

26-27

FORT CHERRY ELEMENTARY CENTER
RANGERS



STUDENT HANDBOOK

FCEC FAMILIES

Welcome to the 2026-2027 school year!

On behalf of our entire faculty and staff, we are thrilled to welcome our returning families and extend a warm greeting to those joining us for the first time. We are honored to partner with you in supporting your child's academic, social, and personal growth in a safe, encouraging environment where every student can reach their fullest potential.

As we kick off this new school year, we want to highlight the continuation of key initiatives that shape our vibrant school culture: Project TEAM will be continuing as a school-wide initiative, which seamlessly integrates social-emotional learning and character development with career education. Through hands-on learning, our students will practice teamwork, build leadership skills, and develop the essential 21st-century capabilities they need for future success.

We will again continue our school-wide PBIS model to guide all of our Rangers to be Respectful, Responsible, and Resilient. These core expectations are woven into daily classroom life and all areas to ensure a positive and supportive learning atmosphere for everyone.

Please take time to read through this handbook carefully. It includes important information about school policies, procedures, and expectations that will help ensure a smooth and successful year. We recommend keeping it accessible for reference as questions arise. While the handbook is a helpful guide, we understand it cannot answer every question—so we encourage you to contact the school whenever you need clarification or additional information.

We believe that parents and guardians play a vital role in their child's education. Open communication between home and school is essential. If you have any questions or concerns, please reach out to your child's teacher or our office staff. Likewise, our teachers will keep you informed if they have any concerns about your child's progress through phone calls, emails, parent meetings, and more!

By working together as a team, we can ensure every student has the tools and encouragement they need to thrive. Thank you for being such an important part of our school community. We look forward to another year of an inspiring, productive, and rewarding year at FCEC!

Best wishes for a fantastic year,

Mrs. Lindsey Richards
Principal, Fort Cherry Elementary Center



Fort Cherry Elementary Center

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IN LOCO PARENTIS (Policy 908)

In accordance with Pennsylvania law and District policy, Fort Cherry Elementary Center staff and administration operate under the principle of *in loco parentis*—Latin for “in place of the parent.” This legal doctrine grants school personnel the authority and responsibility to act in the best interest of students while they are under school supervision, whether on campus, during transportation, or at school-sponsored events.

This includes the authority to:

- Enforce school rules and behavioral expectations;
- Provide for the safety, health, and welfare of students;
- Make reasonable decisions regarding discipline, supervision, and academic support.

While the school seeks to maintain ongoing communication with parents and guardians, it must also exercise sound judgment and professional discretion in real-time situations to ensure a safe and orderly learning environment for all students.

By enrolling at Fort Cherry Elementary Center, students and families acknowledge and accept the school's duty and right to act *in loco parentis* during the school day and during school-affiliated functions.

Student Services

The FCEC Student Support Services Coordinator, the School Counselor, the school Social Worker, and the Mental Health Clinician are available to assist students in all matters relating to academics, personal, and school related conditions that affect student learning, behavior, or attendance. If you need assistance, please contact them:

Mrs. Brianne Eiler, Student Services Coordinator

beiler@fortcherry.org x*2003

Mrs. Amy Oberly, Guidance Counselor

aoberly@fortcherry.org x*2007

Ms. Julie Krafchek, Social Worker

jkrfcheck@fortcherry.org x*2008

TBD, Mental Health Clinician

emailtbd@fortcherry.org X*2240

There is a counselor available to help students with any problems that may arise during the school day. Student Services appointments may be scheduled by:

1. Email
2. Phone call to the Fort Cherry Extensions listed above
3. Student Assistance Program (SAP) referral

Our school counselor addresses the following needs:

- Career and College Readiness Activities and parent/student inquiries about such
- New/returning student scheduling
- Individual/group crisis counseling
- Assisting with the administration of standardized testing, administering standardized tests
- Conferences with parents and teachers as needed
- Actively participating as a member of the SAP team
- Actively participating as a member of the PBIS team

Student Assistance Program

Fort Cherry Elementary Center has an elementary **Student Assistance Program (SAP)** available to any child in need. This program is designed to offer support services to students experiencing academic, behavioral, and/or social-emotional difficulties that may pose barriers to school success.

The SAP Team, which consists of teachers, counselor, principal, psychologist, and student service coordinator, will meet with you to discuss concerns and will suggest possible ways to help. Any staff member and/or parent/guardian can refer students to SAP as we are here to help our students do their best in school and reach their highest potential.

To reiterate, parents and guardians will be invited to become part of the team and with your assistance, a plan will be created to assist your child to be more successful in school.

If you have any questions or would like to refer a student to the SAP program, please contact **Mrs. Brianne Eiler**, Student Service Coordinator, at 724.796.1551 ext. 2003 or email beiler@fortcherry.org. There is also a SAP Referral Form link on the FC Website.

Arrival Procedures

For the safety and well-being of all students, **students are not permitted to enter the building before 8:45AM.**

Staff supervision is not available prior to this time due to instructional planning and professional responsibilities. Students who arrive before 8:45 a.m. will not be supervised, and the school cannot assume responsibility for their safety.

Exceptions:

- *Students who are a part of the before school tutoring program will be permitted in the building at 8:15 and will be under the supervision of the building faculty and staff.*
- *Due to transportation needs, the first group of **school provided transportation** students will report to the cafeteria, and will be under the supervision of the building faculty and staff.*

Bus Group #1 – Students will report to the cafeteria at 8:35, doors to the building will open at 8:45 for students to report to homeroom.

Bus Group #2 – Students will enter the building at 8:45. Students wishing to eat breakfast will report directly to the cafeteria; otherwise, students report directly to their homeroom.

Families are asked to make appropriate arrangements to ensure students arrive no earlier than 8:45 a.m. Doors will open promptly at that time.

Morning Car Rider Drop Off

All vehicles should remain in the high school gym parking lot until all buses have unloaded (approximately 8:45AM), and move to the designated drop-off line in front of the building upon receiving the go-ahead from district faculty and/or staff.

NOTE: Morning student drop off is no longer at the water tower!

Students who are car riders must be dropped off in the designated drop-off line at the front of the building. For safety and efficiency, parents/guardians are to remain in their vehicles and wait in line behind the car in front of them. **Do not park and walk your child to the building.**

Please also **do not drive around other vehicles** while students are unloading. Staff will be present to assist students as they exit vehicles and enter the school safely.

Attendance Procedures (Board Policy #204; state code)

In order for a child to learn the expected skills, regular school attendance is required. A child cannot learn these skills when frequent absences occur. Children need to have a positive attitude toward learning and attending school regularly.

School Day is from 8:45 – 3:35:

- **A student is designated tardy if arrival is after 9:00 am.**
- A student is designated absent for half day if present only for am or pm hours.
- A student must be present for at least 3 hours and 30 minutes to be considered present for a half day.

Absences

In order for an absence to be considered as excused, a parent/guardian must submit a written/electronic explanation or medical excuse that includes the student's name, the date of the absence, and the reason for the absence within five (5) school days of the absence.

Absences may be submitted:

- Using the Attendance Excuse Form in the Sapphire Community Portal under student forms.
- In writing to the building secretary
- Via fax from a doctor's office
 - **Elementary Fax Number:** 724-356-2770
- Via email
 - ecattendance@fortcherry.org

A parent can only excuse the first ten absences in a school year. After ten (10) total days of absence for any reason, Fort Cherry School District requires a note from a licensed practitioner of the healing arts for excusal. All other excuses will be listed as unexcused. *Students are reminded that attendance for at least half of the school day is required for participation in school-related activities that evening, unless a legal doctor's excuse or court order is provided prior to participation in the event.*

Per Pennsylvania School Code and District Policy, the Elementary Center Administration may only excuse a student's absence from school for the following reasons:

- Student Illness (doctor's excuse required for 3 or more consecutive days)
- Quarantine with symptoms which limit the student's ability to participate in instruction
- Death in the Immediate Family
- Religious Holidays (24-hour advance request only)
- Educational Trip/Tour in which form is submitted and approved by the FCEC Principal two (2) weeks in advance (*maximum of five days total approved, student must have fewer than ten total absences*)

A maximum of ten (10) days of absences (excused) verified by parental notification may be permitted per school year. All absences beyond ten cumulative days require an excuse from a physician/licensed practitioner of the healing arts/court or ticket of technical difficulties for each additional absence in order to be marked as an excused absence (PA Code Chapter 11, Student Attendance, § 11.41).

Truancy

A child is “truant” if the child is subject to compulsory school laws and has incurred three or more school days of unexcused/unlawful absences during the current school year. A child is “habitually truant” if the child is subject to compulsory school laws and has incurred six or more school days of unexcused absences during the school year.

The Fort Cherry School District follows the following protocol for unlawful absences:

Number of Unlawful Absences	Consequences
1 & 2	• A call is made via the Sapphire auto-caller to notify the family of the child's absence.
3	• Written notification sent and documented via the Sapphire Community Portal Document Center
4	• Written notification sent and documented via the Sapphire Community Portal Document Center • Student Improvement Conference scheduled and creation of a Student Attendance Improvement Plan Created
5	• Written notification of absences sent and documented via the Sapphire Community Portal Document Center of a Violation of the Student Attendance Improvement Plan. • The letter notifies the family that a CYS referral will be made upon the next unexcused absence.
6	• The student is referred via ChildLine to Washington County Children and Youth Services.
7	• School Based Interventions will be assigned.
8	• Citation issued with Local Magistrate

Dismissal Procedures

Regular dismissal time for elementary students is at 3:37pm, with buses beginning to depart campus at 3:40pm, and parent pick-ups beginning immediately after the final bus's departure (approximately 3:45pm). If your child is not riding the bus home and will be picked up by you, please send a note to the child's teacher documenting the change for the day. If there is an emergency, and/or a change to your child's transportation needs, please contact the school office. The building secretary will ensure that all necessary staff receive the information.

NOTE: Students will be permitted to go home with another student only when parents of both students furnish the office with a written request.

Early Dismissal Regulations

1. Parents may request an early dismissal in writing on the day that an early dismissal is necessary, by email (to ecattendance@fortcherry.org), or by submitting an electronic early dismissal form on Sapphire.
Please Note: For students who have missed over ten (10) cumulative absences who will be out of school for ½ day, must submit a doctor's excuse for the absence to be coded as lawful.

In written and emailed early dismissal requests, please Include the date of the early dismissal, the time the student is to be excused, the reason for the early dismissal, and who will be responsible for picking up your student. Anyone picking up a student must be listed on the child's Emergency contacts, or have written consent to pick up your child, and be able to produce a state issued photo ID. Please keep this updated by contacting the school office.

2. No student will be dismissed unsupervised to get into a car in the parking lot under **any circumstances.**
3. Students will be dismissed from the classroom **when the parent arrives at the school.**
This rule is for the safety and security of every student
4. Early dismissals will not be permitted after 3:15.

In case of emergency when a child is already in school and a written request is not possible, the parent must phone the school office at 724.796.1551, ext. 2000 giving the information as noted in regulation (1). The call may be verified on the basis of information noted in Sapphire.

If a student wishes to go home with another student, the office will need notes from BOTH STUDENTS. This will assure the school that both families are aware of the situation.

Parents/Guardians are encouraged to schedule all appointments before or after school hours when possible.

Bus Transportation (Board Policy #810)

In addition to the definitions provided here regarding bus transportation, the district reserves the right to address ridership of any student who does not comply with the rules regarding behavior and discipline on the bus. The *Fort Cherry Code of Conduct* and the *Pennsylvania Crimes Code* are also applicable to the *Fort Cherry Bus Rules for Students*.

Behavior on School Buses/Vans

Drivers must keep their attention upon the highway and the operation of their buses, they cannot jeopardize the safety of all students because of the behavior of a few. Therefore, the following regulations shall be strictly enforced.

1. The bus driver has similar authority on the bus as the teacher in the classroom.
2. Students may not shall throw, shoot squirt guns, or otherwise impel any paper, metal, or other substance in or around the school bus.
3. Students may not use loud, profane, or obscene language or gestures in or around the school bus.
4. Students may not push others, fight, or participate in unruly behavior in or around the bus.
5. Students may not deliberately disobey, abuse, or otherwise show disrespect for the drive of the vehicle or its helpers, aides, chaperones, or monitors.
6. Students must remain seated and keep the aisle clear at all times while on the bus.
7. Students may not raise or lower the windows at any time without first receiving permission from the driver. Keep hands, feet, and arms inside the bus at all times.
8. Students may not deliberately mark, deface or tamper with any part of the vehicle. Restitution will be sought for damages.
9. The possession and/or use of any tobacco product, e-cigarette, or vape in or around the vehicle is not permitted at any time. Lighting of matches or lighters in or around the bus is prohibited.
10. The consumption of food and/or beverages is not allowed on the bus.
11. Students may not litter or throw any debris from the vehicle at any time.
12. Students must be courteous and respectful to all riders.
13. Excessive show of affection is not permitted.
14. Students are permitted to ride only those buses to which they are assigned. Students must get on the bus and off at their assigned stops. Written parental and administrative approval is required if a student wishes to ride a bus other than their assignment.
15. Possession of a weapon or any object used as a weapon is prohibited.
16. Students are not permitted to play music aloud on the bus. Students must use headphones, earbuds, or other listening devices to listen to music. No musical instruments may be played while on the bus.

Right and Responsibilities Policies

While the law permits the school district to furnish transportation, it does not relieve parents of students from exercising responsibility and supervision until such time as the child boards the bus in the morning and after the child leaves the bus at the end of the school day.

Waiting pupils must be at the bus stop no less than 5 minutes no more than 10 minutes before the scheduled bus arrival. If the school bus does not arrive at the bus stop on time because of mechanical failure, road, or weather conditions, the pupil is expected to wait a reasonable length of time (at least ½ hour in inclement weather) then return to his/her home. Whether the school bus is on time or late, the bus will not stop if there is no indication of pupils coming.

Bus drivers shall wait at any school 5 minutes after dismissal for late pupils. If the student misses the bus, the parents shall be notified to arrange for the pupil's transportation home.

Behavior at the Bus Stop

1. Students shall go directly from home to the bus stop using good safety practices when walking in areas where sidewalks are not provided.
2. They shall arrive at the bus stop no earlier than 10 minutes before their bus is scheduled to arrive (parents should be made aware of this rule and be encouraged to cooperate).
3. Students shall remain in the designated waiting areas, paying very special attention to the rights of the property owners in the vicinity.
4. Students as they arrive at the bus stop, shall get in line, wait a reasonable and safe distance from the roadway, and use the concept of good school and community citizenship while waiting for the bus.
5. Students shall board the bus in a quiet manner, taking their seats immediately.
6. Students shall exit the bus in a quiet manner and proceed directly to their homes or to the assigned area at school.

Responsibility of Students to the Bus Driver

1. The bus driver is responsible for the safety of the students on his/her bus and, as such, deserves the respect and cooperation as the teacher in the classroom.
2. Requests from the bus driver are to be honored by the students without question.
3. In considering the bus to be an extension of the classroom, the Board shall require children to conduct themselves in a manner consistent with established standards for classroom behavior.
4. Children who become serious disciplinary problems on the bus may have their riding privileges suspended by the responsible principal. In such cases, the parents of the children involved become responsible for seeing that their children get to and from school safely.

Consequences for Violations of Transportation Code of Conduct

Offense #	Consequences
1	Formal warning will be documented and issued—also, mailed/emailed home to parent/guardian
2	Up to three (3) days suspension of bus privileges possible and parent notification
3	Up to two (2) weeks suspension of bus privileges possible, parent notification, and superintendent notification
4	Indefinite suspension of bus privileges possible, parent notification, superintendent notification, and possible School Board notification.

The administration has the authority to make adjustments to the consequences as deemed appropriate.

Field Trip Transportation

Students participating in field trips must use school provided transportation unless the student has made prior arrangements with the principal.

Items Permitted on the School Bus

In an effort to eliminate dangerous situations, the following policy will apply to what students are permitted to carry onto school buses. This policy has been established in conjunction with bus drivers and administrators to reduce the possibility of accidents on school buses.

Transportation of musical instruments on buses:

- No instrument, small or otherwise, should occupy any space in the aisle or on a seat space.
- Instruments are not to be removed from their carrying cases while on the way to or from school.
- As the aisles must be clear at all times, items, which obstruct the aisle, are not permitted on the bus.

Electronic devices on buses:

- Personalized electronic devices (PED) are permitted on the bus so long the driver permits such items. Headphones, earbuds, or the like must be used with any electronic device. No speakers are permitted on the bus at any time.

Transportation of potentially dangerous items:

- No glass jars or aquariums or other glass items will be permitted on the bus. If one of these items breaks, it could create an unsafe situation on the bus, especially if animals are in the glass container.
- No animals, insects, reptiles, etc. are permitted on the bus unless required as part of the school curriculum. Items brought to school must be in plastic containers.
- If it is important that potentially dangerous items be brought to school, students should make other arrangements than the school bus to transport those items to and from school.

Notice of Video/Audio Recording on District School Buses and School Vehicles

The Fort Cherry School District Board of School Directors enacted a revision to Policy 810.2 Transportation – Video/Audio Recording. The revision of this policy authorizes the use of audio recording, as well as video recording, on all district-owned, operated, or contracted school buses or school vehicles. You may refer to a complete copy of the revised policy on our District website, www.fortcherry.org, under the information tab.

Parents and students should be aware that each school bus is equipped with video and audio recording equipment for the safety of all. According to our district policy: "The use of video and audio recording equipment supports efforts to maintain discipline and to ensure the safety and security of all students, staff, contractors and others being transported on district-owned, operated, or contracted school buses or school vehicles." If you have any questions and/or concerns, please feel free to contact the district's Transportation Director.

Cafeteria

Students must sit in the designated areas and may not leave these areas without adult permission and/or supervision.

Student Conduct

- All district policies are rules governing student behavior apply during breakfast and lunch periods.
- Use of another person's identification number is considered theft.
- Students must clean up their areas by discarding trash in appropriate receptacles and returning trays and utensils to the dishwashing room.
- Students only have access to sitting at the allergen free table due to medical need and/or accompanying a peer, and must abide by all allergen free requirements to sit at the table.

PBIS Expectations relevant to Cafeteria:

- Use inside voice
- Eat your lunch
- Use good manners and kind words
- Clean up after yourself
- Stay in your seat
- Keep food in the cafeteria
- Tell the adult in charge about any issues
- Raise your hand for help
- Focus on eating your food neatly
- Try to problem solve by yourself

Additional Cafeteria/Food Services Information – Breakfast/Lunch Meal Program

- *ALL STUDENTS will receive FREE MEALS (breakfast and lunch). No applications are required.*
- Breakfast will be served from 8:35 AM to 9:00 AM.
- Extra meals will be available to purchase at lunch—students must have cash in hand or money in their account to purchase extras. Students will not be able to “charge” or have a negative balance in their accounts and purchase extras using their accounts.
- A student ID card will be issued to each student. The card gives access to their cafeteria account. It should also be with your child when boarding the school bus. The students will scan ID cards to register their meals and purchase additional food/drink items.
- Menus are subject to change without notice.
- Breakfast is NOT served on school-delay days.
- Lunch is not served on Act 80 days.

Adding Money to Student Lunch Accounts

- Students may make cash or check deposits (made out to Fort Cherry School District) in the cafeteria.
- Parents may deposit funds into their child(ren)'s account using a credit card, debit card, or bank account through Schoolcafe at www.schoolcafe.com or by using the Schoolcafe App which can be downloaded at the App Store. A link can also be found on the school website under Food Service.

Change of Demographic Information

Please keep your address, home, cell phone numbers, email addresses, and emergency contacts current through the School District and the elementary school to efficiently provide you with information and announcements.

As part of the beginning of the year/back to school process, you can also ensure all information is complete and up to date through the Sapphire Portal.

Communication

Regular communication between home and school is an expectation. Classroom teachers send home regular communication with students. This handbook, along with the district website, offers helpful information for parents and students. Many of our teachers also have classroom websites and/or Apps (i.e. Dojo or Remind) that you will find helpful. Please contact your child's teacher by phone or email regarding any concerns you may have.

If you wish to speak to your child's teacher, please call the main office at the school between 8:15-8:45 or after student dismissal at 3:40 to set up a time to speak and/or meet with the teacher.

If there is an emergency, and/or a change to your child's transportation needs, please contact the school office. The building secretary will ensure that all necessary staff receive the information.

Please remember, your child's teacher is with students the majority of the day and may not have the ability to check voicemail or email. We respectfully request that you **not expect an immediate response to phone or email messages** from your child's teacher. Their time during their working day must focus on teaching and the supervision of children.

Custody Orders/Agreements

It is your responsibility to keep your child's file current. Please provide the school office with a copy of all current custody orders/agreements to the main office. Please update your child's record if any changes are made throughout the school year. Please remember that the School District will abide by the most current order/agreement in your child's file.

ELECTRONIC DEVICES (Board Policy #218.3 and Board Policy #237)

Before a student may receive a chromebook from the school, the following forms must be completed and signed by the student and parent/guardian:

- [Technology Use Agreement](#)

In lieu of charging a user fee, the District offers an insurance policy to students to cover the cost of repairs and break fixes. Should a family not take advantage of the insurance policy, the family will be responsible for the cost of repairs and replacements of the assigned device.

The use of electronic devices in instructional areas is at the discretion of the Supervising Teacher.

Please see the district website for additional information regarding Chromebook distribution for students in grades 7-12.

Personal Electronic Devices (PEDs)

Per Policy 237, Personal Electronic Devices, must be turned off upon entering the building and remain off until the end of the school day.

Expectations of personal electronic devices will be reviewed at the beginning of the school year with students.

Consequences for Violations of Personal Electronic Device Policy

Offense #	Consequences
1	Verbal warning to student and documented parent notification.
2	After school detention, documented parent notification, and phone will be given to school administration in the office for end of the day pick up.
3	1-Saturday Detention, documented parent notification, phone must be given to school administration in the office for end of the day pick up.
4	Documented parent notification and daily check-in, check-out system of cell phone in the main office.

Administration reserves the right to use progressive discipline appropriate to the significance of the violation. In cases where laws may have been violated, the District reserves the right to notify local law enforcement.

Fire Drills

Please follow the guidelines established for scheduled fire drills in the building:

1. Be mindful of fire exits throughout the building.
2. Upon the sounding of the fire alarm, exit the building calmly, orderly, quickly, and quietly.
3. Hold the exit door open if you are the first to get to the exit. Close the door if you are the last one to reenter the building.
4. Move to the opposite side of all roadways away from the building. Stand with your class. Attendance will be taken.
5. You are to return to the building only upon notification from an administrator. No one is to remain in the building during fire drills.

Health Information

Immunization necessary for school admittance:

As required by the law and regulations, persons "in charge of" public, private, or parochial schools shall require all students entering school for the first time to be immunized as directed by the school Secretary of Health.

Minimum Immunization for Adequate status:

1. 4 doses of tetanus, diphtheria and acellular pertussis* (1 dose on or after the 4th birthday)
2. 4 doses of polio (4th dose on or after the 4th birthday and at least 6 months after previous dose given)**
3. 2 doses of measles, mumps, rubella***
4. 3 doses of hepatitis B
5. 2 doses of varicella (chickenpox) or evidence of immunity

* Usually given as DTP or DTaP or if medically advisable, DT or Td

**A fourth dose is not necessary if the third dose was administered at age 4 years or older and at least 6 months after the previous dose

***Usually given as MMR

If a child does not have all the doses above, or needs additional doses, and the next dose is medically appropriate, the child must receive the dose within the first 5 days of school or risk exclusion. If the next dose is not the last in the series, the child must also provide a medical plan (red and white card) for obtaining required dose(s) from their doctor within the first 5 days of school or risk exclusion. Failure to follow medical plan risk exclusion.

Rules and regulations for the control of Communicable Disease:

For the following diseases, it is recommended by the school authority and examining physician that the student remain out of school for the specified days or longer if the case indicates.

<u>Disease</u>	<u>Exclusion Period From School (must remain home)</u>
Chicken Pox	5 days from onset of rash or until all pox marks are dry
Measles	4 days from onset of rash
Mumps	9 days from onset or until the swelling is completely subsided
Pink Eye	Until discharge is gone or 24 hours after institution of antibiotic therapy, or released by doctor
Scarlet Fever	10 days from onset if no physician is in attendance or 24 hours after the institution of antibiotic therapy.
Strep Throat	10 days from onset if no physician is in attendance or 24 hours after the institution of antibiotic therapy
Whooping Cough	3 weeks from onset if no physician is in attendance or 5 days after the institution of antibiotic therapy.

Nurse's Office:

The health room is an important part of our school. Among activities that occur here are: vision and hearing screenings, heights and weights, physical and dental examinations, and first aid treatment for illness or injury occurring at school.

The school nurse is available during the school day to provide for the health needs of the students. However, the health room is not to be used as a resting place for children who did not sleep enough. We hope all children will come to school well rested and ready to learn. The nurse is not to treat injuries that happen outside of school hours, or diagnose rashes or other ailments. Obtaining care for these conditions is a parental responsibility.

If the child is ill prior to coming to school, ie. during the night or morning, the parent should keep the child at home. The child should not be sent to school so that the nurse can diagnose the illness.

Students who feel they have an illness or injury should report the nature of the problem to the teacher. The teacher will send the student to the nurse's office. If the student is well enough, the student will be sent back to class after the examination. If needed a parent or emergency contact will be notified for the child to be taken home.

If a student is found to have lice or nits, the child will be removed from the classroom and sent home for treatment. The student must be brought by an adult to school to be rechecked for reentrance in the building. In addition, those students in contact with the known student will be checked as a precaution.

It is important that an emergency contact with a viable phone number is recorded for each student. Valuable time is lost when this information is not available to the school. Please notify the school of any change in your emergency contact, your phone number, or a change in your work number.

Please notify the school nurse of any changes in the health condition of your child. If your child has a change in medications, please inform the school nurse.

Use of the school elevator must have orders from a doctor. Any child wearing a restrictive device to school shall not be able to participate in school activities such as gym and recess until a return to activity note is received. Any restrictions in activity from your doctor will restrict both gym and recess.

MEDICATIONS (Board Policy #210)

The Board shall not be responsible for the diagnosis and treatment of student illness. The administration of prescribed medication, in accordance with the direction of a parent or family physician to a student during school hours, will be permitted only when failure to take such medication would jeopardize the health of the student, or the student would not be able to attend school if the medicine were not made available during school hours.

Definitions:

- Medication shall include any lawful prescription medication provided to students under a proper order of a treating physician, and to be taken by the student for the purpose for which it is prescribed. It shall also include non-prescription and over-the counter medications or substances.
- Epi-Pen shall mean a single dosage of epinephrine for use by injection in response to a risk of anaphylactic shock or other identified health risk.
- Inhaler shall include any device for the delivery of atomized medication for inhalation by the user to treat asthma or other breathing or medical conditions.
- Asthma inhaler shall mean a prescribed device used for self-administration of short acting, metered doses of prescribed medication to treat an acute asthma attack.
- Self-administration shall mean a student's use of medication in accordance with a prescription or written instructions from a physician, certified registered nurse practitioner or physician assistant.

Before any medication may be administered to or by any student during school hours, the Board shall require the written request of the parent/ guardian, giving permission for such administration and relieving the Board and its employees of liability for administration of medication and the written order of the prescribing physician, which shall include the purpose of the medication, dosage, time at which or special circumstances under which the medication shall be

administered, length of period for which medication is prescribed, and possible side effects of medication.

Only the school nurse, or designee shall administer prescription or non-prescription medication for ingestion by mouth. In addition, prescription medication not for ingestion by mouth may be self-administered by students in accordance with this policy. The first dosage of any medication is to be given at home, as appropriate.

Students may not possess any prescription or non-prescription medication ingested by mouth. Students may not possess any prescription or non-prescription medication not for ingestion by mouth, unless the District in accordance with this policy has approved self-administration. Students shall not distribute or share medication of any kind with others. This prohibition includes non-prescription and over-the-counter medications, which may include topical ointments, throat lozenges, cough drops, aspirin or other pain relievers.

The principal, in consultation with the school nurse and parent/guardian and on the advice of the student's physician, has the discretion to modify the following guidelines to meet the medical needs of the child.

Medications Ingested By Mouth

No medication for ingestion by mouth shall be administered or taken by a student unless there is on file documentation containing the following information:

1. Name of the student.
2. Name of the medication.
3. Dosage instructions, including the number and quantity of the medication, frequency of usage, maximum period of dosage, and recommended date of discontinuance, along with any special directions or precautions concerning the administration of the medication, including anticipated adverse reactions thereto, etc.
4. District Authorization for Administration of Medication form signed by the parent/guardian, which will become part of the student's permanent health record. Any medication prescribed by the student's healthcare provider must be accompanied by a written order from the provider giving direction for the medication to be given at school/school sponsored events.

Any prescription medication given to a student will be recorded in the health record of the student. The date, time, medication administered, quantity administered, and signature of the school employee administering/supervising will be recorded. It is not necessary to record over-the-counter medications given to students in the health record of the student.

All medicines to be administered by school personnel will be kept in locked storage. The school has no responsibility for medicine that is stored. The medicine remains the property of the parent/guardians of the student.

It is the right of the parents/guardians to come to school to give medication to the student. Daily doses of medications for ingestion should not be given to the student to carry on his/her person. The district requires, except as specifically provided hereinafter, that all student medication must be kept in the possession of the school nurse or principal. Except as provided hereinafter, no students are permitted to carry medication on their persons during the school day.

Possession of Medication Not Ingestible by Mouth

This policy shall not prohibit self-administration of medications, which are not taken by mouth, such as inhalers, insulin injections, bee sting kits, and Epi-pens. These types of medications may include multi-dose units, where required, or medications not ingestible by mouth otherwise required to be carried by an individual student for emergency situations for self-administration.

Students authorized to possess medications not ingestible by mouth shall be permitted to carry the medication throughout the school day, including on the school bus, while traveling from home-to-school and school-to-home, on school field trips or other school related activities.

Students requiring possession of inhalers, Epi-pens, bee sting kits, or other medication not to be taken by mouth, for use in emergency situations or in order to benefit from the educational services of the district, shall be considered for the need of a written Chapter 15 service agreement. Any Chapter 15 service agreement shall include a plan to minimize the risk of theft or abuse of the medication.

Students required to carry medication not ingestible by mouth for emergency situations or otherwise shall be permitted to carry the same on their person provided the student (a) demonstrates the capability for self-administration and responsible behavior in the use thereof; and (b) notified the school nurse as soon as practicable following each use of a medication not ingestible by mouth, including an asthma inhaler and the prescribed medication contained therein. The district shall develop a system whereby the student may verify to the school nurse that s/he is capable of self-administration and has permission to carry and take the medication. In this regard, the district requires that the following information is provided and provisions of this policy are complied with:

1. Name of the student.
2. Statement from the physician, certified registered nurse practitioner, or physician assistant that provides:
 - a. The name of the drug.
 - b. The dosage instructions which shall include number and/or quantity of the medications; the frequency of its usage; the maximum period of dosage; the recommended date of discontinuance of dosage; any special

- instructions or precautions concerned with the administration of said medication, including anticipated adverse reactions thereto, etc.
- c. The times when the medication is to be taken.
 - d. The diagnosis or reason that the medication is needed, unless the reason should remain confidential.
 - e. The potential of any serious reaction that may occur to the medication.
 - f. Whether the student is qualified and able to self-administer the medication.
 - g. The student is required to carry the medication on his/her person for medical emergency purposes.
 - h. The signature of the administering physician certified registered nurse practitioner, or physician assistant.
3. District Authorization for Administration of Medication form signed by the parent/guardian, which will become part of the student's permanent health record. The statement shall include a written request from the parent/guardian that the district comply with the order of the physician, certified registered nurse practitioner, or physician assistant and shall include a statement relieving the district or any school employee of any responsibility for the benefits or consequences of the prescribed medication and that the district has no responsibility for ensuring that the medication is taken.

The district reserves the right to require a statement from the physician, certified registered nurse practitioner, or physician assistant for the continued use of any medication beyond a maximum period of dosage set forth in accordance with Paragraph (b)(2) above. Permission for possession and use of an asthma inhaler or other medication not ingestible by mouth by a student shall be effective for the school year for which it is granted and shall be renewed each subsequent school year.

A student's classroom teacher(s) and the building administrator shall be informed by the school nurse that the student will be carrying an inhaler, insulin injection, Epi-pen, or bee sting kit, or other medication not ingestible by mouth on his/her person under proper order of a treating physician. This information will be kept confidential and supplied on a need-to-know basis for use in emergency situations.

Possession of medications not ingestible by mouth under proper orders of a treating physician and in accordance with this policy shall not constitute a violation of Policy 227. The district hereby restricts the availability of medication not ingestible by mouth, including an asthma inhaler and the prescribed medication contained therein from other students, and will immediately confiscate any such medication, asthma inhalers, and prescribed medication if not authorized in accordance with this policy. The student shall be made aware that the self-administered medication is intended for his/her use only and may not be shared with other students.

The student shall notify the school nurse immediately following each use of a self-administered medication.

This provision shall specifically authorize a student to carry an asthma inhaler in compliance with Act 187 of 2004.

Due to the risks that possession of medication on a student's person present for theft and/or abuse, possession would be limited to a single dose, where appropriate, and will be closely monitored by building staff and administrators.

Whenever possible, students requiring the use of an insulin injection, bee sting kit, or Epi-pen during the school day while in school shall have the same administered by or under the supervision of the school nurse.

Field Trips, Sports, and Other Activities away from the School Building

When administration of the medication is required in accordance with this policy while on field trips, sports activities or competitions, or other school related activities away from the school building, in the absence or unavailability of the school nurse, the following procedure shall be observed:

1. Provide a written consent form signed by a parent/guardian and the student's healthcare provider giving permission for the student to self-administer their own medication while at school sponsored events taking place away from school.
2. The parent/guardian shall provide the appropriate dosage of medication with only enough medication for the length of the trip in the original container/package. All medication must be given to the student's school nurse no later than one week prior to the date of the field trip.
3. The coach or field trip sponsor will keep all student medications in their possession during the entire trip or activity. The student will be handed their medication by the sponsor/coach and the student will be responsible for self-administration of their medication. The sponsor/coach will record that the student self-administered their medication at the assigned time. The sponsor/coach will not be held liable for the student's self-administration of their medication.

Maintenance of Non-Prescription Medications and Topical Ointments by The School Nurse

Nothing in this policy is intended to prohibit medically trained personnel of the district to maintain on premises appropriate non-prescription medications or medications for topical or external utilization only; provided, however, that the medically trained staff is instructed that said medication shall be properly and adequately safeguarded and maintained in locked storage in accordance with this policy. Medically trained personnel and/or staff of the District shall give use of

any non-prescription medication ingested by mouth only after receiving written approval from the student's parent/guardian.

Annual Notice of Policy

The administration shall annually notify students and parents/guardians about the district's Use of Medications policy by publishing the same in the student handbook, by written notice to the parents/ guardians, and any other efficient means.

Responsibility of School Nurse

1. When any medication prescribed for a student is initially brought to school, it shall be the responsibility of the certified school nurse to complete the following:
2. Obtain written permission from the physician or parent/guardian for administration or self-administration of medication, which shall be kept confidential and on file in the office of the school nurse.
3. Review pertinent information with the student and/or parent/guardian, specifically including the reason for taking this medication, how often and length of time, what will happen if medication is not taken or is taken incorrectly, and any physician comments about the medication.
4. Determine the student's ability to self-administer medication and the need for care and supervision.
5. Observe and evaluate the student's ability to self-administer during the initial administration.
6. Maintain an individual medication log for all students taking medication during school hours in paper form or by using health office software. The log shall be kept in a central place and shall include:
 1. Name of student.
 2. Name of medication.
 3. Medication dosage.
 4. Time of administration
 5. Route of administration
 6. Initiation and expiration date of drug.

Student Self-Administration

1. To self-administer medication, the student must be able to:
2. Respond and visually recognize his/her name
3. Identify his/her medication
4. Measure, pour, and administer the prescribed and/or demonstrate the proper technique for self-administering medication.
5. Demonstrate a cooperative attitude in all aspects of self-administration.

Food Allergies

- Any child with a severe food allergy must register their health records with the school nurse and building principal.
- A separate letter will inform parents if their child is in a severe food allergy classroom. We ask that those classrooms remain allergen free for snack, party, and/or special events.
- The cafeteria does not serve any items including peanut butter or nut products. [This does not include items labeled *manufactured in a peanut facility*.] A peanut/nut free table is available in the cafeteria for those in need.

Grading Procedures & Student Records

- Pupil progress is ongoing through the Sapphire Parent Portal for all grades. The purpose of the report card is to provide information to the parent concerning the child's social growth, performance as related to the child's potential, work, study habits, and attendance.

Grading System for Core Content Areas

Marks shall be given to all pupils in all subject areas as indicated on the report card. A letter and percentage equivalent table is listed below:

A	Excellent Progress 90 – 100%
B	Good Progress 80 – 89%
C	Average Progress 70 – 79%
D	Below Average Progress 60 – 69%
F	Not Passing 0 – 59%

Honor Roll

Elementary Honor Roll will be for grades 1- 6. Honor Roll will be determined four times a school year. The Honor Roll will be based on the grades received by students for that grading period.

Honor Roll will be based on all core subject areas.

Honor Roll Classifications are:

High Honor Roll	QPA	4.0
Honor Roll	QPA	3.0 - 3.9 (No D's or F's)

Itinerant Classes "Specials" Grading System

Marks shall be given to all pupils in all Itinerant Class Subject areas—including Art, Music, Physical Education, Library, Digital Literacy (Grades 3-5 ONLY), STEAM and TEAMology, as indicated on the report card. Rubrics outlining the expectations for each mark can be found on each courses Schoology Page.

Note: Itinerant Classes are not weighted/factored into student QPA.

O	Outstanding
S	Satisfactory
N	Needs Improvement

Kindergarten Grading Policy

The students will be assessed on semester skills and year end skills during Kindergarten. All skills will appear on each report card; however, only those relevant to that period in the school year will be reported. Skill checks can include both oral and/or written evaluation. All skills not mastered will continue to be reviewed with students. Skills will be reported utilizing the following codes on report cards:

M	Skill Mastered
N	Not yet Mastered

Students will be tested on reading, math, fine motor, and social/emotional skills quarterly. On the report cards, reading, math, fine motor, and social and emotional skills are graded as follows:

S	Satisfactory
N	Needs Improvement
N/S	Varies Daily

Academic Awards

At the **end of the school year**, academic awards will be presented for students in Grades 1-6. Students will be acknowledged for High Honor Roll, and Honor Roll, in Grades 1-6.

Further, at **Six Grade Graduation**, students are able to receive several special awards:

Presidential Award

- President's Award for Academic Excellence (Gold Seal Certificate): Honors students who achieve high academic performance
 - Ex. GPA of 3.5 or higher for Grades 4, 5 & 6 (1st semester only), plus Advanced on PSSAs in Math and Reading in Grades 4 & 5
- President's Award for Academic Achievement (Silver Seal Certificate): Recognizes students who show significant growth, improvement, commitment, or intellectual development
 - Ex. GPA of 3.5 or higher for Grades 4, 5 & 6 (1st semester only), plus Proficient on PSSAs in Math and Reading in Grades 4 & 5

Principal's Award

Requirements: Grade Point Average of 3.3 or higher for Grades 4, 5, & 6 (1st semester), demonstrated achievement/growth on building-level and/or state assessments, and recommendation by at least 2 building staff members

Scholar Award

Requirements: Grade Point Average of 3.0 or higher for Grades 4, 5, & 6 (1st, 2nd, and 3rd marking periods)

Diaz Award

Requirements: Top five students according to grade point average for the sixth grade year.

Schwartz Leadership Award

Requirements: Winning essay depicting a well-rounded student who, through their essay, demonstrates the following criteria: community involvement, encouraging leadership, positive peer interaction, strong work ethic, good manners, helpful, responsible, consistent, supportive, and kind to all.

HOMEWORK

Being absent from school does not excuse a student from any work or assignments, which were assigned during his/her absence. It is the student's responsibility to see his or her teacher to request make-up work.

When requesting homework for a child who is absent two or more days, please call the school office by **9:15 AM** on the morning of the absence. The homework may be picked up in the school office at **3:45 PM**. Also, other students may only carry home paperwork for students who are absent—no textbooks or workbooks shall be sent home with friends or siblings.

Any requests received after 9:15 AM will be collected for the following day.

Homework Infractions:

The purpose of homework is to reinforce concepts taught in the classroom. While the amount of homework assigned and the time it takes to complete each assignment varies by grade/teacher, the expectation is that students will complete all assigned homework.

The following may occur as a result of incomplete homework assignments:

<u>Level of Homework Infraction</u>	<u>Consequence</u>
First Offense	Verbal Warning Assignment to be completed at recess
Second Offense	Loss of Full Recess Parent Notification by Teacher Make -up Required
Third Offense	Sent to Principal Parent Notification by Teacher/Principal Make-up Required After School Detention—1 hour
Fourth Offense	Sent to Principal Parent Notification & Meeting Make-up Required After School Detention—1.5 hour
Fifth Offense	Sent to Principal Saturday Detention Parent Notification

~ Disciplinary actions are at the discretion of the Principal ~

PARTY INVITATIONS

Students are NOT permitted to bring birthday party invitations to school to distribute to classmates unless the entire class is invited, or all girls/all boy, depending on the student gender.

PHOTO, VIDEO & INTERVIEWS

Throughout the school year, special programming provides the opportunity for local media and/or Fort Cherry School District to host or carry stories, photograph, or video school-related events. Parents/guardians of students who do not want their child to participate in photos, videos, and/or interviews must express so in writing via the Beginning of the Year Forms in Sapphire Community Portal.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

Fort Cherry Elementary Center uses Positive Behavior Interventions and Supports (PBIS) to actively and explicitly teach appropriate behaviors in the school setting with the goal of reducing undesirable behaviors, allowing students to be able to be focused more fully on their academic work. In each setting, the following behaviors are taught:

1. Be Respectful
2. Be Responsible
3. Be Resilient

School staff will define expectations for these behaviors within each area and setting of the building, including on district transportation. Students who are found to be displaying behaviors consistent with the three expectations may receive rewards.



At F.C.E.C., Rangers Will Be...

	HALLWAY	CAFETERIA	BUS	PLAYGROUND	RESTROOM	CLASSROOM
RESPECTFUL	- Level 0 Voices (quiet zone) - Hands at side - Quiet walking feet - Keep body off of hallway work	- Level 1 Voices (inside voice) - Eat your lunch - Use good manners/ kind words	- Level 1 Voices (inside voices) - Keep hands and feet and objects to yourself - Use kind words - Listen to the driver	- Level 2 Voices (outside voices) - Respect equipment & area - Use good sportsmanship - Be aware of inside students' learning - Include others	- Level 0 Voices - Keep hands and feet and objects to yourself - Use ONE pump and ONE towel - Honor others privacy	- Be Kind to classmates - Listen to teacher - Raise your hand - Follow directions
RESPONSIBLE	- Walk with eyes forward - Stay with class - Stay to the RIGHT - Quiet feet on stairs - Carry materials with both hands	- Clean up after yourself - Stay in your seat - Keep food in the cafeteria - Tell the adult in charge about any issues - Raise your hand for help	- Remain seated in your assigned space - Ready to exit at your stop - Phones inside backpack - Keep food and drink inside your bag	- Use equipment safely & appropriately - Tell the adult in charge about any issues - Eyes on the teacher when the whistle blows - Hands to self - Dress for outside weather	- Use, Flush, Wash, Leave - Clean up after yourself - Report any problems to an adult	- Turn assignments in on time - Follow directions - Enter the classroom quietly with all materials - Put equipment and toys away properly
RESILIENT	- Follow directions when others are not - Fix mistakes and move forward	- Focus on eating your food neatly - Try to problem solve by yourself	- Follow directions when others are not - Model safe choices	- Pick yourself up and try again - Accept others / celebrate differences	- Only pay attention to you - Wait your turn - Use during your scheduled breaks	- Give your best effort - Correct your mistakes - Organize personal space - Make positive choices

SAFETY AND SECURITY

The safety of our students is our top priority. As such, Fort Cherry Elementary Center is a “closed” campus during school hours (8:15 AM–3:45 PM). As such, after 8:15 AM, all doors to the building are locked, and all students and visitors must enter through Door #1 at the main office to access the building. Students are directed not to prop open any door, nor open doors for any staff, students, or visitors. Additionally, students should not attempt to force open any door that is locked. Failure to meet these expectations will result in disciplinary action and potential legal action.

SCHOOL VISITATION

All guests and/or visitors must obtain authorization via a visitor's pass from the main office. Guests and/or visitors are to abide by all codes and procedures mandated by the Fort Cherry School District. Guests and/or visitors who fail to obtain clearances from the main office or fail to abide by District policies may be cited. The Administration reserves the right to have guests/visitors removed from school property upon discretion. Conferences, hearings, and/or meetings with administrators, teachers, and/or other personnel should be made in advance if at all possible. Impromptu meetings may not be possible.

STUDENT BILLS (Board Policies under Pupils & Finance)

Students that owe money to the Fort Cherry School District for services rendered and/or lost or damaged property must pay their debts. Weekly notification via the Sapphire Notification System will be made to any family whose outstanding balance is greater than \$0. Consideration will be given for normal wear and tear of property; however, when property is vandalized, lost, or substantially worn due to improper use, students may be held financially accountable and issued a bill. Unpaid or uncollected fund-raising money and other matters of the like are also considered financial obligations. The district maintains the right to withhold certain privileges and services (including issuance of diplomas and release of final transcripts) until debts are paid in full. Student Bills will be issued at the end of each school year for immediate payment. Student bills must be paid in full by the end of one's senior year.

Please contact the Business Office with any questions pertaining to Student Bills.

The School District reserves the right to collect any and all unpaid bills by filing a complaint with the magistrate or other appropriate courts. If this becomes necessary, the district will seek judgment in the amount of the debt plus costs.

Note: Property issued and/or loaned by the Fort Cherry School District remains the property of the district. Borrowed district property is to be returned in good, working condition.

STUDENT CODE OF CONDUCT & EXPECTATIONS

Fort Cherry Elementary Center Rangers are expected to follow our school-wide behavior expectations of being respectful, responsible, and resilient students every day. Expectations will be taught and reinforced throughout the school year in all environments and can be reviewed in the PBIS section of the student handbook.

In addition to the district policies of student conduct outlined below, the following items/behaviors are prohibited and will not be tolerated in the school building, on the school grounds, and/or on the way to and from the school building:

1. Eating/Drinking outside of the cafeteria unless under the direction of an employee or staff member.
-- *This includes consumption of candy or chewing of gum. Student water bottles should only contain water unless medically necessary. Abuse of this privilege can result in loss of privilege and/or requirement of a clear water bottle only.*

Academic Dishonesty (Board Policy 218)

Students are expected to complete their own assignments and assessments to demonstrate their own knowledge and skill sets. Students are not permitted to engage in any form of academic dishonesty and/or assisting other students in such acts. This includes all forms of cheating, including, but not limited to: plagiarism, access to exam forms prior to administration, misrepresentation of work, and unauthorized assistance in completion of graded assignments/assessments.

Alcohol and Controlled Substances Distribution, Possession, and/or Use (Board Policy 227, state/federal codes)

Students are prohibited from distributing, possessing and/or using alcohol and/or controlled substances. This includes, but is not limited to, all alcoholic beverages, over-the-counter medications, prescription medications, and all illegal drugs. Students who violate this policy may have the option of completing an educational prevention course in lieu of a citation and/or fine for the first offense.

Assault (Board Policy 218, 218.1; state/federal codes)

Students are expected to show respect for others and self-control at all times. Students are prohibited from verbally and/or physically assaulting school personnel and/or non-school employees, including students. This includes, but is not limited to: verbal attacks, physical attacks, and premeditated infliction of mental and/or physical injury upon others.

Disruption of School (Board Policy 218, state/federal codes)

Students are prohibited from disrupting the learning and/or social environment of the school. Disruption of school includes, but is not limited to, classroom disruptions, defiance, disorderly conduct, excessive talking and/or noise, horseplay, passive resistance, use of profanity and/or vulgarity, violations of school district codes and/or policies (i.e., Dress Code, etc.), and any other state or federal policies.

Elementary Dress Code (Board Policy #221)

Clothing must meet the district's standards for safety, decency, and health and must not be overly distracting or immodest. Students are to practice good hygiene. The following is the Elementary Center's Dress Code:

1. Appropriate footwear must be worn at all times.

NOTE: Student development should be considered while dressing for school. Student safety should be taken into consideration as students will be moving throughout the building, up and down stairs, as well as, playing outside during recess.

Exceptions:

- o Sneakers must be worn to participate in Physical Education classes
Bare Feet, Flip Flops/Backless shoes, winter boots, or sneaker skates ("heelys") are prohibited.
2. Hats, hoods, scarves, and face coverings not related to medical necessity and/or religious beliefs, are not permitted inside the building.
Exception: Headwear may be permitted as part of a celebration pre-approved by the Administration.
 3. Clothing with thin shoulder straps, halter-tops, and half shirts are not permitted.
 4. Any clothing exposing bare midriff or clothing that are cut low in front, see through or under the arms are not permitted without appropriate camisole or similar clothing covering skin underneath.
 5. Shorts and skirts need to be an appropriate length showing no inappropriate body parts. Short shorts, spandex shorts, or tight athletic clothes (i.e. – Nike Pros) are included in this provision.
K – 3: reasonable-type for developmental age
4 – 6: must be mid-thigh length or below
 6. Clothing expressing vulgarity, profanity, sexual harassment, racial harassment, or references to drugs and/or alcohol, or racial slurs is not permitted.
 7. Sunglasses are not to be worn in the school building unless medically prescribed and medically necessary.
 8. Pajama tops and bottoms are not considered to be appropriate attire for school and must not be worn, unless it is part of a celebration pre-approved by the Administration.
 9. Any clothing accessory or item that may inhibit safety and/or be a distraction is prohibited. (This includes, but is not limited to various jewelry items, chain wallets, stud belts/bracelets/necklaces, and etc.)

Please note, all dress code discipline will be at the discretion of the principal.

Electronic Devices and/or Systems Misuse (Board Policy 218.3)

At the elementary center, use of electronic devices other than 1:1 technology, including cell phones, smart watches, etc. are prohibited during the school day unless specific permission is granted by a teacher for class assignment/project. *[If seen or heard, item(s) will be taken and returned at the end of the school day.]*

Students are prohibited from misusing technological media, including all hardware and/or software either privately owned and/or publicly shared. This includes, but is not limited to: accessing inappropriate and/or non-educationally relevant websites, accessing non-district sponsored blogs and/or chat rooms; hacking other individuals' devices and/or accounts; and using hardware and/or software with disregard for its intended use. Disciplinary action may occur if policies are violated.

Fighting (Board Policies 218, 218.2; state/federal codes)

Students are prohibited from engaging in physical and/or extremely volatile verbal altercations and/or encouraging riotous situations.

Hall Passes

With the exception of morning arrival, change of classes, afternoon dismissal, and extreme emergencies, students are not permitted to be in corridors and/or unassigned/unauthorized areas without permission from the teacher. Students found to be in violation of this provision will incur disciplinary action.

Harassment, Hazing, and Terroristic Threats (Board Policies 218, 218.1, 218.2, 218.3, 247, 248, 249; state/federal codes)

Students are prohibited from engaging in all intentionally intimidating and/or malicious acts toward personnel, non-district employees, and other students. This includes, but is not limited to, bullying; attacks pertinent to race, color, age, sex, religion, national origin, ethnicity, and sexual orientation; and unwarranted sexual advances and/or sexual harassment.

Insubordination (Board Policy 218)

Students are prohibited from disregarding and/or ignoring directives from school employees. This includes, but is not limited to, disrespect; gross disregard of warnings, therefore constituting repeat classroom/school violations; blatant disregard of directives from personnel; and passive resistance.

Social Media Code of Conduct for Students and Parents

There are a variety of social media channels (such as Facebook, X, Instagram, Snapchat, TikTok, etc.) that provide a place for families to network, plan events, or seek general help on a variety of topics. These media channels are not intended to replace your teacher, school counselor, or any other Fort Cherry staff members, nor are they meant to be a forum to file complaints. It is our hope that they will be a positive experience for all involved. Please remember the following Code of Conduct:

- **Be Yourself:** Please use your real name and photograph when creating a Facebook page. Many of our social networks are “closed” groups and only open to active students and their families. Welcome new students and families to our school’s digital community just as you would welcome a new friend into your home.
- **Be Respectful:** Treat one another with civility and respect. Avoid personal attacks, slurs, and profanity in your interactions. We understand that sometimes a topic can be very emotional. Please consider how others will view or react to your posts before clicking “Post.”
- **Be Social:** These sites are for you to share your experiences, successes, and stories related to Fort Cherry and the many opportunities we provide our learners in achieving their highest potential. We ask that you refrain from posting unsolicited advertisements that do not pertain directly to the intended use of this group. These posts may be removed without notice.
- **Be Confidential:** NEVER post personal information about your student, family or friends that you wouldn’t want broadcast to the world. Posting ANY information regarding children other than your own (without specific permission from their parent) will result in an immediate ban, and the possibility of further action. Do not post the names of Fort Cherry teachers, staff and/or Board of Directors. This is not the forum. Violations of this rule could result in your removal and/or ban from the group. Please keep in mind that our communities, although private pages are still public spaces, do not post anything that you don’t want everyone in the group to see.

Theft and/or Vandalism of Property (Board Policy 218, state/federal codes)

Students are prohibited from attempting to and/or intentionally deface, damage, and/or steal private and/or public property. Restoration and/or restitution may accompany disciplinary action(s).

Tobacco Possession and/or Use (Board Policy 222, state codes)

Smoking, inhaling, possession of tobacco, and/or any form of an inhalant is strictly prohibited on school property of the Fort Cherry School District. Students who violate this policy may have the option of completing an educational prevention course in lieu of a citation and fine for the first offense.

- School Property shall include school buildings, school buses/vehicles, and all school property owned/leased by or under the control of the Fort Cherry School District.
- Smoking/Inhaling shall include the possession of a cigarette, cigar, pipe, of any kind; smokeless pipe/instrument, of any kind; or any other inhaling equipment, including but not limited to "e-cigarette, vape, and/or vaporizer."
- Tobacco Use shall include smoking, in any form; use of smokeless tobacco, in any form; inhalable substance, in any form, i.e. e-liquid, e-juice, or the like, even those not including nicotine.
- Tobacco Possession shall include student possession of any type, form, or kind of tobacco, nicotine, and/or illegal substance on his/her person.

Trespassing/Unauthorized Presence/Class Cuts (Board Policies #204, #218; state codes)

Students are prohibited from being in any area of the school buildings and/or grounds without appropriate permission. During school hours, as per compulsory education laws, students must be in school. Students who are not in school may be considered truant, contingent upon specific circumstances.

Weapons and/or Dangerous Instruments (Board policy #218.1, 218.2; state/federal codes)

Students are prohibited from carrying, distributing, exchanging, handling, possessing, and/or using weapons. Students are prohibited from using toys or any other items as weapons or to mimic the use of weapons.

- Weapon refers to any loaded or unloaded firearm (i.e., pellet guns, B.B. guns, and any other look-alike firearms); an explosive device of any kind; any knife (i.e., Bowie knife, Dirk knife, lock-blade knife, hunting knife, or any other similar knife).
- Dangerous Instrument refers to any other tool or instrument that is not reasonably related to education. Examples of dangerous include, but are not limited to: chains, brass knuckles, night-sticks, ax handles, and any item whose intended purpose is altered to inflict harm upon others.

Upon just cause for suspicion of possession of a weapon, an administrator will request the student to volunteer to be searched by a school official (in the presence of a witness). If the student resists being searched, the administrator will immediately summon school police and request assistance.

STUDENT CODE OF CONDUCT CONSEQUENCES

For students who violate the rules and expectations of the Fort Cherry School District, warnings, redirection, suspension from academic programming, and/or expulsion may be utilized.

If there are any student behavior issues, the teacher will have the first opportunity to address the situation in an appropriate manner with the student and parent/guardian. If the behavior does not improve, a behavior referral will be made to the principal to be addressed. If the teacher feels the principal should be contacted, a referral to the principal may be made earlier for the situation to be investigated.

As a consequence for students not completing required work or behaving inappropriately, students can be denied assembly programs, field trips, and/or any extracurricular activities including, but not limited to class parties, recess, etc.

Detention and In-School Suspension

A parent/guardian must be informed of the infraction and assigned detention or In School Suspension prior to the student completing the detention or suspension.

- Teacher Detention: Teachers may assign this type of detention for violations of classroom rules and/or some minor disciplinary infractions. Teacher Detention is held in an assigned classroom for 30 minutes.
- Lunch Detention: Teachers and/or the Principal may assign this type of detention for cafeteria misconduct or some minor disciplinary infractions. Lunch Detention is held in a designated area for 30 minutes concurrent to lunch periods. Students are permitted to eat lunch during Lunch Detention.
- Administrative Detention: Principals may assign this type of detention for minor disciplinary infractions deemed appropriate. In addition, Administrative Detention may be assigned if a negative student behavior is repeated once a Teacher Detention is fulfilled for the same or similar incident. Administrative Detention is held in an assigned classroom for one (1) hour.
- Saturday Detention: The Principal may assign this type of detention for repeated minor disciplinary infractions and/or more serious disciplinary infractions. Saturday Detention is held in the High School cafeteria for three (3) hours.
- In-School Suspension: The Principal may assign In-School Suspension, or ISS, for the repetition of minor infractions or any major infraction, as appropriate. ISS may be assigned for any length of time deemed appropriate by the Principal. ISS is held during the school day in the designated Elementary Center ISS Room or any supervised room deemed appropriate by the Principal. The student's teachers will provide the appropriate assignments and/or assessments to be completed during the school day. Academic assistance and support will be provided to the student as needed throughout the day. The student will eat lunch in the ISS Room.

In School Suspension Expectations

- Students are to report to detention and/or ISS as directed, on time, and prepared to study/work.
- Students will not be excused from detention or ISS, except in the event of an emergency.
- All school rules apply and are strictly enforced.
- Talking and sleeping are strictly prohibited. Students are permitted to use electronic devices during detention and ISS only for approved instructional activities at the discretion of the Principal and/or Supervising Teacher(s). This includes chromebooks, laptops, iPads/tablets, and smart phones.
- Students who disregard rules and procedures governing detention and ISS may be dismissed from the detention/ISS and incur additional consequences.

Failure to attend an assigned discipline will result in additional disciplinary action being imposed by the Administration.

Suspension and Expulsion (Board Policy #233)

Suspension

The Board recognizes that exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student in this district and one that cannot be imposed without due process. The Board may, after a proper hearing, suspend a child for such time as it deems necessary or may permanently expel him/her.

The principal or teacher in charge of a public school may suspend any student for disobedience or misconduct for a period of one (1) to ten (10) consecutive school days and shall report the suspension to the Superintendent as soon as possible thereafter.

No student may be suspended without notice of the reasons for which s/he is suspended and an opportunity to be heard on his/her own behalf before the school official who holds the authority to reinstate him/her.

When the suspension exceeds three (3) school days, the student and parent(s)/guardian will be given the opportunity for an informal hearing with the designated school official. Such hearing shall take place as soon as possible after the suspension at a mutually-agreed upon time determined at the initial suspension meeting.

Expulsion

The Board may either expel for a period exceeding ten (10) school days or may permanently expel from the rolls of the district any student whose misconduct and disobedience is such as to warrant this sanction. No student shall be expelled without an opportunity for a formal hearing before a duly authorized committee of the Board and upon action taken by the Board after the hearing. Any expelled student under seventeen (17) years of age who is expelled has forfeited his/her right to an education in the schools of this district but has not been excused from compliance with the compulsory attendance statute.

Parents/guardians who are unable to provide an education for their child(ren) shall submit a written statement within thirty (30) days that they are unable to do so. The district shall then make provisions for the student's education. If thirty (30) days pass without satisfactory evidence that the required education is being provided to the student, the district shall re-contact the parent and make provisions for the student's education. If the approved educational program is not complied with, the school district may take action to ensure that the student will receive a proper education.

Students suspended for a period of time longer than three (3) days, shall be afforded an informal hearing. Delay of such hearing shall not operate to delay return to school.

The Board requires that each hearing shall be closed to the public, but should the student and/or his/her parents likely to be affected by its outcome agree, the hearing may be held publicly.

Each suspended student involved in a formal hearing shall be restored to a regular educational program pending the outcome of the hearing, except when in the opinion of the Superintendent, the presence of the student in school poses a danger to him/herself or others as to warrant continued absence.

The formal hearing shall observe the due process requirements of notification of the charges in writing, by certified and standard U.S. Mail, to the student or the student's parent/guardian; including:

- Notice of the time and place of the hearing,
- That the hearing shall be private unless the student or parent requests a public hearing,
- The right to representation by counsel, the disclosure of the names of witnesses and the testimony they have made,
- The right to representation by counsel,
- The disclosure of the names of witnesses and the testimony they have made,
- The right to testify and present witnesses on the student's behalf,
- That the hearing shall be held with all reasonable speed,
- The recordation of the proceedings, and
- A copy of the transcript at the student's expense.

TECHNICAL SUPPORT

For technical support, please complete an online Help Desk ticket found on the Fort Cherry Elementary Center or District websites. If you do not receive a response within 24 hours, please contact the Fort Cherry Elementary Center office.

SPECIAL EDUCATION SERVICES

Fort Cherry School District provides support for students with a wide range of educational needs. The majority of students are educated in the general education classroom to the fullest extent possible with minor accommodations and modifications. Other students may need more extensive support offered through the Fort Cherry School District's special education programs and services.

Special education consists of programs and services designed to meet the educational needs of students who meet state and federal eligibility criteria. To qualify for special education services, students must demonstrate the presence of a disability and also demonstrate the need for specially designed instruction. Regardless of the student's disability, students are included in general education to the fullest extent appropriate for their level of need in order to be successful.

Screening and Evaluation

Students are screened universally using a data-driven approach in the Multi-Tiered Systems of Support (MTSS) framework. As such, the goal is to provide interventions and supports to all students to help them be successful in the regular education classroom. However, after a child is given every opportunity to receive adapted instruction or additional assistance, the MTSS team will recommend permission to conduct a multi-disciplinary evaluation, which could result in special education placement. The process involves gathering data about the student to determine his/her academic level and/or identifying specific student needs. Interventions are then suggested, recommended, or applied and the student's progress is monitored.

Parents who believe that their child may need a special education evaluation maintain the right to put a request in writing to the attention of the Director of Pupil Services. Please indicate your child's name, grade level, and the concerns you have regarding your child's current educational abilities. After receipt of your request, the District will issue a Permission to Evaluate (PTE) within ten (10) days of receipt of your request.

When the signed PTE is received by the District, the District will conduct the multi-disciplinary evaluation within sixty (60) calendar days. Please note that the 60-day window pauses during summer break. During the evaluation, a certified School Psychologist will conduct tests as indicated on the PTE to determine if a child has a disability, and what, if any, impact such a disability has on the child's ability to function at their maximum capacity in the classroom.

The District will make three (3) attempts to obtain permission from the parent/guardian. Such attempts may include but are not limited to US Mail, US Certified Mail, Electronic Signature via PandaDoc, and/or paper packets sent home with a child. If a signed

permission is not received after three (3) attempts, the District will make the request for evaluation inactive, and the child will remain in his/her current educational placement.

When the evaluation is complete, you will receive a written report of the evaluation, along with any recommendations. If a child has a disability and qualifies for specially-designed instruction, a meeting will be held within thirty (30) days to review the evaluation. Within ten (10) days of review of the evaluation, an IEP will be drafted with the IEP team.

If a child does not qualify for special education services, you will receive a written report of the evaluation; however, no meeting will be held unless the parent/guardian requests a meeting with school staff.

Inclusive Practices

Special Education is a service, not a place. The Fort Cherry School District supports the implementation of inclusive practices, with the necessary supplementary aids and services to access the general education curriculum. These services are brought to the child, rather than sending the child out of the general education classroom to receive special education services. Students who need more intensive services access the special education programs.

Learning Support

Learning support services are provided to students who demonstrate a disability in understanding or in using language (spoken or written), reading, writing, and/or mathematics. Accommodations and modifications may be provided in the general education classroom. Students who need more intensive services may receive academic support within the learning support program.

Life Skills Support

The Life Skills Support Program provides specially designed instruction to students whose needs are functional academics, self-care, social skills, language development, communication, and perceptual motor skills. Students who participate in the life skills program are also included in the general education curriculum whenever appropriate, based upon their level of need. In addition, these students participate in community-based instruction activities.

Speech/Language Support

Students who demonstrate a need in articulation, fluency, language and auditory processing development, and voice receive speech and language support. The Speech Teacher works closely with the classroom teachers to assist with any communication barriers that may be present. Students are scheduled for individual and/or small group sessions according to age as well as the type and severity of the disorder.

Therapeutic Emotional Support

The therapeutic emotional support program is designed to meet the needs of students with social, emotional, and behavioral needs that have an adverse impact on their learning. Direct instruction in social skills is provided according to individual student

needs. This can be done through the emotional support classroom and/or through social work services. Additionally, academic support and/or direct instruction is provided as needed.

Secondary Transition

Secondary transition is the process of preparing students for life after graduating from high school, including participation in post-secondary education or training, employment, and community living. Transition planning begins at age 14, in middle school or early high school, as students explore what they want their post-school outcomes to be. This is done through career awareness exploration activities. Transition planning involves a partnership between the student, the family, school-age services, post-school services, and local community service providers.

Related Services

Students must first qualify for special education before they can be assessed to determine if they would require related services to benefit from special education.

Occupational Therapy

Occupational therapy focuses on the functional performance of the student in educationally relevant activities, such as self-help, sensory, fine motor and postural skills. Individual and/or small group therapy sessions as well as consultative services are provided according to student needs.

Physical Therapy

Physical therapy focuses on the natural opportunities for students to develop motor competence, balance and coordination in routine educational activities.

Speech/Language Therapy

Speech/Language Therapy can also be provided as a related service. For a description of services, please see 'Speech/Language Support'.

Intermediate Unit 1 Services Hearing Support Program and Services

Hearing Support Services are provided to students who qualify for hearing services due to impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance. A child who meets the criteria for deafness demonstrates a hearing impairment so severe that the child is impaired in processing linguistic information through hearing, with or without amplification. The Hearing Teacher works closely with the classroom teachers to best assist with accommodating each child's needs. Hearing Support can also be provided as a related service.

Intermediate Unit 1 Services Social Work Services

Social Work services are provided for students who are in need of social skill development. The Social Worker will meet with the student either individually or with a group. Sessions focus on the needs of the individual(s) and may include some of the

following; role playing, appropriate social interaction, and /or discussion of topic(s) deemed necessary. This is provided as a related service.

Intermediate Unit 1 Vision Support Program and Services

A visual impairment, including blindness, indicates the impairment, even with correction, adversely affects a child's educational progress and performance. The term includes both partial sight and blindness. The Vision Teacher works closely with the classroom teachers to best assist with developing the necessary visual accommodations in all aspects of the child's educational environment. Vision Support can also be provided as a related service.

CHILD FIND AND ANNUAL NOTICE TO PARENTS (CFR 300.125)

In compliance with state and federal law, the districts listed above will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for "protected handicapped students" are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs. For further information on the evaluation procedures and provision of services to protected handicapped students or eligible students, contact the appropriate district contact listed above.

Each school district, along with other public agencies in the Commonwealth, must establish and implement procedures to identify, locate and evaluate all children who need special education programs and services because of the child's disability. This notice is to help find these children, offer assistance to parents and describe the parent's rights with regard to confidentiality of information that will be obtained during the process. Each school district shall also conduct awareness activities to inform the public of gifted education services and programs and the manner by which to request these services and programs.

The content of this notice has been written in English. If a person does not understand any of this notice, he or she should contact the school district/IU (see contacts) and request an explanation.

Intermediate Unit 1 acts as a MAWA, a public education agency provides early intervention to eligible three to five year olds who live in Fayette, Greene and Washington Counties. Throughout the notice, the reader will find references to the IU, the MAWA, or to the MAWA agency—all referring to Intermediate Unit 1 for the purposes of this notice.

Identification Activity

Child Find refers to activities undertaken by public education agencies to identify, locate, and evaluate children residing in the State, including children attending private schools, who are suspected of having disabilities, regardless of the severity of their disability, and determine the child's need for special education and related services. The purpose is to locate these children so that a free appropriate public education (FAPE) can be made available. The types of disabilities, that if found to cause a child to need services are: Autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment due to chronic or acute health

problems, specific learning disabilities, speech or language, traumatic brain injury and visual impairment including blindness, in the case of a child that is of preschool age developmental delay. Screening activities are also conducted to determine student need for gifted support services.

The aforementioned school districts provide educational services for all eligible students either through district- operated classes, contracts with Intermediate Unit #1, or Approved Private Schools. Classes providing Learning Support, Life-Skills Support, Emotional Support, Physical Support, Multiple Disabilities Support, and Autistic Support are available for students at beginning school age through age 21, if necessary. Additional services include hearing, vision, and speech and language support. Students found to meet eligibility criteria as "mentally gifted" may receive services through district's Gifted Support programs.

Each school district is required to annually provide notice describing the identification activities and the procedures followed to ensure confidentiality of personally identifiable information. This notice is intended to meet this requirement.

Identification activities are performed to find a child who is suspected as having a disability that would interfere with his or her learning unless special education programs and services are made available. Children suspected of being "mentally gifted" who need specially designed instruction not ordinarily provided in the regular education program also go through screening activities. The activities include: review of group data, conduct hearing and vision screening, assessment of student's academic functioning, observation of the student displaying difficulty in behavior and determining the student's response to attempted remediation. Input from parents is also an information source for identification. After a child is identified as a suspected child with a disability, he or she is evaluated, but is not evaluated before parents give permission for their child to be evaluated.

The school district will follow procedures outlined in the special education regulations (Chapter 14) for determining eligibility and need for special education services. Chapter 16 regulations will be followed to determine eligibility and need for Gifted Support services.

Each LEA's public outreach awareness system includes methods for reaching homeless children, wards of the state, children with disabilities attending private schools, and highly mobile children, including migrant children.

Confidentiality (CFR 300.127)

If after screening, a disability is suspected, upon your permission, your child will be evaluated. Written records of the results are called an education record, which are directly related to your child and are maintained by the school districts. These records are personally identifiable to your child. Personally identifiable information includes the child's name, the name of the child's parents or other family member, the address of the child or their family, a personal identifier such as social security

number, a list of characteristics that would make the child's identity easily traceable or other information that would make the child's identity easily traceable.

The school district will gather information regarding your child's physical, mental, emotional and health functioning through testing and assessment, observation of your child, as well as through review of any records made available to the school district through your physician and other providers of services such as day care agencies.

The school district protects the confidentiality of personally identifiable information by one school official being responsible for ensuring the confidentiality of the records, training being provided to all persons using the information, and maintaining for public inspection a current list of employee's names and positions who may have access to the information. The school district will inform you when this information is no longer needed to provide educational services to your child and will destroy the information at designated intervals, except general information such as your child's name, address, phone number, grades, attendance record and classes attended, grade level completed, may be maintained without time limitation.

As the parent of the child you have a number of rights regarding the confidentiality of your child's records. The right to inspect and review any education records related to your child are collected, maintained, or used by the school district. The school district will comply with a request for you to review the records without unnecessary delay before any meetings regarding planning for your child's special education program (called an IEP meeting). Should you and your school district disagree about your child's special education supports and services and a due process hearing is requested, the school district will furnish you with the opportunity to inspect and review your child's records, within 30 days.

You have the right to an explanation and interpretations of the records, to be provided copies of the records if failure to provide the copies would effectively prevent you from exercising your right to inspect and review the records, and the right to have a representative inspect and review the records. This review is conducted with the assistance of an appropriate school district staff member.

Upon your request, the school district will provide you a list of the types and location of education records collected, maintained, or used by the agency. Additionally, the school district will charge a fee for copies of records made in response to your request except, it will not charge a fee if doing so will prevent you from inspecting and reviewing your child's records. A current list of reasonable fees relative to records request is available in the district's central office. The district will not charge a fee to search or retrieve information.

You have the right to request in writing the amendment of your child's education records that you believe are inaccurate or misleading, or violate the privacy or other rights of your child. The school district will decide whether to amend the records within 45 school days of receipt of your request. If the school district refuses

to amend the records you will be notified of the refusal and your right to a hearing. You will be given at that time additional information regarding the hearing procedures. Upon written request, the district will schedule and provide written notice of the hearing to challenge information in your child's education files.

Parent consent is required before personally identifiable information contained in your child's education records is disclosed to anyone other than officials of the school district collecting or using the information for purposes of identification of your child, locating your child and evaluating your child or for any other purpose of making available a free appropriate public education to your child. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Additionally, the school district, upon request, discloses records without consent to officials of another school district in which your child seeks or intends to enroll.

A parent may file a written complaint with the Pennsylvania Department of Education at the address below alleging that the rights described in this notice were not provided.

Pennsylvania Department of Education
Bureau of Special Education Division of Compliance
333 Market Street Harrisburg, PA 17126-0333

The Department of Education will investigate the matter, issue a report of findings and necessary corrective action within 60 days. The Department will take necessary action to ensure compliance is achieved.

Complaints alleging failures of the school district with regard to confidentiality of personally identifiable information may also be filed with:

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

In accordance with 34 CFR § 300.624, please be advised of the following retention/destruction schedule for the Pennsylvania Alternate System of Assessment (PASA), Pennsylvania System of School Assessment (PSSA), and Keystone Exam related materials:

- PSSA, Keystone Exam, and PASA test booklets will be destroyed one year after student reports are delivered for the administration associated with the test booklets.
- PSSA and Keystone Exam answer booklets and PASA media recordings will be destroyed three years after completion of the assessment.

The school districts listed above will provide ongoing screening services. If you wish to learn more, have questions, or believe your child may need to be identified, please contact your local school district contact.

Early Intervention Identification

In Pennsylvania, a child between three years of age and the school district's age to begin school who has a developmental delay or one or more of the physical or mental conditions listed above, will be identified as an "eligible young child." The parents of these children have the same rights described above.

The Pennsylvania Department of Education is responsible for providing programs and services to eligible young children under Act 212 of 1990, the Early Intervention Services System Act. Screening for preschool children is available through the Child Alert Program operated by Intermediate Unit #1. To schedule an appointment for screening call IU1 at 1.800.328.6481. For additional information, contact your local school district.

Potential Indicators of Weaknesses in the Developmental Domain Areas and Other Risk Factors That Could Indicate Disability (Requirement of Section 14.212(b))

A developmental delay is determined by the results of a developmental evaluation. The results of one or more domain areas (adaptive, personal-social, communication, motor or cognitive) have to show at least a 25% delay or a score of 1.5 standard deviations below the mean (Standard Score of 77 or below). The delay results in the need for specially designed intervention/ instruction (SDI) in order to participate in typical activities and routines.

Children with a developmental delay may show weaknesses in the following areas:
Adaptive – Pre-kindergarten aged children with a developmental delay may have difficulty dressing/ undressing; using utensils to eat, removing shoes without assistance, distinguishing between nonfood/food substances, or have difficulty with toileting needs. One may have difficulty moving independently around the house, understanding that hot is dangerous, putting away toys when asked, indicating an illness or ailment to an adult, or demonstrating caution and avoiding common dangers.

Personal-Social – Pre-kindergarten aged children with a developmental delay may have difficulty responding positively to adult praise, rewards or promise of rewards; greeting familiar adults spontaneously, enjoying simple stories read aloud, helping with simple household tasks, initiating social interaction with familiar adults, expressing affection/ liking for peers, playing cooperatively with peers, stating first name, last name, age, or whether he is a male/female; using objects in make-believe play, using 'I' or 'me' to refer to himself, or recognizing facial expressions of common emotions.

Communication - Pre-kindergarten aged children with a developmental delay may have difficulty following 2-step verbal commands, associating spoken words with pictures, recalling events from a story presented orally; engaging in extended and meaningful nonverbal exchanges with others, using words to get his needs met, responding to 'yes' and 'no' questions appropriately, or asking 'wh' questions.

Motor - Pre-kindergarten aged children with a developmental delay may have difficulty running without falling, kicking a ball without falling, walking up and down steps alternating feet without assistance, walking backward, imitating the bilateral movements of an adult, pointing with his index finger independent of the thumb and other fingers, scribbling linear and/or circular patterns spontaneously, using the pads of fingertips to grasp a pencil, holding a paper with one hand while drawing or writing with the other hand, fastening clothing without assistance, cutting with scissors, copying a circle, or imitating vertical and horizontal markings.

Cognitive - Pre-kindergarten aged children with a developmental delay may have difficulty attending to one activity for 3 or more minutes, reciting memorized lines from songs or TV shows, showing interest in age-appropriate books, matching/naming colors, responding to one and one more, giving three objects on request, matching shapes, identifying objects by their use, identifying items by size, identifying colors of familiar objects not in view, or identifying simple objects by touch.

Other Factors That Could Indicate a Disability

Developmental disabilities are birth defects related to a problem with how a body part or body system works. They may also be known as functional birth defects. Many of these conditions affect multiple body parts or systems. Researchers have identified thousands of different birth defects. Birth defects can have a variety of causes, such as:

Genetic problems caused when one or more genes doesn't work properly or part of a gene is missing, problems with chromosomes, such as having an extra chromosome or missing part of a chromosome, environmental factors that the expectant mother is exposed to during pregnancy, such as Rubella or German measles or if she uses drugs or alcohol during pregnancy.

Factors Considered When Determining Mental Giftedness

1. The child performs a year or more above grade achievement level in one or more subjects as measured by a nationally normed and validated achievement test.
2. The child demonstrates rates of acquisition/retention of content and skills reflecting gifted ability.
3. The child demonstrates achievement, performance, or expertise in one or more academic areas as evidenced by products, portfolios or research, as well as criterion-referenced team judgment.
4. The child demonstrates early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest, communication skills, foreign language aptitude, or technology expertise.

5. The child demonstrates that intervening factors such as English as a second language, disabilities, gender or race bias, or socio/cultural deprivation are masking gifted abilities.

Special Education Liaison Personnel (LEAs)

Dr. Brian Harvey
Fort Cherry School District
110 Fort Cherry Road
McDonald, PA 15057
Phone: 724-796-1551
Fax: 724-796-0065
bharvey@fortcherry.org

EDUCATION FOR CHILDREN AND YOUTH EXPERIENCING HOMELESSNESS

This resource is intended for parents/guardians/staff/community members to utilize if experiencing homelessness or in crisis. This resource also provides guidance and training and is updated annually. If you or someone you know is in need of assistance—please contact Homeless Liaison, Sally Cowden, at 724-796-1551.

Liaison Responsibilities

The district's liaison shall coordinate with:

- Local service agencies that provide services to homeless children, youth, and families.
- Other school districts on issues of records transfer and transportation.
- District staff responsible for the provision of services under Section 504 of the Rehabilitation Act and Individuals with Disabilities Act. State and local housing agencies responsible for comprehensive housing affordability strategies.

The district's liaison shall provide public notice of the educational rights of homeless students in schools, family shelters, soup kitchens, public libraries, and locations frequented by parents/guardians of homeless children.

The district liaison shall provide reliable, valid, and comprehensive data to the coordinator of Pennsylvania's Education for Children/Youth Experiencing Homelessness (ECYEH) Program in accordance with federal and state law regulations.

Definition of Homelessness

Homeless students are defined as individuals lacking a fixed, regular, adequate nighttime residence, which include the following conditions:

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

- Living as run-away children.
- Abandoned or forced out of homes by parents/guardians or caretakers.
- Living as school-aged parents in houses for parents if they have no other living accommodations.

School of origin is defined as the school the student attended when permanently housed or the school in which the student was last enrolled, including pre-school. When the student completes the final grade level served by the school of origin, the school of origin shall include the designated receiving school at the next grade level for all feeder schools.

Unaccompanied youth is defined as a homeless child or youth not in the physical custody of a parent or guardian.

Enrollment/Placement

To the extent feasible and, in accordance with the student's best interest, a homeless student shall continue to be enrolled in his or her school of origin while he or she remains homeless or until the end of the academic year in which he or she obtains permanent housing. Parents/Guardians of a homeless student may request enrollment in the school in the attendance area where the student is actually living or other schools.

If a student is unaccompanied by a parent/guardian, the district liaison will assist the student with placement and enrollment decisions and give priority to the views of the student in determining where he or she will be enrolled. If after such consideration, the district determines that it is not in the student's best interest to attend the school of origin or the school requested by the parent/guardian or unaccompanied youth, the district shall provide the parent/guardian or unaccompanied youth with a written explanation of the reasons for its determination. The explanation shall be in a manner and form understandable to the parent/guardian or unaccompanied youth and shall include information regarding the right to appeal.

The selected school shall immediately enroll the student and begin instruction, even if the student is unable to produce records normally required for enrollment pursuant to district policies. However, the district may require a parent/guardian to submit contact information.

The district liaison may contact the previous school for oral confirmation of immunizations, and the school shall request records from the previous district, pursuant to Board policy. Homeless families are not required to prove residency regarding school enrollment.

School/Health Records

The receiving school district may contact the district of origin for oral confirmation that the student has been immunized but must not be a barrier to enrollment. Oral confirmation between professionals is a sufficient basis to verify immunization with written confirmation to follow within thirty (30) days. The instructional program should begin without delay after the enrollment process is initiated and should not be delayed until the procedure is completed.

The enrolling district's liaison will assist the parent/guardian/student in obtaining necessary immunizations, or immunization or medical records. The district will support families with accessibility to health-related resources — not limited to access to a physician, dentist, and other specialty doctors. The district may assist with transportation for access to medical providers as well as assist with overcoming barriers related to insurance.

Placement/Disputes/Complaints

If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize appropriate means to determine the student's placement. If a dispute arises over school selection or enrollment, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent/guardian/student will be provided with a written explanation of the school's decision on the dispute, including the right to appeal. The parent/guardian/student will be referred to the district liaison, who will carry out the state's grievance procedure as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied student, the district liaison shall ensure that the student is immediately enrolled in school pending resolution of the dispute.

If disputes or complaints of noncompliance rise regarding the education of homeless students, the following steps shall be taken:

1. The person filing the complaint shall first contact the school or district through the district liaison, the principal, or Superintendent to present their concerns to the people closest to the situation and, most likely, to be able to resolve it quickly.
2. If Step 1 is not successful or is not possible under the circumstances, contact should be made with the Homeless Project Education Liaison, or the Pennsylvania Department of Education (PDE) will accept complaints directly through the Education for Homeless Children and Youth Program.
3. Individual cases may be referred to the PDE's Office of Chief Counsel and the Office of the Deputy Secretary for Elementary and Secondary Education, as needed, by the State Homeless Coordinator.
4. PDE will deliver a response within fifteen (15) business days of the receipt of the complaint. The complaint may arrive in the form of a copy of the school

district letter or on the Dispute Letter Form, if given directly to a Liaison of the Homeless Initiative.

Education Records

Information about a homeless student's living situation shall be treated as a student education record subject to the protections of the Family Educational Right and Privacy Act (FERPA) and shall not be deemed to be directory information. Homeless students shall be provided services comparable to those offered to other district students including, but not limited to: transportation services, school nutrition programs, vocational programs and technical education, preschool programs, programs for students with limited English proficiency, and educational services for which students meet eligibility criteria, such as programs for disadvantaged students, students with disabilities, and gifted and talented students.

Transportation

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

Transportation Coordinator: Lindsey Richards – lrichards@fortcherry.org

Fiscal Responsibilities

The following guidelines will be followed in cases when the education of the student is provided by the district where the homeless student is temporarily living. The guidelines shall also apply in cases when the district of prior attendance, where that is not the district the student attended when permanently housed, will educate the student:

1. Homeless individuals not in facilities (shelters) or institutions, as well as homeless individuals living in hotels, motels, cars, tents, or doubled-up with a resident family, shall be reported and reimbursed as resident students.
2. For homeless individuals in temporary shelters, the educating school district will send a form for the determination of district residence for students in facilities or institutions to the presumed district of residence.
3. If the form is acknowledged by the resident district, the educating district will enter the student on its rolls as a nonresident student from the acknowledging resident school district. The educating district will bill the resident district for tuition and will report membership data according to state child accounting procedures.
4. If the form is disclaimed and a district of residence cannot be determined, the student will be considered a ward of the state. The educating district will enter the student on its rolls as a nonresident ward of the state and will report membership according to state child accounting procedures. The Department of Education will pay tuition to the educating district based on membership reported to child accounting.
5. In cases when the education of the student is provided by the district of origin, where that is the district, the student attended when permanently housed, the district will continue to educate a homeless student for the period of temporary displacement and should maintain the student on its rolls as a resident student.

In cases when the student becomes permanently housed during the academic year and continues in the school of origin, which is not the district of new residence, the educating district will continue to educate the formerly homeless student on its rolls as a nonresident Student.

Training

* Offered by the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program.

The district's liaison shall arrange professional development programs for school staff. School personnel providing services to homeless students, including enrollment staff, shall receive professional development and support to:

- Improve identification of homeless students.

- Understand the rights of such children, including requirements for immediate enrollment and transportation, and
- Heighten the awareness of, and capacity to respond to, the educational needs of such children.

Free and Reduced Meals

Apply online for free/reduced benefits. Financial assistance is available for families that need

assistance paying for school meals. Eligibility for free/reduced meals must be established each

school year, regardless of eligibility in previous years.

Family Engagement

Families are a valued member of our community and an essential part of a child's success.

Opportunities for participation in school and building sponsored events are communicated in a

variety of ways throughout the school year. If you need assistance to participate, please contact

your building principal.

Community Partnerships

The District partners with community agencies to support families through collaboration. Some community partnerships include but are not limited to: Range Resources, Heritage Public Library, Body Systems Fitness, Churches, Food Helpers of Washington County, BluePrints

Academic Supports

Students have access to numerous academic supports — based on the need of each individual student. Examples include but are not limited to:

- Title 1 services
- Tutoring Assistance
- Summer Academy
- AIRE Program
- After School Acceleration Program
- McKinney Vento Homeless Education Assistance Improvements Act:
<https://www.education.pa.gov/K12/Homeless%20Education/mckinneyvento/Pages/default.aspx>

Notice of Student Records

The collection, maintenance, and dissemination of student records is a legitimate and expected function of a school system. The professional staff recognizes the confidential nature of such data and the need to strike a balance between the need for educationally relevant information about children and the protection of individual rights to privacy.

Student permanent records contain only information mandated by the Fort Cherry School Board of Directors, the PA Department of Education, and the United States Department of Education. Confidentiality of student records is maintained as outlined in the Fort Cherry School District's Student Record Policy. Parents/Guardians and eligible students have the right to review the appropriate educational records maintained by the Fort Cherry School District. In addition, the Fort Cherry School District will release, upon request of a parent or another school, records of a student who is entering another elementary or secondary school. Parents, upon request, will be provided with a copy of the educational records.

If the school district fails to comply with the request of the parent/guardian or eligible student to review records, the individual(s) may file a complaint with the Family Education Rights & Privacy Act Office, Department of Education, Office of Management.

With regard to parents/guardians who do not understand the English language, the school district will attempt to inform them of their rights in their native language. Further information regarding the policy of the collection, maintenance, and dissemination of records is available on the district's website.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request corrections of school records, which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31): school officials with legitimate educational interest; other schools to which a student is transferring; specified officials for audit or evaluation purposes; appropriate parties in connection with financial aid to a student; organizations conducting certain studies for or on behalf of the school; accrediting organizations; to comply with a judicial order or lawfully issued subpoena; appropriate officials in cases of health and safety emergencies; and state and local authorities, within a juvenile justice system, pursuant to specific state law.

The Fort Cherry School District complies with federal regulations.

Parents/Guardians who do not want their child(ren)'s "directory" information—such as a student's name, address, telephone number, date and place of birth, honors and awards, dates of attendance, photograph, email, etc.—disseminated must contact the building principal.

*Any questions with any policies please refer to
<https://go.boarddocs.com/pa/fortcherry/Board.nsf/vpublic?open#> or contact the
building principal.*