

# Forest City Regional Elementary Student/Parent Handbook



**2024-2025**

Mr. Michael Zack, Elementary Principal

## **DISTRICT MISSION STATEMENT**

The Forest City Regional School District will challenge, empower, and inspire all students to GO BE GREAT by:

- ❖ Setting high academic standards
- ❖ Fostering critical thinking skills
- ❖ Creating opportunities for collaboration, communication, and innovation
- ❖ Promoting self-directed learning and personal goal setting
- ❖ Engaging in opportunities to care for others

## **GUIDING BELIEFS**

### **Every Child, Every Need, Every Day**

- ❖ Every child can learn.
- ❖ Every child is entitled to an education that is designed to support their individual academic, social-emotional and behavioral needs.
- ❖ Learning happens in a safe, supportive and collaborative environment.
- ❖ We are a community of lifelong learners comprised of students, parents, teachers, paraprofessionals, administrators and community members.
- ❖ High expectations for ALL are an integral part of the learning process.
- ❖ The effort of our teachers and students makes all the difference and is the most valuable asset in our school district.
- ❖ Collaboration among students, families, teachers, administrators and community members is essential for continuous improvement.
- ❖ Our shared leadership approach will maximize the professional growth of our educational team by empowering individuals and giving them an opportunity to lead in their areas of expertise.

## **Alma Mater**

Cherished by thy students ever,  
Mem'ries sweet shall throng  
Round our hearts, dear Alma Mater,  
We'll always sing this song.  
**Lift the chorus, speed it onward**  
**Loud her praises tell**  
**Hail to thee, our Alma Mater**  
**Forest City, Hail**

Backward never is our watchward,  
Conquer and prevail,  
We'll go forth to add new glories  
We'll try ne'er to fail.  
**Lift the chorus, speed it onward**  
**Loud her praises tell**  
**Hail to thee, our Alma Mater**  
**Forest City, Hail**

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Forest City Regional School District

2024 - 2025

# SCHOOL CALENDAR

August 2024 (4)						
S	Mon	Tue	Wed	Th	Fri	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024 (20)						
S	Mon	Tue	Wed	Th	Fri	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024 (22)						
S	Mon	Tue	Wed	Th	Fri	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024 (18)						
S	Mon	Tue	Wed	Th	Fri	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024 (14)						
S	Mon	Tue	Wed	Th	Fri	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025 (21)						
S	Mon	Tue	Wed	Th	Fri	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	









February 2025 (19)						
S	Mon	Tue	Wed	Th	Fri	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025 (20)						
S	Mon	Tue	Wed	Th	Fri	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025 (20)						
S	Mon	Tue	Wed	Th	Fri	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025 (21)						
S	Mon	Tue	Wed	Th	Fri	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025 (1)						
S	Mon	Tue	Wed	Th	Fri	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14

Color Code	
	First Day of School
	Holidays
	Snow Make Up Days
	State Testing Days
	Teacher In-Service (No School Students)
	Parent/Teacher Conferences 12:15 Dismissal
	Early Dismissal Holiday 12:15PM
	Early Dismissal In-Service 12:15 PM

**Early Dismissals--** (\*) PreK @ 12:00 / Elem & HS @ 12:15  
**School Events--**  
 PreK Orientation: August TBD  
 Grade 7 Orientation: August 21, 2024  
 Back to School Carnival: August 21, 2024  
 HS Semi: January 10, 2025 HS Prom: May 2, 2025  
 Graduation TBD

**Parent/Teacher Conferences** for Elementary & High School  
 December 12, 2024 & March 20, 2025, from 12:30 to 7:00 p.m.  
**State Testing--**  
 PSSA Exams: April 21 – April 25, 2025 & April 28 – May 9, 2025  
 Keystone Exams: May 12 through May 23, 2025

Board Approved - May 13, 2024

Dear FCRES Students and Families,

Welcome to the new school year at Forest City Regional Elementary! As your principal, I am thrilled to embark on this exciting journey with you. This year, our theme is "Foresters, Get in the Game!" and we are ready to tackle new challenges, score big goals, and celebrate our victories together.

Just like in sports, teamwork, dedication, and a positive attitude are key to a successful school year. We have an incredible team of teachers, staff, and support personnel who are committed to helping every student achieve their personal best. Our game plan includes comprehensive strategies to support students academically, socially, and emotionally.

### Academic Excellence

Our academic program is designed to provide rigorous and engaging learning experiences. We have a strong focus on:

- **Fundamental Skills:** Building a solid foundation in reading, writing, math, and science.
- **Critical Thinking:** Encouraging students to think deeply, ask questions, and solve problems.
- **Enrichment Activities:** Offering a variety of programs and clubs that allow students to explore their interests and talents.

### Social Growth

We believe that a strong sense of community is essential for success. Our efforts to foster social growth include:

- **Teamwork and Collaboration:** Promoting group activities and projects that teach students the value of working together.
- **Morning Meeting:** Integrating lessons on respect, responsibility, and kindness into our daily routines.
- **Conflict Resolution:** Teaching students effective ways to handle disagreements and build positive relationships.

### Emotional Support

We understand that emotional well-being is crucial for learning. Our school provides:

- **Counseling Services:** Access to professional staff who are available to support students with their emotional needs.
- **Second Step Program:** Implementing the Second Step curriculum to help students develop social-emotional skills, self-awareness, and emotional regulation.
- **Safe Environment:** Ensuring that our school is a safe and welcoming place for all students and staff through a comprehensive School Safety Team.

Finally, we encourage you to get involved in our school community. Attend games, participate in school events, and join our parent-teacher organization. Your involvement and support are vital to our success.

As we kick off this new school year, let's remember that every student is a valued member of our team. Together, we can achieve great things. Foresters, let's get in the game and make this school year the best one yet!

Yours in Forester Pride,

*Mr. Zack*

Michael Zack, Elementary Principal



## District Contact Information

Title	Individual	Assistant/Secretary	Phone Number	Email Address
Superintendent	Mr. Dan Gilroy	Jocelyn Olsommer	(570)785-2403	<a href="mailto:dgilroy@fcrsd.org">dgilroy@fcrsd.org</a> <a href="mailto:jolsommer@fcrsd.org">jolsommer@fcrsd.org</a>
Business Manager	Mrs. Michelle Gogolski	Kim Kuruts/Debbie Pierzga	(570)785-2422 or 2405	<a href="mailto:mgogolski@fcrsd.org">mgogolski@fcrsd.org</a> , <a href="mailto:kkuruts@fcrsd.org">kkuruts@fcrsd.org</a> or <a href="mailto:dpierzga@fcrsd.org">dpierzga@fcrsd.org</a>
Elementary Principal	Mr. Michael Zack	Deb Nolan/Chris Giles	(570)785-2483 or 2410	<a href="mailto:mzack@fcrsd.org">mzack@fcrsd.org</a> , or <a href="mailto:dnolan@fcrsd.org">dnolan@fcrsd.org</a>
Dean of Students (PK-8)	Mr. Jason Pantzar	N/A	(570)785-2483 or 2410	<a href="mailto:jpantzar@fcrsd.org">jpantzar@fcrsd.org</a>
High School Principal		Patricia Gardus/Nicole Botjer	(570)785-2408 or 2420	<a href="mailto:cstout@fcrsd.org">cstout@fcrsd.org</a> , <a href="mailto:pgardus@fcrsd.org">pgardus@fcrsd.org</a>
Special Ed. Coordinator	Mrs. Michelle Lesjack	Patricia Gardus	(570)785-2444 or 2408	<a href="mailto:mlesjeack@fcrsd.org">mlesjeack@fcrsd.org</a> or <a href="mailto:pgardus@fcrsd.org">pgardus@fcrsd.org</a>
School Counselor PreK-4	Miss Sarah Redick	Darlene Hamlyn	(570)785-2416 or 2469	<a href="mailto:sredick@fcrsd.org">sredick@fcrsd.org</a> or <a href="mailto:dhamlyn@fcrsd.org">dhamlyn@fcrsd.org</a>
School Counselor 5-8	Mrs. Kelsey Bryer	Darlene Hamlyn	(570)785-2409 or 2469	<a href="mailto:kbryer@fcrsd.org">kbryer@fcrsd.org</a> or <a href="mailto:dhamlyn@fcrsd.org">dhamlyn@fcrsd.org</a>
School Social Worker	Mr. Fred Bresser	N/A	(570) 785-2410	<a href="mailto:fbresser@fcrsd.org">fbresser@fcrsd.org</a>
School Psychologist	Mr. Justin Stevens	N/A	(570)785-2433	<a href="mailto:jstevens@fcrsd.org">jstevens@fcrsd.org</a>
School Nurse	Mrs. Ann Marie Rusnak	Kim Trotter	(570)785-2415	<a href="mailto:arusnak@fcrsd.org">arusnak@fcrsd.org</a> or <a href="mailto:ktrotter@fcrsd.org">ktrotter@fcrsd.org</a>
Food Service Director	Mrs. Mary Lee Martines	N/A	(570)785-2412	<a href="mailto:mmartines@fcrsd.org">mmartines@fcrsd.org</a>
Transportation Director	Ms. Jocelyn Olsommer	N/A	(570)785-2407	<a href="mailto:jolsommer@fcrsd.org">jolsommer@fcrsd.org</a>
Technology Coordinator	Mr. Stephen Glynn	Paul McCormick	(570)785-2432	<a href="mailto:sglynn@fcrsd.org">sglynn@fcrsd.org</a> or <a href="mailto:pmccormick@fcrsd.org">pmccormick@fcrsd.org</a>
Maintenance Supervisor	Mr. John Reeder	N/A	(570)785-2424	<a href="mailto:jreeder@fcrsd.org">jreeder@fcrsd.org</a>
Homelessness Liaison	Mrs. Darlene Hamlyn	N/A	(570)785-2469	<a href="mailto:dhamlyn@fcrsd.org">dhamlyn@fcrsd.org</a>

## Board of Education

<b>Name</b>	<b>Office</b>	<b>District</b>
Marissa McAndrew	President	Union Dale Region 3
Melissa Erdmann	Vice-President	Forest City Region 9
Brian Piatak	Treasurer	Clinton Township Region 1
Eric Bennett	Member	Forest City Region 7
Mary Emmett	Member	Forest City Region 8
Dr. Henry Nebzydoski	Member	Pleasant Mount Region 6
Christopher Stahl	Member	Herrick Township Region 2
Bernice Lukus	Member	Vandling Region 4
Danielle Pajka	Member	Pleasant Mount Region 5
Jocelyn Olsommer	Board Secretary	Non-Member
Mr. Daniel Gilroy	Superintendent	Non-Voting Member

## **NOTICE OF NON-DISCRIMINATION**

The Forest City Regional School District is an equal-opportunity educational institution. It will not discriminate based on race, color, national origin, sex, age, or disability in its educational programs, activities, or employment practices as required by Title VI, Title IX, and Section 504.

For information regarding civil rights or grievance procedures, or for information regarding services, activities, and facilities that are accessible to and usable by handicapped persons, please contact Michelle Gogolski, Business Manager, 100 Susquehanna Street, Forest City, PA 18421, by phone at (570)785-2406 or at [mgogolski@fcrsd.org](mailto:mgogolski@fcrsd.org).

Title IX and Section 504 Coordinator  
Mr. Dan Gilroy, Superintendent  
Forest City Regional School District  
100 Susquehanna Street  
Forest City, PA 18421

**District/Building Contact Information**  
**Forest City Regional School District**  
100 Susquehanna Street  
Forest City, PA 18421  
Phone (570)785-2410  
Fax (570)785-2354

## FCRES FACULTY & STAFF

PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Mrs. Bocan Ms. Branning Mrs. Palickar	Miss Carter Mrs. Michaels Mrs. Nebzydoski	Mrs. Kilhullen Mrs. Monahan Mrs. Ossont	Miss Dovin Mrs. Roglich Mrs. Turano	Mrs. Glynn Mrs. McGraw Mrs. Shelp	Mrs. Fitzsimmons Mrs. Goben Mr. Jonas	Mr. Bolcavage Mrs. Sisson Ms. Wagner	Miss Palmer Mr. Pryal Mr. Scotti

<b>Art/Gifted/STEM</b>	Mrs. Fedak
<b>Computer</b>	Mr. Johnson
<b>Health/Personal Development (4-6)</b> <b>Social &amp; Emotional Development/Library (K-6)</b>	Mrs. Zawisky
<b>Music/Chorus</b>	Mr. Brooks
<b>Band</b>	Mr. Scavone
<b>Physical Education</b>	Mr. Torch
<b>School Counselor (PK-4)</b> <b>School Counselor (5-8)</b>	Miss Redick Mrs. Bryer
<b>Support Teachers</b>	Mrs. Bollinger, Mrs. Figura, Mrs. Loch Mrs. Lombardi, Ms. Supon, Mrs. Silfee, Ms. Zack
<b>Speech</b>	Mrs. Amanda McGraw
<b>Title I - Reading</b>	Ms. Bilsky

**Para-Professionals** - Mrs. Beck, Mrs. Card, Ms. Cavaliere, Mrs. Centeno, Miss Cookson, Mrs. Fox, Miss Gorton, Ms. Graebner, Mrs. Gyle, Mrs. Kowalick, Mrs. Lehutsky, Ms. McHale, Mrs. Prescott, Mrs. Seaman, Ms. St. Hilaire, Mrs. Trotter, Mrs. Ursich, Mrs. Vadella, and Mrs. Wayman.



## **DAILY SCHEDULE**

### **Kindergarten - Grade 6**

8:10-8:15 a.m.	Bus Drop Off	Rear Parking Lot
8:15-8:25 a.m.	Parent Drop Off	Elementary Circle
8:15-8:35 a.m.	Homeroom/Breakfast	
8:35 a.m.	Morning Announcements	Google Meet
8:45 a.m.	Classes Begin	
3:12-3:20 p.m.	Parent Pick-Up	Elementary Circle
3:25 p.m.	Bus Departure	Rear Parking Lot

### **Daily Schedule**

#### **Pre-K4**

8:30-8:35 a.m.	Parent Drop-Off	Elementary Circle
8:35	Bus Drop Off	Rear Parking Lot
8:45-9:15 a.m.	Breakfast	Cafeteria
3:00 p.m.	Parent Pick-Up	Elementary Circle
3:05 p.m.	Bus Departure	Rear Parking Lot

## ATTENDANCE

At FCRES, we want to support our students to provide them with the best opportunity to be successful. We can only do that when we work together with parents and caregivers to ensure their children are attending school each and every day! When students miss 10% or more of instructional days, regardless of whether they are excused or not, they are considered chronically absent according to state and federal guidelines. Chronic absenteeism not only impacts our school performance profile and potentially funding, but is associated with decreased reading levels, overall academic performance, on-time graduation rates, and post-secondary enrollment as well as increased dropout rates. Therefore, we want to do everything we can to strengthen our partnership and improve your child's attendance!

As a focused effort to improve and maintain attendance, students with 90% or better attendance and improved attendance are recognized for their effort and commitment to school and learning following each trimester.

**Please remember that any absences, even approved absences, unexcused absences, and educational field trips disrupt your child's learning and count towards their chronic absenteeism rate which negatively impacts the District's School Performance Profile. While we understand the value and need of family vacations, we strongly discourage taking students out of school during the academic year. Regular attendance is vital for your child's educational progress and success. Missed days can disrupt their learning, impact their academic performance, and make it challenging to catch up on lessons and assignments. We encourage you to plan vacations during school breaks to ensure your child's continuous academic growth and to minimize any disruptions to their learning journey. Your support in prioritizing their education is greatly appreciated. Please understand ALL student absences, even excused, negatively impact our District's School Performance Profile which publicly highlights how schools are performing across the state on different indicators, such as attendance.**

Board Policy 204: The Forest City Regional School District recognizes that attendance is an important factor in academic success and supports a comprehensive approach to identifying and addressing attendance issues. The entire educational process requires a continuity of instruction, classroom participation, and learning experiences in order to provide maximum educational benefit for every student.

Frequent absence from school disrupts the educational process. It is the shared responsibility of the District and the family to work collaboratively to remove barriers to daily attendance and to ensure that students understand the positive connection between daily attendance and student achievement. Students considered to be "at-risk" in regards to chronic absenteeism may be considered for tiered interventions targeting school connectedness and/or other areas to assist with improving attendance.

The Pennsylvania School Code provides the following reasons for excused absences from school: illness, quarantine, death in the immediate family, professional appointment, religious observance, and impassable roads.

The following guidelines and procedures will be adhered to in the Forest City Regional School District:

### **EXCUSED ABSENCES**

Parents are asked to call 570.785.2410 OR submit an online "Child Absence Note Submittal" which can be found on the district website at [www.fcrsd.org](http://www.fcrsd.org) under "Other Quick Links" to report an absence. If your child is absent and you have not called the school or submitted a note online, you will receive an automated phone call by 11:00 a.m. indicating that your child did not attend homeroom.

A written note or online note submittal is required within **three days of an absence** in order for the absence to be marked excused. The note/online submittal must clearly state the date of absence, purpose for absence, and the signature of the parent/caregiver or practitioner of the healing arts. **If the note is not received within three days of the absence, the absence will be coded as unexcused.** The School Code limits the number of parent excused absences to 10 per year. **All absences beyond the tenth require a written note from a practitioner of the healing arts.** If a written note from a practitioner of the healing arts is not presented within three (3) days of the student's return to school, the absences will be coded as unexcused.

**First Notice:** After five (5) parent excused days, the District will provide written notice to the parent or the caregiver and the school social worker will connect with the family to problem-solve the issue.

**Second Notice:** After eight (8) parent excused days the District will provide a second written notice which may include an invitation to attend a School Attendance Improvement Conference (SAIC). The purpose of the SAIC is to examine the student's absences in an effort to improve attendance. The outcome of the SAIC shall be documented in a written School Attendance Improvement Plan (SAIP). The following individuals shall be invited to the SAIC: student, parent or caregiver, other individuals identified by the parent/caregiver who may be a resource, appropriate school personnel, and recommended service providers, including but not limited to the County Children and Youth Truancy Liaison. Neither the first nor second notice include absences from approved educational field trips or excuses from a practitioner of the healing arts.

### **PARENT REQUEST FOR EXCUSED ABSENCE FOR STUDENTS FOR AN EDUCATIONAL TRIP**

A student may be excused from attending school to participate in an educational trip. Please follow the guidelines below when requesting an educational trip to be approved by the building Principal:

- Parents/Caregivers must complete the form on the district website or contact the main office a minimum of 2 weeks prior (except for an emergency).
- Requests will be approved if it is determined that the trip is of educational value to the student.
- No more than five (5) school days per student will be approved for educational trip requests in any school year.
- Unapproved trips shall be treated as unexcused absences.

### **UNEXCUSED ABSENCES**

Unexcused absences include but are not limited to: truancy, attendance at an unapproved community event or venue, shopping, oversleeping, car trouble, illegal employment, parent excused absences beyond the tenth day and unexcused early dismissals.

**First Notice:** When a student has been absent for three (3) days during the current school year without a

lawful excuse, the District will provide written notice to the parent or caregiver within ten (10) days of the student's third unexcused absence. The school social worker will connect with the family to problem-solve around unexcused absences.

**Second Notice:** If the student incurs additional unexcused absences to a cumulative total of five (5) days after the issuance of the first notice the District will provide a second written notice with an invitation to attend a School Attendance Improvement Conference (SAIC). The purpose of the SAIC is to examine the student's absences in an effort to improve attendance. The outcome of the SAIC shall be documented in a written School Attendance Improvement Plan (SAIP). The following individuals shall be invited to the SAIC: student, parent or caregiver, other individuals identified by the parent/caregiver who may be a resource, appropriate school personnel, and recommended service providers including but not limited to the County Children and Youth Truancy Liaison.

**Third Notice:** Students are considered to be habitually truant with six (6) or more unexcused absences during the current school year. If a student continues to accumulate unexcused absences after the SAIC, a third letter will be sent home via USPS Certified Mail requesting an additional SAIC to identify and eliminate barriers to school attendance. Failure to attend the SAIC will result in a formal referral to a school-based or community-based support and a truancy complaint to the district magistrate.

### **TRUANCY AND HABITUAL TRUANCY**

Attending school regularly and providing legal excuses when absences occur are vitally important. All absence excuses must be turned in to the school within three (3) days of a student's return to school. When excuses are not turned in or when invalid excuses are submitted, a student may be deemed truant. Current Pennsylvania Law defines a truant student as one who is of compulsory school age and has accumulated three (3) days of unexcused absence during the school year. Additionally, current law defines a habitually truant student as one of compulsory school age who has accumulated six (6) days or more of unexcused absence during the school year. Actions that will be taken for students defined as truant or habitually truant are found in Policy 204 and include a parent-staff meeting, the development of an Attendance Improvement Plan, referral to an Attendance Improvement Program, referral to Children and Youth and/or the issuance of a citation with the local District Justice.

### **CHRONIC ABSENTEEISM**

Chronic Absenteeism is calculated for all public schools with 20 or more students based on the number of students who have missed more than 10 percent of enrolled school days across the academic year; this represents 18 days in a 180-day school year. Enrollment of fewer than 90 days of school will exclude a student from that school's calculation as there has not been sufficient opportunity for the school to apply intervention strategies. Chronically absent students include students who are absent regardless of whether absences are excused or unexcused; whatever the reason for the absence, instructional hours are lost.

### **CREDIT FOR ASSIGNMENTS DURING ABSENCE**

The Forest City Regional School District recognizes the importance of regular student attendance with regard to the attainment of a quality education. Therefore, a procedure to encourage student attendance is in place. Upon the occasion of a student absence, a student will be given the opportunity to complete all course work that would have been completed during the time of absence. All students absent from classes for legal reasons, including suspensions, are required to make up all work and tests missed. It is the responsibility of

the student to see their teachers to obtain the work and to obtain help, if needed, to make up the work. The opportunity to complete work missed shall be equal to the total number of days missed. Students who will be absent a minimum of three consecutive school days may request homework from the office. A request for homework for students who will be absent 3 or more days should be made as soon as possible (preferably the first day) during the expected period of absence. Parents requesting homework should call the main office. Requested homework will be available to be picked up in the office after 3:00 p.m. on the day following the phoned parental request.

### **TARDY PROCEDURES**

All parents/caregivers arriving with students to FCR Elementary after **8:30 a.m.** must park in the designated visitor parking outside the main elementary entrance and **walk their child to the door** to sign in.

#### **Excused Tardiness**

Students who arrive late to school, after **8:30 a.m.**, with a written note from a practitioner of the healing arts or legal professional appointment will be considered "Excused Tardy". Parental excuses for tardiness may be considered "Excused Tardy" at the discretion of the building Principal.

#### **Unexcused Tardiness**

Students arriving to homeroom after **8:30 a.m.** without a written note from a practitioner of the healing arts or legal professional appointment will be considered "Unexcused Tardy".

<b>First and Second Occurrence:</b>	Reminder phone call from secretary.
<b>Third Occurrence:</b>	Phone call from Principal or designee.
<b>Fourth Occurrence:</b>	Written request for a parent conference.
<b>Fifth Occurrence:</b>	Parent Conference.

Action for additional occurrences beyond five may include, but not limited to: Invitation to a School Attendance Improvement Conference with involvement of Children and Youth Truancy Liaison, referral to the district magistrate, and consideration for additional support and interventions.

### **EXCUSED EARLY DISMISSALS**

Students requiring early dismissal from school must submit a written note to their homeroom teacher prior to the start of the school day. The note must include the following: the student's name, the reason for the request, the date and time the student needs to be excused, and signature of the parent/caregiver. All written notes will be verified with a phone call to the parent/caregiver.

In the event of a family emergency, a telephone call will not be sufficient to have a child excused early. A parent or caregiver must come to the school to sign out the student. Students are not permitted to walk home from school during the school day for any reason. Students who leave without permission are subject to the provisions of the discipline policy.

If the school nurse, school counselor, school social worker, or other member of the District Support Team determines that a student is unable to participate in school for medical, mental health or other related reasons, the parent/caregiver will be contacted and arrangements will be made for the student to be medically excused. If the school nurse or other professional listed above recommends that a child remain in

school and the parent/caregiver decides to remove the child from school the absence will be coded as a parent excused absence. Accumulation of excessive parent excused absences may result in a School Attendance Improvement Conference and/or action through the district magistrate.

**PLEASE NOTE:** Students attending less than one half (1/2) of the school day, whether due to excused or unexcused tardiness or an early dismissal, will be considered absent for the full day. Written excuses must be supplied for all absences and any unexcused absences count toward truancy determinations.

### **ABSENCES AND EXTRA-CURRICULAR ACTIVITIES**

A student who is absent from school shall not be permitted to practice or participate in any extracurricular or school-related activity without permission of the building Principal. Students must be signed in to school no later than 10:00a.m. to participate in an extracurricular activity. Once students arrive at school they must remain throughout the day.

Students absent five (5) or more days per marking period without a medical excuse will be ineligible to participate in school sponsored extracurricular activities for the remainder of the marking period and will be required to meet with the building Principal and Athletic Director.

## **BUS INFORMATION**

### **REGULATIONS AND EXPECTATIONS**

Since the vast majority of students utilize transportation provided by the district, it is essential that both students and parents/caregivers understand what the expectations are. The Forest City Regional Elementary School incorporates its School Wide Positive Behavior System on all buses. Students are taught bus behavioral expectations during the first two weeks of school and are re-taught the same expectations throughout the year at scheduled times and on an as needed basis. Each bus also has a Bus Captain to reinforce the behavioral expectations and support our youngest riders!

If an infraction occurs, the building Principal or designee will be notified. Depending on the nature and frequency of the infraction, discipline could include detention, bus suspension, restitution, legal action, or expulsion. Students who accumulate 1 or more major bus referrals will be considered to participate in the Bus Buddies program, a Tier 2 intervention aimed at improving behavior on the bus. Please be aware that buses have the video/audio capability to record bus conduct. Student misconduct on buses is governed by the Disciplinary Code adopted by the Forest City Regional School District. The following rules and regulations pertain to the Disciplinary Code:

#### **We "R" Ready, Respectful, and Responsible on the Bus**

**Ready:** Walk directly to your seat, sit in your assigned seat, and sit with bookbag in front of you.

**Respectful:** Use kind/friendly language; keep hands, feet, and objects to yourself; maintain personal space; and use a Conversation Voice (Level 2) while riding.

**Responsible:** Stay seated at all times, facing forward; keep belongings with you at all times, school issued technology remains away; recognize, refuse, and report any safety/issues/concerns to the bus driver or trusted school adult; and, keep the bus clean.

- Students should arrive at the designated bus stop **5 minutes early**. Students should use care when approaching the bus stop; remain off the roadway while awaiting the arrival of the bus and wait for the bus to come to a complete stop before boarding.
- The student is only to ride the bus which is assigned. They should board and depart only at the assigned stop. A student wishing to board or depart the bus at an alternative stop must have **written permission** from their parent/caregiver and **verification/approval** from the Transportation Director and the other parent/caregiver prior to the date of the proposed change.
- If the student is wishing to board or depart an alternative bus with another student, **written permission** from BOTH parents or caregivers must be provided and **verification/approval** from the Transportation Director prior to the date of the proposed change.
- In collaboration with administration, drivers will determine appropriate seating assignments based on the pickup sequence, the age of the student and behavioral concerns. **Bus drivers are permitted to change seating assignments as needed during the school year, in collaboration with administration.** Students are expected to remain in their assigned seats while the bus is in motion.
- No live animals, reptiles or insects are permitted on the bus.
- Students can only transport personal possessions which are necessary for their educational programs; i.e., books, gym clothing, musical instruments, etc. Whenever possible, these items should be in an appropriate bag or case. Students are responsible for the control of all such items. At no time should personal possessions be left in the aisle or be unattended.
- When it is necessary to cross the road after getting off the bus or in order to board the bus, the student should cross no less than ten (10) feet in front of the bus and be sure to look both ways to make sure no traffic is approaching.
- Once a student has boarded a bus, they should proceed immediately to their seat.
- Students will not be discharged at any point between school and the regular drop while en route to school.
- All other school rules and regulations as outlined in the student handbook are in effect during the transportation of students.

**Responses** to bus infractions will be at the discretion of building Principal or designee and may include:

- Reteach/Bus Buddies intervention
- Recess/lunch detention
- Bus Suspension
- Restitution
- Permanent removal from the bus

## **BUS BOARDING**

3:15 p.m. Private transportation, and car pick-up will be dismissed with teacher supervision.

3:15 p.m. All bus students will be dismissed to board the buses.

## **PARENT/CAREGIVER RESPONSIBILITIES**

The safety of your children is our number one priority. The following safety guidelines are for parent awareness.

### **Parents:**

- Are encouraged to utilize school issued transportation.

- Are encouraged to walk with their children to and from bus stops.
- Must ensure that their children arrive at their morning stop, five minutes before scheduled pick up.
- Are responsible for their children's safety and well-being on the way to and from and while at the bus stops.
- Are responsible for the proper conduct of their children on the way to and from and while at the bus stop.
- Are responsible for their children's conduct, along with district personnel while their children are on the school bus.
- Are expected to cooperate with school personnel regarding the effective and safe transport of their children.
- Are encouraged to contact the school district Transportation Department when they observe unsafe conditions.

***\*District transportation providers will not drop off a student at their stop without a caregiver visible at the end of the school day for students in grades PK- 3. Please provide written permission for an older sibling, neighbor, or family member to assume responsibility for your child.***

### **VIDEO CAMERAS ON SCHOOL BUSES**

The School Bus is an extension of the classroom. Although the prime responsibility for a student's conduct rests with the parents/caregivers and the administrator of the school, the School Bus Driver is responsible for the health, safety, and welfare of each passenger while in transit.

The School Bus Driver has the same type of responsibility for the student as the classroom teacher. Student behavior on the School Bus and driver's management of that behavior are the two key elements to a safe and enjoyable bus ride. The video camera on the School Bus is but an aid to monitor bus discipline. It does not replace the discipline policy, the authority of the driver, or the responsibility of the school officials. The basic safe riding rules must be carried out. There will be zero tolerance for violence on the School Bus.

Observance of the procedures established by the district will ensure safety, prompt arrivals and departure of buses and proper attitudes by students. Violations of these rules may result in the suspension of bus riding privileges or other sanctions. All students shall receive information on appropriate School Bus riding practices. They shall also be advised of the possible responses to behaviors occurring on the bus. All students will be notified that they are subject to being videotaped on the School Bus at any time. Notification to parents will be made through the school district. All school buses are equipped with audio and video recording devices.

Staff and students are prohibited from tampering or otherwise interfering with video camera equipment. The videotape is to augment the driver complaint system. If the videotape is to be used, the driver, supervisors, school administrators, students, and parents/caregivers will be contacted as necessary. Parents/Caregivers may only review that area of the videotape which directly pertains to their child's discipline. The videotape may be used as evidence in that meeting.



## CAFETERIA SERVICES

### CAFETERIA

#### Board Policy 808

The Forest City Regional School District Cafeteria serves breakfast and hot lunch daily, meeting all requirements established for a government meal program. Cafeteria personnel should immediately be made aware of any student concerns about lunches received. Efforts will be made to ensure that all food received is nutritious and properly prepared. Students choosing to do so may bring their own lunches to school.

The Community Eligibility Provision is available to all schools participating in the National School Lunch and School Breakfast Programs. All enrolled students of the Forest City Regional School District are eligible to receive a nutritious breakfast and lunch each school day at no cost to households. Students will be able to participate in these meal programs without paying a cost per meal or submitting an application.

What about snack milk or a la carte items?

Snack milk and a la carte items are not included in this provision. Students must have money on their prepay meal account before purchasing these items.

### BREAKFAST

The Forest City Regional School District operates a "Breakfast Program." All students wishing to have breakfast at school must arrive by 8:20 a.m..

### BREAKFAST SCHEDULE

PK - 8:45 - 9:15 a.m.

K & 1 8:15 - 8:30 a.m. in the Cafeteria

2-6 8:15 - 8:30 a.m. "Grab & Go" in classrooms

### LUNCH SCHEDULE

K & 1 - 11:05 - 11:35 am

2 & 3 - 11:40-12:10 pm

PK - 11:50-12:20 pm

4, 5 & 6 - 12:30-1:00 pm.

### SNACK TIME

Snack time is available to students in grades Pre-K to 4. Students may purchase milk from the Cafeteria to consume during snack time. Purchases will be made from the student's prepaid account (see **Point of Sale System**). It is strongly encouraged that families provide their child with a healthy snack for snack time. Fruits, vegetables, and other nutritious items will help students to focus throughout the school day.

### POINT OF SALE SYSTEM

Students are required to make food service purchases through an individual prepaid account. Parents may check on food service accounts through [schoolcafe.com](http://schoolcafe.com) or by calling the Food Service Director at (570) 785.2412.

To check accounts or make online payments through [schoolcafe.com](http://schoolcafe.com) parents must register online with their student's ID number and their own username and password. Usernames and passwords are permanent. The same one will be used each year throughout a child's career at Forest City Regional School District.

### **COSTS**

Snack Milk      \$0.50                      Lactaid              \$0.75

### **MENU CHANGE**

If the need arises to change the menu from what was previously published, information can be obtained by calling **(570)785.2412** or under "Cafeteria - Menu - Menu Changes" on the district website.

### **ALTERNATE HOUSEHOLD INCOME FORM**

Forest City Regional School District does not process "Free-Reduced Price Meal Applications" under the Community Eligibility Provision (CEP) for free meals, however, to determine eligibility to receive additional benefits beyond free meals for your child and school, please complete and return the "Alternate Household Income Form".

### **FOOD SERVICE ACCOUNT REFUND FORM**

Upon graduation or withdrawal from the district families may have the balance of their child's food service account refunded, donated, or transferred to another student. Forms can be found on the district website under "Cafeteria-Documents and Forms" or at the Elementary Office.

### **BIRTHDAY PARTY CELEBRATIONS**

Students at FCR Elementary are recognized on their birthday within their homeroom class. Families also have the opportunity to purchase affordable birthday baskets for their child's class to participate in a celebration. Birthday Baskets are available upon request from the Food Service Department. All items are Smart Snack approved.

Please note, in order to protect the safety and well-being of our students, **home cooked food or store-bought food items are not permitted.**

Birthday Basket forms can be found on the district website under "Cafeteria - Birthday Baskets for Birthday Parties" or at the Elementary Office. Orders and payments must be received by the Food Service Department 1 week prior to the date desired. You can also call the Elementary Office to request a birthday celebration form, or you may scan the QR code below to get access to the form.



## **WELLNESS POLICY**

Board Policy 246. The Forest City Regional School District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. The District is committed to providing a school environment that promotes student wellness, proper nutrition, and regular physical activity as part of the total learning experience.

The content of this policy is based on the recommendations of the Wellness Committee and in accordance with federal and state laws and regulations.

## **NON-SOLD COMPETITIVE FOODS**

Non-sold competitive foods include but are not limited to foods and beverages offered as rewards and incentives, at classroom parties and celebrations, or as classroom snacks. If the offered competitive foods do not meet or exceed the Smart Snacks in School Nutrition standards, the following standards shall apply:

1. Rewards and Incentives - Foods and beverages shall not be used as a reward or incentive in district schools unless the reward is an activity that promotes a positive nutrition message (e.g. guest chef, field trip to a farm, or farmers market, etc.)
2. Shared snacks are not permitted in District schools.
3. Classroom Parties and Celebrations
  - a. To help prevent food safety and allergy concerns in our classrooms only non-food items are permitted for classroom parties.

## **MANAGEMENT OF FOOD ALLERGIES IN DISTRICT SCHOOLS**

Board Policy 209.1. The District is committed to providing a safe and healthy environment for students with severe or life-threatening food allergies. The focus of food allergy management shall be on prevention, education, awareness, communication and emergency response.

Prior to enrollment in the district or immediately after diagnosis of a food allergy, appropriate medical plans of care such as an Emergency Care Plan, an Individualized Healthcare Plan (IHP), a Section 504 Service Agreement and/or an Individualized Education Plan (IEP) shall be developed for each student identified with a food allergy. Plans shall be developed by the school nurse, in collaboration with the school counselor, student's healthcare provider, the student's parents/caregivers, district or school nutrition staff, the student, and any other appropriate persons. Information or copies of the different components of a student's medical plans of care shall be provided to appropriate personnel who may be involved in implementation of the medical plans of care.

The District must provide reasonable accommodations, substitutions or modifications for students with disabling dietary needs. The student's physician shall determine and document if the student has a disabling dietary need. Students who fall under this provision must have a written medical statement signed by a licensed physician, which shall be included with the student's IHP. The medical statement must identify: the student's special dietary disability and an explanation of why the disability restricts the student's diet, the food(s) to be omitted from the student's diet, and the food or choice of foods that must be provided as a substitute.

## CODE OF CONDUCT

The Forest City Regional Elementary Code of Conduct is meant to implement the Forest City Regional School District's Code of Conduct in an elementary friendly manner. We firmly believe all students can learn and be respectful once taught what is expected of them. As a result, the Forest City Regional Elementary School uses a school-wide positive behavior support system which we refer to as SW-PBIS.

### **SCHOOL-WIDE POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS (SW-PBIS) and Social Emotional Learning (SEL)**

School-Wide Positive Behavioral Interventions & Supports is a proactive approach to discipline that emphasizes prevention, instruction on social skills, and data-based decision making to reduce behavior and improve academic performance. It is based on the idea that students learn appropriate behavior in the same way they learn to read—through instruction, practice, feedback, and encouragement.

Forest City Regional Elementary School's School-Wide PBIS framework has been recognized for implementing with fidelity at the Tier 1 and 2 levels since the 2018-2019 school year. In the 2023-2024 school year, our school was recognized for implementing with fidelity at Tier 1, Tier 2, and Tier 3 levels. Our motto is: We "R" Ready, Respectful & Responsible, which is also our three behavioral expectations. Each expectation is clearly defined for the following areas: hallways/stairwells, bathrooms, arrival, classrooms, related arts classes, bus, cafeteria, recess/playground, and technology.

The purpose of School-Wide Positive Behavioral Interventions & Supports is to establish a climate in which appropriate behavior is "the norm." Reteaching and recognition for meeting expectations are major components of our School-Wide Positive Behavioral Interventions & Supports program!

We are committed to a preventative discipline approach. Classroom behavioral expectations are formally taught at the beginning and mid-point of the school year and as needed throughout the year at various times. In addition, expectations are immediately re-taught if students have difficulty with a particular expectation. Students are rewarded for consistently demonstrating the expected behaviors in several ways including, but not limited to, earning Pride Points, receiving a positive phone call home, exchanging Pride Points for items at our school store (Forester Trading Post), participating in Forester Fridays, and being chosen as the Outstanding Forester of the Month. Students who have received a major referral within the week will be re-taught the expected behaviors by an FCRE staff member during the "Fun Friday" activity. Ability to participate in Mighty Forester Days/Forester Fridays may be lost if students receive one or more major referrals.

Social Emotional Learning (SEL) is the process through which all young people and adults acquire and apply the attitudes, knowledge, and skills to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. Decades of research have shown that children need social and emotional competence to succeed in school. Regardless of socio-economic factors, social-emotional competence leads to improved relationships and increased school connectedness, which all provide powerful support for academic success.

Both approaches (PBIS and SEL) share a commitment to improving both academic and behavioral outcomes for students through explicitly teaching desired behaviors. Both approaches view teachers as the primary change agents, value research-informed approaches, and promote student voice and engagement in the

process. Research has documented when PBIS and SEL are combined, they have the greatest success in improving mental health and decreasing disruptive behaviors.

### **DESTRUCTION OF SCHOOL PROPERTY**

Any student caught defacing, injuring, or destroying school property will be subject to disciplinary action, required to assume financial responsibility and referred to the proper authorities in compliance with Section 777 of the Pennsylvania State School Code which reads as follows:

#### **Section 777 Defacing, Injuring or Destroying Property Used for School Purposes: Penalty.**

If any person shall willfully or maliciously break into, enter, deface, or write, mark or place obscene or improper matter upon any public school building, or other building used for school purposes, or other purposes provided for in this act, or any outhouse used in connection therewith; or shall deface, injure, damage or destroy any school furniture, books, paper, maps, charts, apparatus, or other property contained in any public school building, or other building used and occupied for school purposes, or other purposes provided for in this act; or shall destroy, injure or damage any shade trees, shrubbery, fences or any other property of any kind, upon any public school grounds, or upon any public school playgrounds, such person shall be guilty of a misdemeanor, and upon conviction thereof shall be sentenced to pay a fine of not less than five (\$5) and not more than two hundred dollars (\$200), or undergo an imprisonment in the county jail for a period not exceeding six months, either or both, at the discretion of the court.

### **CARE OF THE BUILDING**

It is the obligation of every student to avoid damaging or defacing buildings, furniture, and books. If students are outspoken in their disapproval of such damage, they become a powerful influence among their fellow students and help save tax money for desirable additions and improvements.

Any damage is to be reported to the office immediately and those responsible for it will be held liable.

### **TECHNOLOGY/TEXTBOOKS**

Textbooks and other supplemental materials including technological resources are furnished without cost to students and must be returned to their teacher at the conclusion of the course/school year. Students are financially responsible for all lost, stolen, or damaged technology/textbooks and materials. Charges for lost or destroyed technology or books are based on the original cost and age of the item. Parents/caregivers are responsible for payment. The cost of any school equipment or property which is lost or destroyed must be paid in full. Records will be detained if all obligations are not met. Student behavioral expectations, as it relates to technology, are outlined in our school-wide behavioral matrix and are taught at the beginning of the year, as well as throughout the year on an as-needed basis.

### **LEVELS OF SCHOOL DISCIPLINE**

The following level system is utilized by administration or Discipline/Operation Support Team member(s) when disciplining students. A critical component involves staff conferencing with student(s) when a behavior occurs that does not meet the expectations. Responses to behavior will be directly related to the behavior as much as possible and are viewed as a learning opportunity for the student. After a thorough investigation of the severity of the behavior, the building administrator or their designee will determine the appropriate level of corrective action to be taken.

**Grades PK-2  
Minor Behaviors**

- **Level 1** - Minor behaviors that are frequent and serious enough to disrupt the daily operation of the school and/or learning community. These are considered classroom managed behaviors. Minor behaviors are outlined in the chart at the end of this section under "Description of Major/Minor Behaviors".

Responses to Behavior	Teacher Responsibility	Office Responsibility
1. Conference w/ student	X	
2. Reteach	X	
3. Reflection sheet	X	
4. In class time-out	X	
5. Apology/Restitution	X	

- **Level 2** - These minor behaviors occur after they were previously addressed at level one by the classroom teacher and a student/teacher conference has been attempted. All Level 2 behaviors should be electronically documented in SWIS, as well as the actions taken and result of the parent/caregiver communication. Minor behaviors are outlined in the chart at the end of this section under "Description of Major/Minor Behaviors".

Responses to Behavior	Teacher Responsibility	Office Responsibility
1. Contact parent	X	
2. Reteach	X	
3. Referral to additional school supports	X	
4. Reflection sheet	X	
5. Apology/Restitution	X	X

**Grades PK-2  
Major Behaviors**

Be advised that participation in extracurricular activities including sports and afterschool clubs is a privilege and repeated Major Behaviors at Level 3 &/or 4 may result in suspension or removal from these activities.

- **Level 3** - This can include when three (3) of the same documented minor infractions occur either consecutively or within a seven school day period, establishing a pattern. Administrative intervention is necessary at this level. A printout of the major referral form from SWIS is sent home to

the parents/caregivers to review. Major behaviors are outlined in the chart at the end of this section under "Description of Major/Minor Behaviors". A formal letter will be sent home for parent/caregiver acknowledgement for suspensions. The teacher and administrator may consider making a referral to the Student Assistance Team for all Level 3 offenses.

Responses to Behavior	Teacher Responsibility	Office Responsibility
1. Contact parent	X	X
2. Reteach	X	
3. Lunch reteach/detention		X
4. Student reflection	X	X
5. Referral to additional supports	X	X
6. Apology/Restitution	X	X

- Level 4** - These are behaviors that are continued Level 3 behaviors or behaviors which include violating the Alcohol or Other Drugs policy, Terroristic Threats Policy, and/or the Weapons Policy. In addition, student behaviors that endanger the health, safety, or well-being of students/faculty, and are considered of malicious intent and/or impede the educational environment/process are also considered Level 4 Major Behaviors. Administrative intervention is mandatory at this level. A referral form is filled out on SWIS and a copy of the referral is provided to the student's parent(s)/caregiver(s). A formal suspension letter from administration is also distributed to the family and placed in the students' permanent file. Major behaviors are outlined in the chart at the end of this section under "Description of Major/Minor Behaviors". The administrator or designee will refer students violating the Alcohol or Other Drugs Policy to the Student Assistance Team and may consider this option for other Level 4 offenses.

Responses to Behavior	Teacher Responsibility	Office Responsibility
1. In-school suspension		X
2. Out of school suspension		X
3. Parent conference		X
4. Expulsion		X
5. Law enforcement involvement		X
6. Referral to additional		X

supports		
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**Grades 3-6  
Minor Behaviors**

- **Level 1** - Minor behaviors that are frequent and serious enough to disrupt the daily operation of the school and/or learning community. These are considered classroom managed behaviors. Minor behaviors are outlined in the chart at the end of this section under "Description of Major/Minor Behaviors".
  - **Common responses to behaviors/interventions for Level 1 minor offenses include but are not limited to:** reteaching, warning, teacher-student conference, in class time-out, formal apology/restitution, and parent contact.
- **Level 2** - These minor behaviors occur after they were previously addressed at level one by the classroom teacher and a student/teacher conference has been attempted. All Level 2 behaviors should be electronically documented in SWIS, as well as the actions taken and result of the parent/caregiver communication. Minor behaviors are outlined in the chart at the end of this section under "Description of Major/Minor Behaviors".
  - **Common responses to behaviors/interventions for Level 2 minor offenses include but are not limited to:** recess reteach, referral to additional school supports, teacher contacting administrator to collaborate, investigation, parent contact, and/or formal apology/restitution.

**Grades 3-6  
Major Behaviors**

Be advised that participation in extracurricular activities including sports and afterschool clubs is a privilege and repeated Major Behaviors at Level 3 &/or 4 may result in suspension or removal from these activities.

- **Level 3** - This can include when three (3) of the same documented minor infractions occur either consecutively or within a seven school day period, establishing a pattern. Administrative intervention is necessary at this level. A printout copy of the major referral form from SWIS is sent home to the parents/caregivers to review. In addition, student behaviors that endanger the health, safety, and well-being of students/faculty, and/or impede the educational environment/process are also considered Major Behaviors. Administrative intervention is necessary at this level. A referral form is filled out on SWIS and a copy of the referral is provided to the student's parent(s)/caregiver(s). Major behaviors are outlined in the chart at the end of this section under "Description of Major/Minor Behaviors".
  - **Common responses to behaviors/interventions for Level 3 major offenses include but are not limited to:** teacher contacting administrator to collaborate, investigation, parent contact and conference, student reflection sheet, referral to additional school supports, formal apology/restitution, lunch detention, recess detention, morning detention, 1 or more after school detentions and/or in-school suspension(s). A formal letter will be sent home for parent/caregiver acknowledgement for suspensions. The teacher and administrator may consider making a referral to the Student Assistance Team for all Level 3 offenses.
- **Level 4** - These are behaviors that are continued Level 3 behaviors or behaviors which include violating the Alcohol or Other Drugs Policy, Terroristic Threats Policy, and/or the Weapons Policy. In



addition, student behaviors that endanger the health, safety, or well-being of students/faculty, and are considered of malicious intent and/or impede the educational environment/process are also considered Level 4 Major Behaviors. Administrative intervention is mandatory at this level. A referral form is filled out on SWIS and a copy of the referral is provided to the student's parent(s)/caregiver(s). A formal suspension letter from administration is also distributed to the family and placed in the students' permanent file. Major behaviors are outlined in the chart at the end of this section under "Description of Major/Minor Behaviors".

- **Common responses to behaviors/interventions for Level 4 major offenses include, but are not limited to:** teacher contacting administrator to collaborate, investigation, parent contact and conference, student reflection sheet, formal apology/restitution, referral to additional supports, involvement of law enforcement (SRO), or In-school suspension or Out of school suspension. If an out of school suspension occurs, a mandatory suspension re-entry meeting must occur with the parents/caregiver and other school staff/supports before the start of the school day of the student's return. The administrator or designee will refer students violating the Alcohol or Other Drugs Policy to the Student Assistance Team and may consider this option for other Level 4 offenses. A possible referral to the Superintendent and/or the School Board for consideration of expulsion may occur. The building principal will refer students, when necessary, to the Superintendent for an extended suspension in-excess of ten (10) days and/or a possible expulsion hearing before the Board of Education.

## **DISCIPLINE GUIDELINES**

- All detentions, suspensions and restitution will be at the discretion of the administrators or designee based on the findings of their investigation.
- There are additional policies pertaining to the discipline and treatment of IEP/504 students.
- Expulsions may result after repeated violations or a combination of offenses based on the findings of a formal hearing in front of the school board. A single offense, depending on its seriousness, may require expulsion.
- Hazing activities of any type are inconsistent with the educational goals of the district and are prohibited at all times. (Please refer to the Appendix for additional information)

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

Board Policy 113.1. The Board directs that the district shall comply with provisions of the Individuals with Disabilities Education Act (IDEA) and state and federal regulations when disciplining students with disabilities for violations of district policy and school rules and regulations.

### **Exclusion from School – Suspensions and Expulsions**

Board Policy 233.

1. Exclusion from school may be based on a single incident or accumulation of several incidents. Chronic, habitual behavior could result in the exclusion of a student from school in the form of suspension or expulsion. Exclusion of school can occur in the following forms:
  - a. Suspension – exclusion from school for a period of up to ten (10) school days.
  - b. Expulsion – exclusion from school by School Board action for a period of over ten (10) days.

2. Students who are suspended or expelled will be informed of the reason(s) for the action and will be given an opportunity to discuss the behavior causing the action before the action becomes effective.
  - a. A hearing is not required prior to a suspension of up to three (3) days.
  - b. An informal hearing will be offered within five (5) school days to the student as well as the parent(s) or caregiver(s) when a student receives a suspension of four (4) or more days.
3. An administrator will telephone a parent or caregiver to inform or supply information requested by the parent or caregiver.
4. The parent(s) or caregiver(s) will also be notified by letter of the suspension. A copy of the disciplinary action will also be issued to the student for immediate delivery to a parent or caregiver.
5. A parent conference may be requested before the student is readmitted to the regular school program following a suspension.
6. Students who are suspended are not permitted to attend any school functions during or after school hours during the period of the suspension. Any suspended student who is on school property without permission of the administration is subject to prosecution under trespassing laws.
7. All student privileges are revoked when a student is suspended from school.
8. A suspension does not relieve a student from responsibility for any penalties previously incurred unless arranged by an administrator.
9. Students who are less than seventeen (17) years of age are still subject to the compulsory school attendance law even though expelled and must attend another school.

### **Reporting Crimes to the Law Enforcement**

School Principals, when notifying or reporting crimes to local law enforcement officials, shall ensure that copies of the special education and discipline records of the eligible student(s) are transmitted to the appropriate authorities only to the extent such transmission is permitted by the Family Educational Rights and Privacy Act (FERPA).

### **Manifestation Determination**

A student with a disability whose behavior is found not to be a manifestation of their disability may be suspended or expelled pursuant to district procedures. During the period of suspension or expulsion, the student shall continue to receive FAPE.

If the student's behavior is found to be a manifestation of a disability, the IEP team shall conduct a Functional Behavior Assessment (FBA) and implement a Behavior Support Plan (BSP), if the IEP team had not conducted one before the behavior, or review and consider revising the BSP as necessary to address the behavior. If the behavior is found to be a manifestation of the child's disability, the student shall return to their placement from which they were removed unless the IEP team, including the parent/caregiver, agrees that a change in placement is appropriate for the student.

### **Request for a Hearing**

The district may request that a hearing officer order removal of the disabled student to an alternative setting for forty-five (45) days where the district demonstrates in a hearing by substantial evidence that maintaining the disabled student's current placement is substantially likely to result in injury to the student or others.

Students who have not been identified as disabled may be subject to the same disciplinary measures applied to students without disabilities if the district did not have knowledge of the disability. If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation shall be expedited.

### **Weapons, Drugs, or Serious Bodily Injury**

A student with a disability who carries a weapon to school or a school function may be removed from their current placement regardless of whether the weapons offense is a manifestation of a disability. The student may be placed in an appropriate interim alternative educational setting for no more than forty-five (45) school days.

Board Policy 218.1. According to statute, a weapon shall be defined, but not be limited to, any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, and any other tool, instrument or implement capable of inflicting serious bodily injury, including but not limited to, sparklers, fireworks, smoke or stink bombs, explosives, live ammunition, chains, including wallet chains, bracelets, or other devices which are potential items of violence, certain rings, pipes or tubes, look-alike firearms and weapons (toy guns, knives), and any item which could or would be a threat to the student themselves or the school community.

A student with a disability who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function may be removed from their current placement regardless of whether the drug offense is a manifestation of a disability. The student may be placed in an appropriate interim alternative educational setting for no more than forty-five (45) school days.

A student with a disability who knowingly inflicts serious bodily injury upon another person while at school, on school premises, or at a school function may be removed from their current placement regardless of whether the offense is a manifestation of a disability. The student may be placed in an appropriate interim alternative educational setting for no more than forty-five (45) school days.

### **Gum Chewing**

Careless disposal of gum in drinking fountains, furniture, and floors presents sanitation and cleaning problems and costly repair. Therefore, gum is not permitted.

SAMPLE REFERRAL FORM



Draft Referral ID: C9AE4854

# Draft Referral

## Forest City Elementary School

Draft Referral Type

**Administrator-managed (Major)**

Staff

**Jason Pantzar**

Student

***Missing Info Needed***

Grade IEP 504

***Missing Info Needed*** No No

Date Time  
**August 7, 2023 2:00 PM**

### Custom Fields

Parent/Guardian Communication  
**Phone Call**

Location  
**Classroom**

Behavior  
**Physical Aggression**

Perceived Motivation  
**Escape/Avoid Tasks/Activities/Sensory**

Others Involved  
**None**

Action Taken  
**Classroom Exclusion/Time-Out**

Seclusion / Restraint  
**No**

## DESCRIPTION OF BEHAVIORS

### Staff-Managed Behaviors (Minors)

Behavior	Definition	Examples
Academic Dishonesty (Acad Dis)	Non-serious use (as defined by the school/district) of another person's work as their own, or engaging in unauthorized use of material, information, notes, study aids, devices, or communication during an academic exercise.	<ul style="list-style-type: none"> <li>● Using a calculator when instructions say "No calculators."</li> <li>● Glancing at a peer's answers during an exam</li> </ul>
Defiance /Insubordination/Non-compliance (m-Defiance)	Brief or low-intensity failure to follow directions or talking back after multiple attempts.	<ul style="list-style-type: none"> <li>● Work refusal</li> <li>● Not transitioning</li> <li>● Not following rules</li> <li>● Intentional unpreparedness</li> <li>● Not following directives</li> </ul>
Disrespect (m-Disrespect)	Low-intensity, rude or dismissive messages to adults or students.	<ul style="list-style-type: none"> <li>● Name calling</li> <li>● Eye rolling</li> <li>● Untrue communication</li> <li>● Non-directed unintentional spitting towards adults/peers</li> <li>● Talking back</li> <li>● Lying</li> </ul>
Disruption (m-Disruption)	Low-intensity interruption of class or school activities.	<ul style="list-style-type: none"> <li>● Talking over others</li> <li>● Making loud noises</li> <li>● Wandering around and distracting others</li> <li>● Calling out</li> <li>● Throwing things</li> </ul>
Dress Code Violation (m-Dress)	Clothing that is near, but not within, the school/district dress code guidelines.	<i>Consult the school/district dress code guidelines for examples.</i>
Gang Affiliation Display	Gesture, dress, and/or speech to show affiliation with a gang, and the behavior is managed by the referring staff member.	
Inappropriate Display of Affection	Low-intensity, inappropriate (as defined by school/district), consensual verbal and/or physical gestures or contact of a sexual nature to another	Hugging or touching a classmate

Behavior	Definition	Examples
Inappropriate Language (m-Inapp Lan)	Low-intensity harmful language.	<ul style="list-style-type: none"> <li>● Saying "butt crack" at circle time</li> <li>● Swearing, but not directed at someone</li> <li>● Anguing</li> <li>● Threats</li> <li>● Sexual comments</li> <li>● Derogatory comments</li> </ul>
Inappropriate Location	In an area outside of the classroom or activity boundaries (as defined by the school/staff), and the behavior is managed by the referring staff member.	<ul style="list-style-type: none"> <li>● Not on the rug during circle time</li> <li>● Excessive time spent in the bathroom</li> </ul>
Lying	Non-serious, untrue message which violates rules.	<ul style="list-style-type: none"> <li>● Not answering truthfully about homework being complete</li> <li>● Not admitting to doing something inappropriate in class.</li> </ul>
Other (m-Other)	Any staff-managed behavior not otherwise listed.	
Material/Property Misuse (mPrprty Misuse)	Low-intensity incorrect use of materials or property.	<ul style="list-style-type: none"> <li>● Firing staples out of a stapler</li> <li>● Coloring on a desk</li> <li>● Tearing up papers</li> </ul>
Physical Contact/Physical Aggression (m-Contact)	Non-serious, physical contact that violates school guidelines.	<ul style="list-style-type: none"> <li>● Horseplay</li> <li>● Mutual play fighting</li> <li>● Nuisance behaviors (e.g. poking, touching)</li> </ul>
Skip Class	Leaving or missing class without permission and the behavior is managed by the referring staff member.	
Technology Violation (m-Tech)	Non-serious use of an electronic device that violates school guidelines.	<ul style="list-style-type: none"> <li>● Cell phones during school day</li> <li>● Playing unapproved games on a school-issued tablet</li> </ul>
Theft	In possession of, has passed on, or is responsible for non-serious removal of property that is not their own without permission.	Taking another person's materials, such as pencil or pen
Threatening Behavior	Low intensity behavior causing fear of injury or harm to people or property.	<ul style="list-style-type: none"> <li>● Saying they want to fight someone</li> <li>● Saying "I'm not going to be your friend if you do that"</li> </ul>

# Administrator–Managed Behaviors

Behavior	Definition	Examples
Abusive Language/ Inappropriate Language/Profanity (Inapp. Lan)	Harmful verbal messages.	<ul style="list-style-type: none"> <li>● Name calling</li> <li>● Swearing at someone</li> <li>● Sexually explicit language</li> <li>● Racial comments</li> <li>● Use of words inappropriate way</li> <li>● Threats</li> <li>● Intimidation</li> <li>● Obscene gestures, pictures, and/or written notes</li> </ul> <p>*Disrespectful communication includes sustained or intense attacks based on race, religion, gender, age, ethnicity, nationality, disabilities, and/or personal matters.</p>
Academic Dishonesty (Acad Dis)	Intentionally using another person's work as their own, or engaging in unauthorized use of material, information, notes, study aids, devices or	<ul style="list-style-type: none"> <li>● Cheating on a test</li> <li>● Plagiarism</li> <li>● Not citing sources</li> <li>● Unauthorized help</li> </ul>
Arson (Arson)	Plans to and/or participation in burning of property.	<ul style="list-style-type: none"> <li>● Burning leaves on the playground</li> <li>● Playing with matches</li> <li>● Setting fire to property on purpose</li> </ul>
Bomb Threat/False Alarm (Bomb)	A message of impending explosive materials on campus or near campus.	<ul style="list-style-type: none"> <li>● Social media post</li> <li>● Prank phone call</li> <li>● Swatting</li> <li>● Graffiti message in a bathroom stall</li> <li>● Suggestion of threat</li> </ul>
Bullying (Bullying)	Repeated, unwanted interactions in which there is a power imbalance.	<ul style="list-style-type: none"> <li>● On-going teasing</li> <li>● Repeated taunting</li> <li>● Repeated name calling</li> <li>● Leaving someone out on purpose</li> <li>● Rumors</li> <li>● Written, verbal, electronic, physical</li> </ul>
Defiance/Insubordination/N on compliance (Defiance)	Refusal to follow directions or talking back.	<ul style="list-style-type: none"> <li>● Shouting NO</li> <li>● Continued refusal to follow instruction after repeated attempts</li> <li>● Continued refusal after offers of support</li> <li>● Intentional unpreparedness</li> <li>● Leads to escalation and/or disruption of the learning environment and/or an unsafe situation</li> </ul>

Behavior	Definition	Examples
Disrespect (Disrespect)	Rude or dismissive messages to adults or students.	<ul style="list-style-type: none"> <li>● Insults directed at others</li> <li>● Talking back</li> <li>● Lying</li> <li>● Spitting</li> <li>● Leads to escalation or disruption of learning environment and/or unsafe situation</li> </ul>
Disruption (Disruption)	An interruption in a class or school activity.	<ul style="list-style-type: none"> <li>● Sustained loud talking</li> <li>● Yelling</li> <li>● Screaming</li> <li>● Noise with materials</li> <li>● Horseplay or roughhousing</li> <li>● Sustained out-of-seat behavior</li> <li>● Talking when not permitted</li> <li>● Throwing objects</li> </ul>
Dress Code Violation (Dress)	Clothing that does not fit within the school/district dress code guidelines.	<i>Consult the school/district dress code guidelines for examples.</i>
Fighting (Fight)	Mutual participation in physical violence.	<ul style="list-style-type: none"> <li>● Two students punching each other</li> <li>● A group of students kicking each other</li> </ul>
Gang Affiliation Display (Gang Display)	Gesture, dress, and/or speech to show affiliation with a gang.	<ul style="list-style-type: none"> <li>● Flashing a gang sign</li> <li>● Wearing prohibited colors to demonstrate gang affiliation</li> </ul>
Harassment * (Harass)	Disrespectful messages in any format based on a protected class such as gender, ethnicity, sexual, race, religion, disability, physical characteristics, or other protected class. <i>These subtypes are based on documentation from the U.S. Office of Civil Rights.</i>	<ul style="list-style-type: none"> <li>● Making fun on someone's accent</li> <li>● Racial slurs</li> </ul>
Inappropriate Display of Affection (Inapp Affection)	Inappropriate (as defined by school/district), consensual verbal and/or physical gestures or contact of a sexual nature to another person.	<ul style="list-style-type: none"> <li>● Kissing in the hallway</li> <li>● Public display of affection (PDA)</li> </ul>



Behavior	Definition	Examples
Inappropriate Location/Out of Bounds Area (Out Bounds)	In an area outside of the school or activity boundaries (as defined by school).	<ul style="list-style-type: none"> <li>● Leaving school grounds during school hours</li> <li>● Wandering away during a field trip</li> <li>● Elopement</li> <li>● Skipping class</li> </ul>
Lying (Lying)	An untrue message which violates rules.	<ul style="list-style-type: none"> <li>● Forging a permission slip signature</li> <li>● Blaming another student for something they didn't do</li> </ul>
Other Behavior (Other)	An administrator-managed behavior not otherwise listed.	
Physical Aggression (Pagg)	Physical contact where injury may occur	<ul style="list-style-type: none"> <li>● Hitting</li> <li>● Punching</li> <li>● Hitting with an object</li> <li>● Kicking</li> <li>● Hair pulling</li> <li>● Scratching</li> <li>● Maliciously throwing objects</li> <li>● Threat found to be substantiated</li> </ul>
Property Damage/Vandalism (Prop Dam)	Destruction or disfigurement of property.	<ul style="list-style-type: none"> <li>● Graffiti</li> <li>● Throwing food</li> <li>● Drawing on school property (e.g. desks, playground equipment)</li> </ul>
Skip Class (Skip)	Leaving or missing class without permission.	Hanging out in the commons during class time
Tardy (Tardy)	Late (as defined by the school) to class or the start of the school day, and Tardy is not considered a staff managed behavior.	<ul style="list-style-type: none"> <li>● Not in their seat when the bell rings</li> <li>● Arriving to class 15 minutes late without permission</li> </ul>
Technology Violation * (Tech)	Inappropriate (as defined by school) use of an electronic device.	<ul style="list-style-type: none"> <li>● Texting in class</li> <li>● Using a school tablet to play non-school games during a lesson</li> <li>● Inappropriate use of camera</li> <li>● Use of smart watch</li> </ul>
Theft (Theft)	In possession of, has passed on, or is responsible for removing property that is not their own without permission.	<ul style="list-style-type: none"> <li>● Taking another student's possessions</li> <li>● Taking school materials without permission</li> </ul>

Behavior	Definition	Examples
Threatening Behavior (Threat)	Causing fear of injury or harm to people or property.	<ul style="list-style-type: none"> <li>● Social media post about hurting another student</li> <li>● Message in the bathroom about fighting another student</li> <li>● Saying they'll bring a weapon to school to hurt someone</li> </ul>
Truancy (Truancy)	An unexcused absence for ½ day or more.	<ul style="list-style-type: none"> <li>● Leaving at lunch and not coming back</li> <li>● Repeatedly skipping class</li> </ul>
Use/Possession of Alcohol (Alcohol)	Possession or use of alcohol.	<ul style="list-style-type: none"> <li>● Bringing beer to school</li> <li>● Showing up to a school dance drunk</li> </ul> <p>**Further definition can be found in the district Drug, Tobacco, and Alcohol Policy</p>
Use/Possession of Combustibles (Combust)	Possession or use of substances or objects capable of setting fire to or burning something	<ul style="list-style-type: none"> <li>● Matches</li> <li>● Lighters</li> <li>● Firecrackers</li> <li>● Gasoline</li> <li>● Lighter fluid</li> </ul>
Use/Possession of Restricted Substances (Drugs)	Possession or use of drugs, medications, or other substances that are limited, controlled, or banned; misuse of allowed substances in an unapproved way.	<ul style="list-style-type: none"> <li>● THC in a vape pen</li> <li>● Sharing anxiety medication</li> <li>● Huffing glue</li> </ul> <p>**Further definition can be found in the district Drug, Tobacco, and Alcohol Policy</p>
Use/Possession of Tobacco/Nicotine (Tobacco)	Possession or use of tobacco or nicotine products.	<ul style="list-style-type: none"> <li>● Cigarettes</li> <li>● Vape pens</li> <li>● Chewing tobacco</li> </ul> <p>**Further definition can be found in the district Drug, Tobacco, and Alcohol Policy</p>
Use/Possession of Weapons *	Possession or use of knives, guns, or other objects readily capable of causing bodily harm.	<ul style="list-style-type: none"> <li>● Bringing a toy gun to school pretending it's real</li> <li>● Switchblade</li> <li>● Any instrument that can be used to cause harm to an individual or item that is dangerous to the safety and welfare of the school</li> </ul>

## **COMMUNICATION**

### **With Administration**

The Administration continues to welcome and respect parent involvement in school matters. In order to effectively manage the building on a daily basis and to avoid experiencing a frustrating waiting time, we ask that parents who wish to speak to an administrator contact the main office. Please indicate to the secretary whether you would prefer a phone call or meeting with an administrator, where you can be reached, and a brief statement as to the topic of your inquiry. We strive to return calls and schedule meetings as soon as possible at a time when we can effectively listen and respond to your thoughts.

### **With Employees**

One of the keys to a successful year is having open communication between parents and the school. If a parent or caregiver wishes to speak to an employee, the parent should call the main office and leave a message. The parent should indicate to the secretary where the call can be returned and a brief statement as to the topic of the inquiry.

### **Concerns/Questions**

When a parent/caregiver or student has a concern or question, it is district procedure that it should be resolved at the lowest possible level. The process typically would follow these steps, when there is a complaint.

1. Classroom Teacher
2. Building Administrator
3. District Office Administrator
4. School Board

## **COMPUTER AND INTERNET USE**

### **ACCEPTABLE USE OF TECHNOLOGY**

The Forest City Regional School District supports the use of computers, Internet and other network resources in the district's instructional and operational programs in order to support learning, teaching, and daily operations through interpersonal communications, collaboration, and access to information and research. For instructional purposes, the use of network facilities shall be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of students. Students are responsible for acceptable use of technology as defined in Board Policy 815: Acceptable Use of Technology. All district students must complete the Forest City Regional School District Acceptable Use Policy Agreement for Computing and Internet Access.

### **Software/Programs**

Neither students nor staff may copy programs on/from district equipment without specific licensing/copyright clearance. In the case of computers, software that was not purchased by the district may not be loaded on district owned computers.

### **Abuse of Technology**

Damage to equipment includes sabotage of network and/or computer software. Students will be held liable for the full cost of repairs.

Any student found guilty of using technology facilities for non-approved purposes will lose access to that facility and face possible disciplinary action and prosecution under State and Federal law where applicable. A non-approved purpose is defined as any use that is not in keeping with the goals of the class project for which the student is using the facility and/or not in keeping with the access policy for that facility.

### **INTERNET USAGE**

The Forest City Regional School District believes that technology is a tool to be used by students and staff for educational purposes, providing a vast array of information and resources enhancing scholarly research. The District has taken extensive precautions to filter out inappropriate programs found on the Internet, while fully recognizing that no blocking system is foolproof.

Students are to use the filtered Internet system of the Forest City Regional School District at all times. Any student device found not on the district network will be considered "malicious or inappropriate use of technology" and be subject to disciplinary action.

All students will have monitored access to electronic resources, which may include the Internet, unless parents request otherwise by notifying the building Principal, in writing, by the last Friday of September each year.

### **Internet Safety**

The Forest City Regional School District believes that the internet can allow for a creative, collaborative, and learning environment in which our students can learn the skills needed in the 21<sup>st</sup> Century. As more projects gain online components or use online resources, the school district believes that it is necessary to inform the parents of Internet Safety. For parent/caregiver and student information, regarding Internet Policies, please visit our website: [www.fcrrsd.org](http://www.fcrrsd.org)

### **Lightspeed Software**

Forest City Regional School District utilizes Lightspeed Systems Software on all student Chromebooks. This software allows FCR staff to:

1. Monitor live data from student screens during classroom sessions.
2. Regulate students to websites by utilizing Lightspeed Content Filter
3. Alert counseling staff of repeated violations of Content Filtering policy
4. Review student activity on their devices

## DRESS CODE POLICY

The Forest City Regional School District has adopted the following school *Dress Code Policy* for Grades K4 through Grade 6. The dress code is mandatory and will be strictly enforced pursuant to the guidelines.

### Dress Code

Board Policy 221. The educational atmosphere in the school is affected by what students wear. Appropriate clothing for students contributes to appropriate student behavior. Articles of clothing or jewelry which distract from the educational process or present a health or safety hazard are not permitted and are inappropriate in an educational setting. Students may be required to wear certain types of clothing while participating in physical education classes, extracurricular activities or other situations where special attire may be required to ensure the health or safety of the student. Students have the responsibility to keep themselves, their clothes and their hair clean.

### These items are permitted:

- Shirts: shirts with collars (including golf style, button down) turtlenecks, and t-shirts (long or short sleeve), sweaters, and jerseys. All shirts must completely cover the torso
- Bottoms: jeans, khakis, dress pants, shorts, athletic pants or shorts, sweatpants, and skirts, all worn at the waistline, that do not expose undergarments, and extend to the tip of the student's middle finger when arms are extended and student is walking. Leggings are permitted as long as the student's top extends to the tip of the student's middle finger when arms are extended and the student is walking
- Closed toe shoes only: footwear must be worn at all times and fully attached to the foot.
- Zip-ups and hooded sweatshirts are permitted as long as they do not cover the head. Students' heads must be uncovered when they are inside the school building and throughout the instructional day. Students who do not follow this rule will lose the privilege of wearing a hooded sweatshirt in the school setting
- Functional hairbands/headbands (to keep hair away from face)

### These items are not permitted:

- Shirts with straps that are less than 2 inches wide
- Shirts that expose any portion of the midsection
- Clothing or accessories that display sexually suggestive writing or images, obscene language, or which promote tobacco, alcohol products, illegal substances (including drug paraphernalia), weapons, violence, or statements of hate, prejudice, bigotry, or sexism. This includes suggestive printing on clothing that can be interpreted with a double meaning, uses disrespectful language or suggests gang affiliation or activities.
- Clothing that is sheer or see-through
- Outdoor jackets or coats
- Bottoms: rips in jeans above the knee cap while standing, cargo style pants or shorts, yoga pants or leggings as pants if the top does not extend to the tip of the student's middle finger when arms are extended and the student is walking, pajamas, items not worn at the waist or showing undergarments, shorts/skirts not at the length stated above

- Shoes: flip-flops, open-toed shoes, slides, sandals, slippers
- At no time should any undergarments be shown (bras, bralette, underwear)
- Piercings: Pencils, open gauges, rods, or similar objects are not permitted
- Headwear: Hats, bandanas, scarves, sunglasses, hoods, and visors, *except* for religious beliefs and chronic health conditions

**\*\*Dress code violations will require a change of clothing; in some instances, they may require removal from class or removal from school. If proper clothing can't be found in school a parent or caregiver will be responsible for bringing proper clothing to school. Administrators reserve the right to determine appropriate attire and dress code compliance.\*\***

## **DISMISSAL**

### **CAR DROP-OFF/PICK-UP INFORMATION**

- **Morning Drop-off** - Families who utilize the car drop off in the morning are permitted to drop students off from 8:15 a.m. to 8:25 a.m. at the elementary main entrance. Any student who is planning to have breakfast at school must be dropped off by 8:20 a.m. For the safety of all involved, adults dropping children off in the morning may NOT leave their vehicles. In addition, there is only ONE lane of traffic in the parent drop off lane. Passing another vehicle in the drop off lane is prohibited.

**\*\*Reminder: If you arrive to school any time after 8:30 a.m., please park your vehicle at the main elementary entrance and walk your child in to the door to be signed in. Parents/Caregivers are required to sign their child in any time after 8:30 a.m.\*\***

- **Afternoon Pick-up** - Student pick-up will be at the elementary main entrance.
  - **Vehicles should begin to line up no earlier than 3:10 p.m. Drivers and passengers may NOT leave their vehicle during pick-up. Students will be walked to your vehicle by FCR staff beginning at 3:15 p.m.**
  - **Elementary students will not be permitted to walk home unless they are accompanied by an adult and have WRITTEN permission to do so from the student's parent/caregiver.**

## **ELECTRONIC DEVICES**

Board Policy 237. The use of electronic devices is not permitted during the school day.

The term electronic devices includes all devices that can take photographs; record audio or video data; store, transmit or receive messages or images; or provide a wireless, unfiltered connection to the Internet. Examples of these electronic devices include, but shall not be limited to, radios, walkmans, CD players, iPods, MP3 players, DVD players, handheld game consoles, Personal Digital Assistants, cellular telephones, smartphones, tablets, and laptop computers, as well as any new technology developed with similar capabilities is not permitted during the school day.

With prior approval from the building administrator, volunteer firefighters and emergency personnel are provided a limited exception to Board Policy 237: Electronic Devices.

Students are prohibited from taking, storing, disseminating, transferring, viewing, or sharing obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.

### Cell Phones

All cell phones should be put away, powered off, and out of sight beginning when the student enters the building each day. (8:00 a.m. to 3:30 p.m.) Classroom teachers may use discretion to allow students to use cell phones for educational purposes.

- **First Offense** - The cell phone or electronic device is to be turned off and placed on the teacher's desk by the student and is to be picked up by the building administrator or designee. The student will receive a minor referral and the cell phone will be returned to the student at the end of the day.
- **Second Offense** - The cell phone is to be turned off and placed on the teacher's desk by the student and is to be picked up by the building administrator or designee. The cell phone will be released only to a parent/caregiver and a major referral will be submitted.
- **Third Offense** - The cell phone is to be turned off and placed on the teacher's desk by the student and is to be picked up by the building administrator or designee and a major referral will be submitted. The student will receive a 1-3 day in school suspension and the cell phone will be released only to a parent or caregiver. In addition, the student will no longer be permitted to have a cell phone on school district property.

A student who refuses to follow the direction of a teacher or administrator related to cell phone use will be considered defiant/insubordinate/non-compliant and appropriate actions will be taken. The administration, faculty, and staff assume no responsibility for electronic devices that may be lost, stolen, or damaged.

## ELEMENTARY RELATED ARTS

Students will participate in daily related arts courses on a rotation which consist of the following:

### Kindergarten - 3rd

Art  
Computers  
General Music (Music and Band Components)  
Physical Education  
Library & SEL Components

### 4th - 6th

Art  
Computers  
Chorus, Band or both  
Physical Education  
Library, SEL & Health/Personal Development

## EMERGENCY INFORMATION

Change of address, telephone number, or name should be completed through Infinite Campus, the District's Student Information System. If you are unable to update contact information through Infinite Campus, please call the elementary office to make changes. It is critical that we have up to date information in the event of

an emergency. Directions for this can be found on the District website under the Technology Department link. A physical address must be provided; a post office box number will be considered insufficient.

### **Emergency School Closings, Flexible Instructional Days, Delays and Early Dismissals**

School cancellations, delays, and early dismissals will be announced over local radio and television stations, as well as on our district webpage and Twitter account provided below. Additionally, our automated calling system will call with a recorded message with the essential information. **As school closings and delays can be unexpected, parents should make standing arrangements for their children in the event of a closing, delay or flexible instructional day.** Please do not call the main district number for early dismissal information. Breakfast and lunch will be served on pre-planned early dismissals.

#### **Local Television Channels**

WNEP - 16, WBRE -28

#### **Local Radio Stations**

WKRZ - 98.5 FM, WICK - 104.9 FM, WYCY - 105.3 FM

School Website - [fcrsd.org](http://fcrsd.org)

Twitter - @FCRSD

### **FLEXIBLE INSTRUCTION DAYS**

The Forest City Regional School District is approved by the Pennsylvania Department of Education to use up to five Flexible Instructional Days throughout the school year. In the event of a school closure, an asynchronous learning day may be implemented. Teachers will provide students with learning activities and will be available, virtually, to offer assistance as needed.

#### **Emergency Lockdown**

With security at a premium, the Forest City Regional Elementary School may practice an emergency lockdown. This drill will help faculty, staff, and students to respond to situations in a quick, appropriate manner to maintain their health and safety.

#### **Evacuation and Weather Preparedness Drills**

Evacuation drills are conducted regularly throughout the school year. Evacuation drill routes are posted in each room. Students are taught the expectations for every safety drill; and therefore, are fully expected to demonstrate those expectations and proceed quickly, quietly and in an orderly fashion.

Weather Preparedness Drills are conducted in cooperation with the state and National Weather Services.

These drills increase students' knowledge of what they are to do in a weather emergency. Students are expected to fully cooperate with instructions during these drills and when safety expectations are taught. Students will always be expected in a weather emergency, drill or in reality, to remain absolutely silent, as communication is critical in one of these situations.

## **HEALTH SERVICES**

The Health Room of the Forest City Regional School District is staffed by a certified school nurse in accordance with the following objectives:

1. To organize and administer programs in preventative health.
2. To respond to the outbreak of disease or general illness within the school population.
3. To provide initial emergency care and make appropriate referrals to community resources.
4. To assist in the identification and education of children with disabilities.



5. To adjust individual school programs to meet the needs of children with health related or medical problems.
6. To maintain comprehensive health records for all students.

All students in the Forest City Regional School District will have yearly documentation of their height and weight and vision testing. Hearing screenings will be completed in grades K-3rd, 7th, and 11th. Scoliosis screening will be completed in grades 6 and 7.

Physical and dental exams are required upon original entry and in the following grades: Physical Exam—6th and 11th; Dental—3rd and 7th.

### **SCHOOL NURSE**

- A full-time nurse is available for emergency health care. For non-emergencies, students must secure permission from their teacher before visiting the nurse.
- The school nurse is the only member of the school staff who can excuse a student from school during the day because of illness or injury.
- Illnesses or injuries that occur during the school day should be reported by the student immediately to their teacher and to the school nurse.
- On-going health care for student illness or injury is the responsibility of the student's personal physician.
- The school nurse maintains health records for each student. Parents or caregivers are responsible for notifying the school nurse, in writing, of medical needs that may affect a student while in school. Parents or caregivers are expected to update this information annually or when the student's needs change. In accordance with School code section 14-1409, to the extent necessary to protect the health and safety of a student, staff members will be notified of health conditions which may adversely affect student learning or present a danger to the students. Medical information will only be disclosed by the School Health Office to school staff to the extent necessary to ensure the health and safety of a student. Unless it presents a threat to a student's health, medical information may remain confidential with the school nurse only, upon the written request of a parent or caregiver.
- Student vision, hearing, height, and weight screenings will be administered by the school nurse each school year without parental consent. Parents will be notified if results are below normal as defined by the Pennsylvania Department of Health.
- Physical examinations are given in Kindergarten and Grade 6.
- Dental examinations are completed in Kindergarten and Grade 3.
- Students are encouraged to consult with the school nurse about health concerns and interests.

\*\*The CDC encourages students and staff to stay home when they are sick. This includes staying home from school for 24 hours after they no longer have a fever (temperature of 100F or above) or signs of a fever without the use of fever reducing medications.\*\*

### **IMMUNIZATIONS AND COMMUNICABLE DISEASES**

Board Policy 203. In order to safeguard the school community from the spread of certain communicable diseases, the District practices align with Board Policy 203: Immunizations and Communicable Diseases.

All students shall be immunized against specific diseases in accordance with state law and regulations unless specifically exempt for religious or medical reasons. A certificate of immunization shall be maintained as part of the health record for each student, as required by the Pennsylvania Department of Health.

**The following immunizations are required for all district students:**

1. Tetanus, Diphtheria and acellular pertussis (four doses with one dose on or after the fourth birthday)
2. Polio (four doses with one dose on or after the fourth birthday and at least six months after the previous dose given; A fourth dose is not necessary if the third dose was administered at age four or older and at least six months after the previous dose.)
3. Measles, mumps, rubella (two doses; usually given as MMR)
4. Hepatitis B (three doses)
5. Varicella or Chickenpox (two doses or evidence of immunity)
6. For first day of 7<sup>th</sup> grade or entry in any succeeding year:
  - a. One Dose–Tetanus, diphtheria, acellular pertussis (Tdap)
  - b. One Dose–Meningococcal conjugate vaccine (MCV)
7. For first day of 12<sup>th</sup> grade:
  - a. One Dose–Meningococcal conjugate vaccine (MCV)—If one dose was given at 16 years of age or older, that shall count as the twelfth grade dose.

Students who have not been immunized in accordance with state regulations shall not be admitted to or permitted to attend district schools unless exempted for medical or religious reasons or provisionally admitted by the Superintendent or designee after beginning a multiple dose vaccine series and submitting proof of immunization or a medical certificate on or before the fifth school day of admittance.

**MEDICATION**

Board Policy 210 and 210.1. Students may not carry any form of prescription or non-prescription, over-the-counter drugs with them on school property. It is recommended that prescription and non-prescription medicines be administered at home whenever possible. However, the district recognizes that some students would be unable to attend school without receiving medication during the school day. Therefore, the district will permit the administration of prescription and non-prescription medication only under the following conditions:

1. Completion of the *Permission to Administer Medication* Form. This form may be found in the Appendix.
2. Parent or caregivers must bring the completed *Permission to Administer Medication* form and all prescription and non-prescription drugs to the school nurse. All prescription medication must be delivered in its original pharmacy packaging and be marked with: the name, address, telephone and federal DEA number of the pharmacy, the student's name, date, name of drug, prescription number, name of physician and directions for administration. All non-prescription medication must be submitted in and remain in the original container (i.e. Tylenol or Ibuprofen).
3. Students may not transport medication at any time unless they have written permission to carry (i.e. inhaler, Epipen). Students carrying such medication must provide a written doctor's order for the medication and it must state that the student has permission to carry the medication.
4. The District will incur NO liability for use of unauthorized drugs.

## Medications and Field Trips

If, in order to maintain sufficient health to participate in a school sponsored field trip, a student must be given medication, then the following procedure shall be adhered to:

1. Administration
  - a. Whenever possible, parents shall be requested to administer the medication at home.
  - b. All medications whether prescription or non-prescription that are to be dispensed during school hours or during a student's participation in a school sponsored field trip must be accompanied by a written authorization signed by the physician/provider and parent/caregiver and follow all requirements of this policy.
  - c. Medications must be provided to the school in the original container with student name, dosage, etc.
  - d. If prescribed medication must be administered, procedures under Delegation of Responsibility must be followed.
2. Delegation of Responsibility

During a day that a student would be participating in a field trip off of school grounds, medication will be dispensed as follows:

- a. By the nurse, at the regularly scheduled time, if the student is in the building either prior to or after the field trip;
- b. By the parent, at the designated time, if they are a chaperone for the field trip;
- c. By self- administration by the student (epinephrine and inhalers only) in the presence of a teacher in the absence of a nurse, health assistant, parent or administering teacher;
- d. The timing of the administration of the medications may be adjusted for the day with written consent of the physician, so the student receives their medication prior to or upon return from the field trip; or
- e. The medication may be held for the day only with written authorization from the physician and parent.
- f. The medication, and written directions and authorization for administration will be given to the school nurse prior to the field trip. The authorization will include the name of the student, date of the trip, time of the trip, dosage, name of the medication, and time to be administered.

## STUDENT INJURY

In the event of a student being injured, every effort will be made to contact the parent by phone. If the parent/caregiver cannot be reached, then authorized persons may make whatever arrangements might be deemed necessary for transportation of the student to a hospital or available physician.

## LICE POLICY

On the first day of each school year and the first day of school immediately following holiday breaks, the school nurse will inspect all elementary students for lice. At any time during the school year, the school nurse may inspect any student for lice as the need arises.

**Upon inspection, if live lice are identified, the following procedures will be implemented:**

- The child will be removed from the classroom and sent to the health office.
- The parent/caregiver will be called to come and pick up the child. It will be the responsibility of the parent/caregiver to transport that child home before the end of the school day. The child will not be allowed to ride the school bus home.

- The school nurse will instruct the parent/caregiver regarding the proper treatment to eliminate the nits or lice. Written instructions will be provided for the parent or caregiver.

**In order to be readmitted to school, the following procedures must be followed:**

- On the first day returning to school, an appointment will need to be made and the school nurse will come to meet the student and parent/caregiver when they arrive at the elementary entrance. The school nurse will immediately inspect the child for nits/lice. If live lice are visible, the child will be sent home with the parent/caregiver until all lice are removed, (it is NOT the responsibility of the school nurse to remove any nits or lice that is found.) The child will not be permitted to ride the school bus until notified by the school nurse.
- Parents/caregivers are encouraged to contact the school nurse regarding diagnosis, treatment, and progress of any particular case.
- All lice must be removed before a child is readmitted to school.

### **HEALTH AWARENESS PROGRAM**

As part of our Health Awareness Program, the Forest City Regional School District homepage has a link to the Pennsylvania Department of Health. This link is designed to help answer any concerns you may have as a parent when it comes to the health of your child.

This website provides helpful information on health topics from A to Z. Some examples include: Asthma, Diabetes, Drug & Alcohol, Ear Infection, Flu, Food Safety, Immunizations, Lyme Disease, Measles, MRSA, Mumps, Pink Eye, and Staph Infections, just to name a few.

To access this information simply go to <http://www.fcrsd.org> and click on the links box, which is located at the top right side of the page.

### **Information About Emergency Epinephrine Administration**

In accordance with the Pennsylvania Public School Code provisions on "School Access to Emergency Epinephrine" and Board Policy 210.1, the Forest City Regional School District maintains a stock supply of epinephrine auto-injectors in each school building (stock epinephrine auto-injectors). An auto-injector prefilled with epinephrine is the drug of choice used for the emergency treatment of severe allergic reactions (anaphylaxis) to insect stings or bites, foods, drugs, and other allergens. If your child has been diagnosed with an allergy or health condition that requires use of epinephrine, it is still your responsibility to provide your child's prescribed medication to the school nurse.

The law and Board Policy 210.1 give trained school employees the authority to administer epinephrine to any student whom they believe in good faith is experiencing anaphylaxis. In the event that a student who does not have epinephrine is experiencing an anaphylactic reaction, a trained school employee may use the stock epinephrine auto-injector in accordance with the standing order issued by the school physician or provide the student with a stock epinephrine auto-injector for self-administration.

By law, the Forest City Regional School District is required to notify parents/caregivers of their ability to exempt

their children from emergency administration of stock epinephrine auto- injectors.

Please complete the attached form (Permission to Administer Stock Epinephrine for Emergency First Aid) and return it to your child's school regarding:

- Administering a stock epinephrine auto-injector to your child if they are believed to be experiencing a life-threatening allergic reaction (anaphylaxis); or
- Providing a stock epinephrine auto-injector for self-administration if your child is authorized to self-administer.

Your choice is valid for the 2024-2025 school year. If you change your mind after submitting the attached form, you must submit a written request notifying the school nurse that your prior choice is to be revoked. If you have questions or concerns, please contact Mrs. Rusnak at 570.785.2415.

## **HOMEROOM ASSIGNMENTS**

The Forest City Regional Elementary School wants all students to succeed. The staff provides an excellent education for our students throughout the school year. Every consideration is provided to meet the students' needs. With this in mind, the professional staff at Forest City Regional Elementary School makes every effort to group students appropriately from year to year. Many hours are spent on this very important and essential task. The process is student-centered and utilizes multiple data sources collected throughout the school year to ensure that each student is placed in the optimal environment for success. Formal parent requests for specific teachers will NOT be considered.

## **Grade 6 Move Up Program**

The Grade 6 Recognition Program encompasses a variety of talents and accomplishments. The three students with the top academic cumulative average (based on core academic classes) for the entire sixth grade year will be honored during the 6th grade end of year ceremony. Each student in the class will receive a certificate of completion to recognize the fact that all children contributed in some way to their class as they completed their elementary schooling.

For honor roll status, a student must have an 88% cumulative average in core academic classes for the sixth grade year. Any student that scores a "Needs Improvement (NI)" for two or more trimesters in the same related arts class is not eligible for honor roll designation in the sixth grade awards ceremony program or top 3 recognition. Perfect attendance requires that a student be in school each day without having been excused, tardy, or absent greater than one (1) total school day for any reason throughout their sixth grade year.

During the program, students are also honored for honor roll, perfect attendance, participation in other events/awards and the President's Education Awards. Students must achieve specific criteria in order to receive these awards. The President's Education Award requires that a student earn a cumulative average of 90% or better in fourth, fifth and the first two trimesters of sixth grade, without rounding. They must also

achieve the advanced level in reading or math on the PSSA in fourth and fifth grades. These are prestigious awards that undergo rigorous standards, thus it is a great honor for a student to achieve them.

## **LAW ENFORCEMENT OFFICIALS**

It shall be the policy of Forest City Regional School District to maintain a reasonable and cooperative atmosphere between the school system and the law enforcement agencies. Administrators have the responsibility and the authority to determine when the assistance of law enforcement officers may be necessary within their respective jurisdictions. The school district's administrators shall, at all times, be responsible to protect and guarantee the rights of the students.

## **LIBRARY**

The library contains books, periodicals, newspapers, Internet-connected computers, and other sources of reference necessary for reports and class projects, as well as for enjoyment. Library regulations are designed to enable the library to function effectively and provide the best possible service for the greatest number of people, and to assist students in developing good study habits for lifelong learning.

Students are responsible for all borrowed materials. Students will be charged for damaged or missing items. For any further information, please feel free to contact the Elementary Office at 570.785.2483.

## **PARENT CONFERENCES**

Parent conferences will be held after the first and second trimesters. Conference dates and times are available on the board approved district calendar. Additionally, parents are encouraged to request a conference with faculty members whenever they have a concern about a student's progress.

## **PARENT/TEACHER ORGANIZATION**

The PTO is a Parent and Teacher Organization that plays an active role in our school. Many activities are sponsored for the students (and their parents) throughout the school year. All money raised through PTO fundraisers is used to support the Parent/Teacher Organization's various activities.

**Meeting dates and times will be shared with families once they have been established.**

### **Officers for 2024-2025**

<b>Co-Chairpersons:</b>	Mrs. Michelle Graziano & Mrs. Ann Diehl
<b>Treasurer:</b>	Mrs. Tiffani Kirchem
<b>Secretary/Corresponding:</b>	Mr. Joshua Faatz

## **PRE-KINDERGARTEN PROGRAM (K4)**

Forest City Regional School District offers a research and literacy-based Pre-Kindergarten (K4) program for all children within the district who are four years old as of September 1, 2024. We currently have three classroom teachers with full day sessions. There are also three paraprofessionals to assist the classroom

teachers. Children are transported to school from their home or local daycare center on a separate bus with seat belts, and child-sized seats. All students receive breakfast, a hot lunch and snack every day.

In the Pre-Kindergarten (K4) program, children are participating in many lessons that are hands-on and minds on. They also are given many opportunities throughout the day to engage in discovery learning through play and learning centers. We encourage exploration and curiosity as they navigate through an environment set up for learning and creativity. The teachers plan lessons that are developmentally appropriate, which means they are achievable and challenging, for each student. The curriculum focuses on the whole child and promotes each child's physical, intellectual, emotional and social wellbeing and growth. The classroom environment is positive, warm, safe and enriched with literacy and print. Enrolling your child in our Pre-Kindergarten (K4) program will be a positive and rewarding experience for your child.

### **Pre-Kindergarten (K4) Attendance Requirements**

- Eligible children must be 4 years of age on or before September 1<sup>st</sup> of the upcoming school year.
- Attendance policy is introduced to parents at orientation and Pre-Kindergarten (K4) Registration.
- Attendance is recorded on report cards.
- Parent/caregiver participation in conferences and communication
- Daily Response Journals for parent and teacher communication.
- Weekly newsletter

### **Pre-Kindergarten (K4) Transition Plan**

- Pre-Kindergarten (K4) students go through the lunch line to carry their own trays from the beginning of the school year.
- The Pre-Kindergarten (K4) students take a tour to see the Kindergarten classrooms at the end of their Pre-K year. They get to meet each teacher and engage in an activity.
- In addition, Pre-Kindergarten (K4) students will begin classroom lessons with their teachers covering Second Step's unit 5 "Transitioning to Kindergarten".
- A "Ready for School" packet is given to students to work on over the summer to prepare them for Kindergarten.
- Work sampling assessment results are passed on to the Kindergarten teachers.

## **PROGRESS REPORTS**

Board Policy 212. Student progress reports are typically sent home at the midpoint of each trimester. Both positive and negative reports can be sent home. Parents of students in grades 3 through 6 are encouraged to monitor their child's progress through our district Student Information System, Infinite Campus. Access to the portal and directions for use can be found on our district website.

## **PSYCHOLOGICAL SERVICES**

A school Psychologist is available to provide assessment and consultation regarding academic, functional, and behavioral supports needed for pupils.

## RECESS/OUTDOOR ACTIVITIES

Weather permitting, students have outdoor recess daily. Always dress your child for outdoor recess. Students must abide by the playground expectations. A child who is not dressed appropriately for outdoor recess may be kept indoors.

Suggestions of attire based on degrees:

- **60 degrees and warmer: short sleeves and shorts are okay. Provide a jacket in case of rain or windy weather.**
- **50-60 degrees: consider long sleeves or a jacket/sweatshirt for your child**
- **40-50 degrees: long sleeves and pants should be worn as well as a winter coat**
- **25-40 degrees: winter jacket, hat and gloves should be worn, especially if there is precipitation**

When the weather is less than 40 degrees, the student **must** wear a winter jacket in order to participate in outdoor activities.. A hooded sweatshirt or light jacket worn during the school day is not considered appropriate as an outdoor coat. If you are in need of appropriate winter gear for your child, please contact the elementary school office or your child's teacher so we can help provide your child with the appropriate clothing they need.

## SAFE SCHOOLS PLAN

With student safety as the preeminent concern of the district, the Forest City Regional Schools have developed a District-Wide Safe School Plan. This document may be viewed by members of the community at the district office.

In the event of an emergency, please keep school telephone lines open for emergency calls. Ask friends, parents, and neighbors **NOT TO PHONE THE SCHOOL**. Keep private cars out of the area of the school. Keep streets clear for emergency vehicles-police, ambulance, fire, etc. tune in to local radio and television stations for information on local disasters.

### Pennsylvania School Code Section 12.2 (Student Responsibilities)

- A. Student responsibilities include regular school attendance, conscientious effort in classroom work and conformance to school rules and regulations. Most of all, students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.
- B. No student has the right to interfere with the education of his fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.
- C. Students should express their ideas and opinions in a respectful manner so as not to offend or slander others.
- D. It is the responsibility of the students to:
  - a. Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them.
  - b. Be willing to volunteer information in matters relating to the health, safety, and welfare of the school community and the protection of school property.
  - c. Dress and groom themselves so as to meet fair standards of safety and health and so as not to cause substantial disruption to the educational processes.



- d. Assume that until a rule is waived, altered, or repeated it is in full effect.
- e. Assist the school staff in operating a safe school for all students enrolled there
- f. Be aware of, and comply with state and local laws.
- g. Exercise proper care when using public facilities and equipment.
- h. Attend school daily, except when excused, and be on time at all classes and other school functions.
- i. Make all necessary arrangements for making up work when absent from school.
- j. Pursue and attempt to complete satisfactorily the courses of study prescribed by state and local school authorities.
- k. Avoid inaccuracies in student newspapers or publications and indecent or obscene language.

### **Safe School Environment**

The Forest City School District strives to ensure that all students and adults are provided with a safe and effective environment in which to learn and work. This type of environment exists when distractions are kept to a minimum and behavior is orderly and is the responsibility of all members of the community. The school utilizes the services of District and building-level resources to meet this goal.

In an effort to provide students with a safe and secure school environment, the Forest City School District works collaboratively with the Susquehanna County District Attorney's Office and the Forest City Police Department adding another layer of security in the district by employing a School Resource Officer. The Forest City Regional School District School Resource Officer (SRO) works cooperatively with the district in an effort to promote positive relations between youth and law enforcement, be visible within the school community, attend and participate in school functions, build working relationships with the school's staff, students and parent groups.

Professional staff and Support staff supervise the interiors of the buildings. Special attention is devoted to entrances and corridors leading to and from exterior areas and it is required that all entering guests provide proper identification and register in the main office. Specific instructions are provided upon registration. School and District policies govern all visitors as well as our student population and municipal and state codes are enforced.

In order to create and maintain an orderly environment within the schools, students and guests are required to adhere to the rules and regulations as set forth in the Student Handbook and to abide by the decisions of the administration in disciplinary matters.

A safe school environment is essential to successful learning, and through the careful use of District resources and the monitoring of student, adult, and visitor behaviors, Forest City Regional School District provides its constituents with an effective and safe school.

### **Security Statement**

For the safety of our staff, students, and visitors, as well as the protection of our property and equipment, security cameras are used in many Forest City Regional School District facilities and parking lots.

## SCHOOL SECURITY POLICY FOR VISITORS

The Board welcomes and encourages visits to school by parents or caregivers or by other taxpayers of the community or interested educators. To insure order in the schools, it is necessary for the Board to establish guidelines governing such school visitations.

The School Code provides that the sole responsibility to make regular visits to the various schools of the District and to report to the Board concerning such visits is vested in the District Superintendent. Therefore, the District Superintendent has the authority and responsibility to implement these guidelines.

**ALL** entrances to the elementary building are **locked** at all times. When visiting, you will be buzzed into the main office and wait there for assistance from an Elementary Secretary. At no time will a visitor, student, or school employee prop a door open for any reason.

Admittance into the building will be by a bell system located on the left wall of the main entrance. Upon ringing the bell, visitors should state their name and purpose for the visit. Once you have been admitted, please sign in and you will be issued a visitor's badge. This includes anyone who is entering the building to pick up a child at the Health Office.

The District Superintendent or Building Principal shall have the authority to prohibit entry of any person to a school in this District unless or until all rules, procedures, and policies have been observed and followed.

- If the visitation is for a parent or teacher-initiated parent conference concerning the parent or caregiver's child, it must be scheduled in advance with the teacher. Upon arrival at school, a person visiting school for this purpose must proceed to the desk, sign in and receive a visitor's badge. Visitors will be escorted to their destination.
- All visitors must wear the provided ID badge/sticker while in the building.
- Unauthorized visitors who are in the hallway; that is, those who have not followed the above procedures and do not have a badge, will be immediately referred to the respective office.
- If the visitation is for any other purpose, arrangements must be made in advance through the office of the Building Principal.
- No visitor may confer with a student in school, other than a student of whom they are the parent or caregiver, without prior permission of the Building Principal.
- No visitor shall be allowed to photograph or videotape any person or any part of any building or to tape record any conversation of any kind without prior approval by the Building Principal and the District Superintendent.

Visitation of classrooms by persons other than school employees while a class is in progress invariably leads to disruption of the learning process. Accordingly, such visitations are not encouraged. Such visitations may be specifically approved subject to the following additional guidelines:

1. Where the classroom teacher of a student requests that a parent or caregiver be allowed to observe a class for a specified period and approval is obtained from the Building Principal, Special Education Supervisor, or District Superintendent.

2. Where a specified period of observation by a recognized professional on behalf of the parent or caregiver is approved by the District Superintendent as a necessary part of the evaluation or re-evaluation of an exceptional or thought to be exceptional student.
3. Parents who wish to volunteer within the school and school related activities must meet the following requirements:
  - a. A letter of interest addressed to the Superintendent
  - b. Clearances:

The necessary clearances include Act 34 (State Police Background Check), Act 151 (Child Abuse Background Check), and Act 24 (Arrest/Conviction Report).

## **STUDENT SUPPORTS**

### **DISTRICT SUPPORT TEAM**

The Forest City Regional School District strives to provide an educational environment that is safe and supportive for our students and staff. It is within our Guiding Beliefs not only to focus on, but support “Every Child, Every Need, Every Day.” In order to fully support our students’ academic development and to improve student learning and outcomes, it is imperative that we prioritize psychological safety, social and emotional learning, and mental wellness and behavioral health K-12. With the support of our collaborating mental health agency, Friendship House, we aim to provide promotion and prevention services, early intervention and targeted support within a multi-tiered system framework that integrates Positive Behavioral Interventions and Supports, Social Emotional Learning, and School Mental Health. Through this interconnected systems framework, the District Support Team plans to address the unmet social, emotional, and behavioral needs of our students by providing equitable access and support, aligning resources and systems, and offering appropriate training and professional development.

District Support Team Members:

FCRSD School Counselors: Kelsey Bryer, Juliann Lionetti, & Sarah Redick

FCRSD Administration: Michael Zack, HS Principal, Daniel Gilroy

FCRSD School Psychologist: Justin Stevens

Collaborating Mental Health Agency: Friendship House –Nicole Fata, MT & Fred Bresser, LSW

Dean of Students: Jason Pantzar

### **STUDENT MENTAL HEALTH CRISIS**

In the event of a student mental health crisis, a school counselor will conduct a preliminary assessment to determine the severity of the crisis and recommendations for any next steps. If an outside crisis evaluation is recommended, the counselor will work with the parent/caregiver to determine which outside location works best for them & fax necessary paperwork to the agency the family chooses to use.

A re-entry meeting **MUST** occur after a student undergoes a crisis evaluation and is returning to school. This meeting will consist of the student, their counselor, the principal or dean, the parent/caregiver, and any other necessary staff members to ensure a smooth and safe transition back to school. As part of this re-entry meeting, a team member will make a referral to our SAP program.

In the event that the school makes a recommendation for an outside crisis evaluation and the recommendation is not followed through with, the school will make a report to childline, in compliance with Act 126.

## **HEALTH AND WELLNESS**

Too Good for Drugs is an evidence-based substance use and violence prevention curriculum delivered in grades K-3 designed to mitigate the risk factors linked to behaviors and build protection within the child to resist behaviors. Delivery of this curriculum is by the SAP liaison and Prevention Specialist from Trehab. There are 4 lessons per grade level and each lesson is 30 minutes in length.

Botvin LifeSkills curriculum is delivered to all students in grades 4th-6th by Mrs. Zawisky, our SEL teacher. Botvin LifeSkills is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote healthy and positive personal development and mental health.

## **SUICIDE PREVENTION**

Pursuant to section 1526 of the Pennsylvania Public School Code, 24 P.S. §15-1526, the Pennsylvania Department of Education developed Administrative Regulations to be considered when creating and implementing district-specific policies and procedures. The FCR District Support Team will refer to these regulations and as recommended, reference the Substance Abuse and Mental Health Services Administration's (SAMHSA) Preventing Suicide: A Toolkit for High Schools, which outlines a multifaceted approach to school-based suicide prevention with the following six (6) components:

1. Protocols for helping students at risk of suicide
2. Protocols for responding to suicide death
3. Staff education and training
4. Parent education
5. Student education
6. Screening

Per Act 71 of 2014, Pennsylvania schools must provide education and awareness programming for all students. Options for student education on suicide prevention and awareness may include programs, curricula/classroom lessons, and or awareness activities. Section 1526 of the School Code does not mandate a specific curriculum or program be used; however, each school's policy must include protocols for administering youth suicide awareness and prevention to staff and students.

As noted, the district teaches and builds protective factors within our students through their SEL curriculum, Second Step, and the health and wellness programs identified in the above section. At the PK-8 level, Second Step, with supplemental material from Aavidum will meet our students' educational suicide-prevention needs. FCRSD has implemented and utilizes their School Safety Plan, which includes suicide intervention and postvention procedures.

## **ANTI-BULLYING PROGRAM**

Board Policy 249. The Administration, faculty, and staff of the Forest City Regional School District is committed to providing our students with a safe, caring, supportive, and bully-free environment. The District has implemented the Second Step Social Emotional Learning curriculum which includes a Bullying Prevention Unit. Second Step's Bullying Prevention Unit teaches Kindergarten-Grade 6 students how to recognize, report, and refuse bullying.

1. Students can make self-referrals or refer a friend for help by connecting with a trusted adult in the building or making an anonymous referral online using the bullying report form found on the district's website.
2. Referrals/concerns are addressed by a member of the District Support Team or designee.
3. Any student, parent/caregiver, grandparent, and/or community member can report bullying or alleged bullying anonymously through a link on our district website. If you would like to make a referral, please log onto our website at [www.fcrrsd.org](http://www.fcrrsd.org) and click on the bullying referral form. Once the referral is filled out, click submit.

## **ELEMENTARY STUDENT ASSISTANCE PROGRAM (ESAP) and Request for Assistance (RFA)**

Board Policy 236. In Pennsylvania, every school district is required to have a plan for identifying and assisting students who experience "barriers to learning". The Secretary of Education has established the Student Assistance Program (ESAP) as a system for assisting parents and school personnel in removing these barriers. At FCRES, there is one process to help identify students who may need additional academic, social-emotional, and behavioral supports. This process is referred to as "RFA" or Request for Assistance.

Parents, caregivers, community, faculty/staff members, and peers are strongly encouraged to submit a Request for Assistance (RFA) referral online. This confidential referral form is available on the Forest City Regional Website: [www.fcrrsd.org](http://www.fcrrsd.org), click on the ES RFA icon, complete the form, and press submit.

One branch of the RFA process is our elementary SAP team. The team is made up of school and agency staff and is available to help families access school and community services for students in need. The elementary student assistance (SAP) team does not diagnose, treat, or refer students for treatment, but rather provide families with information to help them make choices that will help students succeed in school.

If you have any questions or concerns related to a RFA/SAP referral, please contact the elementary school counselors.

## **ENGLISH LANGUAGE LEARNERS (ELLs)**

The education of students whose dominant language is not English and/or are English Language Learners is the responsibility of every school district/charter school in the Commonwealth. Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations requires that the school district/charter school provide a program for every student who is Limited English Proficient (LEP) or an English Language Learner (ELL).

The Forest City Regional School District must administer a Home Language Survey (HLS) to all students as required by the Office for Civil Rights (OCR). The results of that survey must be retained in the student's permanent folder. For those students whose primary language is other than English (PHLOTE), the district

must also determine the student's English language proficiency. Then, ESL instruction at the appropriate level must be provided for the limited English proficient student with local/state funds.

After it is determined that the student is in need of ESL instruction or bilingual education, the student's English language and native language proficiency must be determined for appropriate instructional placement. Students must also be assessed for achievement and for program exit.

### **MULTI-TIERED SYSTEM OF SUPPORT (MTSS)**

The Forest City Regional Elementary School has implemented a multi-tiered system of support in grades K through 6. This includes weekly 30-minute periods where students receive enrichment or intervention activities based on their individual needs. This process is designed to maximize students' ability to grow by addressing academic difficulties or enhancing them. During this time, students may NOT be with their grade level teacher or class and may receive intervention or enrichment from another staff member. Information regarding child placement will be provided throughout the year.

### **UNIVERSAL SCREENING**

Universal social, emotional, and behavioral (SEB) screening is increasingly being recognized as a foundational component of a comprehensive, multi-tiered system of school-based supports. Universal SEB screening offers an evidenced-based and proactive method for monitoring universal (tier 1) supports and facilitating early identification of those students who may be at-risk for significant SEB problems.

School mental health screening is defined as the use of a systematic tool or process to identify the strengths and needs of students. Universal screening is conducted for all students for some indicator of wellbeing or risk, not just students identified as being at risk for or already displaying mental health concerns.

Universal screening for all students:

- Supports a multi-tiered system of supports (MTSS)
- Informs prevention and early intervention strategies
- Identifies concerns specific to certain grades or classrooms
- Identifies students with highest well-being
- Identifies students at risk for a mental illness or harm to self or others
- Improves access to mental health supports
- Assesses effectiveness of SEB T1 curriculum

FCRES will be utilizing the Strengths and Difficulties Questionnaire (SDQ) as a universal screener. The SDQ is a brief behavioral screening questionnaire to be completed by classroom teachers (and in some instances, parents/caregivers) to assess positive and negative "psychological attributes across emotional, behavioral, and social dimensions. There are five subscales: emotional symptoms, conduct problems, hyperactivity-inattention, peer relations, and prosocial behavior, with five questions each." <https://www.sdqinfo.org/>

With this screener, the FCRSD will seek PASSIVE consent for each assessment window (fall/winter and spring), meaning parents will have to sign and return written permission for their child to be screened. All parent(s)/caregiver(s) will receive their children's scores. Parent(s)/caregiver(s) of children whose scores

are flagged for Tier 2 or 3 will be notified in writing what the recommended plans for intervention or support will be. A child will not start a recommended school counseling intervention or support without ACTIVE parental consent (return of a signed permission form to participate). Other recommendations for support through our PBIS framework (such as check-in check-out or Bus Buddies) may allow for PASSIVE consent.

More information regarding the District's policy on screening/surveys can be found within Policy 235: Student Rights/Surveys.

## **SCHOOL COUNSELING SERVICES**

Board Policy 112. A school counseling program is an integral part of the instructional program of district schools. School Counselors focus their efforts on designing and implementing school counseling programs that promote academic, career and social-emotional success for all students. School Counselors:

1. Deliver instruction that proactively enhances awareness of mental health, promotes positive, healthy behaviors and relationships, positive decision-making skills, and problem-solving skills while seeking to remove the stigma associated with mental health issues.
2. Provide students with appraisal and advisement regarding their academic, career, and social-emotional needs to enable students to benefit from the offerings of the instructional program.
3. Provide short-term counseling and crisis intervention focused on mental health or situational concerns such as grief or difficult transitions.
4. Provide referrals for long-term support as needed.
5. Identify academic, social-emotional, and physical needs.
6. Advocate for students at student-focused meetings.
7. Act as a systems change agent to improve equity and access, achievement, and opportunities for all students.

Services provided by the School Counselor can include both direct and indirect services. Direct services include instruction, appraisal, advisement, and short-term counseling (individual and small group, both of which will require parent permission if recommended as an intervention). Indirect services include consultation, collaboration, and referrals to ensure appropriate supports are recommended to families and students in need.

The mission of the Forest City Regional K-12 School Counseling Department is to create and promote a comprehensive school counseling program guided by the ASCA National Model to foster students' social/emotional, academic, and career development by:

- Designing data-driven, proactive and preventive programming that is developmentally and culturally affirming to all students' needs;
- Collaborating and consulting with all educational partners (administration, faculty and staff, parents, community, and post-secondary entities) to advocate for systemic change that promotes equity and inclusion amongst all student groups;
- Empowering students to take ownership and self-advocate to obtain their post-secondary goals.



For more information regarding the School Counselor and the importance of confidentiality, please review the Confidentiality Guidelines found in the Appendix. As a general rule, School Counselors maintain confidentiality with students, unless one of the following exceptions apply:

1. Someone wants to hurt the student
2. The student wants to hurt someone
3. The student wants to hurt themself

Updated program information can also be found on the school's website.

### **SPECIAL EDUCATION SERVICES (CHILD FIND)**

Annual Public Notice of Special Education Services and Programs, Services for Gifted, Homeless, Migrant Students and Services for Protected Handicapped Students.

*To Parents who reside in the Forest City Regional School District.*

El contenido de esta nota se ha escrito en inglés. Si usted no entiende esta nota, debe contactar el distrito escolar (vea los contactos) y solicitar una explicación.

The content of this notice has been written in English. If a person does not understand any of this notice, they should contact the Forest City Regional School District Department of Special Education and request an explanation.

### **Notice to Parents-Child Find**

According to state and federal special education regulations, annual public notice to parents of children who reside within a school district is required regarding child find responsibilities. School districts (SDs), intermediate units (IUs) and charter schools (CSs) are required to conduct child find activities for children who may be eligible for services via Section 504 of the Rehabilitation Act of 1973, McKinney-Vento Homeless Assistance Act, Education for Homeless Youth 42USCA 11431.

For additional information related to Section 504/Chapter 15 services, the parent may refer to Section 504, Chapter 15, and the Basic Education Circular entitled Implementation of Chapter 15. Also, school districts are required to conduct child find activities for children who may be eligible for gifted services via 22 PA Code Chapter 16. For additional information regarding gifted services, the parent may refer to 22 PA Code Chapter 16. If a student is both gifted and eligible for Special Education, the procedures in IDEA and Chapter 14 shall take precedence.

This notice shall inform parents throughout the school district, intermediate unit, and charter school of the child identification activities and of the procedures followed to ensure confidentiality of information pertaining to students with disabilities or eligible young children. In addition to this public notice, each school district, intermediate unit, and charter school shall publish written information in the handbook and on the web site. Children ages three through twenty-one can be eligible for special education programs and services, including youth incarcerated in adult facilities and/or residential/detention facilities, homeless and migrant children, wards of the state, and private school students.



If parents believe that the child may be eligible for special education, the parent should contact the Forest City Regional School District Department of Special Education at (570)785.2444.

Children ages three through the age of admission to first grade are also eligible if they have developmental delays and, as a result, need Special Education and related services. Developmental delay is defined as a child who is less than the age of beginners and at least 3 years of age and is considered to have a developmental delay when one of the following exists: (i) The child's score, on a developmental assessment device, on an assessment instrument which yields a score in months, indicates that the child is delayed by 25% of the child's chronological age in one or more developmental areas. (ii) The child is delayed in one or more of the developmental areas, as documented by test performance of 1.5 standard deviations below the mean on standardized tests. Developmental areas include cognitive, communicative, physical, social/emotional and self-help. For additional information you may contact Colleen Penzone, NEIU Early Intervention Supervisor at (570)876.9255.

### **Evaluation Process**

Each school district, intermediate unit, and charter school has a procedure in place by which parents can request an evaluation. For information about procedures applicable to your child, contact the school in which your child attends.

Parents of preschool age children, ages three through five, may request an evaluation in writing by addressing a letter to Colleen Penzone, NEIU 19 Early Intervention Services at (570)876.9255 or [cpenzone@iu19.org](mailto:cpenzone@iu19.org).

### **Consent**

School entities cannot proceed with an evaluation or reevaluation, or with the initial provision of Special Education and related services, without the written consent of the parents. For additional information related to consent, please refer to the Procedural Safeguards Notice which can be found at the PaTTAN website, [www.Pattan.net](http://www.Pattan.net).

Once written parental consent is obtained, the district will proceed with the evaluation process at public expense. If the parent disagrees with the evaluation, the parent can request an independent education evaluation at public expense.

### **Program Development**

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

## **Confidentiality of Information**

The SDs, IUs, and CS's maintain records concerning all children enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released, except as permitted under the Family Education Rights and Privacy Act (FERPA).

The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information. Uninterrupted Scholars Act, which became law in January 2013, allows a district to disclose education records of a student to an agency caseworker or representative from the state or a local child welfare agency or to a tribal authority if that person is determined to have a right to access and the agency/tribal authority is legally responsible for the student's care and protection.

## **Annual Notification of Rights under FERPA**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records.

These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the District receives a request for access. Parents or eligible students should submit to the school Principal a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The Right to Request Amendment of the student's education records in the event that the parent or eligible student believes that the records are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. If a parent or eligible student believes that an educational record is inaccurate or misleading, they should write to the school Principal and clearly identify the part of the record they want changed and specify why it should be changed. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official typically includes a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance

committee or assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

According to FERPA, directory information about students may be released by the district without parental consent, provided annual notification has been given and the school does not have written denial to release directory information on file. Schools do use discretion when they receive requests for directory information and will not release such information if it is the building administrator's judgment that releasing such information would not be in the best interest of the student.

Examples of general directory information include: name, address, telephone listing, date and place of birth, photographs, participation in officially recognized activities and sports, field of study, weight and height of athletes, enrollment status and grade level, degrees and awards received, dates of attendance, most recent school attended.

This information will be made available to qualified agencies upon request. Qualified agencies include, but are not limited to: colleges and universities, scholarship providers, trade and technical schools, and potential employers.

In addition, Federal Every Student Succeeds Act provides that all branches of the military have access to three directory information categories: name, address, and telephone listing, unless parents have advised the school that they do not want their student's information disclosed without prior written consent.

Parents have the right to have directory information withheld upon written request. If you prefer to deny release of your student's directory information, please indicate so on the Student Handbook Acknowledgement Form.

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

This notice is only a summary of the Special Education services, evaluation and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled, and their parents. For more information or to request evaluation or screening of a public or private school child, contact Mrs. Michelle Lesjack, Special Education Director, at (570)785.2444.

For preschool age children, information, screenings and evaluations requested may be obtained by contacting Colleen Penzone at the Northeastern Educational Intermediate Unit at (570)876.9255.

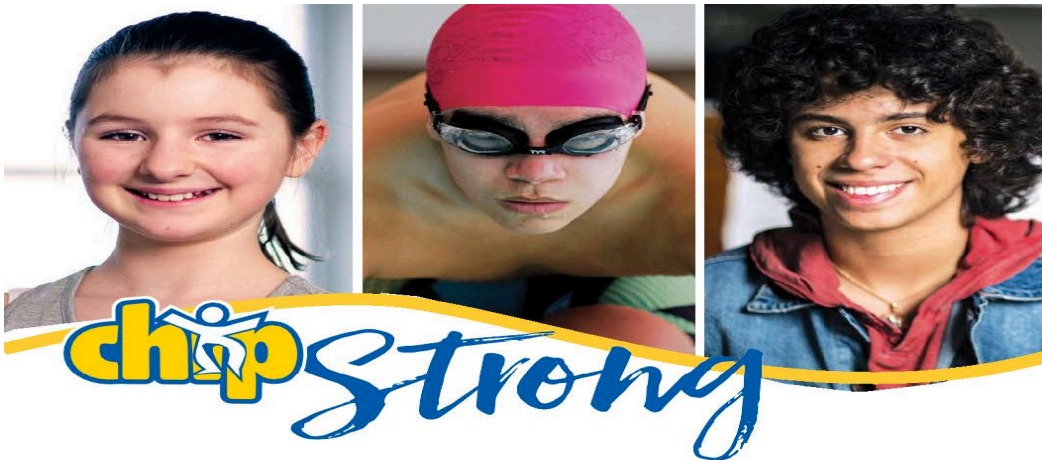
## Forest City Regional Elementary School Handbook Addendum

### **PUBLIC HEALTH AND SAFETY PRECAUTIONS**

In the event of a public health emergency, Forest City Regional School District will follow all guidance and recommendations set forth by the Center for Disease Control and Prevention, the Pennsylvania Department of Health, the Pennsylvania Department of Education, and local government agencies.

## **APPENDIX/BOARD POLICIES**

### **CHILDREN'S HEALTH INSURANCE PROGRAM (CHIP)**



### **High-quality health care coverage from CHIP helps keep kids strong**

#### **CHIP COVERS**

- Routine check-ups
- Prescriptions
- Hospitalization
- Dental
- Eye Care
- Eyeglasses
- Behavioral care
- Specialty care
- More

CHIP covers uninsured kids up to age 19 in Pennsylvania. It doesn't matter why your kids don't have health coverage right now; CHIP may be able to help. Most kids receive CHIP for free. Others can get the same benefits at a low cost.

CHIP is brought to you by leading health insurance companies who offer quality, comprehensive coverage.

There is no limit on income. If your income is below CHIP guidelines, your child may be enrolled in Medical Assistance.

**APPLY/RENEW**  
CHIPcoversPAkids.com • 800-986-KIDS



## **DRUG, TOBACCO, AND ALCOHOL POLICY**

The possession or use of tobacco, drug substances or paraphernalia, including alcohol or any chemical or medication not listed or approved by the school health office, on school property or while involved in a school-related activity is forbidden. In addition to school buildings, this restriction extends to school buses, school grounds, field trips sponsored by the school, or any activity related to the school. This would include any activity for which the school is responsible, whether on or off school grounds.

**The Principal has the right to issue citations with the district magistrate** when a student is found smoking, using drugs, alcohol or any other chemical inside the building or on the school campus. **In addition, any student found in violation of the Drug, Tobacco, and Alcohol Policy will automatically be referred to the Elementary Student Assistance Program (ESAP).**

Students violating this policy will be subjected to the guidelines outlined in the Forest City Regional School District Discipline Policy.

### **TOBACCO PRODUCTS AND VAPING**

Board Policy 222. The Forest City Regional School District recognizes that tobacco presents a health and safety hazard that can have serious consequence for both users and nonusers and the safety and environment of the schools.

The Forest City Regional School District defines tobacco as any cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product; as well as spit tobacco, also known as smokeless, dip, chew, snuff, and any other spit tobacco product in any form. Lighted or unlighted cigarette, cigar and pipe; other lighted smoking product; vapor sticks and smokeless tobacco in any form.

Tobacco use includes chewable tobacco products, snuff and smoking by inhaling, exhaling, burning, or carrying any lighted cigarette, cigar, pipe, or other device which contains tobacco or other smoke or vapor producing products such as an e-cigarette, vape, JUUL, or any product containing nicotine such as Nico water. This also would include possession of a lighter.

All students are prohibited from possession, use, or sale of tobacco at any time in all school facilities, whether owned, rented or leased, and in all vehicles that the school district owns, leases, rents, contracts for or controls. Additionally, the possession, use or sale of tobacco products at school-sponsored activities that are held off school property are strictly prohibited.

The administration may report incidents of possession, use or sale of tobacco by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations.

The administration shall notify the parent/caregiver of any student directly involved in an incident involving possession, use or sale of tobacco immediately, as soon as practicable.

A student convicted of possessing or using tobacco in violation of this policy may be fined up to fifty dollars (\$50) plus court costs or admitted to alternative adjudication in lieu of imposition of a fine. Students in violation of the district tobacco policy will be subject to disciplinary action.

## **CONTROLLED SUBSTANCES AND PARAPHERNALIA**

The Forest City Regional School District recognizes that the abuse of drugs and alcohol is a serious problem with legal, physical, and social implications for the whole school community. The District will strive to prevent abuse of such substances. Board Policy 227: Controlled Substances and Paraphernalia provides additional information.

Controlled substances shall include those prohibited by federal and state law, prescription or non-prescription medications, except those for which permission for use in school has been granted, look-alike drugs, alcoholic beverages, anabolic steroids, volatile solvents or inhalants, such as but not limited to glue and aerosol products, herbal or chemical products containing synthetic cannabinoids known as K2 or Spice (irrespective of the legality of synthetic cannabinoids under Pennsylvania law), and substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal laws.

Under federal law drug paraphernalia is defined as any equipment, product or material of any kind which is primarily intended or designed for use in manufacturing, compounding, converting, concealing, producing, processing, preparing, injecting, ingesting, inhaling, or otherwise introducing a controlled substance into the human body.

The administration prohibits students from using, possessing, distributing, and being under the influence of any controlled substances and from possessing or distributing drug paraphernalia during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and to and from school-sponsored activities.

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

Violation of this policy will result in suspension from school and exclusion from all school activities. Students in violation of this policy will be reported to civil authorities for appropriate legal action. In addition, a formal Board hearing may be held which may result in the student's expulsion from the Forest City Regional School District.

Students seeking self-help and/or students seeking help for a friend will be guaranteed that strict confidentiality will be maintained to the extent permitted and required by law regarding the problem and the source of information.



## EVERY STUDENT SUCCEEDS ACT (ESSA)

President Obama signed the Every Student Succeeds Act into law on December 10, 2015.

### Complaint Resolution Process for Federal Programs of the Every Student Succeeds Act (2015)

#### Introduction

The No Child Left Behind Act of 2001 (NCLB) legislation requires Local Educational Agencies (LEAs) to adopt written procedures for “receiving and resolving any complaint alleging violations of the law in the administration of programs.” In accordance with this legislative requirement, the **Forest City Regional School District** has adopted the following procedures.

#### Definition

A “complaint” is a written, signed statement filed by an individual or an organization. It must include:

- A statement that the district has violated a requirement of federal statute or regulations which apply to programs under the Every Child Succeeds Act (2015).
- The facts on which the statement is based.
- Information on any discussions, meetings or correspondence with PDE or the district regarding the complaint.

#### Complaint Resolution Procedures

1. **Referral** – Complaints against the Forest City Regional School District must be filed in writing with the Forest City Regional Elementary School Principal.
2. **Acknowledgement** – The Elementary Principal will acknowledge receipt of the complaint in writing and inform the Federal Programs Coordinator and Superintendent.
3. **Investigation** – The Elementary Principal will thoroughly investigate the complaint and attempt to resolve it informally. If the problem cannot be resolved informally, it will be referred to the Federal Programs Coordinator.
4. **Opportunity to Present Evidence** – At the Federal Programs Coordinator’s discretion, the complainant (or a representative) may provide evidence. Such a presentation may include the opportunity for each side to question parties to the dispute and any of their witnesses.
5. **Report and Recommended Resolution** – Once the Federal Programs Coordinator has finished the investigation and the taking of evidence, they will prepare a final report with a recommendation for resolving the complaint. The final report will give the name of the party bringing the complaint, the nature of the complaint, a summary of the investigation, the recommended resolution, and the reasons for the recommendation. The Federal Programs Coordinator will issue the report to all parties of the complaint, along with the Elementary Principal and the Superintendent.
6. **Follow-up** – The Federal Programs Coordinator will ensure that the resolution of the complaint or appeal is implemented.
7. **Time Limit** – The period between Forest City Regional School District’s receipt of a complaint and its resolution shall not exceed sixty (60) calendar days.

8. **Right to Appeal** – In appropriate cases, the complainant may appeal the recommended resolution to the Chief of the Division of Federal Programs, Pennsylvania Department of Education.

### **Filing a Complaint**

Complaints should be dated and filed in writing with the Forest City Regional Elementary School Principal.

## **GRADING POLICY**

The Forest City Regional Elementary School's grading policy is the vehicle by which students, parents, and teachers are made aware of the student's progress in their schoolwork.

### **REPORT CARDS**

Board Policy 212. The Forest City Regional Elementary School has developed Standards Based Report Cards in grades Kindergarten through 2. The report card reflects the Pennsylvania State Academic Standards, which are benchmark measures that define what students should know and be able to do at specific grade levels. They are the basis for curriculum and instruction. Parents are periodically notified of the student's progress. This notification takes the form of a report card, which is distributed after the conclusion of every trimester. Additionally, parents with children in grades Kindergarten through 12 are now able to access their child's grades on the Forest City Regional School District Parent Portal website:

<https://forestcitypa.infinitecampus.org/campus/portal/students/forestcity.jsp>

Users of the portal will have access to their child's current information as well as view their grades for students in grades 3-6; users can also view or print draft versions of their report cards and transcripts. However, if a parent does not have a computer or internet access, they may contact the Elementary School Office to make arrangements to receive a printed progress report.

To gain access to the Portal, the user (student and/or parents/caregivers) must submit their email addresses to the Elementary School Office. After email addresses are added, we will send home a letter with instructions on how to create your own account at home. Please refer to the website for more information.

## **HAZING POLICY**

### **Purpose**

Board Policy 247. The purpose of this policy is to maintain a safe, positive environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the district and are prohibited at all times.

### **Definitions**

For purposes of this policy, **hazing** is defined as any activity that recklessly or intentionally endangers the mental health, physical health or safety of a student or causes willful destruction or removal of public or private property for the purpose of initiation or membership in or affiliation with any organization recognized by the Board.

**Endanger the physical health** shall include but not be limited to any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food,



alcoholic beverage, drug, or controlled substance; or other forced physical activity that could adversely affect the physical health or safety of the individual.

**Endanger the mental health** shall include any activity that would subject an individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.

Any hazing activity, whether by an individual or a group, shall be presumed to be a forced activity, even if a student willingly participates.

### **Authority**

The Board does not condone any form of initiation or harassment, known as hazing, as part of any school-sponsored student activity. No student, coach, sponsor, volunteer or district employee shall plan, direct, encourage, assist or engage in any hazing activity. [1][2][3][4]

The Board directs that no administrator, coach, sponsor, volunteer or district employee shall permit, condone or tolerate any form of hazing.

The district will investigate all complaints of hazing and will administer appropriate discipline to any individual who violates this policy.

The Board encourages students who have been subjected to hazing to promptly report such incidents to the building Principal.

### **Delegation of Responsibility**

District administrators shall promptly investigate all complaints of hazing and administer appropriate discipline to any individual who violates this policy.

Students, administrators, coaches, sponsors, volunteers, and district employees shall be alert to incidents of hazing and shall report such conduct to the building Principal.

The district shall annually inform students, parents/caregivers, coaches, sponsors, volunteers and district staff that hazing of district students is prohibited, by means of distribution of written policy, publication in handbooks, or verbal instructions by the coach or sponsor at the start of the season or program

### **Guidelines**

#### **Complaint Procedure**

- When a student believes that they have been subject to hazing, the student shall promptly report the incident, orally or in writing, to the building Principal.
- The principal shall conduct a timely, impartial, thorough, and comprehensive investigation of the alleged hazing.

## HOMELESSNESS-MCKINNEY-VENTO ACT

Board Policy 251. The Forest City Regional School District recognizes its obligation to ensure that homeless students have access to the same educational programs and services provided to other district students. The Forest City Regional School District shall take all steps possible to identify homeless children within the district, ensure enrollment and eliminate any barriers that may prevent their attendance and education in compliance with federal and state law and regulations.

**Homelessness** is defined as any individual lacking a fixed, regular and nighttime residence which includes:

- Sharing the house of other persons due to loss of housing or economic hardship
- Living in motels, hotels, trailer parks or camping grounds due to a lack of alternative or adequate accommodations
- Living in emergency, transitional or domestic violence shelters
- A primary nighttime residence that is a public or private place not designed for, or ordinarily used as, regular sleeping accommodations for human beings
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings.
- Migratory children living in conditions described in previous examples.

**Unaccompanied youth** refers to a homeless child or youth who is not in physical custody of a parent/guardian unless court placed.

Students shall not be discriminated against, segregated nor stigmatized based on their status as homeless or unaccompanied youth.

### Enrollment

As required by law, the district must make placement determination on the basis of the best interest of the homeless child or unaccompanied youth. This includes:

- In accordance with the student's best interest, continue to enroll the student in his/her school or origin (the school that the student attended when permanently housed or was last enrolled) while he/she remains homeless or until the end of the academic year
- Enroll the child or unaccompanied youth in any public school that non-homeless students who live in the attendance area in which the child is actually living are eligible to attend.

The selected school shall **immediately enroll** the student and begin instruction, even if the student is unable to produce records normally required for enrollment per district policy.

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

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

## Services

Homeless or unaccompanied youth shall be provided the same services comparable to those offered to other district students including, but not limited to, transportation, nutrition programs, vocational programs, technical education, preschool programs, ESL programs, programs for students with disabilities and gifted students.

## Transportation

The district shall provide transportation for homeless or unaccompanied youth students to their school of origin or the school they choose to attend within the district. If the school of origin is outside the district boundaries or in another district but will attend their school of origin in this district, the districts shall agree upon a method to apportion the responsibility and costs of transportation.

## Dispute Resolution Process

The following procedures shall govern the resolution of disputes regarding enrollment, school selection, homeless status and complaints of non-compliance with legal requirements pertaining to the education of homeless students:

- The parent/guardian or unaccompanied youth shall be referred to the district's liaison for homeless students.
- The liaison shall ensure that the child or unaccompanied youth is immediately enrolled, explaining the dispute resolution process.
- Parents/guardians will be provided with Procedural Safeguards Notice form, which explains the complaint process and their right to appeal the school's decision.
- Complaints can be made in writing or verbally over the phone.
- Appeals should be directed to the McKinney-Vento Regional Coordinator or the Pennsylvania State Coordinator. Their information can be found at: <https://directory.center-school.org/homeless/liaison>

For more information please contact the Forest City Regional School District, Homeless Liaison, Darlene Hamlyn at [dhamlyn@fcrsd.org](mailto:dhamlyn@fcrsd.org) or 570.785.2469.

# HOMWORK POLICY

## Purpose of Policy

Board Policy 130. The purpose of this policy is to promote a district-wide, consistent approach in utilizing homework in the instructional process. Guided by professional literature, teacher's input, and a teacher/administrative review committee, this policy, along with supporting guidelines, is intended to focus on the responsibilities of the teachers, students, and parents in the meaningful, appropriate use of homework at various levels and for various disciplines throughout the system.

## Philosophy

The Forest City Regional School District strongly believes that homework is an integral part of the

educational program and should reflect student needs, capabilities and/or interests. Homework reinforces the school curriculum, complements program objectives, and relates to Pennsylvania's Academic Standards. It is essential since it provides opportunities for students: to prepare for, review, practice, apply, retain, reinforce independent work study skills; to effectively use school and community resources; and, to develop self-discipline. There is a direct correlation between academic success and completion of assignments.

The District defines homework as assignments to be completed at home. These assignments are an extension of the classroom learning environment, serve as independent practice, and can include (but are not limited to) computation and problem solving, projects, essays, researching, writing notes, studying, reports, journal responses, lab reports and the reading of narrative and informational text.

Although all homework is not graded for accuracy, teachers have discretion in the amount of points that can be assigned for the completion of any homework assignment. Teachers have this same discretion in awarding points or credit for long term projects that students are to complete at home. Teachers will make students aware of the amount of points or credit attached to long term projects at the time these assignments are made.

Students may make up homework they have not completed as a result of excused absences. Teachers will use their discretion in setting a reasonable amount of time for students to complete this make-up homework. Homework is not to be used as a punishment for student misconduct.

### **Homework Time Guidelines**

Homework time guidelines for various grade levels include the following approximate ranges:

Grades K5-2:	10-20 minutes per day
Grades 3-4:	45 minutes per day
Grade 5-6:	Maximum of 1 hour per day

**NOTE:** These time guidelines are averages of the maximum time students may be required to spend on homework each night. On some nights, the time necessary for completion of homework may be less. On other nights, students will need to spend some additional time on homework.

This would be the situation when major projects are assigned. In general, teachers make this type of assignment to be completed over a lengthy time period. Teachers would expect that students would complete parts of the assignment on nights when they have fewer assignments from other classes.

Another factor that might impact the amount of time students spend on homework is the opportunity for students to complete college courses or advanced online courses for their grade level. These types of course offerings will necessitate additional time for homework due to their very nature as advanced coursework.

### **Teacher Responsibilities**

1. Assign homework consistent with District policy and guidelines.
2. Inform students of short and long term goals of assignments.
3. Notify parents when the failure to complete homework assignments has a negative impact on student grades.

4. Establish well-defined responses to behavior in alignment with the School Wide Positive Behavior Intervention and Supports program for not completing assignments and share plan with the building administrator, parents, and students.
5. Provide students with adequate directions including the purpose and procedures for each assignment.
6. Provide procedures for students to complete missed assignments.
7. Provide feedback related to students' completion of assignments.
8. Inform and/or involve the Librarian and/or Technology Coordinator regarding assignments that require research and collection of data.
9. Routinely collaborate with teaching teams/departments through meetings, calendars, homework hotline, and written and electronic correspondence in order to coordinate overall student homework load and test administration.

### **Student Responsibilities**

1. Become familiar with the District homework philosophy, guidelines, and expectations.
2. Manage time to complete assignments.
3. Complete missed assignments as required by the teacher.
4. Ask for further explanation if original directions are not completely understood or if help in the completion of the assignment is required.
5. Utilize agenda books when provided.

### **Parent Responsibilities**

1. Become familiar with the District homework philosophy, guidelines, and expectations.
2. Provide feedback to the school regarding problems related to homework progress, difficulty, and time spent.
3. Provide an appropriate work environment and the time necessary for completion of assignments.
4. Encourage and support children to fulfill their homework responsibilities.

## **HONOR ROLL**

In Grades 4, 5, and 6 to achieve honor roll status, a student must achieve an 88% or better overall average in the following subjects – English/Language Arts, Mathematics, Science and Social Studies. In addition, a grade of at least 80% or “Developing (D)” is required in all other subject areas; including Art, Music, Personal Development, Physical Education, and Computers.

In addition to the honor roll, students in grades 4, 5, and 6 can achieve **Distinguished Honor Roll status if they obtain** a 93% average or better overall average in the following subjects – English/Language Arts, Mathematics, Science and Social Studies. In addition, a grade of at least 80% or “Developing (D)” is required in all other subject areas; including Art, Music, Personal Development, Physical Education, and Computers.

# IMMUNIZATION POLICY

## Guidelines

### Immunization

All students shall be immunized against specific diseases in accordance with state law and regulations, unless specifically exempt for religious or medical reasons.

A certificate of immunization shall be maintained as part of the health record for each student, as required by the Pennsylvania Department of Health.<sup>[2]</sup>

A student who has not been immunized in accordance with state regulations shall not be admitted to or permitted to attend district schools, unless exempted for medical or religious reasons or provisionally admitted by the Superintendent.<sup>[3][4][5][6][2]</sup>

A student shall be exempt from immunization requirements whose parent/caregiver objects in writing to such immunization on religious grounds or whose physician certifies that the student's physical condition contraindicates immunization.<sup>[3][4][5][6]</sup>

Monitoring of immunization requirements shall be the responsibility of the Superintendent or designee and the head nurse.<sup>[3]</sup>

The Superintendent or designee shall:

1. Annually review state standards for immunization and direct the responsible district personnel accordingly.
2. Ensure that parents/caregivers are informed prior to a student's admission to school of the requirements for immunization, the requisite proof of immunization, exemption available for religious or medical reasons, and means by which such exemptions may be claimed.<sup>[3][5][6][2][7][8]</sup>
3. Investigate and recommend to the Board district-sponsored programs of immunization that may be warranted to safeguard the health of the school community. Such a program shall be subject to Board approval and may be conducted in cooperation with local health agencies.

The Superintendent or designee shall report immunization data on the required form to the Department of Health by October 15 of each year.<sup>[9]</sup>

### Communicable Diseases

The Board authorizes that students who have been diagnosed by a physician or are suspected of having a disease by the school nurse shall be excluded from school for the period indicated by regulations of the Department of Health for certain specified diseases and infectious conditions.<sup>[10][11][12]</sup>

The school nurse shall report the presence of suspected communicable diseases to the appropriate local health authority, as required by the Department of Health.<sup>[13][14][15]</sup>

The Superintendent or designee shall direct that health guidelines and universal precautions designed to minimize the transmission of communicable diseases be implemented in district schools.



Instruction regarding prevention of communicable and life-threatening diseases shall be provided by the schools in the educational program for all levels, in accordance with state regulations.[\[16\]](#)

Parents/Caregivers shall be informed of and be provided opportunities during school hours to review all curriculum materials used in instruction relative to communicable and life-threatening diseases.[\[17\]](#)[\[16\]](#)[\[18\]](#)

### **Health Records**

A comprehensive health record shall be maintained for each student enrolled in the district. The record shall include the results of required tests, measurements, screenings, regular and special examinations, and medical questionnaires.[\[19\]](#)[\[20\]](#)

All health records shall be confidential, and their contents shall be divulged only when necessary for the health of the student or to a physician at the written request of the parent/caregiver.[\[21\]](#)

## **INTEGRATED PEST MANAGEMENT POLICY**

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

From time to time, it may be necessary to use pesticides registered by the Environmental Protection Agency to manage a pest problem. A pesticide will only be used when necessary, and will not be routinely applied. When a pesticide is necessary, the school will try to use the least toxic product that is effective. Applications will be made only when unauthorized persons do not have access to the area(s) being treated. Notices will be posted in these areas 72 hours prior to application and for two days following the application.

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

If a pesticide application must be made to control an emergency pest problem, notice will be provided by telephone to any parent or caregiver who has registered such notification in writing. Exemptions to this notification include disinfectants and antimicrobial products, self-contained baits placed in areas not accessible to students; gel type baits placed in cracks, crevices or voids, and swimming pool maintenance chemicals.

Each year the district will prepare a new notification registry. If you have any questions, please contact John Reeder, IPM Coordinator, at (570)785-2424.

## **SEARCH AND SEIZURE POLICY**

### **Purpose**

Board Policy 226. The Board acknowledges the need to respect the rights of students to be free from unreasonable searches and seizures while fulfilling the district's interest in protecting and preserving the health, safety and welfare of the school population, enforcing rules of conduct, and maintaining an appropriate atmosphere conducive to learning.

### **Authority**

School officials have the authority to lawfully search students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions, without a warrant, when in school, on school grounds or when otherwise under school supervision, if there is a reasonable suspicion that the place or thing to be searched contains prohibited contraband, material that would pose a threat to the health, safety and welfare of the school population, or evidence that there has been a violation of the law, Board policy, or school rules. The scope and extent of searches must be reasonable in relation to the nature of the suspected evidence, contraband or dangerous material and to the grounds for suspecting that it may be found in the place or thing being searched.[\[1\]](#)[\[2\]](#)[\[9\]](#)[\[10\]](#)

The district has a compelling interest in protecting and preserving the health, safety and welfare of the school population, which under certain circumstances may warrant general or random searches of students and their lockers, vehicles or other belongings without individualized suspicion, for the purpose of finding or preventing entry onto school property of controlled substances, weapons or other dangerous materials.[\[5\]](#)[\[6\]](#)[\[7\]](#)

### **Delegation of Responsibility**

The Board authorizes the administration to conduct searches of students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions in accordance with the standards set forth in this policy.

The Superintendent or designee, in consultation with the district solicitor, shall develop guidelines and procedures to implement this policy, and shall ensure that school staff who are involved in carrying out searches or determining when searches will be conducted receive appropriate periodic training about such procedures and currently applicable legal standards.[\[2\]](#)

Students, parents/caregivers and staff shall be notified at least annually, or more often if deemed appropriate by the administration, about the standards and procedures in effect pursuant to this policy.

### **Guidelines**

#### **Individualized Suspicion Searches**



Students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions, may be searched without a warrant when in school, on school grounds or when otherwise under school supervision, if there is a reasonable suspicion that the place or thing to be searched contains prohibited contraband, material that would pose a threat to the health, safety and welfare of the school population, or evidence that there has been a violation of the law, Board policy, or school rules. The scope and extent of searches must be reasonable in relation to the nature of the suspected evidence, contraband or dangerous material and to the grounds for suspecting that it may be found in the place or thing being searched.<sup>[2]</sup>

In determining whether reasonable suspicion exists, the Principal or designee always should be able to articulate what is being looked for, and why it is thought to be located in the particular place to be searched. The scope of a search should be limited to the place or places the item sought is believed to be.

Examination by school staff of text messages, call logs, files, images or other data contained in a student's mobile telephone or other electronic device, without the student's consent, normally constitutes a search that must be justified by reasonable suspicion that material in violation of law, district policy or school rules, or evidence of such a violation, is contained in the particular files, directories or other data locations being examined in the device.

#### **Random or General Searches Without Individualized Suspicion**

Under certain circumstances, random or general searches of students and their belongings, including student lockers or vehicles parked on school property, may be conducted during the school day or upon entry into school buildings or school activities, in the absence of suspicion focused on a particular student or students, for the purpose of finding or preventing entry onto school property or activities of controlled substances, weapons or other dangerous materials. Such searches normally will be conducted in a minimally intrusive manner using screening methods such as dogs or other animals trained to detect controlled substances, explosives or other harmful materials by smell, as well as metal detectors and other technology. When such screening methods provide a reasonable suspicion that particular students, items or places possess or contain controlled substances, weapons or other dangerous material, screening may be followed by physical searches of those particular students, items or places on an individualized basis.

Random or general searches for weapons may be conducted when there are circumstances, information or events tending to indicate increased likelihood that students may be armed or headed for physical confrontation because of community strife or tensions, or as a continuation or escalation of a prior incident, in or out of school, which threatens to spill over into school, into a school-sponsored activity, or into other times and places that students are under school supervision.

Random or general searches for controlled substances may be conducted when there are circumstances, events or information tending to indicate significant drug use, possession or trafficking among students in school.

Random or general searches not based on individualized suspicion must be approved in advance by the Superintendent or designee, in consultation with the district solicitor. Coordination with law enforcement

officials will be accomplished as provided in the memorandum of understanding with the applicable law enforcement agency.[8]

### **Searches Upon Consent**

Searches may be conducted at any time, with or without reasonable suspicion, if the student has given knowing and voluntary consent specific to the place to be searched.

The administration may establish rules and procedures governing certain privileges enjoyed by students, such as the privilege of parking a vehicle on school grounds, that make the student's consent to random searches or inspections a condition of access to the privilege.[6]

### **Searches by or at the Request of Law Enforcement Officials**

The legal standards governing searches initiated by school officials are less strict than the standards applicable to law enforcement authorities in many situations. When searches of students, student belongings, vehicles or lockers are conducted by or at the request of law enforcement officials, with or without the involvement of school staff, law enforcement officials are solely responsible for ensuring that a warrant has been issued or that the circumstances otherwise permit the search to be lawfully conducted in accordance with the standards applicable to law enforcement actions. School staff will not interfere with or obstruct searches initiated by law enforcement, but may assist when law enforcement officials have requested such assistance and have represented that a warrant has been issued or that they otherwise have proper authority for a lawful search.[8]

### **Locker Inspections and Searches**

Lockers are assigned to or otherwise made available to students as a convenience for the safe storage of books, clothing, school materials and limited personal property, and to facilitate movement between classes and activities and to and from school. Such lockers are and shall remain the property of the school district, and to the extent students have any expectation of privacy of lockers at all, it is very limited.

No student may place or keep in a locker any substance or object that is prohibited by law, Board policy or school rules, or that constitutes a threat to the health, safety or welfare of the occupants of the school building or the building itself. Students are required to ensure that their lockers do not contain spoiled food items or beverages, or soiled clothing which may attract pests, create odors or cause unhealthy conditions. A student locker may be opened and inspected for cleanliness, with or without the consent of the student, whenever there are odors, pests or other indications that a locker contains spoiled food, soiled clothing in need of laundering or similarly unhealthy matter.

Students are exclusively responsible for locking their assigned lockers to ensure the security of their personal belongings and school property entrusted to them. Students are permitted to secure their assigned lockers only with locks provided by the district, or if the district does not provide locks, personal combination locks for which the combination has been provided to designated school staff.

Prior to an individual locker search or inspection, the student to whom the locker is assigned shall be notified and be given a reasonable opportunity to be present. However, when there is a reasonable

suspicion that a locker contains materials which pose a threat to the health, welfare or safety of the school population, student lockers may be searched without prior notice to the student.

The Principal or a designated staff person shall be present whenever a student locker is inspected for cleanliness or is searched. The Principal or designee shall maintain written records of all occasions when a locker is searched or inspected. Such records shall include the reason(s) for the search, persons present, objects found and their disposition.

### **Searches Involving Removal of Clothing or Examination Beneath Clothing**

Searches of students involving the removal of undergarments or examination beneath undergarments are subject to stricter standards than are required to justify other searches of a student's person or belongings. Such searches are permitted only when the basis for suspicion establishes either:

1. That the reasons for believing that the items being searched for are concealed specifically inside undergarments are stronger reasons than grounds that would support only a more general reasonable suspicion that the student is in possession of the items or has them somewhere on the student's person; or,
2. That the quantity or nature of the items being sought present a higher level of danger to the school population than other kinds of contraband.

Searches involving the removal of or examination beneath any clothing of a student, other than jackets, coats or other outerwear, shall be conducted only by a staff person of the same gender as the student, with at least one (1) other staff person of the same gender present as a witness, and in a location ensuring privacy from observation by persons not involved in the search or of the opposite sex.

Searches involving the removal of undergarments or examination beneath undergarments will be conducted only after consultation with the district solicitor.

### **Handling and Disposal of Items Found in the Course of Searches**

Any items or material found during a search or inspection, the student's possession of which is in violation of law, district policies or school rules, or otherwise is evidence of such a violation, may be confiscated, and may be used as evidence in student discipline proceedings or a criminal investigation, even if such items or material were not the original objective of the search or inspection.

The Principal shall be responsible to ensure that confiscated items or material are properly inventoried and secured until the conclusion of disciplinary action, if any, and are then properly disposed of if not appropriate to be returned to the student. Items or materials that are evidence of a criminal offense, or that are not lawful for ordinary citizens to possess will be promptly turned over to proper law enforcement authorities for custody or disposal.

# STUDENT CODE OF CONDUCT

## Purpose

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

## Authority

The Board shall establish fair, reasonable and nondiscriminatory rules and regulations regarding the conduct of all students in the school district during the time they are under the supervision of the school or at any time while on school property, while present at school-sponsored activities, and while traveling to or from school and school-sponsored activities.[1][2][3][4][5]

The Board shall adopt a Code of Student Conduct to govern student discipline, and students shall not be subject to disciplinary action because of race, sex, color, religion, sexual orientation, national origin or handicap/disability. Each student must adhere to Board policies and the Code of Student Conduct governing student discipline.[6][2][3][4][5][7]

The Board prohibits the use of corporal punishment by district staff to discipline students for violations of Board policies and district rules and regulations.[8]

Any student disciplined by a district employee shall have the right to notice of the infraction.[9]

Suspensions and expulsions shall be carried out in accordance with Board policy.[9]

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[10][11][5][12][13][14]

## Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist:

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.[15][16]
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct if conducted in school.
5. The conduct involves the theft or vandalism of school property.
6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

## Delegation of Responsibility

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

The Superintendent or designee shall publish and distribute to all staff, students and parents/caregivers the rules and regulations for student behavior contained in the Code of Student Conduct, the sanctions that may be imposed for violations of those rules, and a listing of students' rights and responsibilities. A copy of the Code of Student Conduct shall be available in each school library and school office and may be printed in the student handbooks.[2](#)[7](#)

The building Principal shall have the authority to assign discipline to students, subject to the policies, rules and regulations of the district and to the student's due process right to notice, hearing, and appeal.[17](#)[18](#)

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

Reasonable force may be used by teachers and school authorities under any of the following circumstances: to quell a disturbance, obtain possession of weapons or other dangerous objects, for the purpose of self-defense, and for the protection of persons or property.[8](#)

### **Referral to Law Enforcement and Reporting Requirements**

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

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[22](#)[20](#)[19](#)[24](#)[25](#)[14](#)

The Superintendent or designee shall notify the parent/caregiver of any student directly involved in an incident as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/caregiver whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/caregiver.[20](#)[26](#)[14](#)

In accordance with state law, the Superintendent shall annually, by July 31, report all new incidents to the Office for Safe Schools on the required form.[19](#)[27](#)[28](#)[14](#)[29](#)[30](#)

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

### **ACT 30 OF 1995**

Act 30 of Special Session #1 of 1995 (PA Legislature) requires the court, through the juvenile probation department, to provide the building Principal of any school with information concerning the adjudication of an enrolled child. Such reports would include a list of descriptions of delinquent acts committed by the child, disposition of the case, probation or treatment reports, prior delinquent history, the supervision plan for the student, or any other information deemed necessary. The Principal is required to share this information with the child's teacher or with the Principal of another school to which the child may transfer. Any such information must be maintained separately from the child's official school record. For more information, contact the building Principal.

### **PROCEDURES REGARDING ARREST WARRANTS**

If a warrant for the arrest of a student has been issued, and a constable or other law enforcement official has been sent to locate that student to execute the warrant, the student may be removed from school grounds so as to not cause unnecessary delay to the issuing authority. The school will attempt, as a courtesy, to contact the parent or caregiver to notify them of the student's status. The school cannot hold the student or refuse removal of the student from the premises.

## TITLE I RIGHT TO KNOW



## Forest City Regional Elementary School

100 Susquehanna Street, Forest City, PA 18421

Phone: 570 785-2483 • Fax: 570 785-2354

[www.fcrsd.org](http://www.fcrsd.org)

Mr. Michael Zack, Principal

August 26, 2024

Dear Parents and Caregivers,

The Forest City Regional Elementary School receives Federal Title I funding to assist students in meeting state achievement standards. Throughout the school year, we will provide you with important information about our school-wide Title I program.

The purpose of this letter is to inform you about your right to request information about the qualifications of the classroom teachers working with your child. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in the Every Student Succeeds Act (ESSA). These regulations allow you to learn more about your child's teachers' training and credentials. At any time you may request:

- Whether the teacher met state qualifications and certifications requirements for the grade level and subject they are teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees.

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

The ESSA which was signed into law in December, 2015 and reauthorizes the Elementary and Secondary Education Act of 1956 (ESEA) includes additional Right-to-Know requests. At any time, parents and family members can request:

- Information on policies regarding student participation in assessments and procedures for opting out, and
- Information on required assessments that include:
  - Subject matter tested, or Purpose of the test
  - Source of the requirement (if applicable),
  - Amount of time it takes students to complete the test, and
  - Time and formatting of disseminating results.

The faculty and staff assigned to the Forest City Regional Elementary School are highly qualified and appropriately certified professional educators. You will be contacted if your child is ever taught by a teacher who does not meet the Pennsylvania State requirements. Please feel free to contact me if you have any questions at (570)785-2483 or email me at [mzack@fcrsd.org](mailto:mzack@fcrsd.org).

Sincerely,

Mr. Michael Zack



## **TERRORISTIC THREATS/ACTS POLICY**

The Board of Education recognizes the danger that terroristic threats and acts by students' presents to the safety and welfare of district students, staff, and community. The Board acknowledges the need for an immediate and effective response to a situation involving such a threat or act.

The threat, suggestion of threat, or use of violence to frighten people such as to bring alarm to the student body, school faculty and staff, and/or the administration during the school day, during any activity associated with the school, or during any business of the school district is considered a terroristic threat. Students will face criminal charges, suspension from school, and expulsion under Act 26, The Safe School Act.

## **UNLAWFUL HARASSMENT POLICY**

### **Purpose**

Board Policy 248. The Board strives to provide a safe, positive learning climate for students in the schools. Therefore, it shall be the policy of the district to maintain an educational environment in which harassment in any form is not tolerated.

### **Authority**

The Board prohibits all forms of unlawful harassment of students and third parties by all district students and staff members, contracted individuals, vendors, volunteers, and third parties in the schools. The Board encourages students and third parties who have been harassed to promptly report such incidents to the designated employees.[\[1\]\[5\]\[6\]](#)

The Board directs that complaints of harassment shall be investigated promptly, and corrective action be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations.

No reprisals nor retaliation shall occur as a result of good faith charges of harassment.

### **Definitions**

For purposes of this policy, harassment shall consist of verbal, written, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, sex, age, disability, sexual orientation or religion when such conduct:[\[5\]](#)

1. Is sufficiently severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment.
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance.
3. Otherwise adversely affects an individual's learning opportunities.

For purposes of this policy, sexual harassment shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, written, graphic or physical conduct of a sexual nature when:[\[7\]](#)

1. Submission to such conduct is made explicitly or implicitly a term or condition of a student's academic status.



2. Submission to or rejection of such conduct is used as the basis for academic or work decisions affecting the individual.
3. Such conduct deprives a student of educational aid, benefits, services or treatment.
4. Such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of substantially interfering with the student's school performance or creating an intimidating, hostile or offensive educational environment.

Examples of conduct that may constitute sexual harassment include but are not limited to sexual flirtations, advances, touching or propositions; verbal abuse of a sexual nature; graphic or suggestive comments about an individual's dress or body; sexually degrading words to describe an individual; jokes; pin-ups; calendars; objects; graffiti; vulgar statements; abusive language; innuendoes; references to sexual activities; overt sexual conduct; or any conduct that has the effect of unreasonably interfering with a student's ability to work or learn or creates an intimidating, hostile or offensive learning or working environment.

### **Delegation of Responsibility**

In order to maintain an educational environment that discourages and prohibits unlawful harassment, the Board designates the Superintendent as the district's Compliance Officer.[4]

The Compliance Officer shall publish and disseminate this policy and the complaint procedure at least annually to students, parents/caregivers, employees, independent contractors, vendors, and the public. The publication shall include the position, office address and telephone number of the Compliance Officer.

The administration shall be responsible to provide training for students and employees regarding all aspects of unlawful harassment.

Each staff member shall be responsible to maintain an educational environment free from all forms of unlawful harassment.

Each student shall be responsible to respect the rights of their fellow students and district employees and to ensure an atmosphere free from all forms of unlawful harassment.

The building Principal or designee shall be responsible to complete the following duties when receiving a complaint of unlawful harassment:

1. Inform the student or third party of the right to file a complaint and the complaint procedure.
2. Inform the complainant that s/he may be accompanied by a parent/caregiver during all steps of the complaint procedure.
3. Notify the complainant and the accused of the progress at appropriate stages of the procedure.
4. Refer the complainant to the Compliance Officer if the building principal is the subject of the complaint.

### **Guidelines**

#### **Complaint Procedure – Student/Third Party**

- **Step 1 – Reporting**

A student or third party who believes s/he has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the building Principal or a district employee.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building Principal.

If the building principal is the subject of a complaint, the student, third party or employee shall report the incident directly to the Compliance Officer.

The complainant or reporting employee is encouraged to use the report form available from the building principal, but oral complaints shall be acceptable.

- **Step 2 – Investigation**

Upon receiving a complaint of unlawful harassment, the building Principal shall immediately notify the Compliance Officer. The Compliance Officer shall authorize the building Principal to investigate the complaint, unless the building principal is the subject of the complaint or is unable to conduct the investigation.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation.

The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the incident is pending or has been concluded.

- **Step 3 – Investigative Report**

The building principal shall prepare and submit a written report to the Compliance Officer within fifteen (15) days, unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, and a recommended disposition of the complaint.

The complainant and the accused shall be informed of the outcome of the investigation, including the recommended disposition of the complaint.

- **Step 4 – District Action**

If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the district shall take prompt, corrective action to ensure that such conduct ceases and will not recur. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant.

Disciplinary actions shall be consistent with the Code of Student Conduct, Board policies and district procedures, applicable collective bargaining agreements, and state and federal laws, and may include educational activities and/or counseling services.

If it is concluded that a student has knowingly made a false complaint under this policy, such student shall be subject to disciplinary action.

## Appeal Procedure

1. If the complainant is not satisfied with a finding of no violation of the policy or with the recommended corrective action, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days.
2. The Compliance Officer shall review the investigation and the investigative report and may also conduct a reasonable investigation.
3. The Compliance Officer shall prepare a written response to the appeal within fifteen (15) days. Copies of the response shall be provided to the complainant, the accused and the building Principal who conducted the initial investigation.
4. The Compliance Officer may confirm, refuse or modify any finding or corrective action as part of the appeal procedure.

## WEAPONS POLICY

Board Policy 218.1. Carrying, bringing, using, or possessing any dangerous or deadly weapon in any school building, on school grounds, in any school vehicle or at any school sponsored activity is prohibited. The intent of this paragraph includes transporting students to school, school sponsored activities or possessing a weapon while walking to or from school or school sponsored activities. A weapon is an instrument of any kind that can be used to cause harm to an individual. While not inclusive, weapons include handguns, rifles, shotguns, B.B. gun, spring gun, air gun, slingshot, bludgeons or clubs, brass knuckles, or artificial knuckles, dangerous chemicals, razors or any instrument that in the judgment of the administration could be used as a weapon or mistaken for one.

Therefore, imitation weapons are included. According to Act 26, violation of this policy shall require that the student involved be immediately suspended, law enforcement officials be notified, and that the Board of Education consider expulsion from school. Exceptions to this policy can be made on a case-by- case basis due to mitigating circumstances.

### **ADDENDUM TO POLICY 222 TOBACCO and VAPING**

#### Purpose

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

#### Definition

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

1. Any product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed or

ingested by any other means, including, but not limited to, a cigarette, cigar, little cigar, chewing tobacco, pipe tobacco, snuff and snus.

2. Any electronic device that delivers nicotine or another substance to a person inhaling from the device, including, but not limited to, electronic nicotine delivery systems, an electronic cigarette, a cigar, a pipe and a hookah.
3. Any product containing, made or derived from either:
  1. Tobacco, whether in its natural or synthetic form; or
  2. Nicotine, whether in its natural or synthetic form, which is regulated by the United States Food and Drug Administration as a deemed tobacco product.
4. Any component, part or accessory of the product or electronic device listed in this definition, whether or not sold separately.

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

1. A product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product or for other therapeutic purposes where the product is marketed and sold solely for such approved purpose, as long as the product is not inhaled. NOTE: *This exception shall be governed by Board policy relating to Medications.*[\[3\]](#)
2. A device, included under the definition of tobacco product above, if sold by a dispensary licensed in compliance with the Medical Marijuana Act. NOTE: *Guidance issued by the PA Department of Health directs schools to prohibit possession of any form of medical marijuana by students at any time on school property or during any school activities on school property. This exception shall be governed by Board policy relating to Controlled Substances/Paraphernalia.*[\[4\]](#)

### **Authority**

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

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

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

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

This policy shall apply to all employees, students, visitors, guests, and/or users of school district facilities.

### **Delegation of Responsibility**

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

The District shall notify students, parents/caregivers and staff about the Board's tobacco and vaping products policy via the Board approved student handbooks and the District website at [www.fcrrsd.org](http://www.fcrrsd.org) under Boarddocs, District Policies.

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

### **Reporting**

#### ***Parental Report –***

The Superintendent or designee shall notify the parent/caregiver of any student directly involved in an incident involving possession, use, purchase or sale of a tobacco or vaping product, including a Juul or other e-cigarette, immediately, as soon as practicable. The Superintendent or designee shall inform the parent/caregiver whether the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/caregiver.<sup>[6][7][8]</sup>

#### ***Office for Safe Schools Report –***

The Superintendent shall annually, by July 31, report all incidents of possession, use or sale of tobacco and vaping products, including Juuls or other e-cigarettes, by students to the Office for Safe Schools on the required form.<sup>[8][9]</sup>

#### ***Law Enforcement Incident Report –***

The Superintendent or designee may report incidents of possession, use or sale of tobacco and vaping products, including Juuls or other e-cigarettes, by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the school police, School Resource Officer (SRO) or to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.<sup>[1][2][6][8][9][10][11]</sup>

## **Guidelines**

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

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

## **Students with Disabilities**

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



## **The School Counselor and Confidentiality**

(Adopted 1974; reviewed and reaffirmed 1980; revised 1986, 1993, 1999, 2002, 2008, 2014, 2018)

### **American School Counselor Association (ASCA) Position**

School counselors recognize their primary obligation regarding confidentiality is to the student but balance that obligation with an understanding of the family or guardians' legal and inherent rights to be the guiding voice in their children's lives (ASCA, 2016).

### **The Rationale**

ASCA and its members affirm their belief in the student's right to be treated with respect and dignity (ASCA, 2016, A.1.a). It is the school counselors' responsibility to fully respect the right to privacy of those with whom they enter a counseling relationship and to provide an atmosphere of trust and confidence (Lazovsky, 2008; ASCA, A.2.).

A school counselor, who is in a counseling relationship with a student, has an ethical and legal obligation to keep information contained within that relationship. Confidentiality is the ethical and legal term ascribed to the information communicated within the counseling relationship, and it must be maintained unless keeping that information confidential leads to foreseeable harm. "Serious and foreseeable harm is different for each minor in the school setting and is determined by students' developmental and chronological age, the setting, parental rights and the nature of harm" (ASCA, 2016, A.2.e).

Exceptions to confidentiality exist, and students should be informed when situations arise in which school counselors have a responsibility to disclose information obtained in counseling relationships to others to protect students, themselves or other individuals. Privileged communication between a school counselor and a student is a legal term granting protection to information shared in a counseling relationship only if said privilege is granted by federal or state statute. If privilege applies it can provide additional safeguards to confidential information.

### **The School Counselor's Role**

The role of the school counselor regarding confidentiality is:

- To support the students' right to privacy and protect confidential information received from students, the family, guardians and staff members
- To explain the meaning and limits of confidentiality to students in developmentally appropriate terms
- To provide appropriate disclosure and informed consent regarding the counseling relationship and confidentiality
- To inform students and the family of the limits to confidentiality when:
  - the student poses a danger to self or others
  - there is a court-ordered disclosure
  - consulting with other professionals, such as colleagues, supervisors, treatment teams and other support personnel, in support of the student
  - privileged communication is not granted by state laws and local guidelines (e.g., school board policies)
  - the student participates in group counseling
  - substance use and treatment are concerns (CFR 42, Part 2; 2017)
- To keep personal notes separate from educational records and not disclose their contents except when privacy exceptions exist
- To seek guidance from supervisors and appropriate legal advice when their records are subpoenaed
- To communicate highly sensitive student information via face-to-face contact or phone call and not by e-mail or inserting into the educational record
- To request a court of law that a student's anonymity be used if records are subpoenaed
- To be aware of federal, state and local security standards related to electronic communication, software programs and stored data



- To advocate for security-level protocols within student information systems allowing only certain staff members access to confidential information
- To assert their belief that information shared by students is confidential and should not be revealed without the student's consent
- To adhere to all school board policy and federal and state laws protecting student records, health information and special services (i.e., HIPAA, FERPA, IDEA)

### Summary

The counseling relationship between students and their school counselor requires an atmosphere of trust and confidence. Students must trust the school counselor to be able to enter into a meaningful and honest dialogue with the school counselor (Iyer & Baxter-MacGregor, 2010). However, students should be informed that exceptions to confidentiality exist in which school counselors must inform others of information they obtained in the counseling relationship to prevent serious and foreseeable harm to students themselves or others and if it is legally required.

### References

- American School Counselor Association. (2016). *Ethical standards for school counselors*. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>
- Iyer, N. N., & Baxter-MacGregor, J. (2010). Ethical dilemmas for the school counselor: Balancing student confidentiality and parents' right to know. *NERA Conference Proceedings 2010*. Paper 15. Retrieved from [https://opencommons.uconn.edu/nera\\_2010/15/?utm\\_source=digitalcommons.uconn.edu%2Fnera\\_2010%2F15&utm\\_source=digitalcommons.uconn.edu%2Fnera\\_2010%2F15&utm\\_medium=pdf](https://opencommons.uconn.edu/nera_2010/15/?utm_source=digitalcommons.uconn.edu%2Fnera_2010%2F15&utm_source=digitalcommons.uconn.edu%2Fnera_2010%2F15&utm_medium=pdf)
- Lazovsky, R. (2008). Maintaining confidentiality with minors: Dilemmas of school counselors. *Professional School Counseling, 11*, 335-346.

### Resources

- Akos, P., & Pizzolato, S. (2017). Defining the school counseling relationship: Confidentiality revisited. *Journal of Ethics in Mental Health, 10*, 1-1.
- Cottone, R. R., & Tarvydas, V. M. (2016). *Ethics and Decision Making in Counseling and Psychotherapy, 4th edition*. New York: Springer Publishing Company.
- Hicks, J. F., Noble, N., Berry, S., Talbert, S., Crews, C., Li, J., & Castillo, Y. (2014). An ethics challenge for school counselors: Part 2. *Journal of School Counseling, 12*(1). Retrieved from: <https://eric.ed.gov/?id=EJ1034758>.<https://eric.ed.gov/?id=EJ1034758>.
- Linde, L. E., & Erford, B. T. (2016). Ethical and legal foundations of group work in schools. In B. T. Erford (Eds.), *Group work in schools* (pp. 28-42). New York, NY, US: Routledge/Taylor & Francis Group.
- Remley, T. P., Jr., & Herlihy, B. (2013). *Ethical, legal and professional issues in counseling* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Trice-Black, S., Riechel, M. K., & Shillingford, M. A. (2013). School counselors' constructions of student confidentiality. *Journal of School Counseling, 11*(12). Retrieved from: <https://eric.ed.gov/?id=EJ1034752>

### Online Resources

- Confidentiality of Substance Use Disorder Patient Records*, Rule CFR 42, Part 2 (2017). Retrieved from <https://www.gpo.gov/fdsys/pkg/CFR-2017-title42-vol1/xml/CFR-2017-title42-vol1-part2.xml>
- U.S. Department of Education. (2017). *Individuals with Disabilities Act*. Retrieved from <https://sites.ed.gov/idea/>
- U.S. Department of Education Family Policy Compliance Office. (2015). *Family Educational Rights and Privacy Act (FERPA)*. Retrieved from <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health and Human Services (2017). Your rights under HIPAA. Retrieved from <https://www.hhs.gov/hipaa/for-individuals/guidance-materials-for-consumers/index.html>



## Forest City Regional Elementary School



### Title I School-Parent-Student Compact

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

#### School Responsibilities

The Forest City Regional Elementary School will:

1. Provide high-quality curriculum and instruction in a safe, inclusive, positive, supportive and effective learning environment that enables all children to meet the Pennsylvania Core and Academic Achievement Standards. This program will include best practices in education, will be delivered by highly qualified teachers and instructional aides, and ensure every student access to quality learning experiences.
2. Treat each child with dignity and respect.
3. Strive to meet the individual needs of all students.
4. Address the importance of ongoing communication between teachers and parents by:
  - a. holding parent teacher conferences twice annually (December and April);
  - b. providing parents with reports on their children's progress at the conclusion of each trimester;
  - c. providing parents with reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities;
  - d. ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand (ESSA, Section 1116(d)(1-2)) to support participation, as appropriate, in decisions related to your child's education and engagement in educational and extracurricular programming.
5. For parents of students in grade levels that are assessed by the PSSA, provide each parent with an individual student report of their student's performance on the State assessments in mathematics, English/language arts and science.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs.
9. Provide information to parents of participating students in an understandable and uniform format.

Michael Zack

Principal Signature

8/26/24

Date

**Parent and/or Caregiver Responsibilities**

I/we, as parents and/or caregivers, understand that participation in my/our child’s education will strengthen their student achievement and growth. Therefore, I/we will carry out the following responsibilities to the best of my/our ability:

1. Recognize the importance of regular daily attendance and partner with the school district to remove barriers to daily attendance.
2. Volunteer for in-school activities when possible.
3. Support my child’s learning by having my child complete all homework, read to me daily, or reading independently.
4. Participate, as appropriate, in decisions relating to my child’s education and positive use of extracurricular time.
5. Stay informed about my child’s education, read all notices from the school or the school district both received by our children or by mail, and, when appropriate, respond promptly to the school.
6. Participate in parent programs sponsored by the school and/or the district and serve, to the extent possible, on advisory groups that are established in the district and relate to my children’s education.
7. Notify appropriate school personnel when there is an update to my contact information (phone, email, address).

\_\_\_\_\_

Parent and/or Caregiver Printed Name    Parent and/or Caregiver Signature    Date

**Student Responsibilities (ALL STUDENTS K-6 SHOULD SIGN/SYMBOL PER TITLE I REQUIREMENTS)**

Foresters know that education is important. They are always Ready, Respectful, and Responsible. Therefore, \_\_\_\_\_ agrees to carry out the following responsibilities to the best of their ability:

1. Be ready to get to school on time every day.
2. Complete my assignments and read or be read to everyday.
3. Be responsible by carrying out the teacher’s instructions and ask for help when needed.
4. Do daily work that reflects my best effort.
5. Be respectful to all school members and to school property.

\_\_\_\_\_

Student Printed Name    Student Signature    Date

**Parent/Student Handbook Acknowledgement Form**

I have read and understand the Student Discipline Policy, the Parent Student Handbook and the Public Health and Safety Precautions Addendum to the handbook of the Forest City Regional Elementary School.

I understand that the handbook is available online and that a copy will be provided to me upon request. I understand that it is my responsibility to review and discuss the handbook with my child during the first week of school.

-----  
Student Signature(name)                          Grade    Date

-----  
Parent Signature    Date

**Notice and Acknowledgement of Audio/Video Surveillance on Buses and Video Surveillance on District Property**

The Forest City Regional Board of Education recognizes the importance of a safe and orderly environment on school buses and has authorized the use of video and audio surveillance on school buses. These cameras record both what is said and done on buses. The cameras will be used to monitor student behavior and to maintain order on the school buses. Students and parents/caregivers are hereby notified that the content of the tapes may be used in a student disciplinary proceeding. The contents of the tapes are confidential student records and will be safeguarded. Tapes will be retained only if necessary by the administration. Parents may request to review the tapes of their child if the tapes are used in a disciplinary proceeding involving their child.

Video cameras are installed throughout the interior and exterior of the district grounds and facilities. The video footage is accessible only by District administrators.

-----  
Student Signature    Grade    Date

-----  
Parent Signature    Date

**Parental Consent for Use and Release of Student Images**

In an effort to publicize the achievements of our students we may publish students' names, achievements, photographs or other images with the newspapers, television, school district brochures, handbooks, programs, internet and online web pages and social media.

The purpose of this form is to authorize or refuse consent for the Forest City Regional School District and those working under the direction of the District to take audio, video and photograph images of your child and to distribute said images to: school district and public newspapers, television programs, brochures, handbooks, programs, school district webpage and social media platforms, the student yearbook or memory book and classroom photographs.

Please check mark EACH LINE to indicate that your child's name and/or photograph/video **CAN BE** used:

- \_\_\_\_\_ Internal Publications (School Newspaper, morning announcements, classroom photos/videos)
- \_\_\_\_\_ External Publications (Public Newspapers, television, social media)
- \_\_\_\_\_ District/School Website
- \_\_\_\_\_ District/School Social Media
- \_\_\_\_\_ District related brochures/handbooks
- \_\_\_\_\_ District related videos
- \_\_\_\_\_ PTO or other organization related publications
- \_\_\_\_\_ Yearbook
- \_\_\_\_\_ United States Military

You may rescind your permission at any time with written notice to the building Principal.

----- Student Signature	----- Grade	----- Date
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----- Parent Signature	----- Date
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If you **DO NOT** allow any photographs/video to be taken or shared of your child, please sign below:

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# Medication Administration Consent & Physician Authorization



Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

In accordance with school district policy, medication(s) should be given at home before and/or after school. However, when this is not possible, prior to receiving the medication at school, each student must provide the school nurse with a Medication Administration Consent form signed by the student's parent/caregiver and a Medication Order from a licensed physician. All medications must be in the original prescription packaging from the pharmacy. Each medication requires a separate form.

## Parent/Caregiver Consent:

I give permission for my child, \_\_\_\_\_, to receive the following medication ordered by a licensed physician during the school day. I understand that the medications will be given by school health personnel according to my child's licensed prescriber's directions.

\_\_\_\_\_  
Parent/Caregiver Printed Name      Parent/Caregiver Signature      Date      Phone Number

---

## Physician/Licensed Prescriber Medication Order

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

Name of Medication: \_\_\_\_\_

Route and Dosage: \_\_\_\_\_

Time and Frequency of Administration: \_\_\_\_\_

Directions/Conditions to Observe: \_\_\_\_\_

Duration/Discontinuation Date: \_\_\_\_\_

\_\_\_\_\_  
Physician/Prescriber Printed Name      Physician/Prescriber Signature      Date      Phone Number

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Permission to Administer Stock Epinephrine for Emergency First Aid**

I, \_\_\_\_\_, acknowledge that I have received a copy of Policy 210.1 on Epinephrine Auto-Injectors and this informational document. I have read and fully understand their content, and by signing this form, I permit or refuse a trained school employee to administer a stock epinephrine auto-injector to my child in the event that s/he is believed to be experiencing a life-threatening allergic reaction (anaphylaxis); or to provide a stock epinephrine auto-injector for self-administration if my child is authorized to self-administer.

Check one choice below:

\_\_\_\_\_ Permission to administer stock epinephrine.

\_\_\_\_\_ Refusal to administer stock epinephrine.

_____	_____	_____
Child's Name	Grade	Teacher
_____	_____	_____
Parent/Caregiver Signature	Date	Phone Number

The permission or refusal is valid for the 2024-2025 school year. If you change your mind after submitting the attached form, you must submit a written request notifying the school nurse that you revoke your decision.

Please complete and return this form to your child's school Nurse. The school Nurse shall maintain the completed form in the student's health records file.

---

**Verification**

Exemptions will be verified by contacting the above-named parent/caregiver by phone:

_____	_____
School Nurse or Designee Signature	Date

## HEALTH HISTORY UPDATE

Student's Name: \_\_\_\_\_

To ensure your child's health records are current, please complete this student update form.

Does your child have any allergies (including food allergies)?      No \_\_\_\_\_ Yes \_\_\_\_\_

If yes, list allergy(s) and symptom(s) of allergic reaction:

Is medication required to treat the allergy?      No \_\_\_\_\_      Yes \_\_\_\_\_

If medication is required, please list the name of the medication:

(All medication requires a medical order from your child's physician. Medication must be brought to the school by a parent / caregiver).

Please list your child's health condition(s) (if present):

This information will be held in confidence and disclosed to school personnel to the extent necessary to protect the health and safety of your child.

If you have any questions, please call the health office, (570)785-2415.

Parent / Caregiver Signature: \_\_\_\_\_



## Forest City Regional Elementary School

100 Susquehanna Street, Forest City, PA 18421

Phone: 570 785-2483 • Fax: 570 785-2354

[www.fcrrsd.org](http://www.fcrrsd.org)

Mary Lee Martines – Food Service Director

## Birthday Baskets

Available for elementary classroom birthday parties from our cafeteria:

### Birthday Basket – (Prepackaged Items)

- Whole Grain Cookie
- Frozen Yogurt or Sherbet Cup
  - Baked Plain Chip
  - CheezIts
  - Goldfish Crackers
- Scooby Doo Fruit Snacks
- 4oz. Carton 100% Apple or Orange Juice

**\*Included in the basket: birthday card signed by the Food Service Department staff and birthday pencil**

**\*Please send payment to the Elementary Office, cash or check payable to FCRSD**

**\* Payment must be received before birthday basket will be delivered**

**\*Please preorder 1 week prior to party by using the order form found on the district website**

**\*For questions, please call Mary Lee Martines at (570)785-2412.**

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## 2024-25 ALTERNATE FAMILY INCOME FORM

Dear Parent/Guardian:

Schools receive federal and state funding (learning assistance programs, teacher incentives, etc.) based on the number of children from households that are at or below the federal poverty level. This Alternate Family Income Form provides your child's school a way to collect household income information. This information makes sure your child's school receives the full amount of federal and state funding and makes sure your child receives services they are entitled to **when free/reduced price meal applications are not collected.**

**Only one (1) form per household should be filled out and returned to the elementary or high school office. If your household already receives SNAP, TANF, DC Medicaid please do not submit this form.**

**Part 1. Eligibility:** Calculate your total household income. Find your household size on income chart 1 or 2 below. If your total household income falls between the amounts listed for your household size, check the box.

**INCOME CHART 1**  
Effective from July 1, 2024, through June 30, 2025

CHECK BOX THAT APPLIES	HOUSEHOLD SIZE	How Often Payment is Received				
		ANNUAL	MONTHLY	TWICE PER MONTH	EVERY TWO WEEKS	WEEKLY
	1	\$0 - \$19,578	\$1,632	\$ 816	\$ 753	\$ 377
	2	\$0 - \$26,572	\$2,215	\$1,108	\$1,022	\$ 511
	3	\$0 - \$33,566	\$2,798	\$1,399	\$1,291	\$ 646
	4	\$0 - \$40,560	\$3,380	\$1,690	\$1,560	\$ 780
	5	\$0 - \$47,554	\$3,963	\$1,982	\$1,829	\$ 915
	6	\$0 - \$54,548	\$4,546	\$2,273	\$2,098	\$1,049
	7	\$0 - \$61,542	\$5,129	\$2,565	\$2,367	\$1,184
	8	\$0 - \$68,536	\$5,712	\$2,856	\$2,636	\$1,318
	Each Add'l Member Add	+ \$6,994	+\$583	+\$292	+\$269	+\$135

**Income Chart 2**

CHECK BOX THAT APPLIES	HOUSEHOLD SIZE	How Often Payment is Received				
		ANNUAL	MONTHLY	TWICE PER MONTH	EVERY TWO WEEKS	WEEKLY
	1	\$19,579 - \$27,861	\$2,322	\$1,161	\$1,072	\$536
	2	\$26,573 - \$37,814	\$3,152	\$1,576	\$1,455	\$728
	3	\$33,567 - \$47,767	\$3,981	\$1,991	\$1,838	\$919
	4	\$40,561 - \$57,720	\$4,810	\$2,405	\$2,220	\$1,110
	5	\$47,555 - \$67,673	\$5,640	\$2,820	\$2,603	\$1,302
	6	\$54,549 - \$77,626	\$6,469	\$3,235	\$2,986	\$1,493
	7	\$61,543 - \$87,579	\$7,299	\$3,650	\$3,369	\$1,685
	8	\$68,537 - \$97,532	\$8,128	\$4,064	\$3,752	\$1,876
	Each Add'l Member Add	+ \$9,953	+\$830	+\$415	+\$383	+\$192

<input type="checkbox"/>	Household Does Not Qualify
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**HOUSEHOLD** is defined as all persons, including parents, children, grandparents, and all people related or unrelated who live in your home **and share living expenses**. If you are applying for a household with a foster child, you may include the foster child in the total size.

**HOUSEHOLD INCOME** is any taxable income each household member received before taxes. This includes wages, social security, pension, unemployment, welfare, child support, alimony, and any other cash income. If including foster child as part of the household, you must also include the foster child's personal income. Do not include foster payments as income.

**Part 2. STUDENTS:** Please fill in the following information for all children living with you that are attending school.

Student's Last Name	Students First Name	MI	Date of Birth	School	Grade

**Part 3: Signature:** I certify that all information on this application is true, and that all income is reported. I understand that the school will receive state and federal funds based on the information I provide. I understand if I purposely provide false information that I may be prosecuted. I understand my child's poverty status may be shared with programs/agencies as allowed by law.

Signature: \_\_\_\_\_ Print Name: \_\_\_\_\_

Date: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

The Forest City Regional School District is an equal opportunity institution and will not discriminate on the basis of race, color, national origin, sex, age, and/or handicap in its activities, programs or employment practices as required by the Title VII, Title XI, Section 504, and the Age Discrimination Act. If you feel your rights were violated, please contact the Business Manager at 570.785.2406.