



Wyoming Valley West School District

2024-2025
Elementary Handbook

Mr. David Tosh
Superintendent

Mr. David Novrocki
Director of Curriculum, Instruction and Pupil
Services
(570) 288-6551

September 3, 2024

Dear Parent(s)/Guardian(s),

We would like to take this opportunity to welcome you and your son/daughter to another exciting year at Wyoming Valley West. This handbook will provide you with some basic information for parents and students. Please take some time to review this handbook with your son or daughter to ensure that they are prepared to follow the rules and procedures of the school.

As always, it is important for the school and the students' families to work together in ensuring the academic success and social development of each of our students. Therefore, if we can be of any assistance, please do not hesitate to contact the school.

We are looking forward to a great year!

Sincerely,

Mr. Tim Needle
Principal, State St. Elementary
p.570-779-5381

Mr. Kevin Haile
Assistant Principal, State St. Elementary
p. 570-779-5381

Mr. Jeffrey DeRocco
Principal, Dana St. Elementary Center
p.570-283-0591

Mr. Jeffrey DeRocco
Principal, Chester St. Elementary
p. 570-287-2438

Mr. Anthony Dicton, Principal, Third Ave. Elementary
p.570-288-6551 x10500

SCHOOL HOURS

Grades K – 5	8:40am – 3:40pm
Breakfast	8:40am – 8:55am
Classes begin	8:55am
Act 80 dismissal	12:00pm

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ABSENCE

Following any absence from school, a child must present a written excuse signed by a parent or guardian stating the reason for the absence.

Pennsylvania school law states that all absences are unexcused except those caused by illness of a child, quarantine, death in the immediate family and exceptionally urgent reasons that directly affect the child.

Parents should notify the office if the absence is extended to three or more days.

ACCIDENT – ILLNESS

When a child becomes ill, or has an accident, the parent will be contacted if the child needs medical attention or is to be sent home. If necessary, the parent will be requested to pick up their child. If there is a need for the nurse's attention, the nurse will be contacted immediately. **It is extremely important that emergency numbers are provided to the school.** Emergency cards will be kept on file for each child. It is important that each parent provides one or more emergency telephone numbers with a designated person who can be contacted when the parent is unavailable.

If a student appears to be so seriously ill or injured that hospitalization is needed, the parent/designee will be notified immediately. If no contact can be made, school personnel will exercise reasonable discretion in taking the student to the hospital emergency care facilities indicated on the emergency form. Ambulance costs are the responsibility of the student's family.

ACT 26: SAFE SCHOOLS ACT

Act 26 of 1995 was added to the PA School Code in an effort to maintain a safer school environment. State law states that no student will be accepted into the Wyoming Valley West School District without completion of the district form giving notification of "any offense involving weapons, alcohol or drugs, infliction of injury to another person, or any act of violence committed on school property." In the event that the form is not returned to school, the parents will be informed that the student will NOT be allowed to attend until the form is returned.

ARTICLES BANNED FROM SCHOOL/SCHOOL GROUNDS

As a safety measure, the following items are not permitted at school:

- Non-educational toys
- Guns, real or replicas, BB shot or other ammunition, knives or other weapons, real or replicas
- Electronic games, CD/Stereo/bluetooth devices and headphones, Pokémon Cards

- Clothing displaying sexual, sadistic or otherwise offending words, graphics or ideology
- Laser Lights/Pointers

ATTENDANCE

Regular attendance is important for students to progress in school. Children are required to attend school by state law until the age of 18.

AWARDS

Presidential Academic Achievement/Excellence Awards – Grade 5 only.

BACKPACKS

The Wyoming Valley West School District is purchasing clear backpacks for all students in grades K-5 for the 2024-2025 school year. Backpacks will be distributed at the beginning of the 2024-2025 school year.

The District is committed to the safety and well-being of all students and staff. We prioritize creating a secure and supportive environment where everyone can thrive and succeed. Your health and safety are our top concerns, and we will continue to implement measures and provide resources to ensure a safe and positive experience for our entire W.V.W. community.

BEFORE AND AFTER SCHOOL

Doors will open for all students at 8:30am, upon entry students will report directly to class. Once on school grounds, students are not to leave before dismissal time unless permission is granted from the office. Only students participating in a supervised activity will be permitted in the building after 3:40pm. Students should take all homework assignments/personal belongings home. Students cannot return to the building after dismissal unless accompanied by a parent. Anyone returning to the school must report to the office.

If there is a change in transportation, please inform the teacher by means of a note with all appropriate information.

BICYCLES; ROLLER BLADES; SKATEBOARDS

Students are not permitted to have bicycles, rollerblades or skateboards on school property.

BUS/TRANSPORTATION: RULES OF BEHAVIOR

Pupils are to:

- 1) Arrive at the bus stop ten minutes prior to scheduled departure.
- 2) Respect private property, on the way to and from the bus stop, as well as while there. Wait at the designated stop only.
- 3) Talk in a normal conversational voice with no excessive noise.
- 4) Play safely without fighting or darting out into the street. Ball playing is not allowed at school bus stops, except those limited instances where the loading zone is a school yard or municipal playground. Balls may be transported on the bus with the provision that they be carried in a bag/book bag.
- 5) Refrain from bringing animals or potentially dangerous materials to the bus stop or on the bus.
- 6) Cooperate with and obey the driver at all times. The bus driver and/or principal are authorized to assign seats.
- 7) Approach the bus only after it has come to a complete stop and board the bus without pushing or disturbing others.
- 8) Remain seated; face forward with feet on the floor when the bus is in motion. Students are not to leave their seats until the bus has come to a complete stop.
- 9) Leave the bus only upon arrival at the school or regular bus stop.
- 10) Ride only the bus to which you are assigned unless permission is granted by the principal, designee or the Transportation Director.
- 11) Go directly home or to a place designated by your parent/guardian when leaving the bus after school.
- 12) Keep your bus and bus stop clean. Students will be required to pay for any vandalism for which they are determined to be responsible.
- 13) Refrain from gesturing or calling out to passers-by.

Pupils are required to comply with the following directives:

- 1) Students may not use tobacco products in any form aboard the bus.
- 2) The use of profanity is prohibited at all times.

- 3) Student use of radios, bluetooth speakers or similar devices is not permitted on the school bus or at the bus stop.
- 4) Eating or drinking is not allowed on the bus.
- 5) Students must not strike or cause injury to other people on the school bus.
- 6) Students must keep their heads, hands and feet inside the bus at all times.
- 7) Students must not throw anything inside the bus or outside the windows.

Alleged infractions of the above rules will be referred to the building principal/head teacher for investigation. The first violation, as determined by the principal, may result in a warning or bus suspension and notification to the parent by phone or letter. The second violation, as determined by the principal, may result in a suspension from bus transportation and notification to the parent by phone or letter. The third violation, as determined by the principal, will result in a suspension from bus transportation and notification to the parents by phone or letter.

Third and subsequent violations may result in indefinite suspension on a case by case basis as determined by administration.

Students removed from the bus are not excused from attending school. Absenteeism would constitute an illegal absence.

Bus Pass Procedure – Students will not be permitted to ride a different bus unless they have a student bus pass to ride that bus. A written request from the parent/guardian must be submitted to the building principal. A bus pass will be issued to the student for the bus driver. Bus students must also submit a written request if he/she plans to walk to/from school instead of riding the bus.

CHANGE OF ADDRESS

It is important that changes of address and phone numbers, both home and work, be sent to the elementary office immediately. Parents who begin new employment should notify the office at once because up-to-date records are extremely important in handling situations which may arise.

CURRICULUM

The curriculum implemented by the district is aligned to the State Common Core Curriculum set forth by the Pennsylvania Department of Education. The grade level and content area standards that are used by the district to plan instruction can be located on the Pennsylvania Department of Education's website at www.pde.state.pa.us/

CUSTODY PAPERS

Separated or divorced parents are advised of their obligation to inform the school about the situation in the home and provide written documentation about the custody status of the child. This would involve making the following information available:

- * Court orders or directives related to custody and access to the child.
- * Shared custody plans.
- * Informal parent understandings, expectations, and agreements regarding the child's welfare.
- * Information regarding a non-legal "custodial parent" arrangement.

Please be aware that the Wyoming Valley West School District is not to be included in any custody order as a third party or in any way involved in the exchange of children for visitation or change in children's custody. Both the Federal Family Education Rights and Privacy Law (Act 115 of 1981) provide each natural parent with access to medical and dental records and the residence address of their children and of the other parent. No matter what form the custody arrangement takes, one parent may not prohibit the other from viewing the records of the child. The only way a parent loses that right is through a court order restricting access. It is the policy of the WVV School District to remain neutral in concerns of custody issues. We provide both parents, upon proper request, access to school records and school functions.

DELIVERING ARTICLES TO CHILDREN

If you must bring money, clothing, books, lunch, etc., to school during the day, please take them to the school office. This procedure limits unnecessary interruptions and provides for the child's safety. Delivery can usually be made at a time when the child is free. Articles are not permitted to be personally delivered to classrooms and/or children.

DISCIPLINE POLICY

The administration and staff members of the Wyoming Valley West School District are committed to providing a sound educational environment for our students. We wish to emphasize that good discipline is an essential part of the environment. Good discipline is based on the fact that "All people must learn to live by the rules."

Our staff is very much aware that children need to be given guidance and direction in the development of acceptable patterns of behavior. During the year, time will be taken to introduce and to provide models for students of acceptable pro-social skills. This approach provides positive models of behavior for our children.

Attached to this is a list of the students' rules. The building staff will present this information to the children in our schools. **However, it is through the continued**

cooperation of the parents and school working together as a team that will ensure the best educational environment possible.

Because parents have the most power to reinforce good behavior or change unacceptable behavior, we ask you to review this policy with your child/children:

- * Read and discuss the rules attached to this letter with your child/children so that they know you are willing to work together with the school.
- * Tell your child/children clearly and specifically to follow the rules.
- * Inform the child that you, as a parent/guardian, are willing to take an active role to ensure that all rules will be followed.
- * When necessary, your child will call you at home or work if they break the rules and, as a parent/guardian, you will be asked to reinforce good discipline immediately over the phone.
- * If disruptive behavior continues, the parent/guardian will be asked to come to the school or do whatever it takes to convince your child that he/she must obey the rules.

SCHOOL/STUDENT RULES

Non-negotiable rules: Due to the serious nature of the rules listed, the first infraction will require parent/guardian involvement. Consequences include loss of privileges, suspension and/or expulsion.

- * Fighting, physical abuse of students.
- * Physical, verbal abuse of staff.
- * Extortion, vandalism, stealing.
- * Drug/alcohol, chewing tobacco, vapes, smoking (possession and/or use).
- * Possession of potential weapons (including penknives) is prohibited.

Negotiable Rules: The rules (listed below) will be administered initially by the staff member. After several teacher interventions, if the infraction continues, the matter will be referred to the principal's office.

CAFETERIA RULES

- All students will walk quietly to and from the cafeteria.
- Remain seated until called to line.

- Talk quietly.
- No shouting, throwing items, or physical contact.
- Use good table manners (clean up your area).
- Keep your hands and feet to yourself.
- Respect the adults in charge.
- Worry about yourself.
- Follow the procedures for lining up.
- Call the cafeteria aides by proper names. (Mr./Mrs./Ms./Miss)

ENTRY/DISMISSAL

- * Children are not permitted inside during nice weather.
- * Enter assigned spaces for each class in an orderly fashion (teachers rotate and monitor students as they enter).
- * Children will enter the building at approximately 8:30am.
- * Children do not come into the school cafeteria for breakfast until 8:30am. Children do not leave the building if they come in for breakfast.
- * Using assigned doors, classes will be dismissed at different time intervals announced over the intercom.
- * No getting drinks when entering or leaving the building.
- * Children will go directly to the buses at dismissal.
- * Re-entry after dismissal only through the front door and directly to the Main Office.

PLAYGROUND/RECESS

Recess is a privilege that can be taken away at the discretion of the administration.

- * Listen and follow directions.
- * Respect others and their property.
- * Avoid fighting.
- * Use good language and speak kindly to others.
- * Respect adults in charge.
- * Be a good sport.

- * Line up promptly and orderly.
- * Worry about yourself.
- * No kicking, pushing, or fighting.

SAFETY AND CLEANLINESS

- * Hallways and stairways - *ALWAYS WALK*: No running, No shoving, No pushing.
- * Stay to the right.
- * Do not litter.
- * Keep student desks neat.
- * No chewing gum.

PERSONAL POSSESSIONS

- * No toys, games, or trading cards are allowed in school.
- * The school is not responsible for items of a personal nature that are lost or stolen.
- * Any item that jeopardizes safety or causes a disruption in the education process is forbidden.

IN CLASS

- * Do your best work.
- * Listen and follow directions.
- * Come to class prepared with books, pencils, notebooks and homework.
- * Follow rules set by the teacher or by the grade (posted in the classroom).

ASSEMBLY PROGRAM

- * All students will walk quietly to and from an assembly program.
- * No booing or hooting noises will be allowed.

The staff of the Wyoming Valley West School District has maintained a good working relationship and rapport with our parents. By working together, we can continue to provide an organized, positive setting, which is conducive for students to learn, develop, and mature into responsible young citizens.

DISMISSAL PROCEDURE

Dismissal procedure is building specific. Parents will be given notification regarding this procedure.

DRESS CODE

Refer to the Wyoming Valley West School District Dress Code Policy located in the Student Handbook Appendix.

DRILLS

The following drills are practiced during the course of the school year. The drills are conducted in an effort to maintain a level of preparedness in case the building has a real emergency and needs to respond in an organized and timely manner.

- Fire drills – 1 time per month
- Evacuation Drill – 1 time per year
- Lock Down Drill – 1 time per year
- Bus Drill – 2 times per year for bussed students
- Tornado Drill – 1 time per year

All drills are performed for safety reasons.

DRINKS

Students are permitted to possess clear, plastic water bottles in class throughout the school day. Water bottles should be unopened upon entering the building and filled with water only. Bottles should have a manufacturer's label and be approximately 20 ounces or less. Other drinks are prohibited, unless deemed medically necessary.

EARLY DISMISSALS

In the event of an emergency, early dismissal for individual pupils is granted only upon written request from the parent. When possible, medical and dental appointments should be made outside of school hours. **Positive photo identification is required before a child is released.** Parents or guardians will be asked to sign a form in the elementary office before the child is released from classes. A student Emergency

Dismissal Form must be on file in the office with the names of the individuals who are granted the right to remove the child from school for an early dismissal. This includes both planned and unplanned early dismissals.

ELECTRONIC DEVICE POLICY

Policy/Grades K-12

The use of electronic devices by students has been found to be disruptive. In many instances, electronic devices have been used for illegal purposes, including issues related to alcohol and drug abuse. The Wyoming Valley West School District is committed to ensuring every student is provided with a safe environment in which to learn. Therefore, the district has enacted a policy that prohibits the use of all electronic devices.

Possession of Cellular Telephones

The possession of cellular telephones shall be allowed in school. All students shall have cellular telephones **out of sight and turned off**. The use of cellular telephones is prohibited. Students are not permitted to carry cellular telephones visible on their person during the school day. **Students who use a cellular telephone or have it visible shall have it confiscated and returned to the parent/guardian. Upon second and subsequent offenses, the cellular telephone will be confiscated, and returned at the end of the school year.**

Definition

Electronic devices – to include, but not limited to beepers, pagers, long and short-wave radios. All Walkman type radios, CD/cassette players, mp3, remote control devices, cameras, video recorders, laser pointers, Gameboy and toys that do not serve any educational value in school.

Enforcement

The use of electronic devices is prohibited in school, on personal property or in any conveyance providing transportation to or from any school, school event, or function during the hours and days that school is in session. **These devices will be confiscated and returned to a parent/guardian. Upon second and subsequent offenses, the items will be confiscated and returned at the end of the school year.**

Returned Item

The returned item will be the responsibility of the Principal or their designee. The item will be inventoried by recording the make, model and serial number on the inventory report. The item will be returned to a parent/guardian as soon as possible. Parent/guardian agreement report shall be signed when returning the item. **Upon second and subsequent offenses, the items will be confiscated, and returned at the end of the school year.**

Waiver

Parents/guardians shall sign the district's agreement report acknowledging the electronic device was returned to them as soon as possible or at the end of the school year. In consideration of being advised of this policy, the parent/guardian waives and releases any and all claims for damages and theft of electronic communication they may have against the Wyoming Valley West School District.

EMERGENCY DISMISSAL

It is your responsibility as a parent/guardian to have an emergency plan in place with your child/children in the event of an unscheduled or emergency dismissal from school if you are not home. In case of early dismissals, exact school dismissal times will be announced on radio, television and/or an automated dialer. Parents should make arrangements for and with children if no one is home when an early dismissal occurs. Within the guidelines of state law, if a parent feels an unusual safety situation exists, they may submit complete information to the school.

Please refrain from coming to the school to pick up your child/children or calling the school as it only adds to the confusion for emergency services and detracts from a smooth and calm dismissal of students leaving the building.

Please listen to your radio and watch your television for information regarding early dismissals and school closings. The *Skylert System*, automated dialer, may be used in some cases.

FIELD TRIP CRITERIA (PTO)

PTO By-Laws are building specific.

FIELD TRIP DISCIPLINE

Students who have exhibited negative behaviors throughout the school year may require parental supervision as a requirement for participation on a field trip. If the parent does not chaperone his/her child, the student will report to school at the usual time the day of the trip. If the parent does chaperone, he/she will chaperone only his/her own child.

A student's consistent display of the below behaviors may result in loss of field trip privileges.

- * Constant negative attitude towards school.
- * Failing to accept responsibility for school and homework.
- * Excessive absenteeism from school, not due to a medical condition.
- * Consistent disruptive in-class behavior warranting a trip to the office/

removal from the classroom.

- * Inappropriate behavior on the playground and/or cafeteria.
- * Physical or verbal abuse of a teacher, support staff and/or fellow student.
- * Having received a time-out, recess detention or out-of-school suspension.
- * A student with a repeated grade level D or F in conduct on report card without noted improvement.

Students requiring the support of a TSS worker will need parental supervision to participate on the field trip. Accommodations will not be given to TSS workers. The PTO feels the limited space on trips is reserved for parents.

*Parents of students with medical needs should consult the school nurse well in advance of a field trip to discuss necessary provisions. *See district “Field Trip Medication Policy” in the appendix.

FIRE DRILLS

According to Pennsylvania School Law, pupils will receive instruction and training by means of fire drills so that they may, in emergencies, leave the building in the shortest time without confusion or panic. These drills will be held at least once a month.

FIRE LANES

It is vitally important that the fire lanes in front of the building are kept open at all times for emergency vehicles. PLEASE DO NOT PARK DIRECTLY IN FRONT OF THE BUILDING.

FOOD SERVICE

Breakfast & Lunch Programs

All students will receive one free lunch and one free breakfast. Wyoming Valley West has qualified for the School Breakfast Program and the Nation School Lunch Program. Hot lunches are available in the school cafeteria daily. Menus are distributed monthly listing both breakfast and lunch entrees. Students may order for an entire week or for a selected number of days.

Gifted Program

Any child in the Wyoming Valley West School District, who demonstrates exceptional ability as evidenced by achievement in schoolwork and scores well on tests measuring intellectual ability and aptitude, may be a candidate for the gifted program. Please contact your child's guidance counselor to further discuss your child's eligibility.

Grading and Assessment

Students in Grades 3, 4, and 5 will participate in the Pennsylvania System of Schools Assessment (PSSA). The PSSA provides students, parents, and educators with an understanding of student and school performance. The PSSA testing window will coincide with the dates set forth by the Pennsylvania Department of Education and will be specified on the school calendar. Students in Grades 3 will participate in English Language Arts and Mathematics Assessments. Students in Grade 4 will participate in the English Language Arts, Mathematics, and Science Assessments. Students in Grade 5 will participate in the English Language Arts and Mathematics Assessments.

Guidance Counselor

The elementary guidance counselor works closely with the elementary principal to provide testing and screening services. They also meet with parents and teachers to help identify social, emotional and mental health problems which may impede a child's progress in school. Counselors also serve as consultants to advise and recommend other services and agencies, both within and outside of the school district, that may be helpful in meeting the needs of a student.

Head Lice

The problem of head lice is a nationwide problem. At Wyoming Valley West, the problem is a minor one and with your continued cooperation we hope it will remain that way. To aid our school nurses, please check your child and if you suspect nits (eggs) or lice, please contact the school nurse for assistance and further instructions. If a child is found to have lice or nits, they are excluded from school until the individual problem is rectified. Understanding head lice is the first important step to prevention.

Before returning to school following exclusion, the student must be checked by the school nurse for admission.

Health Office

1. All emergency forms must be complete and up to date. If no form is available and the condition is not serious the child will remain in school in the classroom until dismissal.
2. The school health programs are neither a medical care service nor a clinic. At home injury or illness is the responsibility of the parent.
3. Any student who complains of the following should not be sent to school:
 - a. Fever in the last 24 hours.
 - b. Vomiting in the last 12 hours.
 - c. Unidentified rash.
 - d. Chest discomfort.
 - e. Respiratory distress.
4. It is the responsibility of the parent to inform the school nurse of any new medical concerns.
5. It is the responsibility of the parent to provide any emergency medications (inhalers, EpiPens, etc.) to the health office for emergency preparedness. These must be accompanied by a physician order and parent consent form. These forms may be obtained from the school nurse.
6. Medications sent to school not in compliance with the medication policy **will not** be given.

Health Problems

Each year parents should notify the school in writing on the student emergency forms of any special health problems. Such notification may include special directions or precautions for school personnel. If a student has a severe reaction to bee stings or foods, the parents should request a **Severe Allergic Reaction Form** from the nurse.

Homebound Instruction

Homebound instruction is provided for individual students confined to the home or hospital because of a physical disability, illness, injury or when such confinement is recommended for psychological or psychiatric reasons. In all cases, applications for individual instruction must be approved. For more information, contact our School Social Worker at the Central Office (570-288-6551).

Homework Requests

If you must request homework for your child while he/she is absent from school, we request that you contact the school no later than 10:00am. Assignments will be ready

after 2:30pm. We must allow our professional staff adequate time to gather the students' materials and prepare the students' lessons for your pick-up at 2:30pm. You can further assist us by being able to tell the secretary which books and materials that your child has at home.

Immunizations

School immunization regulations (PA Department of Health codes 23-83 Section 7.61)

Immunizations required for School Entrance

In order to protect school children from epidemics of serious and sometimes fatal diseases, all children entering school for the first time must be completely immunized.

Verification of the following immunizations must be presented:

- Diphtheria Vaccine/Tetanus Toxoid – 4 or more spaced doses, with one dose administered after the fourth birthday.
- Polio Vaccine – 3 properly spaced doses
- Hepatitis B Vaccine – 3 properly spaced doses
- Measles Vaccine – 2 properly spaced doses with the first dose at 12 months of age or older. The Pennsylvania Department of Health recommends the second dose preferable be given in the form of MMR
- German Measles Vaccine (Rubella) – 1 dose at 12 months of age or older
- **Mumps Vaccine** – 2 doses/**Varicella**-2 doses (*New*)

Two exemptions are allowed:

- Medical – submit a **signed** statement from your child's physician if a certain immunization would be harmful to your child's health.
- Religious, Moral/Ethical: a child need not be immunized if a parent/guardian **objects in writing** to the immunization on religious grounds or strong moral or ethical conviction.

However, children exempted from immunization may be required to be excluded from school during an outbreak of the above diseases or as directed by the Pennsylvania Department of Health.

Lateness/Tardiness

Any student who arrives late for school, after 8:55am **must** report to the office **with** a parent/guardian before admittance to the classroom. Parents must accompany their son/daughter to the office and must sign the student into school for the day.

Lost and Found

Articles found at school are to be taken to the Lost and Found Box (the location is building specific) where they may be claimed. Each child should check for two or three days after an article has been lost.

Lost or Damaged Books

Students are responsible for all textbooks, workbooks and library books issued to them during the school year. Students who lose or damage a book or workbook will be required to pay for the actual replacement cost of the book.

Medications Policy

The Wyoming Valley West School District recognizes that it is more desirable for medication to be administered in the home. However, any student who is required to take medication during school hours must comply with school district regulations.

The following policy for administering medication by school personnel shall be adhered to:

1. Medication required by students shall be given by parents whenever possible. Medication prescribed 3 times a day shall be given at home unless indicated by a physician. **Morning medication is the responsibility of the parents.**
2. The self-administration of medication by students during school hours shall be done only in exceptional circumstances wherein the child's health may be jeopardized without it. It is preferred that the times of medication be adjusted so that only one dose is administered in school during lunch.
3. Initial dose of medication is not to be self-administered in school.
4. It shall be the responsibility of both the parent and the student to inform the school nurse of any medication, inhaler or medical equipment brought to or used in school. At no time are **students** permitted to transport medication to or from school on any level. If a student is to receive medication during school hours, the medication must be delivered to the school by the parent or guardian. Prescription medication must be in the original container. This policy includes over the counter items such as Tylenol, Motrin, etc.

5. Medication is to be accompanied by a physician's written statement which shall include a diagnosis, type of medication, dosage, duration, instructions for administering and possible side effects, along with written parental consent with the school nurse. Such prescribed medication shall include patented drug, over-the-counter medicine, vitamins, herbal medicines, and cough drops. This document will be kept on file with the school nurse. Medication is to be received by the school in packaging according to current pharmacy standards. **No narcotic pain relievers will be administered at any time. Any medication(s) that do not follow the above guidelines will not be administered. In addition, each student MUST provide the school nurse with a medication administration consent form.**
6. Daily prescribed medications will not be administered on days with 2- and 3-hour delays.
7. The parent shall be responsible for supplying the medication and the "Request for Administration of Medication" form to the school. The "Request for Administration of Medication" form includes the physician's statements and the parent's authorization. These statements will release school personnel from liability should reactions result from medication.
8. The parent of a child with a known severe allergic reaction to stinging insects or other allergies requiring medication must notify the School District and complete a "Request for Administration of Medication" form. Parents should supply their child's medication and maintain current shelf life.
9. Students are not permitted to carry EpiPens or inhalers in school unless absolutely necessary and with knowledge of the school nurse. The Physician's order must state that the child will carry the medication.
10. **Under no circumstances should school personnel provide any medication to students including cough drops.**
11. At the end of the school year, it is the responsibility of the parent/guardian to pick up any leftover medication; otherwise, it will be disposed of.

If you have any questions concerning the above policy, please contact the school nurse or building principal.

- **Note: The ultimate responsibility for administration of medication belongs to the parent/guardian. As such, the parent/guardian is responsible to ensure that the school nurse has the correct medication in the pharmacy-dispensed container, the correct dosage, and the correct documentation on file.**

Revised: April 2011

Wyoming Valley West School District

POLICY ON STUDENTS TAKING MEDICATION DURING THE SCHOOL DAY

Wyoming Valley West School District recognizes that it is more desirable for a student to receive medication at home. However, students who are required to take medication during school hours must comply with Wyoming Valley West's policies regarding medication administration. Medication to be taken during school hours must be prescribed by a medical professional licensed by the state of Pa. to do so. Such prescribed medication shall include patented drugs (prescription medication), over-the-counter medicine, vitamins, herbal medicines, and **cough drops**

The Wyoming Valley West School District will not be responsible for the diagnosis or treatment of any student's illness.

Due to the legal liability of administering medication to students during the school day, the following policy will be in effect.

1. The parent/guardian or designee must meet with the school nurse or principal (if the nurse is not available) to obtain the Wyoming Valley West School District medication form(s). This form must be completed **and signed** by the prescribing doctor and the parent/guardian for each medication to be administered during school hours.
2. The parent/guardian or designee **must transport a weekly** supply of medication in the pharmacy-dispensed container for the student to the school. The medication must be labeled with the student's name, name of medication, dosage to be given and time to be given. An improperly labeled container of medication will not be given because the risk of liability is great. **Parental consent MUST accompany a doctor's order. At no time are students permitted to transport medication to or from school.** If a student is to receive medication during school hours, the medication must be delivered to the school by the parent or guardian. Prescription medication must be in the original container. This policy includes over the counter items such as Tylenol, Motrin, etc.
3. If a nurse is not present, the parent/guardian or other person authorized by the parent/guardian should administer the medication.
4. In special cases not meeting the conditions above, a meeting must be held with the principal, the nurse, teacher and the parent(s) to determine and meet the needs of that child.

Note: The ultimate responsibility for administration of medication belongs to the parent/guardian. The parent/guardian is responsible to ensure that the school nurse has the correct medication in the pharmacy-dispensed container, the correct dosage, and the correct documentation on file.

Revised: April 2011

If you have any questions concerning the above policy, please contact the school nurse or school principal.

Non-Traffic Citations by Designated School Personnel

The Wyoming Valley West Board of School Directors authorizes the school district solicitor to petition any judge of the Luzerne County Court of Common Pleas to appoint the district Home and School Visitor and Attendance Office as District Detectives in accordance with the Public School Code of the State of Pennsylvania.

The Home and School Visitor and Attendance Officer may issue directly or through the offices of the district magistrate, a non-traffic citation for acts of vandalism, disruptive behavior and other related summary offenses which occur on school district property. Persons guilty of violating state compulsory school attendance laws will also receive non-traffic citations.

Pupil Services Personnel are authorized to develop cooperative procedures with all municipal police authorities, which will comprise the Wyoming Valley West School District, for the pick-up and detention of any student found on the street not accompanied by a parent during school hours.

- Additional information on the above can be found in the Wyoming Valley West School District Policy Book.

Physical Education

Students are required to wear an appropriate pair of shoes suitable for high-impact type activities (i.e., jumping, running). Sandals, hiking boots, dress shoes and slip-ons are **NOT** allowed.

Parent Teacher Organization (PTO)

The Parent/Teacher Organizations' main function is to plan and provide activities that will enhance the experience of all students in elementary school. Membership is open to all parents and teachers for an annual fee. New members are always welcome, and parents of new students are encouraged to join and attend meetings. All PTO members who plan to have direct involvement (example: field trips or class programs) with students or enter the school building must possess all three clearances: Act 34 PA Criminal History Clearance, Act 151 PA Child Abuse History Clearance and Act 114 FBI Fingerprint History Clearance.

Registration and Enrollment

All children who apply for enrollment in school must present a birth certificate, social security number, and an immunization record.

Newly enrolled kindergarten students must be five years old on or before September 1st.

Kindergarten registration is held in early spring season prior to the start of the new school term. Kindergarten screening is held in late spring. Publicity for the exact time and place is publicized in the local newspapers as well as notices sent home by the school.

Newly enrolled first grade students must be six years old on or before September 1st.

Safe Crisis Management

The utilization of Safe Crisis Management is used in the elementary school setting when any student demonstrates behavior that poses a significant risk to the health, safety and well-being of themselves or others. There are selected individuals in each elementary building that are certified in the utilization of this technique. All least restrictive efforts will be made to de-escalate any student prior to the implementation of this strategy. Safe Crisis Management is used only as a last resort.

Safety

Your child's safety is the major concern of the school, but the cooperation of the home and school is necessary to build proper habits of safety. **Children may NOT leave school grounds without the principal's permission.** Parents or visitors must enter and leave the building by way of the front door. Please ring the bell and wait for acknowledgement from school personnel before entering. Parents/Visitors are to report immediately to the office to sign in. If your visit requires you to move about the building a visitor identification pass will be assigned to you and must be displayed on your person during your time spent in the building. Visitor passes must be returned to the office before leaving the building upon signing out.

Parents picking up their children must wait in the office or waiting area until their child is dismissed from his/her classroom. Under NO circumstances will a child be dismissed from class until the parent/guardian has presented themselves at the school office with positive photo identification.

School Pictures

Individual and group pictures are taken every year and are offered for sale to the children on a prepaid basis. You are in no way obligated to purchase these pictures.

School Psychologist

The School Psychologist conducts intelligence and achievement testing for students referred by the School Counselor/ Child Study to determine eligibility for Special Education Services and Gifted Education Services. Information on Special Education and Gifted Education is available on the district website. Parents are encouraged to maintain open communication with teachers pertaining to the progress of their student in school, any parent questioning the need for an evaluation of their child is free to contact the School Counselor. School Psychologists may be contacted at 570-288-6551.

School Social Worker

The school social worker serves as liaison between home and school and in that capacity communicates directly with parents at home in order to discuss, recommend, and help implement school related issues. For more information, please call the Central Office (570-288-6551).

School Visitors

Refer to appendix

Skyward

Skyward is our district's information management system, where parents/guardians can locate information regarding their child's academic performance, attendance record, contact information, and lunch account status. It is imperative that contact information within Skyward is up to date. The WVWSD uses Skyward as a resource to communicate with families regarding emergencies or school-related concerns. Contact information can be updated by notifying the registrar at the Central Office (570-288-6551).

Skyward Parent Portal Link

A district issued username and password is given to parents of a Wyoming Valley West student to access the Skyward database. Parents can review grades, food service accounts, assignments and attendance information for their student from this site. The Parent Portal link is accessible from the district website homepage <http://wvwsd.org>.

Smoking

SMOKING IS PROHIBITED ON SCHOOL DISTRICT PROPERTY.

Snow Days

If snow should cause the district to close the local television, radio and Skylert automated dialer will be used for such notification. Snow make-up days are scheduled as per the Wyoming Valley West School District school calendar, which may be located on the district website, <http://wwwsd.org>.

Speech Therapy

Students experiencing speech or language difficulty may receive speech and language support from a PA certified speech and language clinician. When a disability is detected, parents will be contacted to determine whether or not further evaluation is necessary. If so, parents will be contacted for permission to begin therapy on a regular basis.

Student Records

The following records are mandated for the child to attend school:

- Social Security Number
- Immunization Records
- Health History
- Emergency Form
- Act 26
- Birth Certificate
- Custody Papers (if applicable)
- Home Language Survey

The Wyoming Valley West School District Educational Records Policy (Adopted 1996 and Revised 2009) is consistent with the requirements of Public Law 93-380, the Family Educational Rights and Privacy Act (FERPA).

Students Rights/Responsibilities Policy

This policy sets forth guidelines by which student rights are to be determined consistent with this law.

The Board has the authority and responsibility to establish reasonable rules and regulations for the conduct and deportment of students of the district. At the same time, no student shall be deprived of equal treatment and equal access to the educational program, due process, a presumption of innocence, and free expression and association in accordance with these guidelines.

Attendant upon those rights established for each student are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority and compliance with the rules and regulations of the district.

A student who has reached the age of eighteen (18) years possesses the full rights of an adult and may authorize those school matters previously handled by his/her parents.

The Superintendent shall develop and promulgate administrative procedures consistent with law and Board policy to ensure that student's rights under varying conditions are properly described.

The right to public education in the Wyoming Valley West School District extends to all residents from age six (6) through (21), including pregnant and married students and those determined as handicapped. Children of migrant parents have the same privilege as other resident students and the same student rights apply to extra-curricular activities.

The responsibility for ensuring the education of children between the ages of five (5) and eighteen (18) rests with the parent(s) or guardian(s) of the child.

The right of students to attend schools of Wyoming Valley West can only be guaranteed when the student assumes responsibilities as a student. Student responsibilities include the following:

1. An awareness of all rules and regulations for student behavior and conduct in accordance with these rules and regulations.
2. Punctuality for all classes and regular school attendance except when excused.
3. Dress and grooming habits that meet fair standards of safety and health which do not cause any disruption of the educational process.
4. An awareness and compliance with all Federal, State and local laws.
5. Daily actions which do not interfere with the education of fellow students or do not, in any manner, show or imply disrespect for the rights of teachers, students, administrators and all others involved in the educational process.
6. Behavior that shows care and respect for all school facilities and property.
7. Make all necessary arrangements for making up work when absent from school.
8. A student request for any course, or course of study, must be accompanied by an obligation to meet all requirements for that course of study.
9. Participate in no action or act that threatens the safety of other students or school personnel.

Telephoning

When possible, all instructions should be given to a child before he/she leaves for school. Student use of the office telephone will be restricted to emergencies only. Forgotten items such as lunch, instruments, homework, money, etc. do not constitute an emergency. Parents should only phone the school in case of an emergency.

Telephoning to speak to a teacher: When calling to speak with a teacher, please understand that a teacher will not be excused from class to speak with a parent. The parents should leave a telephone number with the office, and when available, the teacher will return the call.

Title I Programs

Students in the primary grades may be eligible to receive supplemental instruction in reading and/or math. Student selection is based on the results of standardized testing and/or teacher referral. Reading Specialists and Math instructors work closely with the classroom teachers to help students become successful learners. Please contact the school for further information.

Title IX Programs

The Wyoming Valley West School District affirms that no person shall, on the basis of sex, disability, race, color, age, creed, religion, sexual orientation, gender identity, national origin, ancestry, veteran's status or genetic information be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any educational program or activity. In addition, no person shall, on any of these bases, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment, or recruitment, or consideration, or selection, therefore, whether full-time or part-time, under any educational program or activity operated by the district. The district shall make reasonable accommodations for qualified individuals with disabilities upon request.

Do you need to file a complaint?

Any student, staff member, or third party who believes he or she has been subject to sexual harassment, discrimination, or retaliation is encouraged to promptly report such incidents to the Title IX Coordinator using the contact information detailed below.

The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Mrs. Deborah Troy
570-288-6551 ext. 10402
dtroy@wvwsd.org

Nick Gill
570-779-5361 ext. 12960
ngill@wvwsd.org

Transfers

Parents of children who are moving should notify the principal's office of the date the children are leaving. Parents should obtain the name and address of the new school in order that health records and academic records can be sent directly to the new school without delay. Children must return all books and pay any financial debts before the transfer is completed.

Visitors

All visitors must report to the office upon entering the building. Visitors/Parents must report to the office prior to moving about the building for any scheduled activities. Visitor passes must be worn by all parents/visitors while in the building.

Students from other schools are **NOT** permitted to attend or visit classrooms.

Pets are NOT allowed on school property when dropping off or picking up your child/children. Student safety is our main concern.

Weather Emergencies

When a storm develops during the night and it seems likely that school may close or have a delay, listen to your radio, television or receive an automated phone call (Skylert) from the district.

Two Hour Delay

Used after an overnight storm. Breakfast/ lunch will be served.

In the case of early dismissals, exact school dismissals will be announced on radio, television or via automated dialer (Skylert). Parents should make arrangements **for**

and **with** children if no one is at home. Within the guidelines of state law, if parents feel an unusual safety situation exists, they must submit complete information to the school.

Procedures may vary among Wyoming Valley West Elementary buildings in regard to the day-to-day operation of the school.

Wellness Plan

In May 2006 the Wyoming Valley West School Board approved a district wide wellness plan to ensure the health and well-being of all students. As part of this program, the school will attempt to offer students 60 minutes of age-appropriate physical activity on most school days. Students will be taught healthy eating and nutrition lessons through the nutrition education program.

In conjunction with this program parents/guardians are asked to encourage their child(ren) to participate in physical activity outside of the school day. Families are also asked to be aware of the nutritional value of snacks being sent into the school building, and work with the school in teaching students to make healthy choices when bringing in food for celebratory events.

Wyoming Valley West School District /Equal Opportunity

Wyoming Valley West School District is an Equal Opportunities School, which does not discriminate in employment or educational programs because of race, sex, age or handicap.

APPENDIX

Wyoming Valley West Elementary School Acceptable Use Policy for Internet

Wyoming Valley West Elementary Schools have the ability to use the internet in each building. Since the internet offers diverse and unique resources, we are promoting educational excellence by encouraging the sharing of information and developing communication.

Along with access to the Internet comes the availability of material that may not be appropriate in the classroom. Through special protection software, most inappropriate materials will be restricted. **However, it is not possible to restrict all inappropriate materials. It is the responsibility of the school staff and parents to set and maintain standards of computer policies that the students should follow. We respect the decision of any family to deny internet access to their children.**

At the present time, no individual accounts will be issued to elementary students.

All elementary students will be required to abide by the following Code of Ethics and Rules:

Code of Ethics:

All computer users have the same right to use the equipment; therefore, each student is required to respect others rights and follow the same standards that are expected in the classroom.

The administration will judge what inappropriate use of equipment is, and their decisions are final.

Rules:

To be followed at all times:

- Be polite – do not write or send inappropriate messages
- Use appropriate language – language that is not allowed in school will not be allowed on the computer
- Do not give out your or other student's address, phone number or other personal information
- Do not destroy or attempt to destroy data of another user
- Do not try to gain access to accounts or files on the network or internet
- All copyright laws must be followed
- Duplication of any software is forbidden.

At the end of the student handbook, you will be asked to sign a document granting your child permission to use the internet.

PLEASE READ, SIGN AND RETURN TO THE SCHOOL

I have read and explained the following information to my child:

_____ Student Handbook and School Rules
Initial

_____ Field Trip Criteria
Initial

_____ Dress Code Policy
Initial

_____ Discipline Policy
Initial

_____ Electronic Device Policy
Initial

_____ Internet Acceptable Use Policy
Initial

PARENTS SIGNATURE: _____

PHONE NUMBER: _____

WORK NUMBER: _____

STUDENT NAME: _____

TEACHER'S NAME: _____ GRADE: _____

Acceptable Use Policy for Internet

Please sign the appropriate line. The top line will give your child permission to use the internet. If you give your child permission to use the internet, you must have your child sign the next line. If you deny permission for your child to use the internet, sign the line on the bottom of the page. Return this form to your child's homeroom teacher.

We have read and understand the Acceptable Use Policy. We agree rules must be followed, and any breach of them may result in loss of privileges or other disciplinary/legal actions.

As a parent or guardian of this student, I have read the rules of this agreement and give my permission to allow my child to use the internet.

Parent/Guardian Signature

Date

I will abide by the rules of this agreement and any future terms that may develop. I understand that I will lose computer privileges and disciplinary actions will be taken if I am found abusing my computer, network, or internet privileges.

Student Signature

Date

No, I do not want my child to have access to the internet.

Parent/Guardian Signature

Date

Dress and Grooming Policy

Book	Policy Manual
Section	200 Pupils
Title	Dress and Grooming
Code	221
Status	Review
Adopted	August 14, 2013
Last Revised	April 13, 2022
Last Reviewed	June 30, 2023

Purpose

The intent of this policy is to ensure that our students dress appropriately, are not disruptive to the educational process, and do not compromise the safety and security of our school. While requiring a specific type of clothing, it is not our purpose to interfere with students' decisions or freedom of expression. However, the safety of all students, the security of the building, and the environment in which our students learn must be the foremost objectives of our school. [1] [2]

Guidelines

Permitted

- Clothing, including both a shirt with pants, short or skirt, or the equivalent, and shoes. Clothing that covers the shoulders, chest, and torso (shoulders to waist) and covers all undergarments.
- Tops that fall comfortably to the belt or buckle of the pants.
- Leggings, sweatpants, yoga pants, khakis, joggers, and non-ripped jeans.
- Appropriate footwear at all times, All footwear must have a back.
- Dresses/Skirts that are at least mid-length, with no plunging backs below the mid-back, not made from transparent material, nor have side or front cut outs.
 - Pants that can be worn at/to the waistline. All undergarments must be covered at all times.

- Crewneck sweatshirts and t-shirts.
- Shirts without collars that are school appropriate and are not revealing, distracting, controversial, or pose a safety threat.

Not Permitted

- Halter tops, bare midriffs, see-through shirts, mesh shirts, tube tops, sleeveless shirts, tank tops or any top without a back.
- Clothing with obscene language and/or pictures, deemed offensive, sexually suggestive, condoning violence, suicide or vulgar language.
- Excessively short/tight skirts and shorts are inappropriate for school.
- Clothing or article that advertises or advocates the use of drugs, alcohol or tobacco or makes reference to gangs, including bandannas and tattoos.
- Cut, ripped, or torn clothing.
- Headgear and/or coats should be placed in student lockers during the school day. Caps, bandannas, hats, or hoods may only be worn outside of the building. If worn, headgear will be confiscated on the first offense and held until the end of the day. Headbands must be appropriate and secure the hair.
- Sagging pants (pants must be secured at the waist).
- Dog chain necklaces, spiked bracelets, hanging belts, or wallet chains.
- Pajamas, slippers, slipper boots, blankets, or bedroom attire.
- Clothing that shows underwear, the midriff, chest, or buttocks.
- Flip flops, sandals, slides, shoes without a back, or any footwear that poses a safety hazard is not permitted.
- Hoodies.
- Cargo Pants/Shorts with multiple pockets.

*These guidelines do not cover every possible situation. Questionable attire or appearance will be referred to the principal or principal's assistant. Since styles of clothing change rapidly, the school reserves the right to restrict certain fashions that are inappropriate and distracting to the learning environment. Maybe if in doubt, do not wear it to school.

Exemptions

Parents/Guardians who object to the policy based on religious or medical grounds must present to the building principal a signed letter detailing the reason for the

objection. The parent/guardian and the building principal will meet to discuss the exemption.

Board Discretion

The above dress code may be amended at any time at the discretion of the Wyoming Valley West School Board.

Discipline

The purpose of school is to promote and foster a solid learning environment. Students are expected to dress in a manner which encourages this purpose. Violation of this policy will result in parental notification and appropriate school action.

Noncompliance will be considered a violation of school policy. The consequences will be as follows.

Elementary Level:

Offense	Disciplinary Action
1 st Offense	At the discretion of the principal, depending upon the degree of cooperation from the student and parent/guardian, a request for change of clothing, a request to send the student home, or an out-of-school suspension shall take place as deemed appropriate by administration.
2 nd Offense	At the discretion of the administration, the student will be excluded from class (i.e., out-of-school suspension) for one (1) day. A parental meeting must take place for the child to return to class. The student is expected to return in full compliance of the structured dress code.
3 rd and Successive Offenses	At the discretion of the administration, the student will be subject to a three (3) to possible ten (10) day out-of-school suspension and a ten (10) day co-curricular suspension. A parental meeting must take place for the student to return to school. The student is expected to return in full compliance of the structured dress code.

Secondary Level:

1 st Offense	At the discretion of the administration, the student will be excluded from class (i.e., in-school suspension or out-of-school suspension) for one (1) day. Parents/Guardians will be notified of the class exclusion. The student is expected to return in full compliance of the structured dress code.
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2 nd Offense	At the discretion of the administration, the student will be excluded from class (i.e., in-school suspension or out-of-school suspension) for one (1) day. A parental meeting must take place for the child to return to class. The student is expected to return in full compliance of the structured dress code.
3 rd and Successive Offenses	At the discretion of the administration, the student will be subject to a three (3) to possible ten (10) day out-of-school suspension and a ten (10) day co-curricular suspension. A parental meeting must take place for the student to return to school. The student is expected to return in full compliance of the dress code.

Legal

1. 22 PA Code 12.11

2. 24 P.S. 1317.3

POI. 218

POI. 220 POI. 233

POI. 325

POI. 425

POI. 525

School Visitor Policy

Authority

The Board welcomes and encourages interest in district educational programs and other school-related activities. The Board recognizes that such interest may result in visits to school by parents/guardians, adult residents, educators and other officials. To ensure order in the schools and to protect students and employees, it is necessary for the Board to establish policy governing school visits.

Delegation of Responsibility

The Superintendent or designee and building principal have the authority to prohibit the entry of any individual to a district school, in accordance with Board guidelines and state and federal law and regulations.

The Superintendent or designee shall develop administrative regulations to implement this policy and control access to school buildings and school classrooms.

Guidelines

Persons wishing to visit a school should make arrangements in advance with the school office in that building.

Upon arrival at the school, visitors must register at the office where they will receive a pass.

Visitors may be required to provide identification credentials upon entering school property.

Visitors may be required to turn off their cell phones upon entering the school to maintain an appropriate educational environment.

All staff members shall be responsible for requiring a visitor to demonstrate that s/he has a visitor's pass.

No visitor may confer with a student in school without the approval of the principal.

Should an emergency require that a student be called to the school office to meet a visitor, the principal or designee shall be present during the meeting.

Failure to comply with these procedures shall result in more limited access to the school as determined by the building principal, consistent with Board policies, school rules and federal and state laws and regulations.

Classroom Visitations

Parents/Guardians may request to visit their child’s classroom, but the request must be made prior to the visit, in accordance with established administrative regulations. [1] [2]

The building principal or program supervisor must grant prior approval for the visit and shall notify the classroom teacher prior to the visit.

Parents/Guardians shall be limited to one (1) class period per month, per child in school for classroom visitations, in order to minimize disruption of the classroom schedule and the educational program. Parental participation in classroom activities or programs such as room parents, back-to-school events, and chaperones for field trips shall not constitute a classroom visit for purposes of this policy.

The building principal or program supervisor and classroom teacher have the authority to ask a visitor to leave if the visitor disrupts the classroom routine, educational program or daily schedule, or if a visitor violates Board policy. Failure to leave when asked or repeated, documented disruptions may result in loss of classroom visitation privileges.

Under exceptional circumstances and upon request of the building principal, program supervisor, classroom teacher or parent/guardian, the Superintendent may authorize additional or longer classroom visits by a parent/guardian.

Military Personnel

Members of the active and retired Armed Forces, including the National Guard and Reserves, shall be permitted to: [3] [4]

1. Visit and meet with district employees and students when such a visit is in compliance with Board policy and district procedures.

2. Wear official military uniforms while on district property.

Legal 1] 22 PA Code 14.108
 [2] 24 P.S. 510
 [3] 24 P.S. 2402 (Military Uniform)
 [4] Pol. 250

Notice of Special Education Services

All of the public schools of Luzerne Intermediate Unit 18 (LIU), 368 Tioga Ave, Kingston, Pennsylvania provides special education and related services to resident children with disabilities who are ages three through twenty-one. The purpose of this notice is to describe (1) the types of disabilities that might qualify the child for such programs and services, (2) the special education programs and related services that are available, (3) the process by which the public schools screen and evaluate such students to determine eligibility, and (4) the special rights that pertain to such children and their parents or legal guardians. The notice of Special Education Services is prepared annually by the Director of Special Education at the Luzerne Intermediate Unit and is reported each October on behalf of the member school districts. It is meant to inform the public as to the purpose and rights of special needs children and families.

What types of disability might qualify a child for special education and related services?

Under the federal Individuals with Disabilities Education Act, or "IDEA," children qualify for special education and related services if they have one or more of the following disabilities and, as a result, need such services: (1) intellectual disabilities (formerly mental retardation); (2) hearing impairments, including deafness; (3) speech or language impairments; (4) visual impairments, including blindness; (5) serious emotional disturbance; (6) orthopedic impairments, or physical disabilities; (7) autism, including pervasive developmental disorders; (8) traumatic brain injury, or neurological impairment; (9) other health impairment; (10) specific learning disabilities. Children aged 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. Children with more than one of the foregoing disabilities could qualify for special education and related services as having multiple disabilities. For infants, birth through three with special needs, contact the Luzerne County Mental Health / Mental Retardation Agency.

The legal definitions of these disabilities, which the public schools are required to apply under the IDEA, may differ from those used in medical or clinical practice. The legal definitions, moreover, could apply to children with disabilities that have very different medical or clinical disorders. A child with attention deficit hyperactivity disorder, for example, could qualify for special education and related services as a child with "other health impairments," "serious emotional disturbance," or "specific learning disabilities" if the child meets the eligibility criteria under one or more of these disability categories and if the child needs special education and related services as a result.

Under Section 504 of the federal Rehabilitation Act of 1973, and under the federal Americans with Disabilities Act, some school age children with disabilities who do not meet the eligibility criteria outlined above might nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program.

What programs and services are available for children with disabilities?

Public schools must ensure that children with disabilities are educated to the maximum extent appropriate in the regular education environment, and that the instruction they receive conforms as much as possible to the instruction that non-disabled students receive. This practice is commonly referred to as Least Restrictive Environment (LRE). Programs and services available to students with disabilities, in descending order of preference, are (1) regular class placement with supplementary aides and services provided as needed in that environment; (2) regular class placement for most of the school day with itinerant service by a special education teacher either in or out of the regular classroom; (3) regular class placement for most of the school day with instruction provided by a special education teacher in a resource classroom; (4) part time special education class placement in a regular public school or alternative setting; and (5) special education class placement or special education services provided outside the regular class for most or all of the school day, either in a regular public school or alternative setting.

Depending on the nature and severity of the disability, the public school can provide special education programs and services in (1) the public school the child would attend if not disabled, (2) an alternative regular public school either in or outside the school district of residence, (3) a special education center operated by a public school entity, (4) an approved private school or other private facility licensed to serve children with disabilities, (5) a residential school, (6) approved out-of-state program, or (7) the home.

Special education services are provided according to the primary educational needs of the child, not the category of disability. The types of service available are (1) learning support, for students who primarily need assistance with the acquisition of academic skills; (2) life skills support, for students who primarily need assistance with development of skills for independent living; (3) emotional support, for students who primarily need assistance with social or emotional development; (4) deaf or hearing impaired support, for students who primarily need assistance with deafness; (5) blind or visually impaired support, for students who primarily need assistance with blindness; (6) physical support, for students who primarily require physical

assistance in the learning environment; (7) autistic support, for students who primarily need assistance in the areas affected by autism spectrum disorders; and (8) multiple disabilities support, for student who primarily need assistance in multiple areas affected by their disabilities.

Related services are designed to enable the child to participate in or access his or her program of special education. Examples of related services are speech and language therapy, occupational therapy, physical therapy, nursing services, audiologist services, counseling including social work, and family training.

Within the Luzerne Intermediate Unit, children of preschool age are served by the Hazleton Area School District in a variety of home and school-based settings that take into account the chronological and developmental age and primary needs of the child. As with school age programs, preschool programs must ensure that to the maximum extent appropriate, children with disabilities are educated with non-disabled peers.

The public school, in conjunction with the parents, determines the type and intensity of special education and related services that a particular child needs based exclusively on the unique program of special education and related services that the school develops for that child. The child's program is described in writing in an individualized education program, or "IEP," which is developed by an IEP team consisting of educators, parents, and other persons with special expertise or familiarity the child. The parents of the child have the right to be notified of and to participate in all meetings of their child's IEP team. The IEP is revised as often as circumstances warrant but at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational progress to the student at all times. IEPs contain, at a minimum, a statement of present levels of educational and functional performance, an enumeration of annual goals and, for some children, short-term objectives or benchmarks, and a statement of the special education, program modifications, and related services that the child needs to make meaningful educational progress. Transition planning begins at age fourteen. For children aged sixteen and older, the IEP must also include a transition plan to assist in the attainment of post-secondary objectives. The public school must invite the child to the IEP team meeting at which the transition plan is developed.

How do the public schools screen and evaluate children to determine eligibility for special education and related services?

Multidisciplinary team evaluation

The public schools must conduct a multidisciplinary team evaluation of every child who is thought to have a disability. The multidisciplinary team is a group of professionals who are trained in and experienced with the testing, assessment, and observation of children to determine whether they have disabilities and, if so, to identify their primary educational strengths and needs. Parents are members of the multidisciplinary team. Public schools must reevaluate school-age students receiving special education services every three years and must reevaluate children with mental retardation and pre-school-age children receiving special education services every two years.

Parents may request a multidisciplinary team evaluation of their children at any time. They must do so in writing or in some cases an oral request can be made but must be followed up by permission to evaluate from the parent. Every public school within the Luzerne Intermediate Unit has a procedure in place by which parents can request an evaluation. For information about the procedures that apply in your public school, contact the public elementary, middle, or high school to which children in your area are assigned. Telephone numbers and addresses for these schools can be found in the blue pages section of the telephone book under the heading "Schools." Parents of preschool age children, age three through five, residing within the Luzerne Intermediate Unit may request an evaluation in writing by addressing a letter as follows: Hazleton Area School District, Early Intervention Services, 1515 West 23rd Street, Hazleton, PA 18202. The telephone number for the Early Intervention Program is (570) 459-8118.

Parents of children in private schools residing within the Luzerne Intermediate Unit may request a multidisciplinary team evaluation of their children from the public school district that they reside without enrolling in the public schools. While some services might be available to some private school children found eligible by public school multidisciplinary teams, the public schools are not required to provide all or any of the special education and related

services that children enrolled in the public schools would receive. If, after an evaluation, the multidisciplinary team determines that the child is eligible for special education and related services, the public school must offer the parents a Free Appropriate Public Education (FAPE) and an IEP for a public school-sponsored placement. If parents wish to take advantage of such an offer, they might have to enroll or re-enroll their child in the public schools in order to receive services and/or dually enroll in both public and non-public setting. Some public schools may offer FAPE through a third party (LIU) in the non-public school. The Luzerne Intermediate Unit through IDEA acts as the Local Education Agent (LEA) for non-public schools under equitable participation (EP). Equitable Participation services are determined annually by the non-public schools within the LIU. EP services are based on funding of student's in non-public schools who have known disabilities through appropriate evaluation and are not receiving FAPE through their local public schools. This identification process is called Child Find. Child find is the responsibility of the public schools. The LIU reports the data of child find for the public schools to PDE for IDEA data purposes.

Before the public school can proceed with any evaluation, it must notify the parents in writing of the specific types of testing and assessment it proposes to conduct, of the date and time of the evaluation, and of the parents' rights. The evaluation cannot begin until the parent has signed the written notice indicating that he or she consents to the proposed testing and assessments and has returned the notice to the public school.

Screening

Public schools undertake screening activities before referring most children for a multidisciplinary team evaluation. Screening activities consist of the following:

Ongoing analysis of the child's response to instruction and performance on State-wide and District-wide assessments.

Periodic vision and hearing assessments by the school nurse and review of the results of physical examinations by school or private physicians as Mandated by the Pennsylvania Public School Code.

Team-based baseline assessment and analysis of the child's response to individualized academic or behavioral intervention over a period of up to sixty (60) days. Such intervention-based screening occurs when requested by the child's teacher, parents, or other concerned school personnel.

For information about the dates of various screening activities in your local public school or to request screening activities for a particular child, contact the local public school directly. Telephone numbers and addresses for these schools can be found in the blue pages section of the telephone book under the heading "Schools." Parents of preschool age children, age three through five, residing within the Luzerne Intermediate Unit may obtain information about screening activities, or may request a screening of their children, by calling or writing the Hazleton Area School District, Early Intervention Services, 1515 West 23rd Street, Hazleton, PA 18202. The telephone number for the Early Intervention Program is (570) 459-8118.

Private school administrators, teachers, and parent groups, or individual parents of students in private schools, who are interested in establishing systems in those schools for locating and identifying children with disabilities who might need a multidisciplinary team evaluation may contact Ms. Elizabeth Krokos, Director of Special Education, Luzerne Intermediate Unit 18, 368 Tioga Avenue, Kingston, PA 18704, phone number 570-287-9681. Non-public school administrators are in-serviced yearly at the EP meeting as to the procedures for identification and responsibilities of the non-public, public school district and the LIU for parent privately placed children in non-public schools.

What special rights and protections do children with disabilities and their parents have?

State and federal law affords many rights and protections to children with disabilities and their parents. A summary of those rights and protections follows. Interested persons may obtain a complete written summary of the rights and protections afforded by the law, together with information about free or low cost legal services and advice, by contacting the special education or student services department of the school district in which they reside at the address and telephone number listed at the end of this notice, or through the principal of the local public school at the address and telephone number listed in the blue pages section of the telephone book under the heading "Schools." For pre-school identified students residing within the Luzerne Intermediate Unit a written summary is also available through the Hazleton Area School District, Early Intervention Services, 1515 West 23rd Street, Hazleton, PA 18202. The telephone number for the Early Intervention Program is (570) 459-8118.

Rights and Protections

Prior Written Notice. The public school must notify you in writing whenever it proposes to initiate or to change the identification, evaluation, educational program, or placement of a child or whenever it refuses to initiate or make a change in the identification, evaluation, educational program, or placement requested by a parent. Such notice must be accompanied by a written description of the reasons for the proposal or refusal, the options considered, if any, and the reasons why such options were rejected.

Consent. The public school 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. A public school may override the lack of consent for an initial evaluation by requesting the approval of an impartial hearing officer or judge following a hearing. If the parents fail to respond to a written request for permission to reevaluate, however, the public school may proceed with the proposed reevaluation without consent. A public school may not seek a hearing to override the refusal of a parent to consent to an initial placement in special education.

Protection in Evaluation Procedures. Evaluations to determine eligibility and current need for special education and related services must be administered in a manner that is free of racial, cultural, or linguistic bias. Evaluations cannot consist of a single test or assessment, and testing must be a valid measure of the psychological, social, emotional, or other learning characteristic or behavior that the school is using it to measure. Testing and assessment must be administered in accordance with professional standards and the criteria established by the publisher. It must be administered in the native language of the child.

Independent Educational Evaluation. If parents disagree with the evaluation conducted by the public school, they may request in writing an independent educational evaluation, or “IEE,” at public expense. The policy of the public schools of Luzerne Intermediate Unit 18 is to refuse to pay for such evaluations if the independent evaluator is not a Pennsylvania certified or Licensed professional, if the evaluation is not conducted in the same manner that the law requires of public school evaluations, or if the cost of the evaluation substantially exceeds the prevailing cost of similar evaluations in the region. Exceptions to these limitations will be granted only for compelling reasons. If the public school refuses to pay for the IEE, it must request an immediate special education due process hearing to defend the appropriateness of its evaluation.

Due Process Hearing Procedures

The parent or local educational agency (LEA) may request a due process hearing with respect to any matter relating to the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education (“FAPE”). The party requesting the hearing must submit a “Due Process Hearing Request” form to the Office for Dispute Resolution, 6340 Flank Drive, Suite 600, Harrisburg, Pennsylvania 17112; telephone (800) 222-3353; TTY (800) 654-5984. A due process hearing will not proceed until all required information is provided and procedures followed.

Timeline for requesting Due Process. The parent or LEA must request a due process hearing by filing a Due Process Hearing Request within two (2) years of the date to parent or the LEA knew or should have known about the alleged action that forms the basis of the request. There are limited exceptions to this timeline. This timeline will not apply to the parent if— the parent was prevented from requesting the due process hearing due to the specific misrepresentations by the LEA that it had resolved the problem forming the basis of the hearing request, or if the LEA withheld information from the parent that the LEA was required provide.

Filing and Service of the Due Process Hearing Request. The party requesting the hearing must send a copy of the Due Process Hearing Request to the other party and, at the same time, to the Office for Dispute Resolution by mail addressed to the Office for Dispute Resolution, 6340 Flank Drive, Suite 600, Harrisburg, Pennsylvania 17112, or by electronic mail addressed to ODR.pattan.net, or by facsimile at (717) 657-5983.

Contents of Due Process Hearing Request. The Due Process Hearing Request must contain the following information:

1. The name of the child, the address where the child lives, and the name of the school the child is attending or, if the child is homeless, available contact information for the child and the name of the school the child is attending;
2. A description of the nature of the problem, including facts relating to such problem; and
3. A proposed resolution of the problem to the extent known and available to the party filing the Request.

Challenging Sufficiency of the Due Process Hearing Request. The Due Process Hearing Request will be considered to be sufficient unless the party receiving it notifies the Hearing Officer and the other party in writing within fifteen (15) days of receipt that the receiving party believes the Request does not meet the requirements listed above.

Response to Request. If the LEA has not sent a prior written notice (“NOREP”) to the parent regarding the subject matter contained in the parent’s Due Process Hearing Request, the LEA must send to the parent, within ten (10) days of receiving the Due Process Hearing Request, a response including the following information: an explanation of why the LEA proposed or refused to take the action raised in the Hearing Request; a description of other options the Individualized Education Program (“IEP”) Team considered, if any, and the reasons why those options were rejected; a description of each evaluation procedure, assessment, record, or report the LEA used as the basis for the proposed or refused action; and a description of the factors that are relevant to the proposal or refusal. Filing this response to the parent’s Due Process Hearing Request does not prevent the LEA from challenging the sufficiency of the Due Process Hearing Request. If the LEA has already sent prior notice in the form of a NOREP to the parent, or it is the parent receiving the Due Process Hearing Request then a response to the Due Process Hearing Request must be sent to the other side within ten (10) days of receipt of the request. The response should specifically address the issues raised in the Due Process Hearing Request.

Hearing Officer Determination of Sufficiency of the Due Process Hearing Request. Within five (5) days of receiving a party’s challenge to the sufficiency of the Due Process Hearing Request, the Hearing Officer must make a determination based solely on the information contained within the Request whether the Request meets content requirements listed above. The Hearing Officer must immediately notify both parties in writing of his or her determination.

Subject Matter of the Hearing. The party requesting the due process hearing is not permitted to raise issues at the due process hearing that were not raised in the Due Process Hearing Request (or Amended Due Process Hearing Request) unless the other party agrees otherwise.

Resolution Session. Before a due process hearing can take place, the LEA must convene a preliminary meeting with the parent and the relevant member or members of the IEP Team who have specific knowledge of the facts identified in the Due Process Hearing Request in an attempt to resolve those issues without the need to proceed to a due process hearing. This preliminary meeting must be convened within fifteen (15) days of the receipt of the Due Process Hearing Request. A representative of the LEA who has decision-making authority must be present at this meeting. The LEA may not have an attorney attend the meeting unless the parent is also accompanied by an attorney. At the meeting, the parent will discuss the Due Process Hearing Request, and the LEA will be provided the opportunity to resolve the Due Process Hearing Request unless the parent and the LEA agree, in writing, to waive this meeting, or agree to use the mediation process. If the parent and LEA resolve the issues in the Due Process Hearing Request at the preliminary meeting, they must put the agreement terms in writing, and both the parent and a representative of the LEA who has the authority to bind the LEA must sign the agreement. The agreement is a legally-binding document and may be enforced by a court. Either the parent or LEA may void the agreement within three (3) business days of the date of the agreement. After three (3) days, the agreement is binding on both parties.

Amended Due Process Hearing Request. Either the parent or a LEA may amend its Due Process Hearing Request only if the other party consents in writing to the amendment and is given the opportunity to resolve the issues raised in the Due Process Hearing Request through a resolution session, or the Hearing Officer grants permission for the party to amend the Due Process Hearing Request. However, the Hearing Officer may grant this permission not later than five (5) days before a due process hearing occurs.

Timeline for Completion of Due Process Hearing. If the LEA has not resolved the Due Process Hearing Request within thirty (30) days of receiving it, or within thirty (30) days of receiving the Amended Due Process Hearing Request the due process hearing may proceed and applicable timelines commence. The timeline for completion of due process hearings is forty-five (45) days, unless the Hearing Officer grants specific extensions of time at the request of either party.

Disclosure of Evaluations and Recommendations. Not less than five (5) business days prior to a due process hearing, each party must disclose to all other parties all evaluations completed by that date, and recommendations based on the offering party’s evaluations that the party intends to use at the due process hearing. Failure to disclose this information may result in a Hearing Officer prohibiting the party from introducing the information at the hearing unless the other party consents to its introduction.

Due Process Hearing Rights. The hearing for a child with a disability or thought to have a disability must be conducted and held in the LEA at a place and time reasonably convenient to the parent and child involved. The hearing must be an oral, personal hearing and must be closed to the public unless the parent requests an open hearing. If the hearing is open, the decision issued in the case, and only the decision, will be available to the public. If the hearing is closed, the decision will be treated as a record of the child and may not be available to the public. The decision of the Hearing Officer must include findings of fact, discussion, and conclusions of law. Although technical rules of evidence will not be followed, the decision must be based upon substantial evidence presented at the hearing. A written or, at the option of the parent, electronic verbatim record of the hearing will be provided to the parent at no cost. Parents may be represented by legal counsel and accompanied and advised by individuals with special knowledge or training with respect to the problems of children with disabilities. Parents or parent representatives must be given access to educational records, including any tests or reports upon which the proposed action is based. A party has the right to compel the attendance of and question witnesses who may have evidence upon which the proposed action might be based. A party has the right to present evidence and confront and cross-examine witnesses. A party has the right to present evidence and testimony, including expert medical, psychological, or educational testimony.

Decision of Hearing Officer. A decision made by a Hearing Officer must be made on substantive grounds, based upon a determination of whether the child received a FAPE. In disputes alleging procedural violations, a Hearing Officer may award remedies only if the procedural inadequacies impeded the child's right to a FAPE; significantly impeded the parents opportunity to participate in the decision-making process regarding the provision of a FAPE to the child; or caused a deprivation of educational benefits. A Hearing Officer may still order a LEA to comply with procedural requirements even if the Hearing Officer determines that the child received a FAPE. The parent may still file a Complaint with the Bureau of Special Education within the Pennsylvania Department of Education regarding procedural violations.

The Due Process Hearing will serve as the local and state level hearing: appeals may be made to the court of competent jurisdiction.

Civil Action. A party that disagrees with the findings and decision of the Hearing Officer (in the case of Section 504/Chapter 15 cases and early intervention cases) has the right to file an appeal in state or federal court. The party filing an appeal is encouraged to seek legal counsel to determine the appropriate court with which to file an appeal. A party filing an appeal to state or federal court has ninety (90) days from the date of the decision to do so.

Attorney's Fees. A court, in its discretion, may award reasonable attorney's fees to the parent of a child who is a prevailing party or to a State Educational Agency or LEA against the attorney of the parent who files a Due Process Hearing Request or subsequent cause of action that is frivolous, unreasonable, or without foundation, or against the attorney of the parent who continued to litigate after the litigation clearly became frivolous, unreasonable or without foundation; or to a prevailing State Educational Agency or LEA against the attorney of the parent, or against the parent, if the parent's Due Process Hearing Request or subsequent cause of action was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of litigation. Fees awarded will be based on rates prevailing in the community in which the action or proceeding arose for the kind and quantity of attorney services furnished.

The federal law imposes certain requirements upon the parent and LEA and in some circumstances may limit attorney fee awards. Parents should consult with their legal counsel regarding these matters. The following rules apply: Attorney's fees may not be awarded and related costs may not be reimbursed in any action or proceeding for services performed subsequent to the time of a written offer of settlement to the parent if the offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedures, or, in the case of an administrative hearing, at any time more than ten (10) days before the proceeding begins; the offer is not accepted within ten (10) days; and the court finds that the relief finally obtained by the parent is not more favorable to the parent than the offer of settlement. Attorney's fees may not be awarded for time spent attending any meeting of the IEP team unless the meeting is convened as a result of an administrative proceeding or judicial action. A due process resolution session is not considered to be a meeting convened as a result of an administrative hearing or judicial action, nor an administrative hearing or judicial action for purposes of reimbursing attorney's fees. The Court may reduce the amount of any attorney's fee award when: (a) the parent, or the parent's attorney, during the course of the action or proceeding unreasonably protracted the final resolution of the controversy; (b) the amount of the attorney's fees otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably comparable skill, reputation, and experience; (c) the time spent and legal services furnished were excessive considering the nature of the action or proceeding; or (d) the attorney representing the parent did not provide to LEA the appropriate information in the Due Process Hearing Request. These reductions do not apply in any action or proceeding if the court finds that the State or LEA unreasonably protracted the final resolution of the action or proceeding.

Child's Status during Administrative Proceedings. Except for discipline cases, which have specific rules, while the due process case, the child must remain (pendency) in his or her present educational placement unless the parent and LEA or State agree otherwise. If the due process hearing involves an application for initial admission to public school, the child, with parental consent, must be placed in the public school program until completion of all the proceedings, unless the parent and LEA agree otherwise.

Private School Tuition Reimbursement. In some cases, parents of children who were identified by the public school as eligible for special education and related services and who received such services can recover in a due process hearing or from a court an award of private school tuition reimbursement. Parents can also receive such awards if their child was in need of special education and related services but were not offered such services in a timely manner. To obtain an award of tuition reimbursement, parents must notify their public school of their intent to enroll their child in a private school either verbally at the last IEP team meeting prior to withdrawing their child or in writing received by the public school at least ten days prior to the date on which the child is withdrawn from public school. Parents can obtain tuition only when they can prove at a special education due process hearing that (1) the public school failed to offer an appropriate program or placement to the child, (2) the parents therefore placed their child in a private school, and (3) the private school placement was proper. Tuition reimbursement awards can be denied or reduced if the parent's behavior was improper or if the parents delay unreasonably in asserting a claim against the public school in a due process hearing. Such awards can also be denied or reduced if the parents fail to do one of the following: (1) notify the public school of their intent to place the child in a private school at the last IEP team meeting prior to the planned placement or (2) notify the public school in writing of their intent to place the student in a private school at least ten days before withdrawing the student for that purpose.

Mediation. Parties may agree to submit their dispute to the mediation process by requesting mediation from the Office for Dispute Resolution. Mediation may be requested in place of or in addition to a due process hearing. If a hearing is also requested, mediation cannot delay the scheduling of the due process hearing, unless the Hearing Officer grants a continuance for that purpose at the request of a party. An impartial, trained mediator facilitates the mediation process, which is scheduled at a time and location convenient to the parties. The parties are not permitted to have attorneys participate in the process. Any resolution reached through mediation must be reduced to writing, which will be binding on the parties.

Rights under Section 504 of the Rehabilitation Act of 1973. As noted above, some students with disabilities who are not in need of special education and related services are nevertheless entitled to adaptations and accommodations in their school program or in the physical environment of school buildings, grounds, vehicles, and equipment, when such adaptations or accommodations are required to enable the student to access and participate meaningfully in educational programming and extracurricular activities. Parents are entitled to a written description of the adaptations and accommodations that the public school is willing to offer. This written description is called a "service agreement" or "accommodation plan." The rights and protections described above under the headings "Notice," "Consent," "Protection in Evaluation Procedures," and "Maintenance of Placement" apply to students receiving adaptations and accommodations under Section 504. Parents who have complaints concerning the evaluation, program, placement, or provision of services to a student may request either an informal conference with the public school or a due process hearing. The hearing must be held before an impartial hearing officer at a time and location convenient to the parents. Parents have the right to request a free written or electronic transcript or recording of the proceedings, to present evidence and witnesses disclosed to the public school, to confront evidence and testimony presented by the public school, to review their child's complete educational record on request before the hearing, to receive a written decision from the hearing officer, and to be represented by counsel or an advocate of their choice. An appeal may be taken from the decision of the hearing officer to a court of competent jurisdiction.

Compliance Complaints. In addition to the above hearing rights, parents and others with complaints concerning the education of a child with disabilities or violations of rights guaranteed by either the IDEA or Section 504 may file complaints with the Pennsylvania Department of Education, which must investigate such complaints and issue written findings and conclusions. Information concerning such complaints can be obtained at the following address:

Pennsylvania Department of Education
Bureau of Special Education
Division of Compliance Monitoring and Planning
333 Market Street, 7th Floor
Harrisburg, PA 17126-0333
(800) 879-2301

Student Records

The public schools of Luzerne Intermediate Unit 18 maintain records concerning all children enrolled in public school, including students with disabilities. Records containing personally identifiable information about or related to children with disabilities could include, but are not limited to, cumulative grade reports, discipline records, enrollment and attendance records, health records, individualized education programs, notices of recommended assignment, notices of intent to evaluate and reevaluate, comprehensive evaluation reports, other evaluation reports by public school staff and by outside evaluators, work samples, test data, data entered into the Penn Data system, PIMS, correspondence between school staff and home, instructional support team documents, referral data, memoranda, and other education-related documents. Records can be maintained on paper, on microfiche, on audio or videotape, and electronically. Records can be located in the central administrative offices of the public school, the school building or building at which the student attended or attends school, private schools and facilities at which the public school has placed the child for educational purposes, central storage facilities and electronic storage systems, and in the secure possession of teachers, building administrators, specialists, psychologists, counselors, and other school staff with a legitimate educational interest in the information contained therein. All records are maintained in the strictest confidentiality and adhere to the Family Educational Rights and Privacy Act (FERPA) regulations.

Records are maintained as long as they remain educationally relevant. The purposes of collecting and maintaining records are (1) to ensure that the child receives programs and services consistent with his or her IEP; (2) to monitor the ongoing effectiveness of programming for the child; (3) to document for the public school and the parents that the student is making meaningful progress; (4) to satisfy the requirements of state and federal agencies who have an interest in inspecting or reviewing documents concerning particular students or groups of students for purposes of compliance monitoring, complaint investigation, and fiscal and program audits; and (5) to inform future programming for and evaluations of the child. When educational records, other than those which must be maintained, are no longer educationally relevant, the public school must so notify the parents in writing and *may* destroy the records or, at the request of the parents, *must* destroy them. Public schools are not required to destroy records that are no longer educationally relevant unless the parents so request in writing.

Parent consent. Parent consent is required in writing prior to the release of any personally identifiable information concerning a child with disabilities. Parent consent is not required, however, prior to the release of information (1) to a hearing officer in a special education due process hearing; (2) to public school staff and contractors with a legitimate educational interest in the information; (3) to officials or staff of other schools and school systems at which the student is enrolled or intends to enroll; (4) to federal or state education officials and agencies and to the Comptroller of the United States; (5) to accrediting organizations to carry out their accrediting functions; (6) to comply with a lawful subpoena or judicial order; (7) in conjunction with a health or safety emergency to the extent necessary to protect the health and safety of the child or others; or (8) that the public schools have designated as “directory information.” Disclosure without consent of the parent is subject to certain conditions more fully described in the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C § 1332g, and its implementing regulation, 34 C.F.R. Part 99.

Parent access. Upon submitting a request to do so in writing, parents have the right to access the educational records of their child within forty five days or before any due process hearing or IEP team meeting, whichever is sooner. Access entitles the parent to the following: (1) an explanation and interpretation of the records by public school personnel; (2) copies of the records if providing copies is the only means by which the parent can effectively exercise his or her right of inspection and review; and (3) inspection and review of the records by a representative of the parent’s choosing upon presentation to the records custodian of a written authorization from the parent. The public school can charge a fee not to exceed its actual costs for copying records.

“Directory information.” Public school entities designate certain kinds of information as “directory information.” The public schools of Luzerne Intermediate Unit 18 typically designate the following as “directory information”: (1) the name, address, telephone number, and photographs of the child; (2) the date and place of birth of the child; (3) participation in school clubs and extracurricular activities; (4) weight and height of members of athletic teams; (5) dates of attendance; (6) diplomas and awards received; (7) the most recent previous institution or school attended by the child; and (8) names of parents, siblings, and other family members. The District will provide this information to any interested person, including armed forces recruiters who request it, without seeking consent from the parents of the student or the student. Parents who do not want the District to disclose such information *must so notify the District in writing on or before the first day of the school term*. Written notice must identify the specific types of directory information that the parent does not want the District to disclose without consent. If the parent fails to notify the District in writing by the first day of the school term, the District may release directory information upon request and without consent.

Disclosure of records containing personally identifiable information to other schools and institutions. Public school entities disclose personally identifiable information concerning students to educational agencies or institutions at which

the student seeks to enroll, intends to enroll, or is enrolled, or from which the student receives services, when that agency or institution requests such records.

Access to records by school officials with a “legitimate educational interest.” School officials with a legitimate educational interest in the personally-identifiable information contained in education records can have access to personally identifiable information without parent or student consent. Each school entity designates in its education records policy those persons who have a “legitimate educational interest” that would allow such access to education records. Such persons typically include teachers of the child, building administrators, guidance counselors to whom the child is assigned, members of instructional support and multidisciplinary teams in the course of screening and evaluation activities, records custodians and clerks, public school administrators with responsibility for programs in which the student is enrolled or intends to be enrolled, school board members sitting in executive session in consideration of matters concerning the child upon which only the school board can act, program specialists and instructional aides working with the child, therapeutic staff working with the child, and substitutes for any of the foregoing persons

Amendment of education records. After reviewing records, a parent or a student who has attained the age of 18 can request that records be amended. The school will make the requested changes or reject the request within forty-five days of the receipt of the request in writing. If the school rejects the request, the parent or student may request an informal hearing. The hearing can be held before any public school official who does not have a direct interest in its outcome. If the parents are dissatisfied with the outcome of the informal hearing, they may submit to the public school a statement outlining their disagreement with the record. The school thereafter must attach a copy of that statement to all copies of the record disclosed to third parties.

Complaints to the United States Department of Education. Complaints concerning alleged failure of a public school entity to comply with the requirements of the Family Educational Rights and Privacy Act may be addressed to the United States Department of Education as follows:

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

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 the public school nearest you. The number and addresses of all public schools in Luzerne Intermediate Unit 18 are located in the blue pages of the telephone book under the heading “Schools.” Information can also be obtained, and screenings and evaluations requested, by contacting the offices of special education or student services in each of the various school districts or, for preschool children, at Luzerne Intermediate Unit of Hazleton Area School District.

Notice of Services for Gifted Students While “gifted” is not one of the “disabilities” required under the Federal IDEA legislation, the State Board of Education’s regulations as set forth in 22 Pa. Code Chapter 16 – Special Education for Gifted Students, provides recognition that gifted students are considered to be “children with exceptionalities” under the Public School Code of 1949 and are in need of special designed instruction.

A district shall conduct public awareness activities to inform the public of gifted education services and programs and the manner by which to request these services and programs. These awareness activities shall be designed to reach parents of students enrolled in the public schools.

Students Who are Mentally Gifted

All Luzerne Intermediate Unit entities, except charter schools, also offer special education services, in the form of acceleration or enrichment, for students who are identified by a gifted multidisciplinary team (GMDT) as “mentally gifted”. A child is considered mentally gifted when his or her cognitive ability or other factors, as determined by a multidisciplinary team evaluation, indicate that he or she has outstanding intellectual ability the development of which requires special programs and services not ordinarily available in the general education program. The school entity engages in screening activities during regular classroom instruction and uses the data thus generated to determine whether a GMDT evaluation is warranted. In addition, parents may request gifted screening or a GMDT evaluation at any time. Parents are part of the GMDT and, if their child is determined to be mentally gifted, are part of the development and annual review and revision of their child’s gifted individualized education program (GIEP) as a member of the GIEP

team. The GIEP describes the present levels, annual goals and measurable objectives, and specially designed instruction and related services through which the District will provide the enrichment or acceleration, or both, that is needed to develop the outstanding mental ability of the child. Parents of students who are mentally gifted have the right to request a special education due process hearing or to file a compliance complaint with the Pennsylvania Department of Education at the address listed below. Details concerning the procedures governing hearing requests can be found on the Website of the Office for Dispute Resolution at <http://www.pattan.k12.pa.us>.

A child can be identified as both a child with a disability and mentally gifted. In such cases, the rights of the child and his or her parents are governed by the rules applicable to children with disabilities and their parents, as described above.

Pennsylvania Department of Education
Bureau of Special Education
Division of Compliance Monitoring and Planning
333 Market Street, 7th Floor
Harrisburg, PA 17126-0333
(800)879-2301

Chapter 4 - The State Board of Education regulations as adopted under statutory authority in the School Code.

Chapter 16- Gifted education is separate from special education services.

Dual Exceptionalities: If a student is both gifted and eligible for special education, the procedures in Chapter 14 shall take precedence. For these students identified with dual exceptionalities, the needs established under the gifted status must be fully addressed in the procedures required in Chapter 14. (22 Pa. Code § 16.7(b))
For students who are gifted and eligible for special education, it is not necessary for school districts to conduct separate screening and evaluations, develop separate IEPs, or use separate procedural safeguards processes to provide for a student's needs as both a gifted and eligible student. (22 Pa. Code § 16.7(c))

Education Placement - The overall educational environment in which gifted education is provided to gifted students in all public schools of Luzerne Intermediate Unit 18. Placements and Programs may vary from school district to school district.

GIEP - Gifted Individualized Education Program.

GMDT– Gifted Multidisciplinary Team

Gifted Education - Specially designed instruction to meet the needs of a gifted student that is:

(i) Conducted in an instructional setting, (ii) Provided in an instructional or skill area, (iii) Provided at no cost to the parents, (iv) Provided under the authority of a school district, directly, by referral or by contract, (v) Provided by an agency, (vi) Individualized to meet the educational needs of the student, (vii) Reasonable calculated to yield meaningful educational benefit and student progress, (viii) Provided in conformity with GIEP.

Gifted Multidisciplinary Evaluation - A systematic process of testing, assessment, and other evaluative processes used by a team to develop a recommendation about whether or not a student is gifted or needs gifted education.

Gifted Student - A student who is exceptional under section 1372 of the School Code (24 P.S. §13-1371) because the student meets the definition of "mentally gifted" in this section, and needs specially designed instruction beyond that required in Chapter 4 (relating to academic standards and assessment.) This term applies only to students who are of "school age" as defined under § 11.12 (relating to academic standards and assessment.) This term applies only to students who are of "school age" as defined under §11.12 (relating to school age.)

Instruction setting - A classroom or another setting in which gifted students are receiving gifted education.

Mentally gifted - Outstanding intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program.

Parents - A natural or adoptive parent or parents, guardian or guardians, one or more persons acting as the parent or parents of a student.

Party - Parent or school district.

Regular classroom - A specific instructional grouping within the regular education environment.

Regular education environment - The regular classroom and other instructional settings in which students without a need for gifted education receive instruction programs and the full range of supportive services normally provided to these children.

School Code - The Public School Code of 1949 (24 P.S. §§1-101, 27-2702)

School day - A day that school is in session.

Screening and evaluation process - The systematic determination of whether or not a student is gifted or needs gifted education.

Specially designed instruction - Adaptations or modifications to the general curriculum, instruction, instructional environments, methods, materials, or a specialized curriculum for students who are gifted.

Support services - Services as required under § 16.33 (relating to support services) to assist a gifted student to benefit from gifted education. Examples of the term include:

- (i) Psychological services
- (ii) Parent counseling and education
- (iii) Counseling services
- (iv) Transportation to and from gifted programs to classrooms in buildings operated by the school district.

This Public Notice Documentation has been submitted by the Luzerne Intermediate Unit on behalf of the LIU member school districts and Dr. Anthony Grieco, Executive Director. The documentation and preparation was completed by Ms. Elizabeth Krokos, Director of Special Education Services. Information is based on interpretation of Public Laws including “No Child Left Behind”, Individuals Disabilities in Education Act”, Pa. Chapter 14 Special Education Regulations, Chapter 4, Section 504, Chapter 15, and Chapter 16.

District Contacts for Information Concerning Special Education Services:

Crestwood School District
Mr. Joseph Rasmus, Assistant to Superintendent
281 South Mountain Boulevard
Mountaintop, PA 18707-1913

Dallas School District
Ms. Dawn Keifer, Director of Special Education
2000 Conyngham Ave.
Dallas, PA 18612-0720

Greater Nanticoke Area School District
Susan Lipsey, Director of Special Education
Greater Nanticoke Area High School
425 Kosciuszko Street
Nanticoke, PA 18634-2690

Hanover Area School District
Dr. Steven Greenfield, Director of Special Education
1600 Sans Souci Parkway
Wilkes-Barre, PA 18702-2091

Hazleton Area School District
Ms. Debbie Yanuzzi, Director of Special Education
1515 West 23rd Street
Hazleton, PA 18202

Lake Lehman School District
Ms. Tina Antonello-Porteé, Director of Special Education
P. O. Box 38
Lehman, PA 18627-0038

Northwest Area School District
Ms. Elizabeth Ellis, Director of District Operations
243 Thorne Hill Rd.
Shickshinny, PA 18655-9201

Pittston Area School District
Ms. Amy Linnen, Director of Special Education
5 Stout Street
Pittston, PA 18640-3399

Tunkhannock Area School District
Ms. Mary Hvezda, Director of Special Education
41 Philadelphia Avenue
Tunkhannock, PA 18607

Wilkes-Barre Area School District
Tashara Sheperis, Special Education Coordinator
Jamie Moska, Special Education Coordinator
730 South Main Street
Wilkes-Barre, PA 18711-0375

Wyoming Area School District
Ms. Vanessa Nee, Director of Special Education
Memorial Street
Exeter, PA 18643-2698

Wyoming Valley West School District
Mrs. Marya Baratta, Director of Special Education
450 North Maple Ave.
Kingston, PA 18704-3683

Bear Creek Charter School
Ms. Bridget Deeble, Coordinator
2000 Bear Creek Boulevard
Wilkes-Barre, PA 18702

Detention Center in Pittston
Pittston Area School District
Ms. Amy Linnen, Director of Special Education
5 Stout Street
Pittston, PA 18640-3399

Luzerne Intermediate Unit #18
Ms. Elizabeth Krokos, Director of Special Education
368 Tioga Ave.
Kingston, PA 18704-0649

Wyoming Valley West GoFundMe Application

(To be completed prior to establishing a GoFundMe or similar request account for educational supplies)

Name of Staff Member: _____

Professional Assignment (building/grade level where applicable): _____

Requested Item(s):

- 1. _____ Cost: _____
- 2. _____ Cost: _____
- 3. _____ Cost: _____
- 4. _____ Cost: _____
- 5. _____ Cost: _____

Total Cost of Item(s) Requested: _____

Educational Justification/Use: _____

Where will the item(s) be stored during the summer? _____

I understand that any item that is acquired by a Wyoming Valley West staff member through GoFundMe or any similar program of donation is property of the Wyoming Valley West School District. As such, unless otherwise granted permission by the Superintendent of Schools or his/her designee, the acquired item(s) must be used and stored on District property and must not leave District property at any time.

Staff Member Signature: _____ Date: _____

APPROVED

NOT APPROVED

Superintendent's Signature: _____ Date: _____

April 2018

McKinney-Vento Homeless Education Program

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT:

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

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

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

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

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

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

Living in emergency or transitional shelters.

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

Migratory children living in above circumstances

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

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

Residency and Educational Rights:

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

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

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

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

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

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

Provide school supplies and other school related materials as needed

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

Set clear expectations for student behavior, attendance and academic performance

Assist students/families access with community services

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

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

For additional information, contact LEA at 570-288-6551 and ask to speak to the district social worker.

FIELD TRIP MEDICATION POLICY

The administration of medication to students is the responsibility of the parent/guardian. Whenever possible, parents are encouraged to administer medication at home and to collaborate with the primary care provider to establish medication schedules that minimize administration at school.

When medication must be administered during school hours, the parent/guardian must give written permission to school licensed medical personnel to administer the medication or to allow the student to self-medicate, in accordance with Wyoming Valley West School District policy. The certified school nurse or other licensed personnel (RN, LPN) cannot lawfully delegate the nursing function of medication administration to the principal, teacher, administrative personnel, paraprofessionals serving as health room aides, or other non-professional school district employees, nor can school districts lawfully assign the medication administration function to the school administrators, teachers, or other personnel.

When students are off-campus for field trips, it is not the normal and routine practice of the Wyoming Valley West School District to assign medical personnel to accompany them. On such occasions, parents/guardians of students whose medication is normally administered by school medical personnel during the period of time involved will be notified at least 14 days in advance of the scheduled field trip and asked to determine how they would like the medication administered during the field trip.

The parent/guardian will have several options:

- _____ 1. The parent/guardian may notify the District that the medication will be administered at home on that day.
- _____ 2. The parent/guardian may attend the field trip and administer the medication to the student.
- _____ 3. The parent/guardian may provide written permission for the student to carry the medication and self-administer it at the proper time. This may be done under the observation of an adult, but not dispensed by the adult.
- _____ 4. The parent/guardian may designate another adult attending the field trip to carry and administer the medication to the student. However, teachers and other WWV personnel may not be designated to administer medications.
- _____ 5. The parent/guardian may notify the District at least 10 days prior to the trip that none of the above options are possible. In this case, the District will arrange to have licensed medical personnel available to administer the medication at the appropriate time.

All medication to be administered on the field trip must be delivered to the school by the parent/guardian or a responsible adult designated by the parent/guardian. The medication must be in the original pharmacy labeled container. According to 49 Pa Code §27.18(d) (1) – (7), the label must contain:

- Name, address, telephone and federal DEA number of the pharmacy;
- Patient name;
- Directions for use (dosage, frequency and time of administration, route, special instructions);
- Name and registration number of the licensed prescriber;
- Prescription serial number;
- Date originally filled;
- Name of medication and amount dispensed;
- Controlled substance statement, if applicable

All medication must be handled either by licensed medical personnel, the parent/guardian or other adult designated by the parent/guardian, or the student. Under no circumstances shall the teacher or school personnel other than a licensed medical professional transport or otherwise handle student medication.

To the Parent/Guardian of _____:
Student Name

Your child's class is scheduled to attend a field trip to _____
Location

on _____
Date

Because your child normally receives medication administered by the school medical personnel during the period of time covered by the field trip, we are notifying you that when students are off-campus for field trips, it is not the normal and routine practice of the Wyoming Valley West School District to assign medical personnel to accompany them. We ask that you indicate below your choice of how the medication will be administered on the day of the field trip.

Please check one of the following options and sign below.

- _____ 1. The medication will be administered at home on that day.
- _____ 2. I will attend the field trip and administer the medication.
- _____ 3. I will provide written permission for the student to carry the medication and self-administer it at the proper time. (This may be done under the observation of an adult, but not dispensed by the adult.)
- _____ 4. I will designate another adult attending the field trip to carry and administer the medication to the student. **Name of adult:** _____
- _____ 5. None of the above options are possible. In this case, the District will arrange to have licensed medical personnel available to administer the medication at the appropriate time.

All medication to be administered on the field trip should be delivered to the school by the parent/guardian or a responsible adult designated by the parent/guardian. The medication must be in the original pharmacy labeled container.

All medication must be handled either by licensed school medical personnel, the parent/guardian or other designated adult, or the student. Under no circumstances shall the teacher or school personnel other than a licensed medical professional transport or otherwise handle student medication.

**Please return this signed form to the school no later than 10 days before the date of the trip.
Thank you for your cooperation!**

Parent Signature: _____ Date: _____

7/2018

Book Policy Manual

Section 100 Programs

Title Gifted Education Services

Code 114

Status Active

Adopted November 13, 1985

Last Revised August 8, 2018

Purpose

The Wyoming Valley West School District provides gifted education services and programs designed to meet the individual needs of the identified students.

Process to locate and identify all students within the district who are thought to be gifted and in need of specially designed instruction.

Screening and Evaluation process to determine the students' educational needs that meet state requirements.

Procedures to determine if a student is mentally gifted.

Gifted Written Report (GWR) identifying eligibility and unique needs and strengths of each student. Gifted Individualized Education Plan (GIEP) development.

Continuum of WWV Gifted Services including GIEP-based enrichment in elementary, middle, and high school, with honors, AP, and dual enrollment classes available.

Guidelines

GIFTED SUPPORT IMPLEMENTATION

All professional staff involved in Gifted Education Services may be required to participate in regular trainings regarding Gifted Education Services, the development and implementation of GIEPs and/or other topics related to the provision of Gifted Education Services.

ELEMENTARY:

1. Classroom teachers in the **Chester self-contained full-time AG program** provide Gifted Support through specially designed instruction and monitor the implementation of existing GIEPS for students identified as Gifted; they receive the stipend as specified in the negotiated Collective Bargaining Agreement. These teachers write GIEPS for identified students rising to their respective grade levels for the next school year.
2. Gifted Support through specially designed instruction shall be provided to identify **students in other elementary buildings** by classroom teachers assigned for each student based on the student's GIEP. These teachers shall receive the stipend specified in the negotiated Collective Bargaining Agreement. These teachers are responsible for writing GIEPS for identified students rising to their respective grade levels for the next school year.
 - a. In each elementary building other than Chester, one (1) teacher per grade level shall be identified for Gifted Support in each specific subject or content area, and all identified students in that grade level and Area of Enrichment shall be assigned to that teacher's case load, within legal requirements.
 - b. In no case shall a teacher receive more than one (1) stipend per Year for Gifted Support, regardless of the number of students assigned or the number of content areas involving specially designed instruction.

MIDDLE SCHOOL/HIGH SCHOOL:

Gifted Support shall be provided to identified Middle School/High School students by classroom teachers in the students' respective Areas of Enrichment; these teachers shall be those who work with the students in class regularly.

The teacher shall be responsible for implementation of the existing GIEP and shall provide specially designed instruction in the identified content area. In addition, each teacher may be assigned as case manager to identified students. Case managers shall be responsible for monitoring implementation of the GIEPs. Students with multiple areas of enrichment shall be assigned to a specific case manager, assigned from among the teachers who are providing specially designed instruction to that student, with a maximum caseload per teacher of seven (7) students. The case manager shall also be responsible for writing GIEPS for students rising to that grade level for the following year; however, all teachers providing Gifted Support under the terms of the GIEPs shall receive the stipend specified in the negotiated Collective Bargaining Agreement.

Example 1: Five (5) 6th grade Students with GIEP with Science as an area of enrichment are all

Assigned to the same 6th grade Science teacher for 2018-19. The teacher shall write the GIEP documentation for the area of Science for these students, including specially designed instruction that will be implemented by him. The teacher receives one stipend of \$1,125 for providing Gifted Support through specially designed instruction for those students and monitoring their GIEP implementation as the Case Manager. At the end of the school year, the teacher will write GIEPs for students entering 6th grade with Science as an area of enrichment.

Example 2: Five (5) 6th grade Students with GIEP with Science as an area of enrichment are all

assigned to the same 6th grade Science teacher for 2018-19; however, one (1) of the students is also identified for specially designed instruction in the area of music. The 6 Grade Science shall write the GIEP documentation for the area of Science for these five students, including specially designed instruction that will be implemented by him. The teacher receives one stipend of \$1,125 for providing Gifted Support through specially designed instruction for five (5) students and monitoring the GIEP implementation of four (4) students. The student also identified for Gifted Support in music is assigned th to the 6 Grade Band teacher, who serves as her case manager along with providing specially designed instruction in music. The Band teacher, as case manager, is responsible not only for writing the terms of the specially designed instruction in Music but also for monitoring the implementation of the GIEP of this

student and communicating regularly with the Science teacher regarding the GIEP. The Band teacher also receives a stipend of \$1,125 for providing Gifted Support through specially designed instruction in Music.

This will involve classroom teachers in Core Content Areas at each grade level and possibly teachers in the Arts or Physical Education for students who require enrichment in those areas. The number of teachers involved in Gifted Support during each school year will vary, depending on the needs of the students and the specific requirements of the GIEPs.

For optimal and consistent management of Gifted Support, one (1) teacher in each content area or subject per grade level should be identified to provide specially designed instruction for identified students in that grade level.

Case Managers and Gifted Support teachers should be identified as early as possible for the next school year, and should be involved in the creation of the GIEP for students rising to their grade level.

Sample chart:

MS Gifted Support Teachers (assigned as necessary) th th th

Possible Area of Enrichment 6-, 7-, 8

Language Arts/English

Math

Social Studies

Science

Technology

Art or Music

HS Gifted Support follows the same model of assigning a teacher in the Area of Enrichment to monitor GIEP compliance, provide Gifted Support, and write GIEPs for incoming students.

HS Gifted Support Teachers (assigned as necessary) th th th

Possible Area of Enrichment 9-, 10-, 11-, 12th

Language Arts/English

Math

Social Studies

Science

Technology

Art or Music

Legal

20 U.S.C. 1232g

22 PA Code 11.12

22 PA Code 16.1 et seq

22 PA Code 4.13

22 PA Code 4.28

24 P.S. 1371 Pol. 100

Pol. 113

Pol. 216

Book Policy Manual

Section 100 Programs

Title Gifted Education Services

Code 114 - Addendum

Status Active

Adopted June 17, 2020

ELEMENTARY GIFTED SUPPORT :

Staff Allocation and Assignments

1. Gifted Support through specially designed enrichment instruction shall be provided to identified students in elementary buildings by designated gifted support teachers and/or classroom teachers assigned for each student based on the student's GIEP.
 - a. These teachers shall receive the stipend specified in the negotiated Collective Bargaining Agreement. These teachers are responsible for writing GIEP's for identified students rising to their respective grade levels for the next school year.
 - b. In each elementary building, one (1) teacher per grade level shall be identified for Gifted Support in each specific subject or content area, and all identified students in that grade level and Area of Enrichment shall be assigned to that teacher's case load, within legal requirements. In buildings where a full-time gifted support teacher is assigned, all identified students shall be assigned to that teacher's case load for gifted support and GIEP case management.
 - c. In no case shall a teacher receive more than one (1) stipend per year for Gifted Support, regardless of the number of students assigned or the number of content areas involving specially designed enrichment instruction.

Bullying/Cyberbullying Policy

Purpose

The Wyoming Valley West School District will be committed to providing a compassionate, receptive, and non threatening atmosphere for each and every one of our pupils to learn and succeed. If bullying/cyberbullying does occur, students should be assured of the fact that all incidents will be addressed quickly, thoroughly, and efficiently. It is expected that anyone - whether student, educator, family member, or other school party - who witnesses or has other knowledge of an incident of bullying/cyberbullying, will report the incident to a staff member immediately and with the promise of confidentiality, if desired.

Creating and maintaining a safe and welcoming learning environment for all students is a high priority in all district schools. A safe school environment free from

bullying/cyberbullying is necessary for pupils to learn and achieve high academic standards. Bullying/Cyberbullying behavior disrupts the educational process; therefore, it will not be tolerated on school property, in school vehicles, school grounds, at school-sponsored events, or during travel to and from school.

Definitions

Under this policy, **bullying** is a form of harassment in which behavior is intended, or perceived to intend, to harm or cause distress to another. The action occurs repeatedly over time and, in addition to causing harm or distress, has the effect of insulting or demeaning a student or group of students in such a way as to cause disruption of the orderly operation of the school. Bullying may be physical, verbal, written, electronically transmitted or psychological. It may include, but is not limited to, actions such as verbal taunts, physical aggression, extortion of money or possessions, exclusion from peer groups within the school, name-calling, and derogatory statements, including any discriminatory statement. Bullying is not a mutual confrontation between two (2) students or a group of students (i.e., fighting with another student in which the altercation is mutual, requiring restraint or resulting in injury or property damage).

Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or web site postings (including blogs) which has the effect of:

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

Authority

The School Board prohibits all forms of bullying/cyberbullying behavior on school property, in school vehicles, at school-sponsored events, or during travel to and from school. Any violation of this policy shall be considered an infraction of the Student Code of Conduct, with discipline implemented accordingly. All bullying/ cyberbullying behavior that is a violation of the PA Crimes Code will be reported to law enforcement.[\[1\]](#)

Delegation of Responsibility

Any person discovering bullying/cyberbullying shall report the incident to a schoolteacher, counselor, or administrator. School staff will provide immediate interventions consistent with this school policy. Students are encouraged to immediately report bullying/cyberbullying.

Guidelines

When a student believes that s/he is a victim of bullying/cyberbullying, the student shall report a complaint of bullying/cyberbullying, orally or in writing, to the building principal, counselor, teacher, or another school employee.

All school employees are required to report alleged violations of this policy to the building principal or the principal's designee.

The principal or the principal's designee will investigate the incident and maintain a confidential record in the discipline file of both the victim(s) and bully(ies).

The building principal or designee will contact the parent/guardian of both the bully and victim.

Appropriate consequences and remedial actions range from positive behavioral interventions to and including suspension, and may include separating the student(s) being bullied/cyber bullied from the perpetrator(s). Any violation of the PA Crimes Code will be reported to law enforcement.

Victims and their parents/guardians shall be made aware of appropriate counseling and agency services available.

The district prohibits reprisal or retaliation against any person who reports a relevant act of bullying/cyberbullying. The principal will determine the consequences and remedial actions. Any violation of the PA Crimes Code will be reported to law enforcement.

The principal will determine the consequences and remedial actions for a pupil found to have falsely accused another as a means of harassment, intimidation or bullying/cyberbullying. Any violation of the PA Crimes Code will be reported to law enforcement.

The following are specific things that teachers can do to help prevent bullying/cyberbullying:

1. Make it clear to students that bullying/cyberbullying will not be tolerated in the classroom, in the hallways, on the playground, or anywhere at school.
2. Ensure students that if anyone has a problem with bullying/cyberbullying, that s/he can talk to you about it in person or by writing you a note about what

happened.

3. Immediately take action when you see bullying/cyberbullying, name calling, or harassment happen in your presence.
4. Help students identify themselves as allies for victimized students.
5. If students report bullying/cyberbullying, make sure that the bullies are confronted and that the victims, bystanders, and allies are protected.
6. Have students write what they think a bully is and discuss it out loud.
7. Work with other teachers to share ideas on what you are doing in your classroom to teach about and prevent bullying/cyberbullying.
8. Compile with your students a list of strategies for dealing with bullies/cyberbullies and post them in your classroom.

The following is a list of strategies to help students deal with bullies/cyberbullies:

1. Walk away from a bully.
2. Ignore the bully.
3. Tell someone like a teacher, parent/guardian, or friend that can help.
4. Try to be nice to the bully.
5. Try to be tricky.
6. Go to class to talk about problems with bullies.
7. Stand behind the person being bullied.
8. Go out of your way to make new friends to make yourself feel better.
9. Use humor.
10. Stay with other people so that you are not alone.
11. Do not give the bully the power to change your life.
12. Do not fight back.

The administrators' role in bully prevention:

1. Administration must make it clear that any form of bullying/cyberbullying will not be tolerated.
2. Students will be made aware of the faculty and staff's attitudes toward bullying/cyberbullying.
3. There will be appropriate consequences for students who choose to be bullies/cyberbullies.
4. A full investigation will take place when bullying/cyberbullying issues are reported, and everyone involved will be treated fairly.
5. Parents/Guardians will be informed of bullying/cyberbullying incidents regarding their child.
6. All campus monitors, janitorial staff, office staff, and cafeteria staff will be notified on what to do if a child reports a bullying/cyberbullying incident to them.

Disposition of a Bully

Counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator and remediate the impact on the victim. This includes age-appropriate intervention(s), restoration of a positive climate, and support for victims, as well as others impact

