

# PARENT/STUDENT HANDBOOK

2021-2022 SCHOOL YEAR



**OLD FORGE SCHOOL DISTRICT**  
*Home of the Blue Devils*

OLD FORGE ELEMENTARY SCHOOL  
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# PARENT/STUDENT HANDBOOK

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2021-2022 SCHOOL YEAR

## OLD FORGE ALMA MATER

Alma Mater praise thy glory  
All through the years  
Loyalty will be our watchword  
All through the years.

Loyal sons and loyal daughters  
Never from thy banner falter  
Dreams may fade but memories cherish  
Dear Old Forge High

Slender trees here sighing murmur  
In the moonlight clear;  
For the loved ones now departed  
All through the years.

Softly now our voices blending  
Sing her praises never ending  
Till our hearts are stilled forever,  
Dear Old Forge High



**SCHOOL NICKNAME**

“Blue Devils”

**SCHOOL COLORS**

Blue and Gold

## MISSION

The mission of the Old Forge School District is to be an advocate of change and self-sustaining leader of education. We will prepare our students to be productive, responsible citizens by promoting a community-oriented school that encourages a passion for learning. Fosters individual relationships, and provides a safe environment which supports individual differences. Our students will exceed academic challenges with openness, enthusiasm, and a willingness to solve problems.

## VISION

The Old Forge School District will be an Educational Leader for Tomorrow's Achievers; empowering our students to become productive members of a global society in the 21<sup>st</sup> century. **"Educational Leaders for Tomorrow's Achievers"**

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# INTRODUCTION

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This booklet has been prepared to provide the students of Old Forge Elementary School and their parents/guardians information about the expectations, procedures, and activities of the school.

The parents/guardians, the faculty, and the administration are all intensely interested in the welfare of the students. To ensure their success, students must apply themselves to the best of their ability. Intensive work in a program of studies, participation in curricular and extra-curricular activities and adherence to school policies and regulations are essential. A cooperative attitude toward teachers and fellow students will create an atmosphere for learning and for the possible realization of objectives. Careful planning, personal interest, and application will help students achieve desired goals.

This handbook will better acquaint parents/guardians and the students with some of the policies and procedures, which have been adopted by the Board of School Directors to implement a sound, efficient, and well-operated school.

## PHILOSOPHY

The Board of School Directors, administration, and faculty are interested in the development of the students' physical, emotional, mental and spiritual capabilities so that he/she may become a better member of society.

It is our expressed desire to help students to appreciate and enjoy the blessings and opportunities of a free country, to guide and counsel them in educational and vocational needs, and above all to help them prepare for college, for employment, and for daily living.

## GENERAL SCHOOL POLICY

The administration is responsible for enforcing general school policy as adopted by the Board of School Directors, and for the final judgment on matters such as class assignments, general behavior, disciplinary action, and suspension of students.

Students are responsible for all information contained in this handbook, for all announcements made over the public address system, and for any other directives issued by the faculty.

# ELEMENTARY SCHOOL PROCEDURES

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## DAILY SCHEDULE

Arrival: Students must arrive by 8:25 a.m.

Dismissal: Students will be dismissed by 2:50 p.m.

## PARENT DROP-OFF AND PICK-UP

Parent drop off and pick-up is located at the back of the school ONLY. **PARENT DROP OFF WILL BEGIN AT 8:00 A.M.** All parents must enter the parent drop-off area from Railroad Avenue. As you enter into the school area, a staff member will direct you further.

*In the case of students missing the bus in the morning, parents are NOT allowed to drop students off at the circle.* Parents are to follow the parent drop off procedures identified above.

## EMERGENCY SCHOOL CLOSINGS AND EARLY DISMISSALS

Cancellation of school takes place only during circumstances such as extreme weather, equipment failure, or public crisis. The Board of Education and administration are aware of the hardship which can be caused by an abrupt cancellation. Therefore, school will not be canceled unless a significant safety risk has been created by unusual circumstances.

Every practical means will be used to notify parents of a cancellation or early dismissal including radio, One Call phone messages, CLASS DOJO messages, and television announcements. The following television and radio stations will be notified:

Television:    WNEP-TV                      WYOU-TV                      WBRE-TV

If you are typically not home during school hours, develop a set plan for your child to follow in case of an early dismissal.

## SCHOOL VISITS

Teachers welcome the opportunity to talk with parents about concerns or questions they may have. The administration encourages parents to make appointments with teachers at mutually convenient times to discuss concerns. If you find it necessary to call the school and the teacher is unable to come to the phone, please leave your name and telephone number. The teacher will return your call as soon as possible.

Upon entering the school, all parents and visitors must report to the main office. According to our School Visitor Policy #907:

*All visitors are to report to the building office to register and secure a visitors pass before proceeding to their destination in the building, regardless of whether prior approval for the*

*visit has been given. All parents, guardians and visitors attempting to gain access to the school will be asked to provide a valid driver's license, official state photo identification, or military identification card for scanning and cross-referencing against the national sex offender database. Visitors refusing or unable to produce such identification may be asked to remain in a designated area as their identity cannot be verified. Persons without verifiable identifications shall have their personal information entered into the visitor management system and their names checked against the database. The school staff member will scan or manually enter the visitor's information into the system and will issue a visitor badge if no alert is indicated. If an alert is indicated, the school staff member shall immediately notify a school administrator and inform him or her of the situation and that visitor must be supervised by a district employee for the duration of the visit. The visitor must return to the office to check out prior to leaving the school. The visitor will be instructed to return the visitor badge to the designated office personnel to check them out of the system. The badge will be destroyed and cannot be reused.*

Parents who pick up their children at school are requested to wait for them in the lobby. This will eliminate confusion and disruption in the corridors and is absolutely essential for the protection of our students.

If it is necessary to deliver a message or drop something off for your child or a teacher, please go to a secretary in the main office who will gladly take care of it.

- Children are permitted to call home only in emergency situations.
- Forgotten homework is not normally considered an emergency.
- Students will be helped in handling these situations responsibly.

***In addition, when visiting the school at arrival or dismissal times, please STOP at the entrance to the elementary school upon the request of the staff member assigned outside. You will be instructed on where to park your vehicle.***

***It is imperative that while the buses are parked around the circle and students are in the process of loading the buses that no vehicle proceeds around the circle.***

## **CLASSROOM PARTIES**

Three major classroom parties will be held to celebrate Halloween, Christmas, and Valentine's Day. ***DUE TO THE WELLNESS POLICY AND FOOD ALLERGIES, OUTSIDE TREATS ARE NOT PERMITTED INTO THE CLASSROOM.*** Parents will be permitted to order baked goods that have been approved for quality assurance, through the Elementary Cafeteria. To access the online Party order form, go to the Old Forge School District website. Click on Student Parents/Nutrition Group or email your order to [maryjo.grazious@ofsd.cc](mailto:maryjo.grazious@ofsd.cc), one week in advance. All orders MUST BE PRE-PAID.

In addition, on the 1st and 3rd Fridays of every month, OFES will host a group Birthday Party for each grade for all children whose birthday falls within that month.

Birthday Party invitations must be either whole class/whole gender. The school cannot mail or provide the addresses for the invitations.

## **WELLNESS POLICY**

The Old Forge School District has developed and implemented a District Wellness Policy. A Wellness Committee has been established and serves as an advisory committee regarding student health issues. For complete information regarding the Wellness Policy, please refer to Board Policy No.246.

## **LOST AND FOUND**

Articles found in and around the school should be turned into the main office. Your child may check the office for any lost articles. All personal belongings should be labeled with the child's name. All unclaimed items will be recycled or donated to Good Will at the end of the school year. Old Forge is not responsible for lost/stolen items that are prohibited.

## **CELL PHONES**

The use of cell phones in the school building between the hours of 8:25 and 3:30 is strictly prohibited in the elementary school. If a student needs to use the phone during school hours, there is a phone available in the main office. Any student found with an active cellular phone (use or possession) during the school day will have the phone confiscated and a parent will need to pick it up in the office. Frequent violations of this policy may result in student suspension. Texting, playing games and taking photos with the phone is strictly prohibited.

## **PROHIBITED ITEMS**

The following is a list of items which are strictly prohibited at Old Forge Elementary School. This list may be amended during the school year at the discretion of the administration. Penalties in school for violation of this section may range from detention to possible expulsion. Depending on the item, legal action may be taken as well:

- Active Cellular phones
- Drug/alcohol related paraphernalia
- Cigarettes/tobacco products
- CD players/Cameras/iPods/MP3 Players/Video Games/ DS
- Large and/or expensive toys
- Weapons of any type
- Lighters/matches
- iPads

When a prohibited item is confiscated, it will not be returned to the student. A parent/guardian may pick it up (unless it is a weapon or tobacco product) during normal school hours.

Students are prohibited from bringing toys or personal items from home into school such as Pokémon cards, dolls, cars, trucks, etc. Teachers have a supply of toys for students to utilize during recess. If a student chooses to bring in personal items from home, the school is not responsible for its replacement if lost or stolen.

## **BREAKFAST/LUNCH**

A Hot Breakfast/Lunch Program is available at a reasonable cost in the school cafeteria. Those students who carry a bag lunch may purchase their drinks separately. Parents are encouraged to be familiar with the school menu which will be sent home with students at the beginning of each month. Any student who reaches a negative \$10.00 Cafeteria balance will only be served cereal for breakfast and/or a Cold Lunch at lunchtime, and will be charged full price for such.

Children from families whose incomes are below minimum levels set by the Federal Government are eligible for free and reduced lunches.

To complete an application for free or reduced lunches, please call Mrs. Mary Termini (ext. 137) for more information.

**STUDENTS ARE ENCOURAGED TO BRING A REFILLABLE WATER BOTTLE TO BE USED AT OUR WATER REFILLING STATIONS.**

*Please refrain from delivering Fast Food lunches.* (McDonald's, Burger King, etc.) as it causes a disruption and is against our wellness policy.

## **MONEY AND OTHER VALUABLES**

In the event that money is sent to school for any reason, it would be wise to:

- Place money in an envelope.
- Include a note inside stating the reason for which the money is being sent.
- Place the teacher's name and the child's name on the outside of the envelope.
- Send the exact amount when possible.

## **SCHOOL INSURANCE**

School Student Accident Insurance will be offered to students by a reliable insurance company at a reasonable rate at the beginning of the school year. The policy will cover a student on his/her way to and from school, during the time of regularly scheduled classes, and during participation in intramural sports. Students who are injured during school hours

and who are not covered by school insurance are responsible for their own medical expenses. The School District will not be held responsible for accidents; however, any pupil who is protected by School Student Accident Insurance should immediately report an accident occurring in the school and on the way to or from school.

## **LOST/DAMAGED BOOK POLICY**

Students are responsible for lost or damaged textbooks and other school materials and will be expected to pay for them. Students are urged to take good care of books and other materials to avoid assessment. Materials that are lost or damaged must be paid for before the final report card is issued.

Texts will be issued by subject matter teachers. Text will be numbered and the condition of the text recorded by the subject matter teachers. If a student loses or destroys the text assigned to him, he/she will have to make restitution. All text must be returned at the end of the school year before a student receives final grades and a report card.

If a book is lost or destroyed, the student will pay replacement costs outlined in the RESTITUTION PROCEDURE which follows. If a book is damaged, the student will pay a percentage of the value of the book. This percentage will be determined by the administration.

### **Restitution Procedure**

All moneys will be collected by the principal /designee and sent to the Business office for a payment receipt. The restitution schedule will be as follows:

|                |   |
|----------------|---|
| New Textbooks  | 100% of the current purchase price  |
| Used Textbooks | Replacement price is based on current replacement cost of text in question. Prices will be based on those contained in used book catalog. If the book is not available through a used book company, then the price of the book will be determined by the cost of purchasing a “new” book. |

## **PARENT TEACHER ORGANIZATION**

The Old Forge Elementary PTO is dedicated to offering support to the school. It serves as a communication link between parents and the schools. Joining the PTO is an excellent way to show you care about your children’s education. At the beginning of each school year, information will be sent home regarding PTO membership, meetings and activities. Child Abuse, PA State Police and FBI Clearances are REQUIRED for ALL PTO Members who wish to volunteer for any PTO related function which involves direct contact with students, such as Book Fairs, Santa’s Workshop, School Pictures, etc.

Volunteer Certification ([Link](#))

*Act 33 Child Abuse Form*

*Act 34 Pennsylvania State Police Criminal History Check*

*Act 144 Federal Bureau of Investigation Criminal Background Check*

## **FIELD TRIPS**

Teachers/administrators are responsible for planning and preparing relevant trips that are conducive to the learning process.

The teachers/administrators reserve the right to deny a student access to a field trip based on past performances whether it is academic, attendance, behavior, etc. No child will be allowed to attend a field trip unless a permission slip has been signed by the parent. Permission slips will be sent home with the child when a trip is planned. A student's conduct on field trips is expected to be the same as if the student were at school. Field trips are merely an extension of school beyond the school building.

Field trips may occur at any point in the school year. Appropriate information regarding the trip will be provided to parents/guardians in a timely manner. Parent chaperones may/may not be needed for grade level trips. If parent chaperones are needed, a Parent Chaperone Request Form will be sent home to be completed by the interested parent/guardian. Copies of the following certifications (clearances) would need to be submitted with the Parent Chaperone Request Form. Certifications will not be kept on file. The following certifications are needed as a volunteer/chaperone:

Volunteer Certification ([Link](#))

*Act 33 Child Abuse Form*

*Act 34 Pennsylvania State Police Criminal History Check*

*Act 144 Federal Bureau of Investigation Criminal Background Check*

Certifications for volunteers are valid for 5 years from the date of issue.

## **VIDEOTAPING FOR INSTRUCTION**

Videotaping is used within the curriculum to enhance educational outcomes. If there are any questions regarding videotaping in a school setting, please contact the principal's office. Parents may exclude their child from this activity upon written request.

## **SCHOOL PICTURES**

Individual pictures will be taken during the school year. Information will be sent home on the specific dates so that you can prepare your children for the picture. Pictures may also be taken regarding honors, activities and school events. If there are any questions regarding school pictures in a school setting, please contact the principal's office. Parents may exclude their child from this activity upon written request.

## SCHOOL DANCES

A school dance is an extra-curricular activity sponsored by a recognized school organization, to provide entertainment and also enrich the social and cultural aspects of students.

### GENERAL RULES

1. All school dances must be approved by Administration.
2. A “Request for School Dance Form” must be completed and submitted to Administration 30 days in advance of the planned dance. This is the responsibility of the club moderator.
3. “Closed” is a dance which is restricted to Old Forge School District students only.
4. Once you arrive and are present at any school dance, including the Winter Semi Formal and Prom, you cannot leave until the dance concludes. No Exceptions!
5. Appropriate attire should be adhered to at all times.
6. An extracurricular activity is an extension of the school day. All rules and regulations of the Old Forge School District apply to these activities. Students must be present in school in order to attend the dance.
8. The dance moderator will be responsible for employing and assigning a minimum of one policeman and chaperones. Policemen will be assigned to the dance area, lobby at entrance and parking area.
9. The moderator will instruct the janitors to secure all areas except dance area, lobby, and lavatories in dance area.
10. Clean-up of the dance area, lobby, etc. is the responsibility of the group sponsoring the dance under the direction of the moderator.
11. Written reports concerning the following must be submitted by the dance moderator to the Principal on the first school day following the dance:
  - a. damage report;
  - b. injury report;
  - c. fire report;
  - d. any & all unusual occurrences must be reported.
12. In the event the dance must be postponed or canceled, the moderator must secure permission from Administration.
13. The possession and/or use of any controlled substances, drugs and/or alcohol is strictly prohibited and will not be permitted at any time.
14. If student appears under the influence of a controlled substance, the parent or guardian will be notified, and the student will be removed and excluded from the dance.
15. Smoking is strictly prohibited and will not be permitted at any time.

Old Forge Administrators and/or Advisors reserve the right to amend these guidelines as seen fit to ensure the safety and well-being of everyone in attendance of all school dances.



# ATTENDANCE AND TARDINESS TO SCHOOL

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## ATTENDANCE AND TARDINESS TO SCHOOL

### Daily Attendance

Homeroom period will extend from 8:25 a.m. to 8:40 a.m. Attendance will be taken by all homeroom teachers upon the students entering the classroom. Each student must be in their homeroom when attendance is taken to be considered present for the school day.

### Student Absence

When a student returns to school after an absence, the parent must submit an excuse via the school email address at [ofesabsence@ofsd.cc](mailto:ofesabsence@ofsd.cc) **within three school days**. This must include the date of the absence and the reason for the absence

Absenteeism is classified as excused, unexcused and/or unlawful. Unlawful absenteeism is a violation of the Pennsylvania School Code.

After **three unlawful** absences, the compulsory attendance law requires that the school authorities serve written official notice to the student's parent/guardian and any additional unlawful absences thereafter may result in the parent/guardian being cited and fined.

Within three days following an absence, the student must present to the homeroom teacher an excuse that is dated and signed by the parent, guardian, or physician explaining the reason for absence.

After 10 excused and/or unexcused absences, students will be required to submit a physician's excuse to his/her homeroom teacher upon return. If a physician's excuse is not presented, the absence(s) will be considered illegal. Any absence not excused by a doctor/dentist after 10 parent excuses will be counted as unexcused (see penalty for unexcused absence). A letter will be sent to parents/guardians notifying them that the student has reached 10 absences. Exceptions for court appearances or other emergency situations must be arranged with administration.

Students must be in school to attend and participate in extra-curricular activities. All medical and dental appointments should be scheduled for after school hours. All requests to leave early must be submitted to the office before 9:00 A.M. on or before the day of appointments so that the validity of the request can be verified. On the day of the appointment, if the student returns to school before the end of the day, he/she must report directly to the elementary school office in order to be admitted to class.

No student is to leave the school grounds for any reason during the school day without written permission from the principal. *Any student who leaves without permission will receive an Out-of-School Suspension.*

Class work missed because of an excused absence is the responsibility of the student. The student shall not receive a grade for any day of unlawful or unexcused absence.

### **Mandatory School Attendance**

The following reasons constitute lawful and excused absence:

- Student illness
- Student medical appointments
- Death in the immediate family
- Extreme weather conditions
- Religious obligations/holidays
- Family emergencies that are approved by the principal should be of sufficient urgency to warrant students' absence from school.

All other reasons for students' absence are unexcused, and, therefore, in most cases, unlawful.

**Parents may submit excuses for their child's absence ten times.** After the tenth absence of this nature, the administration will require the student to submit an excuse from a physician for each additional absence. If this procedure is not followed, the additional absences will be considered illegal. Students who are illegally absent will be liable for penalties from the local magistrate.

After three illegal absences occur, the following process will begin:

- A warning letter will be mailed home concerning the three illegal absences.
- Any illegal absence after that starting with the 5<sup>th</sup> illegal absence will result a meeting between the parents and student along with administration to complete a Student Attendance Improvement Plan (SAIP).
- Failure to comply will result in magisterial district judge referral.
- Truancy hearings are held in the school. Parents and students found guilty of truancy in violation of mandatory school attendance codes may be liable for fines and court costs, or community service.

### **Student Attendance Improvement Plan (SAIP)**

After the 5th unexcused absence, the parent/guardian of the student will be requested to attend a Student Attendance Improvement Plan Meeting at the school.

The SAIP meeting is preventative and the first step in the truancy process.

The SAIP meeting is intended to provide support to the family/students, identify barriers to school attendance, reduce absenteeism and avoid a referral to the magisterial level for truancy. At the SAIP meeting the cause of the students absences will be discussed and mutually agreed upon plan will be developed between the family, student and district.

Also present at the meeting will be a school/truancy liaison from Lackawanna County Office of Youth & Family Services who will assist in the development of the SAIP, identify community resources and services, and provide support to the family, student and school. Additionally, the liaison will be present at any magisterial or contempt court hearings if they should occur.

Failure to attend the SAIP meeting may result in a follow-up from the truancy/school liaison or a referral to the magistrate.

### **Tardiness to School**

Students who are tardy for homeroom (come in after 8:25 A.M.) must report to the office and **MUST** be accompanied by a parent/guardian to sign in.

Homeroom tardies are cumulative throughout the semester, not by the quarter.

A loss of privileges and/or loss of participation in activities will also be considered for excessive tardies. Parent/guardian conferences with the principal will also continue to occur. Tardies will only be considered excused for a funeral, medical appointment with medical form, or student illness with parent note. All other tardies will be considered unexcused tardies.

In addition to this record-keeping, according to the School Code on Mandatory School Attendance, Section 13.1333, the number of minutes/hours for each tardy will also be recorded. When this number reaches 6.5 hours (one school day), the tardy now becomes a **First Level Truancy** (one illegal day absent from school). At this point, a warning letter regarding magistrate action will be issued by the building administrators, and a parent/guardian conference may be conducted to explain the consequences of future truancy acts. A truancy elimination plan may be started.

A **Second Level Truancy** (the second illegal day of absence for being tardy) act leads to a Magistrate's Citation and a Magisterial Hearing, which will include FINES AND COURT COSTS as decided on by the magistrate based on the information he receives from the District.

A **Third Level Truancy** (the third illegal day of absence for being tardy) act leads to the District's Solicitor filing a Dependency Petition with the Lackawanna County courts on behalf of the District. The petition, for minors, is filed against the parents on behalf of the student. At this point a judge, or his/her Hearing Master, can decide to place the student in question in an institution other than the student's home school for a period of time to be determined by the judge.

Students who arrive at school after 8:25 must report directly to the Main Office to receive an admission to class permit. If a student attempts to attend classes without reporting to the main office and receiving an admission permit, he/she will be required to report for after school detention.

## **Truancy**

Truancy is a serious offense. It is a violation of the Pennsylvania School Code. Any student who is illegally absent is liable for disciplinary action within the school and legal action outside of school.

## **School Attendance Officer**

The primary functions and duties of the school attendance officer are as follows:

1. To investigate the absences of pupils.
2. To endeavor to prevent irregular attendance.
3. To act as the direct liaison person between the home and school.
4. To interpret for the parents the aims and programs of the school.

## **Early Dismissal**

Students will only be excused early from school for the following reasons: medical/dental appointments, court appearances, funerals, and emergency situations. A student needing to leave school for a doctor, dental, or other approved appointments must include the name and telephone number of the doctor/dentist on their request for verification purposes. Before leaving the school, students are to be signed out in the office by a parent/guardian/authorized person, and must be signed back in upon return. Students are expected to return to school following their appointments if time permits. Office form and/or doctors note must be returned to school.

## **Student Illness**

If a student becomes ill during school hours, he/she will ask for permission of the classroom teacher to report to the health room.

Under no circumstances are students to leave the building without being excused. Leaving the school without a pass shall be considered an unexcused absence and handled accordingly.

If the nurse is not available, students should report to the main office.

To prevent the spread of illness, it is highly recommended that students remain fever free (less than 100 degrees F.) for 24 hours, without the use of Tylenol or Motrin, before returning to school.

## **Leaving School**

A student may not leave school unless permission has been granted by the principal or the school nurse. Students are to wait in the main office or the health room until a parent/guardian comes to pick them up. Students leaving school during the school day are to submit a written request by the parent, specifying the time and reason for dismissal.

### Family Educational Trips

Vacation plans for families can be facilitated by submitting a written request to the principal two (2) weeks prior to receiving permission for an excused absence in order for teachers to prepare work for the students. Permission for school absence forms may be obtained in the school office. Students on educational or family trips will be held responsible for completing any assignments missed during their absence. Trips in excess of 10 days will not be approved beyond the 10 days.

***The school calendar is available on the district's website. When planning family educational trips, please refer to the school calendar to determine appropriate days for the trip. Trips planned during state assessments for students in grades 3-6 will not be approved by administration. In addition, students whose attendance percentage falls below 90% and/or who has been issued a 10 day absence letter will not be approved by administration.***

### Homework Requests for Absences

You are reminded that if your child is absent and you would like to request their homework, you need to do so no later than **9:00 a.m.** on the morning they are out. Homework will be ready for pick up after 3:00pm each day. You may request homework by calling into the office or filling out the form on the District's website.

### Flexible Instructional Days

A Flexible Instruction Day (FID) is a program available to public school entities to be used as an alternative approach to delivering instruction if a circumstance arises that prevents instruction in a customary manner (PDE, 2021). FIDs could be used for inclement weather, maintenance or building issues, or other unforeseen circumstances that would prohibit students from physically attending school. These days would be similar to our "virtual snow days" during the 2020-2021 school year.

On a FID, students will be required to log into their Google Classroom for each class and complete the necessary check-in questions and assignments. Teachers will be available via Google Meets during office hours to answer questions that students may have in regards to the assignment and/or class.

# MCKINNEY-VENTO HOMELESS EDUCATION PROGRAM

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## **MCKINNEY-VENTO HOMELESS ASSISTANCE ACT:**

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

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

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

## **DEFINITION OF HOMELESS (MCKINNEY-VENTO ACT SEC. 725(2); 42 U.S.C 11435(2)):**

### **CHILDREN WHO LACK A FIXED, REGULAR, AND ADEQUATE NIGHT TIME RESIDENCE:**

- "Doubled up" - Sharing the housing of others due to the loss of housing, economic hardship, or similar reasons.
- Living in motels, hotels, trailer parks, camping grounds, due to lack of adequate alternative accommodations.
- Living in emergency or transitional shelters.
- Living in a public or private place not designed for humans to live.
- Migratory children living in above circumstances
- Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Unaccompanied Youth - Children or youth who meets the definition of homeless and not in the physical custody of a parent or guardian.

### **Residency and Educational Rights:**

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

- Immediate enrollment in the school they last attended or the school in whose attendance area they are currently staying even if they do not have all of the documents normally required at the time of enrollment;
- Access to free meals and textbooks, Title I and other educational programs and other comparable services including transportation;
- Attendance in the same classes and activities that students in other living situations also participate in without fear of being separated or treated differently due to their housing situations.

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

- Assist with enrollment, monitor school attendance and arrange transportation (preK-8 students)
- Provide school supplies and other school related materials as needed
- Advocate for and support students and families through school and home visits
- Set clear expectations for student behavior, attendance and academic performance
- Assist students/families access with community services
- Assist students/families with access to tutoring, special education, and English language learner resources
- Assist students so they can participate in sports, field trips, and school activities regardless of their ability to pay or to provide their own transportation.

**For additional information, contact Erin Keating, Ed. D. at 570-457-6721.**

# TRANSPORTATION

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## TRANSPORTATION

### Bus Regulations

**NOTE: All students riding the school bus MUST wear a mask.**

Maintaining good order on school buses requires the cooperation of pupils, parents, administrators, teachers and bus drivers. Therefore, in order to ensure the safety of our bus students, the following policies have been adopted by the Old Forge Board of School Directors:

- 1) The bus driver has the right to assign permanent seats to students.
- 2) Students will not be permitted to leave their seats or get on or off the bus while it is in motion.
- 3) Students must pass in front of the bus to cross the street.
- 4) A student will not be permitted to leave the bus except at his/her regular stop without permission from the principal. With regard to extra-curricular activities, athletics, field trips, etc., student must be returned to their point of departure. Please adhere to this rule as bus drivers have been instructed not to allow students to get off the buses without permission.
- 5) Safety drills will be conducted for regular daily bus runs under the supervision of the administration.
- 6) No animals, firearms, explosives, or anything else of a dangerous or objectionable nature will be transported on school buses.
- 7) Students must not stand on the roadway while waiting for the bus.
- 8) Students will not be allowed to board a bus on a steep grade, or on a blind curve, or on the crest of a hill.
- 9) Upon boarding the bus, students must immediately take their seats.
- 10) Students shall remain seated until the bus has come to a complete stop.
- 11) The student is not at any time to light matches or smoke on the bus. No alcoholic beverages or controlled substances will be permitted in the building or on the school buses.
- 12) While the bus is in route to or from the school, the bus driver is the sole authority.
- 13) When getting on or off the bus, students must wait their turn.



- 14) The student shall at all times observe accepted standards of health and cleanliness and shall assist the school bus driver in keeping the bus neat and orderly.
- 15) The student shall not at any time fight, push or trip another student while on the school bus or at the bus stop.
- 16) Students must keep their hands inside the bus at all times and are prohibited from throwing anything out of the school bus windows.
- 17) Foul language on the bus or at the bus stop will not be tolerated.
- 18) Food /Drink including gum and candy are not to be consumed on the bus.

***It is imperative that a parent/guardian be present at the bus stop in order to pick-up their kindergarten child. No kindergarten child will be released from the bus without an adult present. Kindergarten students with siblings in 3<sup>rd</sup> grade or older may escort the kindergarten student home with prior notification to the school office.***

#### **Penalties for Violation of Bus Regulations**

1. First Offense: warning, parental notification and up to three day bus suspension
2. Second Offense: After School detention and /or three to five days bus suspension
3. Third Offense: five to ten day bus suspension
4. Fourth Offense: bus privileges may be suspended for remainder of school year

***It should be noted that a student may be immediately removed from bus privileges depending on the severity of the infraction.***

#### **Penalties for Damaging Bus Company Property**

- 1) The guilty student must make full restitution to the bus company.
- 2) The guilty student will forfeit his/her right to ride the bus for a period of 45 school days.
- 3) The student will be prosecuted by the bus company to the full extent of the law.

#### **Transportation Changes**

Please provide written notification in advance if there is to be a change in your child's transportation. If a student's method of transportation needs to change on a given day, parents must submit the request in writing. You may submit in writing via note to office in the morning, fax to (570)414-0516 or email to [marissa.maldonato@ofsd.cc](mailto:marissa.maldonato@ofsd.cc) or [nicole.olivier@ofsd.cc](mailto:nicole.olivier@ofsd.cc). To avoid safety issues, the Old Forge School District asks that changes in a student's primary mode of transportation not be changed more than three (3) times per school year.

Requests for transportation changes must be submitted no later than **12:00 p.m.** on the day of the change. In the event of an emergency, please notify the office as soon as possible. If written notification is not received, your child will follow his/her regular method of getting home.

# DEVIL PRIDE

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## DEVIL PRIDE

### School Wide Positive Behavior Support

The Old Forge Elementary School implemented a school wide behavior support program beginning in the 2008 – 2009 school year. This program supports the development of better behavior, cooperation and discipline in our school. Consistent language is used with the children so that they better understand behavioral expectations while in school. The motto “Devil Pride” will be used throughout the school and is the backbone of the entire program. All students will be directly instructed so that the students have a clear understanding of our school rules and expectations. Positive behavior will be rewarded weekly, monthly, quarterly and yearly.

The five keys of Devil Pride are:

Prepared    Respectful    Independent    Dependable    Example To Others

## OLD FORGE SCHOOL DISTRICT STUDENT CODE OF CONDUCT

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### Discipline Philosophy

The Old Forge School District (OFSD) takes a restorative, positive approach to discipline rather than focusing exclusively on “punishment.” We respond to misbehavior with interventions and consequences aimed at teaching alternative expected positive behaviors, understanding and addressing the root causes of the behavior. By resolving conflicts and repairing any harm, we are meeting students’ needs and keeping students in school. OFSD takes deliberate steps to create a positive school climate in which every student can learn, fully engage in a rigorous curriculum, and feel safe, nurtured, and welcome. In our district, we utilize school discipline as an opportunity for teaching, repairing relationships and fostering growth among the whole school community.

Our philosophy is non-punitive, holistic, and inclusive of multiple, diverse perspectives. We use a restorative discipline approach that emphasizes relationships and community above rules and regulations. This is not a “soft” response to misbehavior nor does it fail to hold students accountable. Rather, restorative discipline helps students understand the impact of their behavior both on themselves and on others. Students also learn social and emotional skills to help them respond differently in the future. Through the use of restorative discipline, we resolve conflicts, encourage our school community members to take

responsibility for their behavior, repair any harm done, restore relationships, and reintegrate students into the school community.

We use schoolwide discipline policies developed and revised with meaningful input by the school community to create a positive and inclusive school climate for everyone. We are committed to applying school discipline policies and practices in a fair and equitable manner so as not to disproportionately impact students of color, students with disabilities, LGB/T students, students with limited English proficiency, or other at-risk students that have been historically marginalized in schools.

### **Rights and Responsibilities**

Students have the right and responsibility to:

1. be respected as an individual and treated courteously, fairly and respectfully by other students and school staff;
2. treat teachers, staff, other students, themselves and property with respect;
3. take part in all school activities on an equal basis regardless of race, religion, religious practices, sex, sexual orientation, gender, gender identity, national origin, ethnic group, political affiliation, age, marital status, or disability; and
4. attend school daily, be prepared for class and complete assignments to the best of their ability.

Parents have the right and responsibility to:

1. be informed of their child's attendance, performance and behavior concerns;
2. receive information and prompt notification of inappropriate or disruptive behaviors by their child and any disciplinary actions taken by principals or school staff and have a voice in how to address them in a proactive manner;
3. assure their child brings to school only those things that are appropriate in a school setting;
4. inform school personnel of any issues that may impact the educational experiences of their child; and
5. participate in decision-making processes affecting school policies and procedures and the educational success of their child.

Teachers, principals and school staff have the right and responsibility to:

1. establish a sense of community in the classroom, including opportunities for members of the school community to learn about and be respectful of each other's cultures;
2. be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities and for all students;

3. enforce the policies, rules, and regulations of the district, school, classroom, and code of conduct, including preventive and positive disciplinary policies in cooperation with students, parents/guardians, and administrators;
4. communicate policies, expectations, and concerns to students and parents/guardians, and respond to complaints or concerns from students and parents/guardians in a timely manner and in a language they understand; engage parents when their child is subject to disciplinary action; and
5. seek and receive support in preventing and responding to student behaviors in a supportive manner, including classroom and behavioral management strategies.

District administrators have the responsibility to:

1. provide support and professional development training to principals and school staff to help them support all students, including students with disabilities and other special needs, particularly in areas of classroom/behavior management and instructional supports;
2. ensure discipline policies are in compliance with civil rights laws, state and federal legislation and best practices in school discipline; and
3. monitor discipline data to identify, investigate and address any disparities between students on the basis of disability, race, gender, or other student characteristics and to address unnecessary rates of school exclusion for all students.

### **Participation and Collaboration**

The OFSD provides structured opportunities for all stakeholders in our educational community to obtain information, help make decisions, and participate in the educational process. By stakeholders we mean: students, parents, guardians, district and school staff members, teachers, school-based mental health professionals, administrators, members of the school board, and community members. We recognize that involvement of these various stakeholders in our educational community is essential to the success of our school or district, and we actively foster engagement with parents, families and community members.

### **Notification & Communication**

At the beginning of each school year, our schools provide to parents and guardians an electronic copy of our student handbook, which contains our student code of conduct and other important policy guidelines and procedures, as part of the school orientation process on the student's first day of school. Our student handbooks are updated annually and made available online on our district or school's website.

We clearly communicate our policies and behavioral expectations to all school stakeholders by:

1. displaying our positive behavioral expectations prominently in a highly trafficked area of our school with expectations specific to each setting (e.g. hallways, bathrooms, etc.);

2. teaching these expectations and discipline policies in an age-appropriate manner, as well as acknowledge positive expected behaviors;
3. conducting follow-up schoolwide Devil Pride teaching lessons based on data review and, as necessary;
4. developing classroom-based expectations and conducting classroom lessons on the behavioral expectations and discipline policies at least twice a year; Conducting classroom lessons more frequently as needed, based on data and classroom need.
5. holding informational sessions for all or specific groups, including one before the start of the school year regarding the student code of conduct and seeking input on the behavioral expectations for the entire school.

### **Feedback and Evaluation**

We routinely evaluate our policies and procedures to make sure they are effective. We also regularly conduct a comprehensive review, at a minimum once every three years, by inviting the full participation of all stakeholders. We readjust as necessary our policies and procedures with meaningful input from all stakeholders and based on a review of data that informs our revision process.

### **Prevention, Intervention and Disciplinary Responses**

#### **Discipline Framework**

Within a restorative framework for discipline, our district provides proactive, differentiated interventions for students. These interventions are aimed at addressing the root causes of students' behaviors and focus on teaching behaviors rather than excluding students for punishment. Challenging behaviors must be addressed in the context of a comprehensive, multi-level approach to behavior support that is designed to teach, nurture, and encourage positive social behaviors.

We offer academic, behavioral, mental health, and social-emotional interventions and supports for students who have fallen behind academically and/or are being disciplined. We use schoolwide positive behavior support through our Devil Pride program, social-emotional learning, and restorative practices. We seek to identify students who are at risk of dropping out or being pushed out of school, using a systematic review of already existing data (e.g. course failures, discipline referrals, and attendance).

We limit the use of out-of-school student discipline to keep students connected to school so that they may graduate high school and be college- and/or career-ready. Every situation will be judged after gathering and analyzing the facts and surrounding circumstances carefully and objectively. Our schools redirect students to correct inappropriate behavior, teach positive and expected behaviors and minimize the possibility of the behavior escalating or recurring.

The OFSD recognizes that a safe, civil school environment is necessary for students to learn and achieve. To ensure the physical and emotional safety of all our students, our district has adopted a bullying prevention policy that is readily available for all stakeholders on our district website. As part of that policy, we seek to prevent, respond to, and put an end to bullying behavior by students and adults using interventions and supports that reflect a commitment to our restorative discipline philosophy. Our focus is on teaching, rather than punishing, by engaging in restorative practices to repair relationships. We emphasize age-appropriate responses that help educate and rehabilitate the student responsible, while fully addressing the impact of the bullying on the targeted student.

### **Approach to Student Behaviors**

Our goal is to create a safe and supportive environment where all students can develop the academic, social, and emotional skills needed to become engaged citizens. Therefore, we are committed to addressing challenges in student conduct in the most constructive way possible. The goal of school discipline is to be instructional and corrective so as to reduce the likelihood of behaviors reoccurring.

Out-of-school suspensions and expulsions are the most serious form of disciplinary consequence and should be used only as a last resort and for legitimate educational purposes. When an incident occurs, consideration shall be given first as to whether the incident can be appropriately addressed using a restorative practice, through behavior support practices, or through another available, appropriate intervention that will enable the student to remain in school. To prevent students from being excluded from school unnecessarily, school staff must attempt non-exclusionary discipline prior to using out-of-school suspensions or expulsions, except in exigent and emergency situations involving school safety.

Our discipline approach is tailored to the individual incident and varies in method and severity according to the nature of the behavior, the age and developmental level of the student, and the student's history of problem behaviors and performance. We use the approach illustrated in the graphic below as a means to identify classroom-based responses or other supports and interventions that can be used instead of suspension or expulsion.

Our District or School Does Not...

- Use zero-tolerance policies that require school staff to suspend or expel students for certain behaviors except if required by law (for example, for certain offenses involving weapons). This means out-of-school suspension cannot be a minimum or required consequence for any other offense. Therefore, our district encourages the use of alternative approaches to zero tolerance. We support staff in delivering alternatives to suspension and expulsion, with a focus on restorative practices and the teaching of desired behaviors that will promote future success.

- Advise or encourage students to drop out voluntarily due to behavioral or academic difficulties or to leave the school voluntarily in order to avoid formal disciplinary proceedings through either formal or informal “push out” procedures.
- Issue a monetary fee or fine as a disciplinary consequence, although students can be asked to pay for lost, stolen or damaged property.
- Use corporal punishment.
- Use restraint or seclusion for punishment or discipline.

In the event of a student receiving an office referral due to a behavior incident, all parents/guardians will be contacted by phone and/or email to discuss the incident.

## **Disciplinary Infractions**

### **Devil Pride Tier 1**

*General Classroom Infractions Primarily Handled By The Teacher*

Tier 1 Infractions are defined as minor misbehavior on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school. These behaviors are primarily handled by staff members before administration would be involved. Students’ Tier 1 infractions are managed and recorded through the use of the classroom management system.

### **Devil Pride Tier 2**

*Immediate Referral to Administration*

Tier 2 infractions are defined as misbehavior whose seriousness tends to disrupt the learning climate of the school, interferes with the students’ educational, social, or personal growth. Misbehavior directed against persons or property whose consequence is a serious and definite threat to the individual, to others, or to the school. These acts may be considered criminal, self-destructive or seemingly irrationally motivated. Misbehavior at this level may require the removal and or isolation of the student. The nature of these misbehaviors is more serious than those of a Tier 1, and immediately involves administration. Students who incur a Tier 2 infraction will lose their reward for the month. Students who incur 3 or more Tier 2 infractions will not be allowed to attend Field Trips.

### **After School Detention**

Parents of students who are scheduled for after school detention will be informed by phone or by mail. After school detention is scheduled from 2:50-4:15.

The homeroom teachers will provide students assigned to detention with a sufficient amount of work, excluding homework, to be completed during the detention period. Students will be expected to complete all detention assignments, and these assignments will be handed in to the detention monitor prior to leaving the building.



If any student is unable to attend a scheduled detention period due to a medical appointment or any emergency situation, the detention period for that student will be rescheduled for the following day/ week. Only medical appointments and emergencies are legitimate excuses for rescheduling detention. A doctor's excuse for the student must be provided on his/her return to school.

It is mandatory that only a parent or legal guardian of the student in detention be at the elementary school on the day of detention to pick up his/her child. For security reasons, parents will be asked to wait outside until the detention period is over. The detention monitor will escort the students to the designated pick up area. No child will be dismissed from detention on his/her own. All parents are responsible for signing their children out of detention when leaving the building. The detention monitor will provide sign-out sheets to the parents at each detention period.

The administration of the Old Forge School District and the Old Forge Elementary School will be responsible for overseeing the detention system.

Repeated violations of school rules and regulations can lead to suspension of privileges or a general suspension from school. Suspensions from school are given, by the principal, for the very worst infractions of school rules and policies. It signifies that the student's behavior has been so disruptive that the only reasonable way to deal with the situation is to remove the student from the school environment.

## **OLD FORGE SCHOOL DISTRICT BULLYING POLICY**

REVISED JANUARY 2020

It is the policy of the Old Forge School District to maintain a learning and working environment that is free from bullying based on a person's race, color, sex, national origin, disability, sexual orientation and economic status. The Old Forge School District prohibits any and all forms of bullying because it violates the basic right of students and staff to be in a safe, orderly learning environment. This policy seeks to promote positive interpersonal relationships between all members of the school community.

It shall be a violation of this policy for any student or staff member to bully another while attending school, on school property or at school-sponsored events. It shall also be violation of this policy for any school staff member to tolerate bullying during school or at school-sponsored events.

The Old Forge School District will promptly and thoroughly investigate reports of bullying, whether of a physical or of a nonphysical form. If it determines that bullying has occurred, it will act appropriately within the discipline codes of the district and will take reasonable action to end the bullying.

**Bullying**- for the purpose of this policy, a person is being bullied or victimized when s/he is exposed, **repeatedly and over time**, to negative actions on the part of one or more persons. Bullying is distinguishable from roughhousing or friendly teasing in that bullying is intentionally hurtful and motivated by the desire to harm/hurt the victim.

**School Staff**- for the purposes of this policy, the term school staff includes Board members, school employees, agents, volunteers, contractors or other persons subject to supervision and control of the Old Forge School District.

**Cyberbullying**- includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student, teacher or employee of the school district by sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures or images, or web site postings (including blogs). All forms of cyberbullying are unacceptable and, to the extent that such actions are disruptive of the educational process of the school district, offenders shall be the subject of appropriate disciplinary actions.

Bullying may be either physical or nonphysical acts. It may, or may not, involve criminal behavior. If criminal acts, or suspected criminal acts, have occurred, staff must contact the appropriate criminal authorities as required in law and policy.

Nonphysical acts may include, but are not limited to the following:

1. Nonverbal:
  - Mean faces.
  - Rude gestures.
  - Isolating.
2. Verbal:
  - Name calling.
  - Cruel remarks.
  - Intimidation/threats.
  - Extortion of money or possessions.
  - Spreading false/mean rumors.
  - Abusive language.
  - Gender-based put-downs.

Physical acts may include, but are not limited to the following:

1. Noncriminal activity:
  - Biting/spitting.
  - Hair pulling/shoving/pinching/scratching.
  - Hitting/punching/kicking.
  - Locking in a room.
  - Damage to victim's property.
2. Criminal activity:

- Seriously threatening to kill or cause harm.
- Grievous bodily harm.
- Abuse/sexual abuse.
- Serious theft.
- Assault with a weapon.

### **Duty to Act**

Students who experience bullying are encouraged to report it to any adult employee of the district. Any employee of the district who observes bullying or receives reports of it is required to act immediately to protect the alleged victim and to immediately forward an Incident Report to the principal for prompt investigation as required in site procedures.

### **Consequences and Remedial Actions**

In determining the appropriate response to students who commit one or more acts of harassment, intimidation or bullying, school administrators should consider the following factors: the developmental and maturity levels of the parties involved, the levels or harm, the surrounding circumstances, the nature of the behaviors, past incidences or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. It is only after meaningful consideration of these factors that an appropriate consequence should be determined, consistent with the case law, federal and state statutes, regulations and policies, and district policies and procedures. Consequences and appropriate remedial action for students who commit acts of harassment, intimidation or bullying may range from positive behavioral interventions up to and including suspension or expulsion.

### **Sanctions for Bullying**

Once an investigation has concluded, if bullying has occurred, sanctions may be taken against the perpetrator. For students, these sanction(s) must be appropriate to the seriousness of the incident(s) and may include suspension and/or expulsion or other discipline in accordance with accepted common sense application of the district discipline policies.

### **Retaliation Prohibited**

Retaliation or reprisal against any person who reports bullying incident(s) is strictly prohibited. Retaliation includes, but is not limited to, any form of intimidation reprisal or harassment used against a person who reports incident(s) of bullying in good faith. Disciplinary action against any person who retaliates or engages in reprisal for reporting such behavior(s) may include sanctions up to and including expulsion/suspension for students.

### **False Reporting**

Students are prohibited from knowingly or willfully falsely accusing one another of bullying. Disciplinary action may include sanctions up to and including expulsion/suspension for students.

### **Response and Reporting Procedures**

School personnel must report and/or investigate all incidents of bullying/intimidation and take appropriate action, whether they personally observe incidents or are made aware of them by some other means. Reporting, investigation, and action must occur even if the victim does not express any overt disapproval of the bullying/intimidating act.

Staff members will intervene immediately or in a timely fashion to address the behavior. The intervention will consist of identifying the inappropriate behavior, debriefing the student(s) about his/her role, and may include a referral to the administration. Repeated or severe incidents of bullying/intimidation require a mandatory administrative referral. Information concerning any complaints of bullying/intimidation shall be treated confidentially.

### **Suggested Teacher Interventions**

- Identify bully behaviors.
- Stop the behavior.
- Conference with student or students.
- Provide mediations for students engaging in bully behaviors.
- Review and apply consequences according to the school-wide bully behavior rubric.
- Make a parent/guardian contact.
- Arrange for apologies, both verbal and written.
- Initiate a counselor referral.
- Initiate an administrative referral.

### **Procedures after An Administrative Referral**

An immediate investigation will be completed, which may include a verbal and written statement for witnesses. All facets of the investigation will be documented and all information will be kept confidential.

All parties and their parents/guardians will be notified that:

- Bullying and/or intimidation are unacceptable and will not be tolerated in school.
- Consequences will occur for inappropriate behavior.
- Retaliation against victims or witnesses will not be tolerated.

In addition, the following information will be discussed:

- The types of behavior which constitutes bullying/intimidation.
- The rights and responsibilities of the individual to prevent bullying/intimidation from happening.

Consequences will be assigned which may include the following:

- Verbal warning/reprimand.

- Written warning/reprimand entered into the student's file.
- Suspension.
- An apology to the victim.
- Counselor referral.
- A parent/guardian/student/administrator conference.
- Police involvement.
- Loss of privilege to participate in extracurricular activities for a specific period of time.
- Other consequences deemed appropriate by the school district.
- Notification of Superintendent of Schools.

## SCHOOL VIOLENCE POLICY

### Introduction:

Recent unfortunate events in various school districts throughout Pennsylvania have created the need for a Board Policy to deal with terroristic threats and acts of violence by students. Obviously, no school district expects such occurrences.

### Purpose:

The Old Forge Board of Education recognizes the danger that school violence, terroristic threats and acts by students present to the safety and welfare of district students, staff and community. The Board acknowledges the need for an immediate and effective response to a situation involving such threats or acts of violence.

### Definitions:

**Terroristic Threat** - shall mean a threat or attempt to commit violence communicated with intent to terrorize another, to cause evacuation of a building, or to cause serious public inconvenience.

**Violence** - shall mean an offence against property or involving danger to another person (i.e. fighting).

### Authority:

The Board prohibits any district student from communicating terroristic threats or committing acts of violence directed at any student, employee, Board Member, community member or school building.

### Delegation of Responsibility:

The superintendent and/or building administration will react promptly and appropriately to information and knowledge concerning a possible or actual terroristic threat or act of violence.

The superintendent shall be responsible for developing administrative regulations to implement this policy. Staff members and students shall be responsible for informing the

building principal regarding any information or knowledge relevant to a possible or actual terroristic threat or act of violence.

### **Guidelines:**

When an administrator has evidence that a student has made a terroristic threat or committed an act of violence, the following guidelines shall be applied:

1. The building principal will immediately suspend the student.
2. The building principal shall promptly report the student to the law enforcement officials.
3. Based on further investigation, the superintendent will report the student to law enforcement officials.
4. The superintendent, based upon the information provided through investigation, may recommend expulsion of the student to the Board of Directors.

If a student is expelled for making terroristic threats or committing acts of violence, the Board of Directors may require, prior to readmission, competent and creditable evidence that the student does not pose a risk of harm to others.

If a student is expelled for making terroristic threats or committing acts of violence, upon returning to school, the student shall be placed on probation and subject to random searches.

In case of exceptional students, the district will take all steps necessary to comply with the Individuals with Disabilities Education Act.

### **Fighting**

The Board of School Directors operates the schools of this District for the benefit of its students. One benefit provided to the students is a safe learning environment for each individual. To this end, the administration, faculty and staff will not condone disruptive or violent behavior at any time toward any student or adult.

Fighting is defined as a violent physical confrontation between two (2) or more individuals in which combatants are involved in the exchange of blows by hands, arms, legs and/or feet.

In order to guarantee the right of every student a safe learning environment, administrators, faculty and staff members may need to intervene in the event of an altercation or fight. The Board of School Directors supports its administrators, faculty and staff in the use of reasonable force under the following circumstances without prior approval:

- To quell a disturbance
- To obtain possession of weapons or dangerous objects
- For the use of self-defense
- For the protection of persons or property

## Altercations

Offensive interaction between two (2) or more individuals that may or may not involve physical activity, but demonstrate disruptive behavior and action including but not limited to:

- Pushing
- Shoving
- Verbal shouts and/or name calling
- Disruptive behavior that interferes with the learning environment

## WEAPONS POLICY

### Purposes:

The Old Forge Board of Education recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school environment is a threat to the safety of students and staff and is prohibited by law.

1. All students have a right to be educated in a safe environment: all employees have a right to work in a safe environment: and the community has a right to expect a safe school environment.
2. The possession of weapons, facsimiles or look alikes on school premises threatens the safety of our school community.
3. To prevent and prohibit the possession, transmission, handling or use of any weapon, facsimile or look alike on school property, at school sponsored events and in school vehicles by any student, employee or other person.

### Definitions:

**Weapon** - An instrument of any kind that can be used to cause harm to an individual(s). This includes (but is not limited to) handguns, rifles, shotguns, air guns, slingshots, bludgeons or clubs, brass or artificial knuckles, knives, pocketknives, swords, any explosive, including ammunition, dangerous chemicals, razors or any instrument which, in the judgment of the administration, could be used as weapon, or be mistaken for one. Thus, imitation weapons are included.

**Possession** - A student is in possession of a weapon when the weapon is found on the person of the student or in the student's locker: under the student's control while he/she is on school property, being used by the school, at any school function or activity, at any school event held away from school, or while the student is on his/her way to or from school.

### Authority:

The Board prohibits students from possessing and bringing weapons and replicas of weapons into any school district building, onto school property, to any sponsored activity, and into any public and/or private conveyance providing transportation to school or a school

sponsored activity. The school district shall expel, for a period of not less than one (1) year, any student who violates this weapons policy. Such expulsion shall be given in conformance with formal due process proceedings required by law and school district policy. The superintendent may recommend modifications of such expulsion requirement on a case-to-case basis.

In the case of an exceptional student, the superintendent shall take all necessary steps to comply with the Individuals with Disabilities Act.

When the school district receives a student who transfers from a public or private school during an expulsion period for any offense involving a weapon, the district may assign that student to an alternative assignment or may provide alternative education, provided the assignment may not exceed the expulsion period.

#### **Delegation of Responsibility:**

- The building principal shall report the discovery of any weapon prohibited by this policy to the student's parents, the superintendent and to local law enforcement officials.
- The superintendent shall report all incidents relating to an expulsion for a possession of weapon on school grounds to the Department of Education.
- The superintendent or a designee shall take the necessary actions to develop a memorandum of understanding with local law enforcement officials that sets forth procedures to be followed when an incident occurs involving an act of violence or possession of a weapon by any person on school property.

#### **Guidelines:**

- Students and staff shall be informed concerning policy at least once annually.
- An exception to this policy may be made by the superintendent, who shall prescribe special conditions or procedures to be followed.
- Weapons under the control of law enforcement personnel are permitted.

#### **Administrative Review**

In the event that a student commits a violation that may result in a recommendation to the School Board for expulsion from the Old Forge School District, the student shall have the right to request an administrative review within three (3) days of the date of the offense. Such requests shall be made in writing to the principal of the school.

The purpose of administrative review is to discuss all relevant information regarding the student, including information related to the offense in question, the student's prior academic, disciplinary and attendance record at the school, and information regarding possible disciplinary action which may be taken against the student, including referral to the Board of Education with a recommendation for expulsion



# DRESS CODE

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## DRESS CODE

(Updated July 2017)

The purpose of a dress code / uniform policy is not to inhibit any person's taste in attire but rather to better facilitate the process of education through reasonable guidelines in dress. The Old Forge School District has adopted the following dress code policy for grades K-12, which contains approved student clothing. This approved clothing is mandatory and may be worn in any combination of tops and bottoms. Violation of this policy will result in parental notification and appropriate school disciplinary action.

### Face Mask Wearing Guidelines

We will be following the Centers for Disease Control (CDC) guidelines which state: Masks should be worn indoors by all individuals (age 2 and older) who are not fully vaccinated. Consistent and correct mask use by people who are not fully vaccinated is especially important indoors and in crowded settings, when physical distancing cannot be maintained.

### General Information

- All students must attend school each day and comply with the school dress code policy.
- Approved clothing may be purchased at the store or vendor of the parent's choice, providing it conforms to this dress code policy.
- Approved clothing is available from the following area merchants; Boscov's, Penney's, Career Uniform, Kevin's, Star Uniform, The Gap, Old Navy, American Eagle, and Uniforms For All Sports.
- The school dress code policy will be strictly enforced as per the discipline guidelines.
- The Old Forge School Board may amend this policy at any time and must approve all changes to this Dress Code Policy.
- Each student is expected to maintain good personal hygiene.
- Any clothing that is judged to be unsafe, unhealthy or unsanitary is not permitted.

### Approved School Clothing

All clothing must be approved, solid colors, without designs, patterns, checks, slogans or emblems, except for optional Old Forge School District logo, brand name monogramming or embroidery. Shirts should be long enough to be tucked in. All school clothing must be appropriately sized for the student being no more than one regular size larger than the student actually measures. Clothing should also not be skin tight or clinging to the student's body. Shoes must be worn at all times, with laces tied. Any shoe that poses a safety hazard is not permitted, including but not limited to: backless shoes, slippers, flip-flops, Crocks.

## **Tops:**

### ***Shirts***

Golf style shirts, (long or short sleeve), and button down dress shirts (long or short sleeve) must be worn. Golf shirts may bear the optional Old Forge Logo on the shirt or brand name monogramming or embroidery. The colors may be white, navy blue or yellow / gold. The button down dress shirts must have a collar and may bear the Old Forge Logo or not. Shirts must be fully buttoned except for the top three buttons.

Students may wear District approved spirit shirts with the standard uniform policy bottoms. Hoodies, zip-up or button up jackets/sweaters and non-Old Forge School District related items are prohibited. Spirit wear must have appropriate screen printing / logos and reflect ***Old Forge School District clubs and/or activities***. Community or political based logos are not acceptable. Shirts may be any base color therefore.

Any shirt that exposes the midriff and/or tied in a knot in the back is prohibited. If students wear a shirt underneath their golf or button down dress shirt, it must be a solid color T-shirt, including White, Yellow / Gold, or Navy Blue.

A solid white, yellow / gold or navy blue turtleneck may be worn under a sweater, golf shirt or button down shirt.

### ***Sweaters***

Crew neck and V-neck sweaters may be worn. A collared shirt or solid navy blue, yellow or white tee shirt may be worn underneath. Button down sweater may be worn with a collared blue, yellow or white shirt worn underneath. The sweater color must be solid white, navy blue or yellow / gold with or without the Old Forge embroidered logo.

### ***Sweatshirts***

Crew neck sweatshirts with or without the Old Forge embroidered logo may be worn. They must be a solid color of white, navy blue or yellow / gold. They cannot be ripped or torn around the neckline. The sweatshirts cannot be worn inside out. No hooded sweatshirts or zipper-up, or button up sweatshirts are allowed to be worn in the classroom or school during the day.

## **Bottoms:**

### ***Pants***

Khaki (Beige / Tan) and navy blue are the only acceptable colors that may be worn by students. Pants must be secured at the waist. Cargo pants, baggy / skateboard pants, extra wide extra full, military pants (fatigues), sweat pants, windpants, and jeans are not permitted. All pants must be a solid color. No pockets on the legs are permitted. The pants can be plain or pleated (Dockers style) or corduroy.

### **Skirts**

Khaki (Beige/Tan) or Navy Blue are the only acceptable colors that may be worn by students. Skirt length should range from the middle of the knee to the ankle. All skirts must be a solid color. K-6 students may also wear a solid navy blue or khaki one piece jumper.

### **Shorts**

Khaki (Beige/Tan) and Navy Blue are the only acceptable colors that may be worn by students. Short's length should be no less than 3 inches above the knee. All shorts must be a solid color without cargo or any type of pocket on the legs. This policy intends for shorts to adhere to the same requirements as pants. Therefore, shorts should be "dress shorts", without pockets on the legs. Display of any type of undergarment will result in an automatic In-School Suspension.

### **Shoes**

Some style of shoe/sneaker must be worn at all times. Any footwear that poses a safety hazard is not permitted. Heeley's are strictly prohibited. Refer to articles of non-compliance for further details. Shoes must be worn at all times, with laces tied. Any shoe that poses a safety hazard is not permitted, including but not limited to: backless shoes, slippers, flip-flops, Crocks.

### **Spirit Wear:**

Students may wear District approved spirit shirts with the standard uniform policy bottoms. Hoodies, zip-up or button up jackets/sweaters and non-Old Forge School District related items are prohibited. Spirit wear must have appropriate screen printing / logos and reflect Old Forge School District clubs and/or activities. Community or political based logos are not acceptable. Shirts may be any base color therefore.

### **Dress Down Days:**

For various reasons throughout the school year, with administrative approval, students will be allowed to "dress down" but will follow the same rules as the daily dress code as stated in Articles of Non-Compliance.

### **Dress Down Guidelines:**

- No hoodies are allowed to be worn.
- Sweatpants and mesh shorts are allowed.
- Leggings are allowed as long as worn with a top that reaches the thighs
- No revealing sweatpants are allowed (low rise).
- Shorts MUST be arm's length.
- Sweatpants and shorts MUST be in good condition.

**\*\* CARGO SHORTS ARE NOT PERMITTED\*\***

- Ripped jeans with visible holes are not permitted, but Shreds where the fabric has been torn, but fabric still remain to cover up what would be the holes are permitted. They MUST be worn at the waist.
- Shirts MUST NOT be revealing or show mid-drift.

If the guidelines and requirements are not met, dress down days will not be held in the future.

Students who do not follow the guidelines will be sent to the office, and asked to follow our normal dress code policy.

### **Articles of Non-Compliance:**

Any clothing or article deemed lewd, vulgar, indecent, plainly offensive, sexually suggestive, condoning violence, drug, alcohol, tobacco, suicide, vulgar language or if it is determined to have a well-founded expectation to create disruption.

### ***The following articles are prohibited:***

- Coats and/or jackets are not permitted to be worn during class; in the building during the school day. This includes any coat/jacket or sweater that has a full zipper or full button down
- Coats, jackets or sweaters with a hood are not permitted to be worn during class; in the building during school day
- Book bags, backpacks or fanny packs, of all sizes, are not permitted during the school day
- The display of any undergarments is not permitted
- Shoes that have no backs, beach tongs, flip-flops, Crocks, or sandals
- Shorts that are more than 3 inches above the knees
- Denim and/or denim-like material or jeans
- Gloves, fingerless gloves or wristbands during the school day
- Sheer or see-through clothing
- Mini/micro skirts (no skirts more than 3 inches above the knee)
- Shirt that exposes the midriff or tied in a knot in the back
- Hats, caps, skullys, headbands, bandanas, hoods or jackets
- Chains, dog collars, or spiked bracelets or necklaces
- Tank tops, tube tops, halter tops, off the shoulder or sleeveless shirts
- Unnatural eye color contacts (e.g. Red, Patterns etc.)
- Pants, shorts, skirts, skorts, capris worn below the waist
- Non-approved shirts/colors showing under approved clothing
- Extra full, extra wide, extra-long, baggy or saggy pants or shorts; Cargo pants/shorts
- Wristbands/bracelets with inappropriate sayings/words

## **ELEMENTARY PHYSICAL EDUCATION DRESS ATTIRE**

Approved physical education clothing may be worn on scheduled physical education days **ONLY!**

### **Shorts**

Gym (Athletic) shorts only, i.e., nylon, elastic waistband (no pockets, no belt loops, no cargo pants, and no jean shorts). Length will be no shorter than arm's length (length at fingertips). One solid color – no stripe anywhere on shorts (navy, yellow / gold, white). A small manufacturer's label or the Old Forge Logo is acceptable.

### **Sweatpants/Windpants**

One solid color. Must be worn at waist. May not drag on floor. No tearaways. Same colors as shorts. A small manufacturer's label or the Old Forge Logo is acceptable.

### **Shirts**

Old Forge School District spirit wear, white, navy or yellow / gold tee shirt. Also, the school shirt - 3 button with collar, short or long sleeve – solid color (navy, yellow / gold, white). No tank tops, no midriffs.

### **Sweatshirts**

Solid colors (navy, yellow / gold, white). Old Forge Logo only. No hooded sweatshirts.

Display of any type of undergarment is prohibited. No articles of clothing may be altered or worn inside out. All clothing must be worn as designed. No rolling of shorts or sweatpants.

### **Transfer Students**

Transfer students will be allowed ten (10) school days from the date of admission to be in compliance with the dress code policy.

***NOTE: The above uniform policy / dress code may be amended at any time at the discretion of the Old Forge School Board and administration.***

### **Subsidy**

Families may qualify under certain income guidelines for clothing subsidy from a particular vendor. Please see the principal for further information.

### **Discipline Guidelines for Dress Code Policy Violations**

All students will attend school in dress code. Any students arriving to school in violation of the mandated dress code policy will be subject to the following disciplinary action:

***STUDENTS OUT OF DRESS CODE WILL BE GIVEN THE OPPORTUNITY TO:***

- ***CONTACT THEIR PARENT TO BRING A CHANGE OF CLOTHING***
- ***OBTAIN ACCEPTABLE CLOTHING FROM THE DEVILS CLOSET SUPPLY IF AVAILABLE***

### **District Provided Change of Clothing**

We have started a program that we feel will help parents and students. The nurse will have clothing available for students who need a change of clothes due to an emergency. If your child needs to change due to a spill or accident, he/she will be provided a clean change of clothes for the remainder of the day. We ask that you launder the borrowed clothes and return them back to the nurse the following day. Undergarments may be kept, do not send them back to school. If you would like to donate any clothes or new underwear (girls or boys) to the program, please send them into the office.

If you do not want your child to borrow clothes from the nurse, you will be called to bring in a change of clothing for your child. Please contact the nurse only if you do not want your child to borrow clothes.

### **Devils Closet**

Old Forge Elementary with the assistance of parent donations, maintain a gently used uniform supply for any students in need of clothing. Parents who need assistance are asked to contact the Elementary Office to request needed items of clothing. All requests will be kept confidential.

# ACADEMICS

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## ACADEMICS

The core curriculum at Old Forge Elementary School is comprised of English Language Arts, Math, Science and Social Studies. Students participate in Specials classes that include physical education, art, music and library. Instructional time allocations for subjects vary by grade level and are in accordance with the prescribed instructional time allocations identified in the Pennsylvania Code Chapter 4 Academic Standards and Assessment for each elementary grade level. Instruction in communication arts/reading and mathematics is assigned the highest priority.

## TITLE I

The Old Forge Elementary Schools operates a targeted assistance Title I Program. Title I services are designed to help struggling students meet the standards in Reading, Language Arts and Math. These federally funded services are provided to academically needy students.

## Entrance Criteria

Entrance criteria will be gathered based on end of year and beginning of year assessment data. Data types vary by grade level, but may include report card grades, placement tests, curriculum based assessment, benchmark assessments, and PSSA scores.

## Exit Criteria

Exit criteria will be discussed at the conclusion of each DIBELS benchmark assessment in September, January, and May or during a meeting initiated by any data team member. The team will make a recommendation to exit a student from Title I Services based on the following criteria:

- Student has reached a CORE Level Composite Score on the DIBELS Reading/Math Benchmark Assessment or have four or more consistent CORE scores on the DIBELS Progress Monitoring Assessment.
- The classroom teacher reports academic progress accompanied with evidence. (test scores, report card, anecdotal records, standardized testing scores, etc.)
- Parent request to discontinue services

## Title I Complaint Procedures

Any public school parent, teacher, or other interested person or agency may file a complaint.

### All complaints must:

- Be in written form;
- Be signed by the person or agency representative filing the complaint;
- Specify the requirement of law or regulation being violated and the related issue, problem, and/or concern;

- Contain information/evidence supporting the complaint;
- State the nature of the corrective action desired.

**Upon receipt of the complaint:**

- The Federal Programs Coordinator will issue a letter of acknowledgement to the complainant that contains the following information:
  - The date the public school received the complaint;
  - How the complainant may provide additional information;
  - A statement of the ways in which the public school may investigate the complaint;
  - The public school’s commitment to issue a resolution to the complaint.

The Federal Programs Coordinator will investigate or designate a building administrator to investigate the complaint. The complaint investigator will:

- Carry out an independent onsite investigation of the complaint;
- Review all relevant information and make an independent determination as to whether the public school has complied with the federal program(s) in question;
- Issue a complaint investigation report to the complainant that addresses each allegation in the complaint and contains Findings of Fact, Conclusions and Corrective Actions (with a specified timeline) where warranted, as well as the reasons for the public school’s final decision.

If the investigator determines that a violation has occurred:

- There will be corrective action to return to compliance.

If the investigator concludes that no violation of law or regulation has occurred:

- Attempts will be made to resolve or negotiate the programmatic concern;
- A complaint investigation report will be issued to the complainant that addresses each allegation in the complaint and contains Findings of Fact, Conclusions and Corrective Actions (with a specified timeline) where warranted, as well as the reasons for the public school’s final decision.

All complaints and responses will be kept on file in the office of the Federal Programs Coordinator’s office.

Complainants not satisfied with the findings/remedy of the public school may elect to appeal to the Pennsylvania Department of Education: Division of Federal Programs.

**HOMWORK**

Homework is an opportunity for teachers to provide individualized instruction geared specifically to an individual student. Old Forge Elementary School embraces the idea that each student is different and as such, each student has their own individual needs. We see homework as an opportunity to tailor lessons specifically for an individual student meeting them where they are and bringing them to where we want them to be.

Homework contributes toward building responsibility, self-discipline, and lifelong learning habits. It is our intent to assign relevant, challenging, meaningful, and purposeful homework assignments that reinforce classroom learning objectives. Homework should provide students with the opportunity to apply and extend the information they have learned, complete unfinished class assignments, and develop independence.



The actual time required to complete assignments will vary with each student’s study habits, academic skills, and selected course load. If your child is struggling to finish an assignment or spending a large amount of time completing homework, please contact your child’s teacher by calling the school or emailing the teacher. In addition, parents will be contacted by the classroom teacher if and when students are consistently failing to complete homework assignments.

## REPORT CARDS

Report cards are distributed to students at the end of each marking period, or approximately every forty-five (45) school days. The parent/teacher conference is a very effective means of communicating student progress concerns and problems to parents. Parents are encouraged to attend these conferences, especially if a request for parent conference form is enclosed with the student’s report card. Parents are requested to review all grades carefully with their child. Also, please note, that the report card gives important information on student attendance and areas related to the child’s personal development and academic progress. All grade codes may not be used at each grade level.

FOR STUDENTS IN GRADES 3-6, PARENTS WILL RECEIVE A MID-POINT PROGRESS REPORT FOR SUBJECT AREAS IN WHICH THEIR CHILD IS IN DANGER OF FAILING FOR THE QUARTER.

REPORT CARDS AND PROGRESS REPORTS ARE SENT HOME WITH EACH STUDENT.

### District Grading System

|          |                           |          |                              |           |                                |
|----------|---------------------------|----------|------------------------------|-----------|--------------------------------|
| <b>A</b> | <b>93 - 100</b>           | <b>E</b> | <b>Excellent Progress</b>    | <b>U</b>  | <b>Unsatisfactory Progress</b> |
| <b>B</b> | <b>85 - 92</b>            | <b>O</b> | <b>Outstanding</b>           | <b>N</b>  | <b>Needs Improvement</b>       |
| <b>C</b> | <b>77 - 84</b>            | <b>P</b> | <b>Pass</b>                  | <b>IS</b> | <b>Improvement Shown</b>       |
| <b>D</b> | <b>70 - 76</b>            | <b>X</b> | <b>Participation</b>         | <b>NE</b> | <b>Not Yet Evaluated</b>       |
| <b>F</b> | <b>Below 70 (failure)</b> | <b>S</b> | <b>Satisfactory Progress</b> | <b>I</b>  | <b>Incomplete</b>              |

### 6<sup>th</sup> Grade Honor Roll Criteria

Students earning a 90%-94% Combined Overall Average (Math, Reading, Science, Social Studies) **AND** a S or O in Art, Music, PE, and Library for the marking period will qualify for Honor Roll status. Students who fall within this category will receive a certificate and have their name appear in the paper, and on our webpage. Receiving an Unsatisfactory, an INC or No Grade in any subject area disqualifies a student from receiving Honor Roll status.

Students earning 95%-100% Combined Overall Average (Math, Reading, Science, Social Studies) S or O in Art, Music, PE, and Library for the marking period will qualify for Distinguished Honor Roll status. Students who fall within this category will receive a

certificate and have their name appear in the paper, and on our webpage. Receiving an Unsatisfactory, an INC or No Grade in any subject area disqualifies a student from receiving Honor Roll status.

### **Academic Dishonesty**

Cheating and Plagiarism are forms of ACADEMIC DISHONESTY. Students who cheat and/or plagiarize (via computer, internet, books, journals, etc.) or assist in the before mentioned will receive consequences as cited in CONSEQUENCES OF INAPPROPRIATE STUDENT CHOICES and/or receive a zero for the assignment, project, presentation, paper, test, quiz, etc. depending on the severity.

### **Promotion and Retention**

The Board recognizes that the personal, social, physical and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

“It shall be the policy of the Board that each child be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development.”

- Promotion shall be on an individual basis.
- Teacher recommendation, based upon the elements of the promotion retention policy herein stated, shall be regarded as an important factor in the promotion and retention process.
- All marks shall be in accord with the final decision to retain a pupil and indicate failing grades beyond any doubt.
- Consideration of promotion and retention shall include indications of intelligence, achievement results, age in relation to placement and effort compared to individual ability.
- A conference regarding retention shall be held between the guidance counselor, principal, classroom teacher and parent.
- The principal has the authority to make the final decision as to promotion and retention.
- In all cases, decisions regarding promotion and retention shall be that which is deemed best for the individual pupil.
- The Child Study Process must be started for any student having academic or behavioral concerns to implement required interventions prior to retention becoming an issue.
- Students may be retained no more than once in the primary grades (K-3) and once in the intermediate grades (4-6).
- Students in danger of failing reading or mathematics must be referred for Title I Support. Every effort will be made to obtain parent support for participation in the program with the parental understanding that failure will result in retention.

- The STARS truancy guidelines and program will be followed prior to attendance/truancy negatively impacting achievement.
- The following guidelines will be used in determining retention:
  - Kindergarten – students will be retained based on teacher and child study team recommendations with consideration of the student not achieving the reading readiness level necessary for successful achievement at the First Grade Level.
  - Primary Grades 1, 2, 3 – students failing reading will be considered for retention. Failure of two or more major subjects other than reading will result in retention consideration with major subjects including: mathematics, phonics, spelling and language.
  - Intermediate Grades 4, 5, 6 – students failing reading and/or mathematics will be considered for retention. Failure of two or more major subjects other than reading and mathematics will result in retention consideration with major subjects including science and social studies.

## **PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT POLICY**

Board Policy Number 127.1 Revised August 2012

Goal:

- To increase the number of students obtaining proficiency on PSSA tests and to reduce the achievement gap between subgroups.
- The Old Forge School District recognizes the importance of the Pennsylvania System of School Assessments in evaluating the academic growth of its students. The District expects all of its eligible students to participate in the PSSA tests and to give their best effort at all times.
- The District also recognizes that a number of students who participate in the PSSA testing may not be able to score at the Proficient Level. Therefore, the District has established this policy that will be used to support the administration and faculty as they remediate and assist identified students scoring in the Basic and/or the Below Basic Levels.
- All students in grade K-8 will receive additional intervention or enrichment, in mathematics and reading, as part of their regularly scheduled day.

## **ESL PROGRAM DESCRIPTION**

### **Mission Statement**

Our mission as the Old Forge School District is to provide all students with opportunities to challenge and to maximize their potential and to promote responsible citizenship.

The Old Forge School District mission statement refers to providing educational opportunities to all students in our District. The English as a Second Language (ESL) plan

outlines the procedures and objectives to accomplish this mission with our English Language Learners (ELL).

### **ESL Program Philosophy and Approach**

The Old Forge School District provides in-house services to our students in grades K-12. Students participate in the district's mainstream classes for all other content areas and co-curricular activities.

### **ESL Program Goals**

1. To facilitate English language acquisition through the development of listening, speaking, reading, and writing skills.
2. To ensure an effective and meaningful participation in the total educational environment.
3. To provide educational experiences that will prepare students to complete high school and to enter institutions of higher education and/or the world of work.
4. To orient students and their parents to the school and the community.
5. To facilitate the acculturation process in a complex multicultural society by acclimating students to the customs and traditions of their new environment.

### **Identification/Placement**

Screening procedures

1. Results of the Home Language Survey.
2. Results of any parent interviews and informal or formal classroom observations.
3. Results of formal and informal English Proficiency level tests.
4. Results of specialized testing (as for specific disabilities).
5. Placement decisions (based on information gathered from above).

## **GUIDANCE AND COUNSELING SERVICES**

Our school counselor meets with children individually, in small groups, and in homeroom classes throughout the year. The guidance program assists children as they develop a positive self-concept, relate to others, make choices, develop values and a sense of responsibility, and cope with stress and change. Additionally, the counselor is available to consult with parents and teachers regarding specific children testing program.

The Guidance Department provides an approved testing program designed to provide students with standardized tests of academic achievement and aptitude. Test results provide a continuing record of a student's academic progress. They also provide teachers and the guidance counselor with a tool for diagnosing individual strengths and weaknesses.

It is important that parents know that they may examine their child's school records at any time. Arrangements to do so should be made through the Guidance Office. No individual or

outside agency is permitted to inspect a child's school record without the parent's written permission.

### **ELEMENTARY STUDENT ASSISTANCE PROGRAM (E.S.A.P.)**

The Student Assistance Program (S.A.P) is a trained committee of teachers, administrators and community resource personnel, who evaluate, assist and guide students who are at-risk. Referrals can be made to the SAP team if a student is having substance abuse or mental health issues. Information concerning the Student Assistance Program can be found on the Old Forge School District Home web page at [www.ofsd.org](http://www.ofsd.org)

### **LIBRARY POLICY**

1. Students are responsible for prompt returns of all library materials.
2. Books are circulated on a 5 day cycle and are due the following period during the child's scheduled class.
3. Reference materials (encyclopedias, atlases, etc.) are circulated on an overnight basis. They must be returned on the day the student comes back after an absence.
4. Books not returned on time are considered overdue, unless the student is absent. These are to be returned on the day the student comes back after an absence.
5. An overdue notice will be issued the first day the book is late. On the third day, if an overdue book has not been returned, homework and tardiness rules apply.
6. If there is no school on a scheduled library day (early dismissal, etc.), books will be collected the following week unless special arrangements have been made with the classroom teacher. All reference books and prior overdue books are to be returned the next school.
7. Damaged or lost library materials must be paid for promptly.
8. Should a library book not be returned or restitution made the student's report card will be held and the student will not be allowed to check out any additional library books / materials.

### **NOTICE OF RIGHTS OF EDUCATION RECORDS AND CONFIDENTIALITY**

Parents, guardians and eligible students are informed of the following:

1. The right to inspect and review the student's education record within thirty (30) days of the district's receipt of the request for access.
2. The right to request amendment of the student's education records that the parent, guardian or eligible student believes are inaccurate, misleading or otherwise violate the privacy rights of the student.
3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA and state laws authorize disclosure without consent.

4. The criteria for determining who constitutes a school official and what constitute a legitimate educational interest if the district discloses certain materials without prior consent.
5. The right to refuse to permit the designation of any or all categories of directory information.
6. The right to request that information not be provided to military recruiting officers.

# SPECIAL EDUCATION SERVICES

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The services that students receive are designed to assist academic performance and progress that are written in their IEP. The student's case manager, with the assistance from the student's teachers, implement the IEP. The case manager also serves as the contact person for parents/guardians and other faculty.

Students are not limited to working with only their case manager to accomplish the goals of their IEP. They may receive assistance from any available staff member. If students need additional assistance, they may utilize any or all of the following resources: Special Education Department, Principals, Guidance Counselors, Special education Teachers and Regular Education Teachers.

Many activities take place to assist students in meeting the goals of their IEP. These activities include, but are not limited to:

- Hold annual IEP meetings with IEP team.
- Instruct students in organizational skills.
- Assist students in applying skills to their actual daily course work and homework assignments.
- Work with students to gain an understanding of their learning strengths and weaknesses.
- Provide strategies to improve their ability to cope with these difficulties.
- Help students understand the accommodations written in their IEP and assist them in accessing these accommodations.

## **Before Special Education: How Pre-Referral Works (Child Study)**

The pre-referral process can help determine if your child needs special education services.

If your child is struggling to learn, take time to find out about how the pre-referral process works at your school. When you become involved in planning with the educational team, your child will benefit.

### **Purpose**

The purpose of the pre-referral process is to ensure your child tries reasonable accommodations and modifications before your child is referred for special education assessment. Sometimes, a change in the classroom can turn their performance around and make it unnecessary to consider special education services. Using strategies that draw on your child's strengths and meet his/her educational needs may be all it takes to put them back on the road to academic progress. The purpose of the Child Study Team is to:

- Work together to identify your child's learning strengths and needs
- Put strategies into action
- Evaluate their impact so your child can succeed in the general education classroom.

## Team Members

- There are no rules for membership on a pre-referral team. Generally, the team includes general education teachers, who are most familiar with the general education classroom and curriculum, and a guidance counselor or administrator. The team may also include a school psychologist, special education teachers, and related service personnel, such as speech and language pathologists. Each school selects team members depending on what works best for them.
- As a parent, you're a key member of this team. Although law doesn't require a pre-referral meeting and parent participation isn't guaranteed, most schools include parents in this process. You're the one most familiar with your child's health and development, family environment, academic history, special skills and talents, and learning and behavioral needs.

## Process

Although the steps may vary by school, here's what often occurs:

Your child is referred to the child study team because there's a concern about his/her academic skills or behavior. Although anyone who knows your child can refer them, usually it's you or the classroom teacher who makes the referral. You'll be asked to identify specific area(s) of concern, such as not turning in assignments, earning poor grades in a subject area, not paying attention, having trouble understanding homework assignments.

The team meeting follows these steps:

- Review your child's strengths, interests, and talents.
- Discuss reasons for referral, overall performance level, and behavior in the classroom.
- List interventions previously tried and their rate of success. (School interventions may include accommodations, and behavior plans. Home interventions may include follow up with health concerns, behavior plans, and help with homework.)
- Brainstorm interventions that address concerns.
- Select interventions to try.
- Develop a plan for carrying them out.
- Agree on a time to meet again to discuss progress.
- Put the intervention into action and evaluate it over time. The timeline can vary greatly – from a couple of weeks to a school quarter or trimester, depending on the type of program set up.
- The team meets again to discuss the success of the intervention. As a result of the intervention, did your child's performance improve, remain the same, or decrease?

## Outcomes

If the interventions are effective and your child seems to be back on track, schools generally continue with the plan and hold future meetings as needed. This suggests



your child doesn't need a special education evaluation at this time. Most likely, he/she will benefit from instruction in the general education classroom with continuing interventions.

If the interventions don't bring about desired change, the team may decide to try another intervention or alter the current one, starting the process again, or refer your child for special education evaluation to find out if he/she is eligible for special education services as a student with a disability.

### **Collaboration**

The pre-referral process helps you ensure school staff members are aware of all factors that affect your child's learning. It allows you to collaborate — work as a team — with educators who teach your child. Whatever the outcome of the process, your involvement will impact your child's educational program in a positive way.

### **Evaluation Request**

If you feel that your child has a learning disability, you have the right to ask for an evaluation at any time without waiting for the pre-referral process. If you choose to do so, please send a written letter addressed to: **Special Education Department, 300 Marion Street, Old Forge, Pa. 18518.**

### **Evaluation and Process**

Parents may initiate a request for an evaluation. In order to do this, you should submit a written request for an evaluation to the Director of Special Education. This document should include the reason for the referral and details describing academic or behavioral concerns. You also may be asked to provide additional details regarding concerns about school performance. This is the first step to determine if concerns are due to a disability.

Following the referral, the school psychologist will speak to the parent/guardian and school team to determine what areas will be evaluated, and what tests will be utilized. The evaluation cannot take place without your written consent. Once the school district receives consent, the evaluation must be completed within 60 school days.

After the evaluation, the case manager or school psychologist assigned to your child will contact you. This person will coordinate a date and time for you to discuss the results of your child's evaluation with members of the evaluation team along with at least one classroom teacher.

The student's participation is determined on an individual basis and is up to the parent or guardian. Student participation is important and his or her input can be very valuable.

The assessment results will be summarized in an evaluation report. A draft of the report may be given to you at the meeting. You will be able to have input into the final report. Under very specific circumstances, if the child does not meet the specific eligibility requirements

for special education services a team may “override” may be considered for special education.

The team must document why the assessment did not accurately identify the disability. To do this, the team must explain why the standards and procedures used with the majority of students resulted in invalid findings. This can happen in cases where some data is considered invalid due to various factors and other data is determined to have adequate validity. The team is required to state which data had the greatest relative importance for the eligibility decision. Documentation must be provided with signatures of all team members.

If a student does not qualify for special education and still struggles in school, there are other options that may be available to him or her. General education supports including title services, guidance counselors, 504 Plan, or other building support. The student’s classroom teacher also may be able to provide additional support.

### **Individualized Education Plan**

Students who receive Special Education Services have been evaluated by the school district and found to be eligible for special education services according to the federal law, IDEA, and Pennsylvania Department of Education procedural guidelines. In accordance with IDEA, all eligible students have Individualized Education Plans (IEPs).

A student’s IEP states:

- The present level of performance and how it affects them in the general education curriculum.
- The annual goals and the short-term objectives that are necessary to enable the student to benefit from their education. In addition, it states how these goals and objectives will be measured and reported to the student’s parents.
- The special education services, related services, and supplementary services that the student requires to benefit from their public school education. It states the dates such services are to begin and the frequency, location, and duration of the services.
- The accommodations and modifications the student requires to succeed in the general education curriculum.

Special Education services are provided in accordance with each student’s IEP. The school district is obliged by federal laws to develop and to implement an IEP with obtainable goals to ensure the student will benefit from a public school education. The IEP is not a guarantee that the student will receive specific letter grades or grade point averages or that a student will receive credit for all academic courses attempted at the high school.

### **Case Management of IEP’s**

Each student receiving Special Education services is assigned a case manager. Generally, the student’s case manager is the special education teacher who is seen throughout the week. The student’s case manager will contact the parents during the first few weeks of

school to identify themselves and to answer any questions the parent may have about their child's IEP or schedule.

The case manager's responsibilities are to:

- Implement and evaluate the annual goals and objectives of their student's IEP.
- Provide an explanation of their student's IEP to parents and other teachers.
- Provide instruction toward the achievement of the goals in their student's IEP.
- Assist in making the IEP accommodations which are necessary for students to benefit from their courses by providing written copies of IEP accommodations to general education teachers.
- Regularly communicate with each student's parents and other school staff as necessary to implement the student's IEP.
- Grade the student in self-contained academic courses (letter grade).
- Help make accommodated tests and develop test-taking strategies for individual students.
- Provide an understandable explanation to the student of their disabling condition and discuss ways to cope with the disability in various settings.
- Conduct informal parent conferences, IEP meetings, and Annual Reviews.

### **Grading of Special Education Students in Regular Education Classes**

After IEP accommodations have been provided to students, they will be graded in the same way as other students in a course unless the student's IEP specifies a modified grading system be developed. Despite the efforts of the student's case manager, there may be instances when a student fails a course. This may happen for a variety of reasons; for example

- The student may not be fully utilizing available IEP accommodations.
- The student may not be utilizing the Learning Support Classroom time appropriately, applying effective study skills, completing homework assignments, or setting aside enough time to review for quizzes and tests.
- The course itself may be very challenging for the student.

If at any time you have concerns about how your child is progressing in a course or about the appropriateness of selected courses, please contact your child's case manager or teacher.

### **Progress Reports**

Progress reports are sent out by the school district and are mailed to students' parents/guardians.

There is a period of several days from the time progress reports are requested from teachers to the time the copies are sent home. Therefore, the progress reports should be used as an indication of how a student is doing in a class at a given time. The progress report is not a guarantee of the grade a student will earn for the course.

Parents who have any questions or concerns regarding the information on the reports are encouraged to contact the case manager or the general education teacher. Parents who would like to be updated more frequently should notify their child's case manager.

## Behavior

Unless there is a specific behavioral component in the IEP, special education students are expected to follow the rules and disciplinary procedures listed in the Student Handbook.

## Student/Parent/Guardian Responsibilities

The students in special education will:

- Be treated fairly and given equal opportunity to receive an appropriate education based on their IEP.
- Receive assistance and/or guidance from their case manager in matters relating to their education and success in school.
- Communicate their academic difficulties to their case manager as soon as possible.
- Be honest with others regarding their educational abilities and difficulties.
- Put forth their best work effort in all of their courses.
- Follow all school rules.
- Make a sincere effort toward meeting the goals of their IEP.
- Bring coursework and assignment books to their scheduled classes each school day.
- Attend meetings that concern their education.

Parents/guardians of students receiving special education have:

- All the rights set forth in the federal law IDEA as amended in 2004.
- A right to request a parent conference with their student's case manager, or an IEP meeting with the Director of Education.
- A right to expect a timely response to their inquiries, concerns, and requests for information and assistance in understanding their student's IEP and school schedule

## Transition

Students 14 to 21 years of age are considered to be of transition age. Transition in high school is the process of preparing a student for a post secondary setting, (e.g. pre-employment skills, job shadowing, job training, community college, or university). The case managers will be working alongside with NEPA Inclusive Agency to help students gain transition skills through the Transition Academy Class. This class will be an elective for students to choose from in order to help teach self advocacy skills, independent living skills and pre-employment skills in a classroom setting here at the high school.

***Special education is a service and not a placement. If your child has qualified for special education services, where your child receives those services still must still be determined, and there are placement options to be considered for your school-age child.***

## Life Skills Support

The Educational Life Skills program serves students with a range of mild to moderate to severe cognitive disabilities and/or physical disabilities including Down Syndrome, autism, cerebral palsy, and others. The students receive training in independent living which

includes personal health, hygiene, cooking, and problem solving. The curriculum also includes functional academics such as reading community words, telling time, and using money. The class participates in community outings to assist them in generalizing these skills. Eligible students receive speech and language, social work, occupational therapy, physical therapy, and prevocational training services. The focus of the program is to build as much independence as possible and provide them with the skills necessary to live and work in the community.

### **Learning Support**

Students who need a more intensive approach to help keep up with grade-level work in a particular subject may be placed in the Learning Support Classroom, where a special-education teacher works with a small group of students, using techniques that work more efficiently with a special-needs population. Learning Support placements have the benefit of providing help where needed while letting the student remain generally with the mainstreamed.

### **Emotional Support**

Placement in an emotional support classroom means that your child will be removed from the general school population for academic subjects to work in a small controlled setting with a special-education teacher due to having behavior issues in which are not conducive to the learning environment. Students in an emotional support classroom may be working at all different academic levels, with different textbooks and different curricula. This type of classroom offers structure, routine, and appropriate expectations, but some students may require a higher level of specialization. Some students in the emotional support classroom are mainstreamed based on good behaviors.

### **Out-of-District Placement**

Some students may need more specialized teaching or support than their local school district can provide. If a child isn't making adequate progress, the district may agree to what's called out-of-district placement. This is when the district covers the cost of educating a child somewhere else, such as:

- A public school in another district
- A private day school that specializes in teaching kids with certain kinds of disabilities

### **Special Education Department**

Ms. Michelle Hopkins  
Director of Special Education  
[michelle.hopkins@ofsd.cc](mailto:michelle.hopkins@ofsd.cc)  
(570) 457-6721 ext. 112

Mrs. Susie Aulisio  
Secretary of Special Education  
[susie.aulisio@ofsd.cc](mailto:susie.aulisio@ofsd.cc)  
(570) 457-6721 ext. 136

## NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS

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

These rights are:

(1) The right to inspect and review the student's education records with 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate.

Parents or eligible students may ask the school to amend a record that they believe is inaccurate. They should write the school, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible students, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education 400 Maryland Avenue, SW, Washington, DC 20202-4605

### **Notice of Special Education Services**

In compliance with state and federal law, the Old Forge School District has developed policies to insure FAPE (Free Appropriate Public Education) to all school-age children residing within the district's boundaries.

The Old Forge School District provides no cost screening to children residing within the Old Forge School District, who are suspected of having a disability that would interfere with his/her academic progress. Parents/guardians who suspect their child to be in need of specially designed instruction or related services may request a screening or evaluation at any time by contacting any of the following Old Forge School District administrators:

- Dr. Erin Keating, Superintendent @ 457-6721 ext. 115
- Mrs. Shelly Egan, Elem. School Principal @ 457-6721 ext. 119
- Mr. Christopher Gatto, HS Principal @ 457-6721 ext. 114
- Ms. Michelle Hopkins, Supervisor of Special Education, ext. 112

The screening procedure may include, but not be limited to the following:

- Existing classroom data review.
- Cumulative educational records.
- Enrollment/attendance records.
- Ability/achievement scores.
- Vision and hearing screening.
- Participation in Child Study.
- Medical records review.
- Observation of classroom behavior.
- Reports/recommendations released by the parent/guardian from outside agencies.

The evaluation process, which will not proceed without parental consent, will include data collected through the screening process along with a multi-disciplinary evaluation. The multi-disciplinary team (MDT) may consist of the following:

- |                             |                                |
|-----------------------------|--------------------------------|
| - Parent/guardian           | - School psychologist          |
| - Teacher                   | - Special education supervisor |
| - Principal                 | - Guidance counselor           |
| - Speech/language therapist | - other staff as necessary     |

If the parent fails to respond to a request for consent for an initial evaluation or refuses to consent, the district may pursue the initial evaluation or refuses to consent, the district may pursue the initial evaluation by using the due process or mediation procedures.

Results of the evaluation are reviewed by the MDT to determine if the child qualifies as a student in need of specially designed instruction under IDEA. Special Education services will be recommended through an annual development/review of an Individualized Education Program (IEP) to those students who qualify under one or more of the following exceptionalities:

- Autism
- Other Health Impaired
- Blind/Visual Impairment
- Deaf and Hard of Hearing
- Emotional Disturbance
- Intellectually Disabled
- Orthopedic Impairment
- Specific Learning Disability
- Traumatic Brain Injury
- Speech/Language Impairment

### **Notice of Early Intervention Services**

In compliance with the Early Intervention (EI) Services System Act, the Old Forge School District cooperates with the NEIU 19 Early Intervention Program. An “eligible young child” is considered to be a child age 3 to school age, who has an identified disability or a developmental delay in one or more of the following areas:

- Speech / Language
- Learning
- Motor
- Adaptive
- Social
- Behavioral

An eligibility assessment is provided at no cost by contacting the NEIU 19 Early Intervention Program at 1-800-228-1750 ext. 219 or 570-876-9219.

### **Notice of Gifted Education Services**

In compliance with Title 22 PA Code Chapter 16, the Old Forge School District conducts ongoing screenings/evaluations of students who may qualify for gifted education. The screening/evaluation process includes, but is not limited to:

- IQ score
- Achievement/ability scores
- Rate of Acquisition/Retention
- Demonstrated Achievement



- Early Skill Development
- Intervening Factors Masking Giftedness
- Parent/guardian/school input

If a parent/guardian believes that a school age child may be in need of specially designed instruction, a written request may be submitted to the Old Forge School District. An evaluation will be completed upon receipt of Permission to Evaluate.

Upon completion of a comprehensive evaluation, if the child meets the eligibility requirements, the Gifted MDT will convene to develop a Gifted Individualized Education Program (GIEP).

### **Confidentiality**

The Old Forge School District has policies and procedures in effect governing the collection, maintenance, destruction and disclosure to third parties of information gathered on behalf of the screening/evaluation procedure. All information is subject to the confidentiality provisions contained in federal and state laws. Information may be released with signed written consent of the parent/guardian.

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

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

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) –

1. Political affiliations or beliefs of the student or student's parents;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of –

1. Any other protected information survey, regardless of funding;

2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before or use --

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

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

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

Parents/eligible students who believe their rights have been violated may file a complaint with the Old Forge School District under Board Policy #906 or with:

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

# HEALTH PROGRAMS

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## Health Programs

The School Health Program is all encompassing in view of the fact that its sole concern is the physical and mental health of the students. The health of each pupil is fundamental to the learning process. The policies of the School Health Program are formulated and implemented in compliance with the guidelines and practices of the Pennsylvania Department of Education, and Division of School Health. These policies are also consistent with the duties and responsibilities of the superintendent of schools and the Board of School Directors of the Old Forge School District. The services of the School Health Program are coordinated in cooperation with the Non-Public Schools located within the school district. Medical inspection by the school nurse is available at all times upon the request of teachers, administrators and parents.

## Permission for Physical and Dental Examinations

The Pennsylvania School Code (STATE LAW) requires physical and dental examinations at specific grade levels. Parents /Guardians are notified and given private examination forms prior to school examinations. The physical includes the examination of the skin, eyes, ears, nose, throat, teeth, gums, heart, lungs, abdomen, neuromuscular system, skeletal system, nutritional & emotional status, blood pressure & pulse. If the private physical/dental forms are not returned within six weeks, the school nurse will schedule the examination by the school physician, practitioner, or dentist. Parents /Guardians are notified of the date of the scheduled examinations. Those who wish to be present during school examinations need to notify the school nurse. Pupils will receive examinations and screenings periodically, according to the following schedule:

## Physical Examinations

Physical Examinations-Grades 1, 6 and 11

## Screenings

- Visual Testing-Grades K to 12 (annually)
- Audiometer Testing-Grades K, 1, 2, 3, 7, and 11, (annually)
- Height and Weight-Grades K to 12 (annually)
- Scoliosis Screening-Grades 6 and 7

Parents are urged to take their children to their family physicians or dentists for follow-up examinations.

## Interscholastic Athletic Activities

The School Student Accident Insurance does not cover participants in interscholastic athletics. The Board of School Directors will provide coverage for all interscholastic

athletics, band, band front, and cheerleaders.

The procedure in case of injury to your child when engaged in the school's interscholastic athletic activities, band, band front, or cheerleading is as follows:

1. Coverage under your own insurance policy. (Your own insurance carrier should be contacted first.)
2. Coverage under School District Policy—for that portion not covered by your insurance policy, contact the Business Office to determine if there is coverage under the School District Insurance Policy.
3. Your own responsibility—when neither your policy nor the School District policy covers the injury incurred, it is the responsibility of the parent/guardian to pay for any of the expense incurred.
4. Also, it is clearly understood that the school is responsible for emergency first aid only. It is strongly suggested that all students purchase the School Student Accident Insurance.

### **Medication Policy**

Medication may be dispensed according to the following policy:

- Both the parent/guardian and the physician must complete a signed request form. These forms are available in the nurse's office.
- All medications must be brought to the school, by a responsible adult, in a sealed, pharmacy labeled container. Students may not, under any circumstances, carry their own medications into the school or throughout the school day.
- All medications will be administered under the supervision of the school nurse, or other designated personnel as assigned by the administration.
- Students will be permitted to carry asthma inhalers and to self-administer with the consent of parent, physician, and school nurse. Consent forms will be kept on file in the nurse's office.
- Aspirins or other medication will not be administered to students. Parents are requested to instruct their children to refrain from going to the medical suite and asking the nurse for aspirins, lozenges, etc.
- The Pennsylvania Department of Health which sets the School Polices, states: "No school nurse will disperse any medication to any student at any time, except under the direct order of a physician".

### **Transportation of Ill or Injured Students**

The school district will provide transportation for those students only who are deemed to be acutely ill or seriously injured. In all other cases, transportation is the responsibility of the ill or injured student's parents.

## **Physical Disability**

It is imperative to the welfare of our students that all disabilities be reported to the school nurse. This information will be kept confidential. In the event that a student has a physical disability that precludes him/her from participating in our school's Physical Education Program, a note from a physician verifying the student's condition must be submitted at the beginning of each school term to the school nurse. The nurse will in turn notify the physical education teacher. A program adapted to the needs of the students will then be formulated.

## **Pediculosis Management (Head Lice)**

When either a parent/guardian or a classroom teacher suspects infestation of an individual child (applies only to students that have been self-reported by their parent(s)/guardian(s) or by teachers/staff that have observed symptoms of students in their class), the school nurse will follow these procedures:

The school nurse will examine the child for head lice.

- If a student is found to have head lice during this examination:
- The student is isolated from the rest of the students. The parent/guardian is notified to come and pick up the student from school. Parents are instructed in the proper procedure of lice removal and are given an information sheet.
- If parent/guardian is not available, the student will spend the day in the health office. The student is not allowed to ride the bus home.
- The student is excluded from school until he/she is free of head lice.
- When the parent/guardian feels that the child is free of head lice and is able to return to school, the parent must bring the child into the school nurse for an examination.
- If lice are found during this examination, the child is excluded further until free of head lice.
- If the student is free of head lice, he/she is allowed to remain in school.
- If a student is NOT found to have head lice during this examination, then the student is allowed to return to class

The school nurse will examine the siblings of the student only if he/she is found to have head lice during the initial examination. Parent(s)/guardian(s) will not be informed of any other children who have lice in the class/school.

The school nurse will not perform a school/class-wide screening for head lice.

References: Board Policy 209

# COMPUTER ACCEPTABLE USE POLICY FOR COMPUTING AND INTERNET ACCESS

OLD FORGE SCHOOL DISTRICT

## Computer System/Network Acceptable Use Policy

COMPUTERS ARE USED TO SUPPORT LEARNING AND TO ENHANCE INSTRUCTION. COMPUTER NETWORKS ALLOW PEOPLE TO INTERACT WITH MANY COMPUTERS. THE INTERNET ALLOWS PEOPLE TO INTERACT WITH HUNDREDS OF THOUSANDS OF NETWORKS. IT IS A GENERAL POLICY THAT ALL COMPUTERS ARE TO BE USED IN A RESPONSIBLE, EFFICIENT, ETHICAL AND LEGAL MANNER. FAILURE TO ADHERE TO THE POLICY AND GUIDELINES BELOW WILL RESULT IN THE REVOCATION OF THE USER ACCOUNTS. THE OLD FORGE SCHOOL DISTRICT ADMINISTRATION IS DELEGATED THE AUTHORITY TO DETERMINE APPROPRIATE USE AND CAN DENY, EVOKE, SUSPEND OR CLOSE ANY USER ACCOUNT AT ANY TIME FOR UNACCEPTABLE USE BY THE ACCOUNT HOLDER.

## Unacceptable Uses of the Computer Include, But Are Not Limited To:

1. Applying for a user ID under false pretenses.
2. Sharing your user ID with any other person (If you do share your user ID with another person, you will be solely responsible for the actions of the other person).
3. Deletion, examination, copying, or modification of files and/or data belonging to other users without their prior consent.
4. Attempts to evade or change resource quotas.
5. Continued disruption of other users through mass consumption of system resources after receipt of a request to cease such activity.
6. Use of facilities and/or resources for commercial purposes.
7. Any unauthorized, deliberate action which damages or disrupts a computing system, alters its normal performance, or causes it to malfunction is a violation regardless of system location or time duration.
8. Copying programs not licensed to the Old Forge School District onto Old Forge School District computers and/or the network system, without the express written consent of the Old Forge School District.
9. Copying programs licensed to the Old Forge School District without express written consent.
10. Physical abuse of computer equipment (removal of mouse balls, boot disks, keyboard keys, etc.).
11. Students' usage of disks that are not school issued is prohibited.

12. Attempts at sending unsolicited junk mail “for profit” messages, or chain letters is prohibited.
13. Never reveal personal information, such as your address, phone number, password, or social security number. This also applies to others’ personal information or that of organizations.

The Old Forge School District reserves the right to review any material in user accounts.

The Old Forge School District makes no warranties with respect to the Old Forge School District network service, and it specifically assumes no responsibility for:

- The content of any advice or information received by a student from a source outside the district, or any costs or charges incurred as a result of seeing or accepting such advice.
- Any costs, liability or damages caused by the way the student chooses to use district network access.
- Any consequences or service interruptions or changes, even if these disruptions arise from circumstances under the control of the district.

The signatures of the consent form are legally binding and indicate the parties who signed have read the terms and conditions carefully and understand their significance.

### **Acceptable Use of Internet Policy**

#### **Purpose:**

The Board supports use of the Internet and other computer networks in the District's instructional and operational programs in order to facilitate learning, teaching and daily operations through interpersonal communications and access to information, research and collaboration.

For instructional purposes, the use of network facilities shall be consistent with the curriculum adopted by the School District as well as the varied instructional needs, learning styles, abilities, and developmental levels of students.

#### **Authority:**

The electronic information available to students and staff does not imply endorsement by the District of the content, nor does the District guarantee the accuracy of information received. The District shall not be responsible for any information that may be lost, damaged or unavailable when using the network or for any information that is retrieved via the Internet.

The District shall not be responsible for any unauthorized charges or fees resulting from access to the Internet.

The District reserves the right to log network use and to monitor fileserver space utilization by District users, while respecting the privacy rights of both District users and outside users.

The Board establishes that network use is a privilege, not a right; inappropriate, unauthorized and illegal use will result in cancellation of those privileges and appropriate disciplinary action as per the Pennsylvania School Code.

### **Delegation of Responsibility:**

The District shall make every effort to ensure that this resource is used responsibly by students and staff.

Administrators, teachers and staff have a professional responsibility to work together to help students develop the intellectual skills necessary to discriminate among information sources, to identify information appropriate to their age and development levels, and to evaluate and use the information to meet their educational goals.

Students and staff have the responsibility to respect and protect the rights of every other user in the District and on the Internet.

The building administrator shall have the authority to determine what is inappropriate use.

The Superintendent or designee shall be responsible for implementing technology and procedures to determine whether the District's computers are being used for purposes prohibited by law or for accessing sexually explicit materials. The procedure shall include but not be limited to:

1. Utilizing a technology protection measure that blocks or filters Internet access for minors and adults to certain visual depictions that are obscene, child pornography, harmful to minors with respect to use by minors, or determined inappropriate for use by minors by the Board.
2. Maintaining and securing a usage log.
3. Monitoring online activities of minors.

### **Guidelines:**

Network accounts shall be used only by the authorized owner of the account for its approved purpose. All communications and information accessible via the network should be assumed to be private property and shall not be disclosed. Network users shall respect the privacy of other users on the system.

### **Prohibitions**

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

1. Illegal activity.
2. Commercial or for-profit purposes.



3. Non-work or non-school related work.
4. Product advertisement or political lobbying.
5. Hate mail, discriminatory remarks, and offensive or inflammatory communication.
6. Unauthorized or illegal installation distribution, reproduction, or use of copyrighted materials.
7. Access to obscene or pornographic material or child pornography.
8. Access by students and minors to material that is harmful to minors.
9. Inappropriate language or profanity.
10. Intentional obtaining or modifying of files, passwords, and data belonging to other users.
11. Impersonation of another user, anonymity, and pseudonyms.
12. Fraudulent copying communications or modification of materials in violation of copyright laws.
13. Loading or using of unauthorized games, programs, files or other electronic media.
14. Disruption of the work of other users.
15. Destruction, modification, abuse or unauthorized access to network hardware, software and files.
16. Quoting of personal communications in a public forum without the original author's prior consent.

### **Security**

System security is protected through the use of passwords. Failure to adequately protect or update passwords could result in unauthorized access to personal or District files. To protect the integrity of the system, the following guidelines shall be followed;

1. Employees and students shall not reveal their passwords to another individual.
2. Users are not to use a computer that has been logged in under another student's or employee's name without permission.
3. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.

### **Consequences for Inappropriate Use**

The network user shall be responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts.

Illegal use of the network, intentional deletion or damage to files of date belonging to others, copyright violations, and theft of services will be reported to the appropriate legal authorities for possible prosecution.

General rules for behavior and communications apply when using the Internet, in addition to the stipulations of this policy. Loss of access and other disciplinary actions as per the Pennsylvania School Code shall be consequences for inappropriate use.

Vandalism will result in cancellation of access privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet or other networks; this includes but is not limited to uploading or creating computer viruses.

### **Copyright**

The illegal use of copyrighted software by students and staff is prohibited. Any data uploaded to or downloaded for the network shall be subject to fair use guidelines.

### **Safety**

To the greatest extent possible, users of the network will be protected from harassment and unwanted or unsolicited communication. Any network user who received threatening or unwelcome communications shall report such immediately to a teacher or administrator. Network users shall not reveal personal information to other users on the network, including chat rooms, e-mail, Internet, etc.

Any District computer/server utilized by students and staff shall be equipped with Internet blocking/filtering software.

Internet safety measures shall effectively address the following:

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

## ACCEPTABLE USE POLICY

### STUDENT/PARENT SIGN-OFF SHEET

OLD FORGE SCHOOL DISTRICT

I have read the Old Forge School District Internet and Computer Acceptable Use Policy that is in the student handbook. If I do not follow the rules that are in the policy, I understand that my account will be removed and disciplinary/legal action may be taken.

As the parent/legal guardian, by signing this form, I hereby give permission for my child to keep his/her school account as long as the procedures described in the acceptable use policy are followed.

STUDENT NAME (Please print legibly) \_\_\_\_\_

STUDENT SIGNATURE \_\_\_\_\_ HOMEROOM # \_\_\_\_\_

PARENT/LEGAL GUARDIAN SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

PLEASE RETURN THIS SIGNATURE SHEET TO THE SCHOOL.

ALL STUDENTS MUST HAVE A SIGNED FORM ON FILE AT SCHOOL.

WITHOUT THIS REQUIRED SIGNATURE SHEET, STUDENTS  
WILL NOT HAVE ACCESS TO INTERNET TECHNOLOGY

# RECEIPT OF PARENT/STUDENT HANDBOOK

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## Receipt of Parent/Student Handbook

This is to certify that we have received and reviewed the Old Forge Elementary School Parent/Student Handbook and are accountable for all rules and regulations within.

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Parent/Guardian Signature Date

ALL STUDENTS MUST HAVE A SIGNED FORM ON FILE AT SCHOOL.

PLEASE SIGN AND COMPLETE ALL SECTIONS OF THIS PAGE AND RETURN TO YOUR HOMEROOM TEACHER.

THANK YOU!

