attendance at school is the first step in giving your child the best opportunity for academic achievement.**

**Students who are legally absent from school will have the opportunity to make up missed assignments.** The amount of time to make up assignments will be calculated by taking the number of absent days plus one day to turn in the work when they return to school. Legally absent students should consider going to <http://www.northschuylkill.net> in order to keep up with homework assignments. Students who are seriously ill and will be out a significant amount of time should have their parent(s) contact the office in order to make arrangements for obtaining school work. Students who are illegally absent or unexcused from school will not have the opportunity to make up assignments/quizzes, tests that were missed for credit and will receive a zero for any such assigned test quiz for that day.

### **LEAVING SCHOOL**

Students are not permitted to leave the school campus at any time during the school day without permission from the principal or designee. Students may be permitted to leave school for medical or dental appointments, court appearance or family emergencies. If you wish to be excused early during the school day, you must present a note to the elementary office by 9AM the morning of the early dismissal.

The note should indicate:

- (1) The date and time of dismissal.
- (2) The reason for dismissal.
- (3) Your parent's/guardian's signature.

The secretary will then authorize the early dismissal and you should present the note to your teacher to be dismissed from that class.

Upon returning to school, report to the office to sign in and present your doctor's note. If no note is presented, the absence will be considered as illegal/unexcused.

### **EARLY MORNING APPOINTMENTS**

If you have an early morning appointment (e.g.; orthodontist, doctor, etc.) a doctor's note must be presented to the elementary office upon your arrival for you to be marked excused tardy. If no note is presented, the absence will be considered as unexcused tardy. **If you arrive after 11:15 for grades K-6, you will be considered unexcused/illegal half day absence.**

### **EVALUATION OF PUPIL PROGRESS**

Pupil progress will be automatically reported to the student and parent/guardian four times a school year for 1<sup>st</sup> through 6<sup>th</sup> grades after the 45<sup>th</sup> day of school, after the 90<sup>th</sup> day of school, after the 135<sup>th</sup> day of school, and at the conclusion of school. The following scale will be used for grading:

Letter Grade		Point Value
Excellent	A	93-100%
Good	B	85-92%
Fair	C	77-84%
Poor	D	70-76%
Failure	F	Below 70%

## **GRADING**

ESchoolData is the program that is used for student grading. Grades must be posted in ESchoolData within 7 days, as parents, guidance counselors, and administrators view the grades. Any grade given to a student by a teacher should reflect the student's achievement in the subject according to his/her ability and effort. Teachers should be prepared to explain a student's grade to the student, his/her family or the administration upon request. Teachers cannot take points off a student's grade as a consequence for discipline violations.

In addition, progress reports will be sent to the homes of all students in danger of failing a subject at the middle of every marking period (1<sup>st</sup> through 6<sup>th</sup> grade). **Parents are also encouraged to utilize the CSIU Parent Portal for more frequent updates on their child's progress or to contact the teachers or guidance office directly if they have any concerns.**

Pupil progress will be automatically reported to the student and parent/guardian 4 times a school year for Kindergarten: after the 45<sup>th</sup> day of school, after the 90<sup>th</sup> day of school, after the 135<sup>th</sup> day of school, and at the conclusion of the school year. The following scale will be used for grading:

### **Standards Based Report Card: Academic Scale (K)**

**ADV: Advanced**  
**PROF: Proficient**  
**BAS: Basic**  
**BEL: Below Basic**

### **Successful Learner/Encore Subject Area Scale**

**4= Advanced**  
**3=Proficient**  
**2=Basic**  
**1=Below Basic**

## **North Schuylkill Elementary School**

### **Homework Policy**

The purpose for assigning homework is to give students the opportunity to extend lessons, practice skills, engage in critical thinking and develop good work habits. Homework can also serve as one form of communication between the teacher and the family. It is important that homework does not add stress to family life. Therefore, it is up to the student, family, and teacher to share the responsibilities for homework. Homework is an important part of each student's academic year.

### **Student's Responsibilities:**

- To understand all homework assignments by listening to directions, asking questions when something is unclear, and reading directions
- To gather all materials necessary to complete assignments before leaving the classroom
- To complete all assignments to the best of his/her ability
- To return materials and assignments on time
- To make up any missed homework that the teacher requires

### **Family's Responsibilities:**

- To provide a routine and environment that is conducive to doing homework (i.e. a quiet and consistent place and time, necessary materials, etc.)
- To offer assistance to the student, but not do the actual homework
- To check that your child has edited his/her homework for spelling (Kindergarten and First Graders may use invented spelling as appropriate), punctuation, neatness, etc.
- To notify the teacher when homework presents a problem
- To read school notices and respond in a timely manner. Homework and school notices will travel home in the student's folder. Regular backpack clean-ups can be useful in helping students to organize their materials.

### **Teacher's Responsibilities:**

- To provide purposeful homework
- To provide clear directions and instructions
- To implement a system for routinely checking homework
- To communicate to the student and family what is expected for completing homework successfully
- To communicate with families when students are not consistently completing assignments

Homework includes reading every night as we help each student develop the habit of being a lifelong reader. Written assignments over the course of a week may include a balance of assignments in other content areas such as writing, spelling, math, social studies, science, and long-term projects.

In Kindergarten, the homework is for families and children to spend time together with books. Often, especially in the beginning of the year, this will mean parents and family members reading aloud to children. As the year progresses and Kindergarten children bring more books from school to home, students may be reading to and with family members.

### **Recommended Time Allotments for Homework**

At North Schuylkill Elementary School we know that the amount of time it takes each student to complete homework assignments will vary. The following chart indicates what we believe is approximately the appropriate amount of time for children in each grade to spend on homework. If your child diligently does his/her homework for the maximum allotted time and does not complete it, you may write a note to the teacher explaining the

situation. If this is an on-going problem, please make arrangements to talk to the teacher. If your child thoroughly and neatly completes the homework very quickly and you believe that your child needs additional homework, extra reading or writing in a Writers Notebook, or additional practice with Mathematics skills is recommended.

Grade	Reading	Written	Total
Kindergarten	Families and children spend time together reading books 15 minutes	None	15 minutes
First	15 minutes	15 minutes	30 minutes
Second	20 minutes	15 minutes	35 minutes
Third	20 minutes	20-25 minutes	40-45 minutes
Fourth	20-30 minutes	25-35 minutes	45-60 minutes
Fifth	25-30 minutes	35-40 minutes	60-70 minutes
Sixth	25-30 minutes	40-45	65-75 minutes

### **Detention Due to Missed Assignments:**

#### **DETENTION PROCEDURES FOR HOMEWORK:**

1. When a child misses the **first homework assignment**, please write a note to the parents in the student's homework assignment booklet. This will be for the first missed homework day. If a child misses two homework assignments in the same day, only one strike is placed against that child as far as detention goes.  
Please label this message to the parent as Missed Homework Assignment #1.
2. When a child misses a **second homework assignment**, contact the parent by telephone letting the parent know that this is the second missed assignment that this child has missed in a month's time.  
Please label this message to the parent as Missed Homework Assignment #2.
3. When a child misses a **third homework assignment** in the current month, schedule a face to face conference with the parents and the student. Please label this conference with the parent as Missed Homework Assignment #3.
4. When a child misses a **fourth homework assignment** in the current month, send the lunch/afterschool detention form to be signed by the parents' home with the child. When the form is returned, give it to the secretaries to assign and they will make a copy for administration. Currently detentions will be held every Tuesday and Thursday each month (except the first Tuesday of every month) until 4:40 PM. Please keep in mind that the parents need to get 48 hours' notice for a detention.

If a child misses four homework assignments in one month, that child will be assigned a lunch detention and/or an after-school detention by the teacher. Teachers will keep parents informed of missed assignments by writing them in the student's agenda (homework) book.

If a student misses an after-school detention, he/she will receive either an in-school or out-of-school suspension.

### **GIFTED EDUCATION**

In Pennsylvania, school age students qualify to receive specially designed instruction when they have been identified as “mentally gifted.” A student is mentally gifted when he or she has outstanding intellectual and creative ability that requires specially designed programs or support services not ordinarily provided in the regular education program. The North Schuylkill School District will determine whether a student is mentally gifted based upon multiple criteria, including I.Q. score. The determination of gifted ability will not be based on I.Q. score alone.

### **HONOR ROLL (1<sup>st</sup> through 6<sup>th</sup> grade only)**

To obtain honor roll status, the following must apply:

**Distinguished Honors**-All A's

**High Honors**- 93% average with no C's, D's or F's

**Honors**- 85% average with no C's, D's or F's

At the elementary level a “2” or “3” in a special class will eliminate a student from the honor roll. Honor rolls are sent to local newspapers at the end of each marking period and are published at their discretion.

### **AWARDS FOR THE END OF THE YEAR (1<sup>st</sup> through 6<sup>th</sup> grade only)**

**Distinguished Honors**: Each of the subjects must have a FINAL AVERAGE of 93% or HIGHER. Each of the specials (Physical Education, Music, and Art) must have a FINAL GRADE of “3” or HIGHER.

**High Honors**: The student's FINAL AVERAGE for all subjects must be a 93% or HIGHER. ALL FINAL GRADES must be 85% or HIGHER. Specials, as mentioned above, must each have a FINAL GRADE of “3” or HIGHER.

**Honors**: FINAL OVERALL AVERAGE of 85% or HIGHER. ALL FINAL GRADES must be 85% or HIGHER. Specials must each have a FINAL GRADE of “3” or HIGHER.

### **TITLE I**

The Federal Government provides each year for the Title I Reading and Math Programs. The teachers in the program are certified reading and math specialists. The students are selected on the basis of test scores and teacher recommendations.

The Title I Reading and Math Programs are specifically designed to provide students with appropriate instruction in areas where they are experiencing difficulties. The type of instruction varies among grade levels. Title I teachers will be working simultaneously with the classroom teachers in their classroom during their intervention/title block in grade K-6.

It is hoped that by strengthening skills in reading and math, the students will find their other classes will become easier to cope with and school will be a place where they can enjoy more success.

### **GUIDANCE**

The purpose of the guidance program is to help each individual student achieve his/her highest growth mentally, emotionally, and socially. We try to do this in several ways:



Helping students develop communication skills.  
 Helping students find early solutions to their problems  
 Helping students make school a successful experience.  
 Helping students develop appropriate behavior patterns for dealing with classroom activities and relationships with peers, teachers, etc.  
 Encouraging students to develop new interests so they can become confident individuals.  
 Including the parents in their child's education.  
 Standardized Test administered: PSSA

**ESAP**

The North Schuylkill School District personnel value each member of the school community and believe that all individuals have the right to develop to their fullest potential. The Elementary Student Assistance Program (ESAP) is designed to help students who are experiencing disciplinary, personal, family, social, or chemical dependency problems that may interfere with academic performance. ESAP is a method for intervening and referring these students to appropriate community services. ESAP is an intervention program, not a treatment program.

The heart of the program is the ESAP Team, which is a core group of school personnel who are specially trained to work with the support these students. The team is composed of teachers, administrators, the school nurse, guidance counselors, social workers and intervention counselors.

The team meets at least one time every week. Anyone who has a concern, including students, can refer a student to the team.

Our ESAP team personnel include:

Mrs. Jennifer Bell	Mrs. Megan Rollenhagen
Ms. Janice Whitaker	Mrs. Nancy Nestor
Mr. Christopher Glessner	Mr. Brian Wolfe
Mrs. Kim Groody	Mrs. Ashley Palubinsky
Mrs. Michelle Hull	Mrs. Angel Kempsey
Mrs. Janel Hansbury	Mrs. Lisa Trask

**BULLYING/CYBERBULLYING POLICY**

The North Schuylkill School District is committed to providing a safe, positive learning environment for district students. The district recognizes that bullying creates an atmosphere of fear and intimidation, distracts from the safe environment necessary for student learning, and may lead to more serious violence. The North Schuylkill School District prohibits bullying by district students.

Bullying/Cyberbullying means an intentional electronic, written, verbal, or physical act or series of acts directed at another student or students, which occurs in a school setting which includes in the school, on school grounds, in school vehicles, at a designated bus stop, or any activity sponsored, supervised or sanctioned by the school. Bullying/cyberbullying is severe, persistent, or pervasive and may have the effect of substantially interfering with a student's education, creating a threatening environment, or substantially disrupting the orderly operation of the school.

The North Schuylkill School District encourages students who are being bullied to promptly report such incidents to a teacher, the building principal, designee and/or the Bully Hotline. North Schuylkill continues to develop and implement anti-bullying prevention and intervention programs. Such programs shall provide district staff and students with appropriate training for effectively responding to, intervening in, and reporting incidents of bullying/cyberbullying. A student who violates this policy shall be subject to appropriate disciplinary action consistent with the North Schuylkill Discipline Code.

## **BULLYING/INTIMIDATING BEHAVIORS CAN INCLUDE BUT ARE NOT LIMITED**

### **TO:**

- Taunting
- Name calling
- Rumor spreading
- Making up stories to get other children in trouble
- Telling other children not to be friends with a target child
- Kicking, tripping, or pushing another child
- Teasing other children and making remarks about their culture, religion, ethnicity, weight, physical appearance, disabilities, or medical conditions
- Intimidating others
- Taking other children's possessions or demanding money from them
- Damaging other children's property
- Hiding other children's books, bags, or other property
- Picking on other children, even when they're upset
- Making threats to other children
- Manipulating others, getting them to do things that they may not want to do

## **SUBSTITUTE AND EMERGENCY PLANS-due August 31<sup>st</sup>**

When you, the regular subject teacher, are absent, every attempt will be made to obtain a substitute teacher for your classes. Please post your absence on Source4Teachers. To keep continuity of education during your absence, the following items are to be available in your substitute folder.

- Supplemental Information Form
- lesson plans
- emergency evacuation information
- seating charts
- phone extension list

## **EMERGENCY LESSON PLANS**

Emergency lesson plans will be kept in the Principal's office and are **due by August 31<sup>st</sup>**. Please have the following information included in a Duotang folder with pockets—Please label the outside with your name and grade on the outside.

- Supplemental Information Form
- lesson plans
- emergency evacuation information
- seating charts
- phone extension list

## **LESSON PLANS**

Lesson or Unit Plans do not need to be submitted to the office. However, teachers are required to have weekly lessons organized and lesson plans/ unit plans on their desks and available if an administrator has a question.

## **HOMEWORK HELPLINE**

A Homework Helpline blog has been created on our website as a resource for both students and parents. Teachers are expected to keep their blogs up to date. Teachers are encouraged to update their blogs weekly. However, you may update them on a daily basis. If blogs are updated weekly, they must be updated each Monday by 3:40 PM, if blogs are updated daily, they must be updated each day by 3:40PM. Teacher should give the appropriate details for the specific assignment each day. For teachers who are not assigning homework, you must put on your blog what the students will be doing in the class. This will be monitored and if it is not kept up to date can result in a memo of concern/letter of reprimand.

### **GUIDELINES FOR PLANNING TIME**

Periods of time have been scheduled for each teacher to use for instructional planning purposes. Grade levels are to have common planning time once a week at a minimum. The following guidelines are recommended planning time activities for teachers:

1. Developing unit plans
2. Grading papers
3. Classroom preparation
4. Textbook review
5. Department/team planning
6. Conferences/communications
7. Preparation of materials
8. Test making
9. Professional interaction
10. Report preparation
11. Bulletin board preparation
12. Curriculum/instructional review
13. Classroom research
14. Data Analysis
15. IEP/GIEP/504 Team Meetings
16. Council Meetings
17. Other instructional activities approved by the building principal

### **FACULTY MEETINGS**

Following is the policy relative to excusing teachers from faculty meetings:

1. Under normal circumstances teachers are requested not to ask to be excused from faculty meetings or in-service training days.
2. When coaches are to be excused, the head coach will inform the Principals concerning the staff members involved.
3. Excuses from any of these sessions must be approved by the Principal or the Superintendent.
4. Mandatory make up meetings will be held the following morning at 8:10am.

### **MONTHLY GRADE LEVEL/DATA MEETINGS**

Once a month each grade-level coordinator will meet as a team with administration in the conference room to discuss grade level and data topics. Grade level coordinators will meet with their assigned team members to share the information within 24 hours of the scheduled meeting.

### **FACULTY DRESS CODE**

It is recommended that teachers use professional judgment with respect to their personal appearance in both grooming and dress. Professional staff is expected to dress according to the guidelines specified in the North Schuylkill School District Dress and Grooming Policy (see Appendix E) and contract between North Schuylkill School District Board of Education and North Schuylkill Education

Association. If the dress code is not being followed, teacher will be spoken to and warned the first time. However, multiple infractions may result in a memo of concern or letter or reprimand.

## **STUDENT DRESS CODE**

### **1. APPROVED SHIRTS**

- Collared long or short sleeve polo shirt (solid colors or lined pattern) with or without school logo – must be buttoned to base of neck.
- Button-down dress shirt (solid colors or lined pattern) with or without school logo\* - must be buttoned to base of neck.
- Turtleneck/mock turtleneck (solid colors or lined pattern) with or without school logo\*
- Sweatshirt, fleece, vest, jacket, or sweater (solid colors or lined pattern) with or without school logo\*-- without a hood or pockets may be worn over a polo or dress shirt. No lace or any shirt that does not meet the dress code should be worn over a polo.

### **2. APPROVED PANTS-SHORTS-SKIRTS**

- Dress or casual pants in solid navy, black, brown, gray, white, khaki (tan), or olive.
- Capri pants or dress/casual shorts no more than 3 inches above the knee in solid navy, black, brown, gray, white, khaki (tan), or olive.
- NO yoga style/tight fitting (spandex) pants are permitted
- Students will be permitted to wear skirts and jumpers that are knee length or longer in solid navy, black, brown, gray, white, khaki (tan), or olive.
- No patterned leggings or tights are permitted either alone or under skirts/jumpers.

### **3. APPROVED FOOTWEAR**

- Appropriate footwear must be worn at all times. Shoes, sneakers, boots or dress sandals in any color are permitted.

### **4. APPROVED PHYSICAL EDUCATION CLASS ATTIRE (K-12)**

- Sweatpants, shorts, athletic pants, plain t-shirts, t-shirts with Spartan logo\* NO other t-shirts with any writing/insignias are permitted on shirts.
- K-6 may wear physical education attire on designated physical education days.
- Elementary students are permitted to wear shorts to school from day one of the school year until the calendar change to Standard Time. Students may resume wearing shorts at the calendar change back to Daylight Savings Time.

### **5. APPROVED PURSES AND BACKPACKS**

- Students may carry purses during the day. Purses should not exceed 5"x7" in size.
- If students are using backpacks to bring items from home to put in their locker for the day, they can be of any style (High School and Elementary).
- If students plan on carrying their backpacks to classes throughout the day, rather than keeping them in their locker, the backpacks must then be clear or any mesh color.

\*Definition of logo: Spartan head with North Schuylkill insignia including any North Schuylkill-Spartan sponsored activity.

## **GENERAL/ADDITIONAL INFORMATION REGARDING THE DRESS CODE**

Any manner of attire, appearance, or grooming which causes interferences with the learning process or creates classroom or school disorder shall be subject to disciplinary action according to the penalties set forth. This includes, but is not limited to the following:

- Tank tops, sleeveless tops, shells, mesh tops, sheer tops, lace tops, bare midriffs, sweatshirts/fleece with hoods or pockets or any other garments that expose the upper torso will not be permitted.
- Shirts shall not be see-through; any type of garment or clothing accessory worn underneath will not be visible through the shirt. Camisoles may not be visible.
- All shirts must have sleeves that cover the shoulders.
- Shirts should fit comfortably and should not be tight fitting or more than one (1) size larger than needed or extend no more than four inches (4") below the waist.
- Any shirt worn under the approved standard dress shirt may not be visible below the hemline.
- Garments worn so as to expose underwear will be in defiance of the dress code.
- Cargo or baggy-style pants/shorts are not permitted. Pants/shorts must be worn at the waist and fit comfortably.
- Excessively tight or baggy pants will not be permitted.
- Pants/shorts must be of an appropriate length as to not drag on the floor.
- Mesh shorts are only permitted for physical education class.
- Denim of any color is not permitted.
- Pajamas or flannel pants are not permitted.
- Flip flops, shoes with wheels, bedroom slippers, and shoes with heels in excess of two inches are not permitted.
- Hats, handkerchiefs, scarves, bandanas, headbands across the foreheads, arm bands, leg bands, chains, pins, safety pins, or sunglasses are not permitted.
- Ties must be solid colored or striped with or without the school logo.
- Clothing should be clean and free from tears, holes, and fraying.
- Outerwear, including vests and coats, or gloves with or without fingers are not permitted to be worn during the school day.
- Offensive tattoos must be covered.
- Accessories/apparel deemed to be distracting, disruptive, offensive in nature, or deemed to pose a danger to the safety and welfare of the student or to the other students or staff are not permitted.

Spartan Spirit Days, which shall be designated by the building principals, will allow students to have the option to wear any Spartan/North Schuylkill short or long sleeve t-shirt or Spartan/North Schuylkill team uniform shirt with appropriate school standard dress pants/capris/shorts. If the uniform is sleeveless, a shirt must be worn underneath.

### **STAFF USE OF TELEPHONE**

In case of emergency calls every attempt will be made to transfer the call to the teacher immediately. In case of non-emergency calls the message will be taken and delivered to the teacher at a later time.

Please have any long distance call charged to your home phone or reverse the charges. Long distance calls necessary for school business should be made through the secretaries on the appropriate phones. Teachers should not use the general office phones for personal calls.

### **PERSONAL CELL PHONE USE**

Personal cell phones may be used only during your lunch time or during your prep. They should not be used during your classes or between classes. Keep your cell phones silenced during scheduled instructional time.

### **CLASSROOM ACADEMIC CELL PHONE USE**

Teachers may give permission for students to use their electronic device during their particular class strictly for academic purposes. Each teacher must post his/her intentions of allowing the use of electronic devices in his/her classroom in advance.

### **BRING YOUR OWN DEVICES (BYOD)**

Electronic communication devices will follow Board Policy 237 and students must submit the Student Electronic Communication Devices Permission Form.

### **CONFIDENTIALITY**

All teachers are strongly urged to keep any materials such as confidential health lists, grade books, tests, quizzes, passwords and/or guidance information safely away from all students. Any information concerning students **must** be considered confidential. **NO STUDENT SHOULD HAVE ACCESS TO YOUR COMPUTER. Additionally, discussions of any student with another person is based solely on their educational interest and need to know status.**

### **INDIVIDUAL EDUCATION PLANS – IEP's/GIEP's**

At the beginning of the school year, teachers will receive a confidential list of all students have IEP's or GIEP's. Teachers will be responsible for reviewing and being in compliance with IEP's/GIEP's of all students they have in class. All IEP's/GIEP's should be read during the first week of school and again when a new IEP/GIEP is written during the year. Teachers are also reminded that a regular education teacher must be present at all IEP's/GIEP's. Efforts will be made to equally balance attendance among all staff members and to schedule IEP's/GIEP's as conveniently as possible.

Any kind of meetings (IEP, parent meetings, or events for the calendar) must come through the office. Please notify the secretary so that any meetings or events can be written on the whiteboard calendar and/or conference room calendar.

### **LUNCH ROOM PROCEDURES**

In order to have building wide lunchroom procedures, please ensure that the following are occurring when on duty in the cafeteria.

1. All students enter or exit the cafeteria in an orderly fashion.
2. All students return trays in an orderly fashion.
3. Seating in the cafeteria should allow students that are packing lunches or eating in the cafeteria to sit together in an orderly fashion.
4. Behavior in the cafeteria should reflect growth and development toward the establishment of social graces. Throwing of food, screaming, unnecessary movement or physical activities should be checked immediately. A happy relaxed atmosphere with a respectful attitude toward others' needs should be the cornerstone of our mealtime setting.
5. All students are to be dismissed in manageable groups, and are to follow teacher directions to discard trash. Children should place garbage and utensils in the designated containers.
6. All children should be instructed to clean up their place on both the table and the floor. No table should be dismissed until the floor and the table is free of garbage and papers.
7. All students are to go to their designated lines and get quiet. Teachers on duty will assess the behavior.
8. Dismissal will be in an orderly fashion – walking at all times.
9. Soda and energy drinks are not permitted.
10. Teachers should take positive actions to encourage good behavior and good table manners.

## **CAFETERIA BALANCE POLICY**

A student may not charge any ala carte items at any time there is a negative balance. A student may bring a packed lunch from home.

Balance Reports for students with a negative account balance will be run weekly and sent home to parents/guardians to allow them sufficient notice to bring their child's account up to date.

## **LOST AND FOUND**

Lost and found items are to be placed in the box located outside the cafeteria.

## **MAILBOXES**

Please check your mailboxes before school, after school and, if at all possible, during your lunch period. **No** student will be permitted to get mail for a teacher unless that teacher notifies the office.

## **PROGRESS REPORTS (Grades 1 through 6)**

Progress reports will be run on ESchoolData. They are distributed quarterly.

## **ANNOUNCEMENTS**

Announcements are made at the beginning and end of the day. ***It is important that ALL teachers keep their students quiet in order to hear and listen to the announcements.*** The pledge of allegiance will be recited during the morning announcements. Teachers – all announcements should be turned in to an office secretary by 3:00 PM for approval by an administrator.

## **ASSEMBLIES**

Teachers responsible for a homeroom/class when an assembly is scheduled are to accompany their students to the auditorium or gym and remain with them. If the program spans two periods or more, the next teacher responsible for the students should report to the gymnasium or the location of the program.

## **SUPPLIES**

Teachers may secure needed supplies by sending to the office a requisition slip on which is clearly written the teacher's name, date, item, and quantity requested. This requisition slip must be signed by the teacher. Please note all supplies may not be available. Nothing should be removed or placed in the supply/book room without prior administrative approval.

## **CONFERENCES/SEMINARS/ETC.**

Each year the Board of Education includes an amount in the General Fund Budget for staff improvement via various activities. These activities include, but are not limited to, attending seminars, conferences, conventions, and related meetings of a professional nature. Requests, utilizing the district form, should be submitted to the principal no later than one week prior to the scheduled monthly board workshop. After receiving all forms, requests are summarized and submitted to the Board for approval. Teachers will be advised of the results of Board action.

## **SIGNING OUT**

For the safety of all, please sign out in the main office of each building when leaving during the day.

## **SMOKING REGULATIONS**

No smoking or other use of tobacco and or vapor products will be permitted on school property in the North Schuylkill School District.

## **COLLECTION OF MONIES**

The care and storage of any monies collected by teachers become their responsibility. All such money needs to be taken daily to the elementary office to be stored in the safe. No teacher/advisor is to store money in desks or other places. Monies lost due to improper storage will be the responsibility of the teacher/advisor. When teachers or organizations have money placed in the safe, it should be clearly marked with the teacher's name and the organization name, both on the inside and the outside of the container. Examples include insurance money, picture money, club money, etc.

## **USE OF APPLIANCES**

No appliances are to be used in any classroom or storage area. Utilize the faculty lounge for all refrigerators, microwaves, coffee pots, toaster ovens, etc.

## **GIFTS**

Classroom teachers and practicing teachers are not permitted to accept monetary gifts from their pupils. Students are not permitted to solicit money from other students for such purposes. Money should not be solicited from students for gifts to other students unless this procedure has the approval of the Principal.

## **PARENT CONFERENCES**

To maintain positive, home-school relationships and provide a cooperative environment in which student achievement and proper behavior are promoted, all staff members are encouraged to maintain communication with parents. Any time a teacher finds it necessary to have a conference with a parent, the teacher should notify the office so that office personnel know to expect the parent and direct him/her to the appropriate meeting place. If at all possible, conferences should be scheduled during planning or lunch periods, or before or after school. Teachers are reminded to talk only about the individual student involved; never refer to other students by name or say "they're all doing this." If a problem surfaces at a conference, the teacher should notify the Principal. If requested to become involved, counselors and administrators are willing to participate in conferences.

## **CLASS INTERRUPTIONS**

At times it is necessary to call pupils from their classrooms. So that we may use a uniform method in order to cause as little confusion as possible, we will use the following procedure.

1. The administrator or his authorized representative will usually call directly to the classroom.
2. In special cases, the administrator or his authorized representative will personally visit the classroom, open the door, and wait to be recognized by the teacher. Recognition by the teacher should come at the earliest possible time.
3. Teachers should not interrupt other teachers' classes. If it is necessary to contact other teachers, please do so during the time between classes.
4. Please do not visit other teachers during instructional time.

## **ATTENDANCE POLICY INVOLVING SCHOOL ASSIGNMENTS**

Students who are legally absent from school will have the opportunity to make up missed assignments. The amount of time to make up assignments will be calculated by taking **the number of days absent plus one day** to submit the work when they return to school (e.g. if a student is legally absent for five days, then he/she will have six days after returning to school to submit their assignments). Students illegally absent or unexcused from school more than 3 days in one school year **will not** have the opportunity to make up missed work for credit.



## **AWARENESS**

Teachers must be vigilant about reporting any student work containing violent, profane and/or prejudicial material to the office. We will work with you to make appropriate referrals, internally or otherwise, but please immediately report any such occurrences.

Teachers are also reminded that they are mandated to report suspicions of child abuse, including that which may be caused by a fellow employee, immediately to the office.

## **EMERGENCY CLOSING OF SCHOOLS**

In the event of emergency closing of schools, you will be called using the automated “Alert Now Notification System”. Closing will also be announced on the following radio and TV stations:

WBLJ	SHAMOKIN	95.3 FM
WAVT	POTTSVILLE	T102 FM
WILQ	SUNBURY	99.3 FM
WNEP	SCRANTON/WB	CH 16 TV
WYOU	SCRANTON/WB	CH 22 TV
WBRE	WILKES-BARRE	CH 28 TV
WKOK	SUNBURY	94.1 FM
WZTA	TAMAQU	105.5 FM/1410 AM

## **BUILDING ORDER AND CLEANLINESS**

Teachers are reminded that they are responsible for the order of all assigned stations. This includes classrooms, workrooms, closets, cabinets, department supply rooms, etc. Due to safety reasons, materials should not be stacked more than one level high on top of the student lockers. All stored materials need to be placed in the designated storage areas.

## **SCHOOL SECURITY**

In order to keep our students as safe as possible, classroom doors must be in the locked position and your Spartan magnet in place at all times. However, doors may remain open during class. Lockdown drills will be conducted periodically. Alert the office immediately if you observe unauthorized persons in the building.

All visitors will be wearing a visitor’s sticker, please let the office know immediately if you see someone without a pass and ask them to go to the office.

## **SUPERVISION**

Halls and corridors: The responsibility of discipline in the halls and corridors is the same as in the classroom or homeroom. All teachers are expected to share the responsibility. Teachers are to stand at their doors during the change of classes, students are to be at level zero in the hallways. Do not leave your class alone in the room for any reason. If you need supervision due to an emergency situation or other situations, call the office and someone will come and cover your classroom. Please avoid using class time for out-of-school activities, visiting, or permitting students to do the same.

Discipline is everyone’s job—not just the responsibility of a few.

- Be sure that you make students aware of your expectations and consistently enforce them with all students.
- Only let one student out of your room at a time, students need to sign out and if going to the nurse have a pass.
- Know where your students are at all times.
- Be in control of your class and establish your authority in the classroom.
- Your responsibility for supervision is over the entire student body and not just your classes. Do not ignore a disciplinary infraction that occurs outside of your classroom.

- Be outside your classroom door between classes.

### **USE OF THE BUILDINGS**

Teachers who ask permission to use the district's building facilities must complete a building usage form and turn it into the office. Keep in mind that all building usages must be board approved. Check the District website to be sure of meeting dates.

Teachers and coaches are reminded that they are not to leave the building after school or in the evenings until all students under their authority have left the building.

### **FIRE DRILLS/DRILLS**

Teachers are reminded that a fire drill and other drills must be held once each month (refer to handout). Do not evacuate the area until notified.

The following state regulations should be followed while conducting fire drills:

1. When leaving the room, the teacher should leave lights on and close classroom door.
2. The teachers must carry outside with them their roll books. Student attendance must be checked after the class has reached its assigned outside area.
3. Teachers are to hold up the RED or GREEN side of their card and wait to be acknowledge.
4. Teachers are to remind students to never touch the fire alarms, except in time of emergency.
5. Students are to **be orderly, at level zero, and single file** at all times during the drill.

### **TORNADO DRILLS**

Tornado drills will be announced on the intercom. Students should move to their places in a quiet and orderly fashion and face the wall in a crouched position with arms folded over head until an all clear is announced. The instructions for each class and faculty/staff member are as follows:

- Kindergarten classes – Exit to the Administration Hallway and close the doors. Sit and face the wall; head down with hands on knees.
- Art, Music, Computers. Title 1 and Grades 1 through 6 – Move to the hallway. Close the doors. Sit and face the wall; head down with hands on knees.
- Gym-Exit to the hallway. Sit and face the wall; head down with hands on knees.
- Cafeteria Workers – Remain within the kitchen area away from the windows.
- Nurses, Secretaries, Guidance – Remain in office under shelter of desks with availability of phone and school intercom system.
- Guests – Faculty and staff should direct guests to a safety area.

**For all other drill and procedures, please refer to the handout.**

### **FIELD/CLASS TRIP REGULATIONS**

All teachers are reminded that permission for field trips must be secured in advance from the Principals. Field trips should be approved prior to the beginning of each month if possible. All field trips must follow the North Schuylkill School District procedures and guidelines for the operation of the field trip. All field trip forms are available in the main office. Each student going on a field trip must have a parental permission slip signed and on file in the office.

1. All field trips must be educational to help enhance curriculum understanding.
2. Principal and Nurse needs to be notified of field trip date as soon as it is scheduled.
3. Field trip needs to be written on main office white board calendar.
4. Grade levels need to try to book field trips on one day, two days maximum if necessary (principal approval).

5. All chaperones need to have updated clearances and must be in good standing with PTO and their requirements.
6. Parents who would like to chaperone will pay their own way and follow the bus, unless otherwise specified by grade level coordinator.

No teacher should schedule a field trip and no teacher should take students on such a trip without advance permission. The school district will assume no responsibility for trips not properly authorized.

Class trips are an exceptional privilege supported through the fund raising projects of the Parent/Teacher Organization. Since they are an extension of school, students are expected to obey all school rules while on the trip. Destinations are determined by the grade level teachers. Sites will be chosen in conjunction with expanding the class experience throughout the school year. The school reserves the right to deny the participation to individual students. Students not attending the field trip must report to school and complete alternate assignments prepared by the classroom teacher.

**PLEASE NOTE:** All field trips using school bus transportation may not leave before **8:45 AM** and **must return by 2:30 PM**. All field trips need to be by entire grade level. Field trips using charter bus transportation may start earlier and return later.

### **PROCEDURE FOR COMPLETION OF A TRIP REQUEST FORM**

1. Trip request forms are available in the main office of all buildings.
2. The Teacher will submit a trip request form to the building principal. All trips must be grade-level district-wide trips and an attempt made to be scheduled on the same day.
3. The principal will review the trip request form with the teacher and will approve or deny the request. If the trip request is denied, this trip is cancelled and the principal will inform the requestor.
4. Approved and completed trip request forms will be sent to the Transportation Coordinator.
5. All trip request forms must be received by the Transportation Coordinator a minimum of **three (3) weeks** before the desired trip date. If timing is an issue the trip request form may be faxed to the Transportation Coordinator with the original copy to follow as soon as possible.
6. Trip dates will be reserved on a first come first served basis.
7. The Transportation Coordinator will approve or deny the trip request form based on availability of buses. The Transportation Coordinator will also make the arrangement of buses with the transportation provider and determine the costs involved.
8. The Transportation Coordinator will then submit the approved trip request form to the Superintendent.
9. The superintendent will return the approved/disapproved trip request form to the Transportation Coordinator.
10. If a trip request form is denied by either the Superintendent or the Transportation Coordinator, the principal will be notified immediately with a copy of the denied trip request form listing the reason why the trip was denied.
11. The Transportation Coordinator will send an approved copy of the trip request form to the principal as confirmation of the trip.

\* Any trip, even if by charter bus **MUST** go through this process. If this process is not followed, the trip may be denied at the last moment.

## **COPIES**

A high volume copier is stationed in the storage room at the end of the 4<sup>th</sup> grade hall. Any mass copies need to be sent to the copy person in that room. We do not pay a per-copy fee on this machine and it is networked so items can be sent to it directly from your workstation. Secretaries will not make copies for any teacher who sends a child to the office. (This includes lesson plans.) Faculty may use copiers that are stationed on each floor – the copier in the office is for the office staff only.

## **STUDENT WELLNESS**

The North Schuylkill School District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement. The District shall develop, implement, monitor, review, and, if necessary, revise school nutrition and physical activity policies, practices and procedures in a comprehensive effort to encourage healthy eating and physical activity through a holistic approach to student wellness that is sensitive to individual, school and community needs. Teachers are to closely adhere to all provisions of the Student Wellness Policy (see Appendix F).

## **EMERGENCY BUILDING EVACUATION**

Following evacuation, attendance is to be taken upon arrival at the designated locations. Students and staff will remain in these areas until the school has been examined and cleared by the police and/or school officials.

## **BULLETIN BOARD AND ROOM DECORATION**

Neatly arranged bulletin boards serve as a means of transmitting necessary school information and pertinent subject information. To be effective, however, bulletin boards must be kept up-to-date and show variety. Bulletin boards must be changed monthly and display student work.

Any decoration must not in any way interfere with regular school duties nor should it involve cost to the students. Light fixtures, windows, doorways, and blackboards used for instructional purposes should never be used in decorating. Safety and fire regulations must always receive prime consideration. Do not cover the windows facing the halls, whether part of the hall door or not with any paper posters or other objects. For the safety of you and your class, two-way visibility is imperative.

## **DECORATIONS**

1. Bulletin boards must be decorated, except during PSSAs.
2. Decorations may be on the outside or inside of the door.
3. The glass panel beside the door may not be decorated.
4. Blackboards/marker boards not in use may be decorated.
5. Decorations may be used on extra tables, but not on any student desks.
6. No decorations may be placed on the windows without the principal's consent.
7. No decorations may be attached directly to the lights.
8. All decorations, except paper, must be fireproof.
9. No decorating is to be done without teacher supervision.
10. No student is to be left alone in a room after school to decorate without supervision.
11. There will be no collection of money in homerooms for decorations.
12. Only miniature lights may be used.
13. All homeroom decorations must be removed before dismissal for vacation.
14. Decorations should never appear to endorse religion.

## **PARTIES**

Classroom parties are sponsored by the PTO with the help and cooperation of the classroom teacher. Most parties begin at 2:00PM and end at 3:15PM. Homeroom parents help serve a simple treat and direct either games or a craft. Judging of contests and awarding of prizes is not permitted (example: judging for Halloween costumes, drawings, etc.).

Families may want to send a birthday treat for their child's classroom. All treats must be store-bought items. Birthday treat ideas can be stickers, pencils, cookies, candy, a coloring sheet, ice cream, and of course cupcakes. These are only a few ideas. If you do send a birthday treat, please send enough for your child's classroom only. Any extra treats will be sent home. Summer birthdays are celebrated in April and May.

Children may distribute birthday party invitations only if every child in the class will be invited. You may not send invitations if you are limiting your guest list to only a select few. The school cannot provide parents with addresses or phone numbers of students.

## **ADMINISTRATION OF PRESCRIPTION AND OVER-THE-COUNTER MEDICATION**

The North Schuylkill School District recognizes that parents have the primary responsibility for the health of their children. Although the district strongly recommends that medication be given in the home, it realizes that the health of some children requires that students receive medication while in school.

Parents should confer with the child's physician to arrange medication time intervals to avoid school hours whenever possible. When medication absolutely must be given during school hours, the following procedures are to be followed:

### **PRESCRIPTION AND OVER-THE-COUNTER MEDICATIONS:**

1. The physician must complete the GSD medication form or physician's order that includes the information listed below. The written report shall include (1) student's name, (2) date, (3) name of the medication, dosage, how administered, time schedule and length of time to be administered in school, (4) possible side effects, (5) any curtailment of specific school activities, (6) a list of other medications which have been prescribed by the physician, and (7) physician's signature and telephone number.
2. The parent must sign the consent form for prescription medication or submit a note along with the physician's order. The written form shall include: (1) student's name, (2) name of physician, (3) date of prescription, (4) name of medication, dosage and frequency of administration, (5) parent/guardian signature, and (6) date form completed.
3. Any medication to be given during school hours must be delivered directly to the school nurse. The medication must be brought to school in the original, properly labeled, pharmaceutically dispensed container. The label should include: (1) student's name, (2) name of physician, (3) date of prescription, and (4) name of medication, dosage and frequency of administration.
4. In the absence of the school nurse, the parent will be notified to come to school to administer the medication.
5. Prescription medication will be kept in locked containers in the nurse's office.
6. In grades K-6, individualized plans will be made for the administration of medication by the nurse.



## **NORTH SCHUYLKILL ELEMENTARY POSITIVE BEHAVIOR SUPPORT PLAN**

Positive Behavior Support will allow the opportunity to provide a fair and consistent behavior plan. This plan will benefit the entire student body. Research indicates that students achieve at a higher level when they know they are in a safe environment, as well as knowing the expectations for their behavior. Positive Behavior Support will help attain these goals.

The plan provides detailed expectation in every area of the school while emphasizing safety.

The success of the plan is also dependent on the participation of our families. Research demonstrates that school behaviors that are followed in the home greatly improve effectiveness in the school.

The plan will focus on following the “**SPARTY**” way:

**S**- safe

**P**- participate

**A**- act

**R**-responsible

**T**-team work

**Y**-because you are worth it!!

### **DISCIPLINE**

The goal of the North Schuylkill School District is to provide each student with the finest education possible. In order for the North Schuylkill School District to achieve this goal, the school must be safe, orderly, and free of unnecessary disruptions. Students share the responsibility with teachers and administrators to develop a positive educational climate.

The Discipline Code of the North Schuylkill School District is a clearly defined document that identifies types of student behavior that are considered to be unacceptable and also states consequences for such acts.

In order to offer the best possible educational climate in which students are free to learn and teachers are free to teach, an organized set of rules of social conduct must be established. Likewise, this set of rules must be communicated to all parties in the educational process. Uniform and consistent enforcement of the rules is also essential. The policy serves as the student’s Code of Conduct, setting forth the rules for social interaction in the North Schuylkill School District and is intended to offer direction to students, parents/guardians, teachers, and administrators. Emphasis shall be on courteous cooperation in all aspects of this policy. It is the responsibility and the discretion of the building administrator to utilize an appropriate disciplinary option available to achieve desired changes in student behavior.

Students have certain responsibilities regardless of age, including regular attendance, conscientious efforts in the classroom, and compliance with school rules, regulations, and expectations. Students also have the responsibility to make positive contributions to the school climate. No student has the right to interfere with the educational process of any other person. Students are expected to be courteous, cooperative, and respectful of the rights of other persons in the educational process. An individual student’s rights end when that student’s actions detract from the rights of other persons.

A list of disciplinary infractions, interventions, and disciplinary options, while not all inclusive, is noted below to assist students to achieve a good understanding of prohibited behavior. Disciplinary infractions are delineated into three (3) levels. Each successive level is considered to be of a more serious nature. The failure of a student to meet the behavioral expectations of the District will result in an appropriate form of disciplinary action. Possible interventions and disciplinary options are specified for each level.

### **DISCIPLINING A STUDENT**

Every teacher is expected to discuss classroom rules and expectations with their students on the first day of school. Teachers should also review the student handbook with their students during the first two weeks of school. In addition, **teachers should always ensure that students know what they did wrong when they are being reprimanded.** Students should be reprimanded in a professional manner. Each faculty member should also be familiar with the rules and regulations in the student handbook. Major problems such as fighting, smoking, drugs, alcohol, dangerous weapons, etc. are to be brought to the principal's attention immediately. **NEVER** use physical or verbally abusive methods including but not limited to sarcasm or humiliation to discipline a student. The guidance counselors are a good source of information concerning your students. A few minutes spent discussing a student having discipline problems with the appropriate counselor may help you to better understand any problems the student may have.

### **OFFICE REFERRALS**

It is the opinion of the administration that sending a student to the office for misbehavior should be the "**last step**" for the teacher in trying to handle a discipline problem. Usually the student and teacher will be able to maintain a better relationship if they identify and solve the problem without administrative assistance. Some of the things that can be done are:

1. Conference with the student.
2. Move his/her seat.
3. Contact the student's parents.
4. Talk to the guidance counselor and look at the student's record.
5. Conference with the teacher, student, and guidance counselor
6. Have the guidance counselor set up a conference with the teacher, guidance counselor, and the parents.

It is expected that the teachers will handle their own discipline problems and that all of the above be exhausted before a student is referred to the office.

### **DISCIPLINE GUIDE**

#### **Level I:**

Acts which constitute a violation of rules and regulations or acts which impede orderly classroom procedures and/or interfere with orderly operation of the school will be considered level one offenses.

The order of listed disciplinary actions is not ranked or sequential, nor is it to be considered an all-inclusive list. The type and duration of discipline are within the discretion of the administration, based on the severity of the offense.

Examples (not exclusive)	Intervention(s)	Disciplinary Options
<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Bus misconduct</li> <li>• Cheating</li> <li>• Damage to property (unintentional)</li> <li>• Disrespect</li> <li>• Disruptive behavior</li> <li>• Improper use of District equipment, facilities, and/or resources</li> <li>• Indecent/Obscene behavior</li> <li>• Late to class</li> <li>• Lying</li> <li>• Possession of any type electronic device, without permission (Pol. 237)</li> <li>• Presence in unauthorized area</li> <li>• Tardiness</li> <li>• Unacceptable clothing</li> <li>• Unacceptable language</li> <li>• Unsafe behavior</li> <li>• Use/Possession of personal cell phone without permission</li> </ul>	<ul style="list-style-type: none"> <li>• Staff action</li> <li>• Referral to administration</li> <li>• Notification to parent/guardian</li> <li>• Referral to School Counselor</li> <li>• Informal hearing</li> <li>• Log of infraction</li> </ul>	<ul style="list-style-type: none"> <li>• Behavioral contract</li> <li>• Detention</li> <li>• Guidance/Health services</li> <li>• Loss of make-up privilege and/or credit</li> <li>• Parental conference</li> <li>• Rearrangement of seating</li> <li>• Restitution for damage (replacement/repair of damaged property)</li> <li>• School/Community service</li> <li>• Special assignment</li> <li>• Suspension</li> <li>• Temporary removal from class</li> <li>• Verbal reprimand</li> <li>• Warning</li> <li>• Withdrawal of privileges</li> </ul>



**Level II:**

Acts whose frequency or seriousness disrupt the learning climate of the school as well as acts, which may constitute a threat to the health, safety, property and/or welfare of students and/or staff are considered level II infractions.

Level II infractions may require the intervention of outside agencies, including the police.

The order of listed disciplinary actions is not ranked or sequential, nor is it to be considered an all-inclusive list. The type and duration of discipline are within the discretion of the administration, based on the severity of the offense.

<b>Examples (not exclusive)</b>	<b>Intervention(s)</b>	<b>Disciplinary Options</b>
Bullying Class cut Computer vandalism/ physical damage to computer resources, purposeful deletion of information stored by others Disruption/Threat of disruption or harassment, caused by use of any type, electronic devices (Pol. 237) Extortion Failure to serve detention or other disciplinary action Fighting Forgery of a document Harassment (Pol. 248) Indecent/Obscene behavior or possession/use of indecent/obscene material Insubordination (failure to follow directives) Leaving school property (without permission) Plagiarism Stalking Theft Truancy Vandalism/Destruction of property Violation of probation	Staff action Referral to administration Notification to parent/ guardian Referral to School Counselor Informal hearing Police/Agency referral Counselor	<ul style="list-style-type: none"><li>• Administrative probation</li><li>• Detention</li><li>• Expulsion</li><li>• Guidance/Health services</li><li>• Parental conference</li><li>• Police/Agency referral</li><li>• Restitution for damage (replacement/repair of damaged property)</li><li>• School/Community service</li><li>• Alternative Education</li><li>• Citation</li><li>• Suspension</li><li>• Withdrawal of privileges (replacement/repair)</li></ul>

**Level III:**

Acts which result in violent actions directed toward another person, destruction of property, or which pose a clear and present threat to the health, safety, and/or welfare of others in the school are considered level III infractions.

Level III infractions are in violation of laws or regulations established by various government agencies, and will involve the police.

The order of listed disciplinary actions is not ranked or sequential, nor is it to be considered an all-inclusive list. The type and duration of discipline are within the discretion of the administration, based

on the severity of the offense.

Examples (not exclusive)	Intervention(s)	Disciplinary Options
<ul style="list-style-type: none"> <li>• Arson</li> <li>• Assault – verbal or physical</li> <li>• Possession/Use of drug or controlled substance, look-alike, alcohol/being under the influence (Pol. 227)</li> <li>• Possession/Use of weapon or look-alike (Pol. 218.1)</li> <li>• Selling/Distributing/ Trafficking drug or controlled substance, look-alike, alcohol (Pol. 227)</li> <li>• Possession/Use of a tobacco(Pol. 222)</li> <li>• Threatening/Terroristic statements or actions (Pol. 218.2)</li> <li>• Unauthorized use of fire alarm system</li> <li>• Use of computer resources for obscene, threatening, violent or illegal purposes (Pol. 815)</li> <li>• Use of electronic device which may pose a danger to the safety of others (Pol. 237)</li> </ul>	<ul style="list-style-type: none"> <li>• Staff action</li> <li>• Referral to administration</li> <li>• Verification of offense</li> <li>• Student removal from situation</li> <li>• Student/Parent/ Guardian conference with administrator</li> <li>• Informal hearing</li> <li>• Police/Agency referral</li> <li>• Board hearing</li> <li>• Student Assistance Team referral</li> <li>• Drug/Alcohol evaluation</li> <li>• Mental health evaluation</li> <li>• Log of offense</li> </ul>	<ul style="list-style-type: none"> <li>• Administrative or Board probation</li> <li>• Expulsion</li> <li>• Police/Agency referral</li> <li>• Restitution for damage (replacement/repair of damaged property)</li> <li>• Suspension</li> <li>• Withdrawal of privileges</li> <li>• Alternative Education</li> <li>• Citation</li> <li>• School/Community service</li> </ul>

**DETENTION**

Detention will be on Tuesday and Thursday from 3:40pm-4:40pm.

**SATURDAY DETENTION PROCEDURES**

Saturday detention will be scheduled during the third Saturday of the month from 8AM to 12PM at the High School. Transportation is the responsibility of the student. Students must be on time or admittance will be refused. Students will be provided with assignments. Failure to attend an assigned Saturday Detention on time or behavior of an uncooperative/disruptive nature is a serious violation of school rules and will be cause for dismissal from Saturday Detention and suspension from school.

**EXCLUSIONS FROM SCHOOL**

Exclusion from school may take the form of suspension or expulsion. Suspension, which may be in-school or out-of-school, is exclusion from school for a period of one to ten consecutive school days, and may be assigned only by the administration. Students will have the responsibility to make up exams and work missed while being disciplined by suspension; it is the responsibility of the students to see that course work is made up within a specified time period following readmission to school. Expulsion is exclusion from school for a period exceeding ten school days (and may be permanent), and may be assigned only by the Board of Education following a formal expulsion hearing.

## **OUT OF SCHOOL SUSPENSION (OSS)**

Out of school suspension will mean that a student is not permitted in school or on school property for the term of the suspension. The student has the responsibility to complete assigned school work and make up exams. It is the responsibility of the student to make arrangements with the teachers for make-up work.

Out of school suspension is an exclusion from school for a period of one to ten consecutive school days. Suspensions may be given by any appropriate school administrator.

Parent(s)/guardian(s) will be notified by the administration of a suspension and may be required to meet in a conference regarding the re-admission of their child.

When the suspension exceeds (3) consecutive days, the student and parent will be given the opportunity for an informal hearing. A suspended student may not attend or participate in after school activities including practices and rehearsals. Multiple day suspensions that involve weekends will prohibit students from participating in school activities over the weekend.

## **EXPULSION**

Expulsion is the exclusion from school for a period exceeding (10) consecutive school days and may be a permanent expulsion from the school rolls. Expulsions are invoked against students who consistently violate school rules and regulations or commit acts, which endanger the safety, health, or welfare of others.

## **HEARINGS**

Hearings are fundamental elements of due process to which all students are entitled. Hearings are basically of two types:

1. The informal hearing enables the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended.
2. The formal hearing is required in all expulsion actions. This hearing may be held before the Board of Directors, a duly authorized committee of the Board, or a qualified Hearing Examiner appointed by the Board.

## **BUS DISCIPLINE**

Teachers should be aware that students are not permitted to eat or drink on school buses. If school activities provide food and/or beverages, instruct students to keep these items packed away until reaching home. Also, do not send home with students riding the bus large school projects or other objects that may cause problems for the bus drivers.

Excessive disciplinary referrals to the principal may result in a student not being permitted on the field trip. This is at the discretion of the principal and on an individualized basis.