

2008/2009



**Woodland Elementary School
603 Woodland Avenue
Emporium, Pennsylvania 15834
Phone 814-486-4000**

Home of the "Little Raiders"



Revised 2008

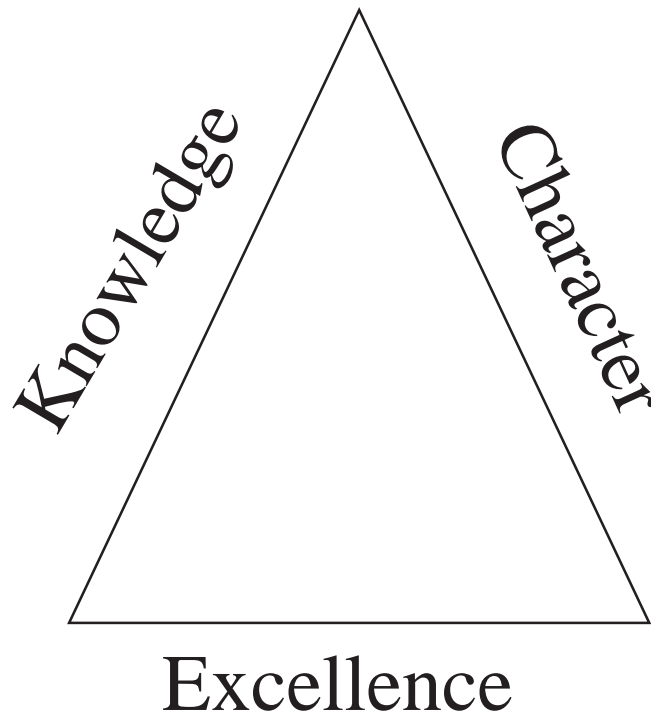
WOODLAND ELEMENTARY HANDBOOK

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MISSION STATEMENT OF THE CAMERON COUNTY SCHOOL DISTRICT

“The Cameron County School District is a community dedicated to the pursuit of knowledge, character, and excellence. Through a system of shared responsibility, the Cameron County School District will strive to prepare students to function as responsible, productive citizens in a constantly changing world.”



Board of Directors

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A Note from our Dean of Students.

Dear Parent/Guardian:

Welcome to the 2008-09 school year!

We are glad to have you and your student as an integral part of our educational process here at Woodland Elementary School. We hope you find this school year to be a memorable and exciting one.

Cooperation and collaboration with each other are important keys to the educational success of our students. Toward that end, we suggest that you and your student read this handbook thoroughly. It will tell you exactly what we expect of you and what services and benefits you may expect from us here at Woodland.

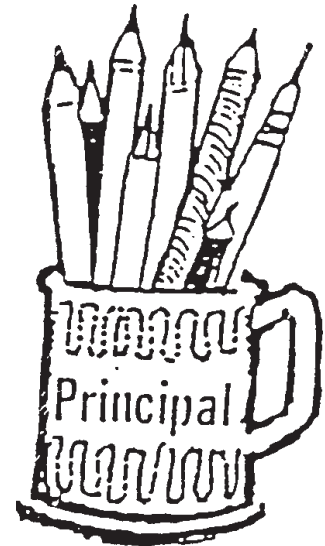
In these handbook pages, you will also find specific directions for implementing any of the procedures necessary for your involvement in our school. We hope you find this information useful.

We look forward to serving you and your child throughout this coming school year. As we the school, parents and community strive towards the same goals, I am confident your student will have his/her most rewarding year yet at Woodland Elementary.

Please call me with any questions or concerns at 486-4000, ext. 2076. I am here to serve you.

For Family Friendly Schools,

Lynn Newcomer
Elementary Principal



Objectives of Woodland Elementary

To attain our stated philosophy, we have set forth the following objectives:

1. To develop a respect for the worth of all nations, races and creeds.
2. To develop those traits which will aid youth in becoming worthy citizens of the home, community and nation.
3. To develop an appreciation of our American Heritage.
4. To encourage standards of conduct that will enable students to live and work in harmony with other people.
5. To encourage an understanding and appreciation of the arts.
6. To provide for individual needs, interests, and abilities.
7. To provide those facilities, specialists, and services necessary for the full development of individual capabilities.
8. To help every student prepare for a world of rapid change and unforeseeable demands in which continuing education throughout adult life should be a normal expectation.
9. To develop marketable skills in trades, industrial arts, and technology.
10. To provide students with multidimensional experiences of learning.

Common Core Goals

Self-Worth:

Public schools should help students develop capabilities, talents, self understanding and a feeling of self-worth and acknowledge students for effort and achievement.

Information and Thinking Skills:

Public schools should help students develop the skills necessary to locate and manage information, solve problems and make decisions, including the processes of analysis, synthesis, creativity and evaluation.

Learning Independently and Collaboratively:

Public schools should encourage students to become independent life-long learners and to collaborate with others in developing knowledge, skills and new ideas.

Adaptability to Change:

Public schools should prepare students to grow and develop in a world in which change is normal and constant.

Ethical Judgment:

Public schools should teach students the importance of making ethical judgments for the common good.

Honesty, Responsibility and Tolerance:

All individuals should be provided with realistic challenges in order to prepare themselves for the moral, intellectual, social, technological, and physical demands of today's society.

Wellness and Fitness

Each student shall acquire and use the knowledge and skills necessary to obtain physical, social, emotional, and mental well-being.

Academic Goals

Communications:

Each student shall become proficient in reading, composition, listening, speech, understanding, interpreting, analyzing and synthesizing information.

Mathematics:

Each student shall become proficient in the use of varied mathematical processes and applications to solve challenging problems and to create new ways of understanding information.

Science and Technology:

Each student shall become proficient in applying the processes of analysis, synthesis and evaluation to the solution of challenging scientific problems and in the application and understanding of technology in society.

Environment and Biology:

Each student shall understand the environment and the student's ecological relationship with it in order to recognize the importance of the quality of life in a healthy and balanced environment.

Citizenship:

Each student shall understand local, State and United States history, geography, systems of government and economics and their relationship to the history, geography, systems of government and economics of other countries in the world and shall acquire and have opportunities to practice, in the school and in the community, the skills necessary for active participation in civic life.

Arts and Humanities:

Each student shall understand and appreciate the breadth of human accomplishment through the arts and humanities and shall have opportunities to practice creativity of thought and action and to demonstrate talent in the arts.

Career Education and Work:

Each student shall explore varied career options and develop the skills and work habits needed to be a productive, contributing member of society and the understanding that lifelong learning is necessary to maintain those behaviors, skills and attitudes.

Wellness and Fitness:

Each student shall acquire and use the knowledge and skills necessary to promote individual and family health and wellness.

Faculty and Consumer Sciences:

Each student shall understand and apply principles of money management, consumer behavior and child health to provide for personal and family needs.

School Roster

Mr. Clyde Moate Superintendent
Mr. Lynn Newcomer Principal
Mr. William Floyd Guidance Counselor
Mrs. Linda Songer School Nurse

Office Staff

Mrs. Sue Bogart Principal's Secretary
Mrs. Grace Horning Guidance Secretary
Mrs. Lori Metcalf Clerk/Receptionist

Kindergarten

Mrs. Jackie Grimone
Mrs. Cheryl Hockenberry
Mrs. Paula Tamburlin
Mrs. Rose Tompkins

First Grade

Mrs. Kay Baker
Mrs. Kathy Fragale
Mrs. Kathy McCulla

Second Grade

Mrs. Laura Greene
Mrs. Amy Schwab
Mrs. Karen Slusarick

Third Grade

Mr. Ben Porkolab
Mrs. Julie Walters
Mrs. Carol Wilson

Fourth Grade

Mrs. Heather Bauer
Mrs. Lea Purcell
Mrs. Nancy Zoschg

Fifth Grade

Mrs. Sue Dechant
Mrs. Rose Haas
Mrs. Teresa Ream

Sixth Grade

Mr. Chris Horning
Mr. Brian Lovett
Mrs. Julie Shaffer

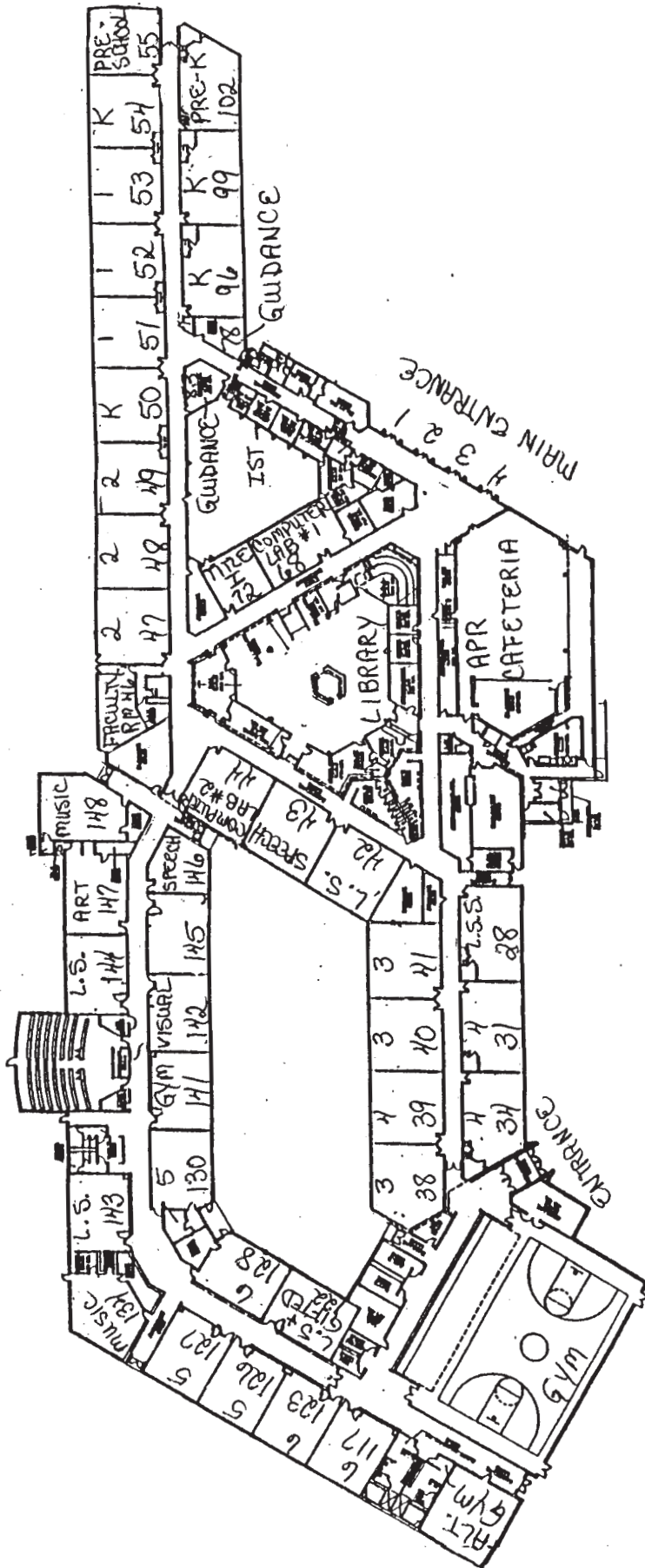
Special Teachers

Mrs. Diana Boden Library
Mr. Paul O'Hara Art
Miss Brandi Gay Music/Chorus
Mrs. Beth Malizia Physical Education
Mrs. Judy Sasala Speech
Mrs. Andrea Lewis Title I
To Be Determined Title I
Mrs. Jill Cunningham Learning Support
Mrs. Deb Grove Learning Support
Mrs. Mary Streich Learning Support
Mrs. Karen Summers Learning Support
Mrs. Daisy Sutter School Psychologist
Mrs. Patsy Miller Instructional Support
Mrs. Beth Malizia ESL Teacher
Mr. Adam Brooks Music/Band
Mrs. Jennifer Olivett Gifted

Student/Teacher Aides

Mrs. Paula Aunkst
Mrs. Ruth Burkhouse
Mrs. Kathy DeSio
Mrs. Kathy Johnson
Mrs. Rita May
Mrs. Joyann McKimm
Mrs. Ricki Sestina

* Faculty and staff assignments are subject to change.



School Map

Use of School Building

The elementary building will be available for use by school, civic, and other groups outside school hours. Student groups desiring the use of the school must have faculty supervision at all times. No student will be permitted in the building for any purpose unless arrangements have been made through the principal.

Groups outside the school shall initiate arrangements with the board secretary and put in written form a request to the school board. These groups will be required to have insurance coverage.

CAMERON COUNTY SCHOOL DISTRICT

Emporium, PA 15834
School Calendar 2008-09

<u>Month</u>	<u>Day of Week</u>	<u>Explanation</u>
August 21st, & 22nd	Thursday & Friday	In-Service & Development
August 25th	Monday	First Day of School
September 1st	Monday	Labor Day
September 26th	Friday	Act 80 Day Early Dismissal 12:10
October 13th	Monday	In-Service
October 24th	Friday	Act 80 Day Early Dismissal 12:10
November 27th & 28th	Thursday & Friday	Thanksgiving Vacation
December 1st & 2nd	Monday & Tuesday	Deer Season
December 22nd thru Jan. 2nd	Monday thru Friday	Christmas - return Jan. 5th
January 19th	Monday	In-Service
January 30th	Friday	Act 80 Day Early Dismissal 12:10
February 13th & 16th	Friday & Monday	Presidents' Day/Make-up
March 13th & 16th	Friday & Monday	Spring Break/Make-up
April 10th thru 13th	Friday thru Monday	Easter Break
May 8th	Friday	Act 80 Day Early Dismissal 12:10
May 25th	Monday	Memorial Day
June 4th	Thursday	In-Service
June 5th	Friday	Last Day / <i>Graduation</i>

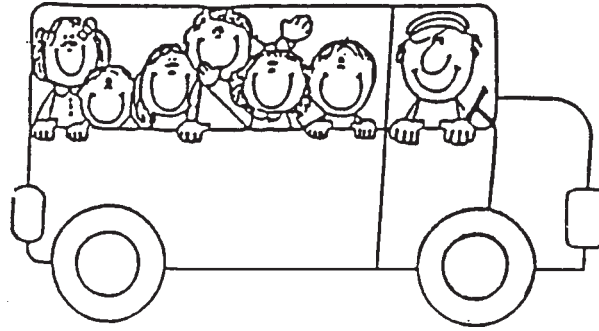
Early dismissal (one hour early) preceding Thanksgiving, Christmas and Easter recess. In the event that school is cancelled for emergencies, make-up days will be scheduled in the following sequence: February 13th, February 16th, and March 13th and March 16th. The Administration reserves the right to alter the above schedule should circumstances require it.

ATTENDANCE DAYS

Month	Students	Teachers
August	5	7
Sept.	21	21
Oct.	22	23
Nov.	18	18
Dec.	13	13
Jan.	19	20
Feb.	18	18
March	20	20
April	20	20
May	20	20
June	4	5
<u>TOTALS</u>	<u>180</u>	<u>185</u>

Board of School Directors reserves the right to adjust calendar accordingly.

Arrival and Dismissal Times



Arrival

- 7:50-8:00 - Students arrive. K-3 students report to All Purpose Room. 4-5-6 students report to lobby by new gym.
- 8:00 - Homeroom bell rings.
- 8:00-8:07 - Students go directly to their homeroom.
- 8:07 - Tardy bell rings.

LATE STUDENTS REPORT TO THE OFFICE WITH THEIR EXCUSE.

Dismissal

- 2:55 - K-6 walkers
- 3:00 - K-2 bus students
- 3:05 - 3-6 bus students
- 3:07 - Students leaving by vehicle

Early Dismissal

- 1:55 - K-6 walkers
- 2:00 - K-2 bus students
- 2:05 - 3-6 bus students
- 2:07 - Students leaving by vehicle

5th and 6th Grade Schedule



Period 1	8:25 - 9:05
Period 2	9:08 - 9:48
Period 3	9:51 - 10:31
Period 4	10:34 - 11:14
Period 5	11:17 - 11:57
Period 6	12:00 - 12:40
Period 7	12:43 - 1:23
Period 8	1:26 - 2:06
Period 9	2:09 - 2:49

Emergency School Closing

A decision concerning the closing of school due to weather conditions or unforeseen circumstances shall be made by the Superintendent of Schools or in his absence the building principals. This decision will be made no later than 6:15 a.m.

The concept of delayed school openings will be used. One-hour delay openings or two-hour delay openings will be used if at all possible. If it becomes necessary to postpone or close school, area radio/television stations shall be notified and requested to broadcast information regarding the delays.

Parents, teachers, pupils, and other school employees should attempt to get information concerning the closing of school or the postponing of the opening of school on the following area radio/television stations:

WLEM-WQKY	Emporium(1250)	468-3712
WKBI	St. Marys (94.3)	834-2821
WPSX-TV	Channel 3	800-330-9778
WTAJ-TV	Channel 10	800-762-6053

General Fire Drill Instructions

1. Close all windows and doors.
2. Move quickly and quietly out the proper exit.
3. Once outside, move away from the building.
4. Remain with your homeroom teacher.

Office Notes

Entering the Building

To enter the building, everyone must report to the main office door where you can be admitted. Visitors MUST sign in and receive a Visitor's Pass.

Excuses

Students who have been absent from school are required to bring a signed excuse to school the day immediately upon returning after the absence. This excuse is to contain the following information: (1) date(s) of absence; (2) reason for absence; (3) signature of parent or guardian. These excuses are to be presented to the homeroom teacher or main office. If excuses are not presented within three (3) days upon returning to school, absences will be considered unlawful or unexcused.

Excuses are classified as excused, illegal or unexcused according to the reason offered for the absence. The School Law lists the following reasons as "excused" absences: (1) illness to the student; (2) quarantine of the home; (3) death in the immediate family; (4) impassible roads; (5) exceptionally urgent reasons. All other absences are "illegal" or "unexcused" including those absences for which no written excuse is presented to the main office. All absences, which are classified as illegal, unlawful, or unexcused, will require all missed work to be made up.

A doctor's excuse may be required of those students who are frequently absent from school and claim illness as the reason for their absence.

The Cameron County School District stresses the importance of doctor's and dentist's appointments being made after school or during non-school times whenever possible. It is important that the school nurse be informed of on going medical problems by documentation in order to keep accurate records.

For excessive absences, the attendance officer will then serve a notice on the parent or guardian stating that, in the event the student is unlawfully absent from school again at any time during the school year, the parent or guardian is subject to arrest under the compulsory Attendance Laws of Pennsylvania.

Any student who enters school property and then leaves without permission will be considered truant.

Attendance Policy

Because attendance in school is so very important, parents are encouraged to promote good attendance habits in their child. While it is not healthy to send a child when he/she is ill, it is likewise detrimental for a child to miss school without an acceptable reason.

If a child is absent more than 20 days during the school year, a doctor's excuse may be required for any further absences. If a doctor's excuse is not provided, the absence will be marked illegal. After 3 unexcused absences, a citation will be issued and the parents must appear before the magistrate for a fine.

If parents are having difficulty with a child not wanting to come to school, please call the Guidance Counselor. The Guidance Counselor will meet with you and/or your child in an attempt to resolve the problem.

Absence Time Lines

Early Release - Students that leave and come back within three (3) hours or leave after 1:00 p.m.

Half Day (Excused/Unexcused)-

1. In after 10:30 a.m. or before 1:00 p.m. - depending on excuse.
2. Leave after 10:30 a.m. and not Return.

Whole Day - Leave before 10:30 a.m.

Perfect Attendance Guidelines

No absences and three (3) excused tardies are allowed.

Act 29

Act 29 extensively revised provisions for truancy. The law raises to \$300 the fine for truancy placed on parents and requires them to pay court costs or be sentenced to complete a parenting education program. Both the truant child and parents must appear at a hearing before the district justice. If the parents show that reasonable steps were taken to ensure the attendance of the child, they will not be convicted of a summary offense. If the parents are not convicted and the child continues to be truant, the child can be fined

up to \$300 or be assigned to an adjudication alternative program. The law also grants school police officers the same arrest powers as attendance officers and home and school visitors.

Tardies

The bell rings at 8:07 A.M. Therefore, a student is tardy after that bell rings.

There has been a marked increase of children coming to school late. These are the following guidelines:

1. Letter sent to the parent after the third incident.
2. Telephone call and letter sent to the parent/guardian after the fifth incident and the child will make up the time during one (1) recess.
3. Telephone call and/or letter sent to the parents/guardian on the seventh incident, indicating a need for a conference and loss of two (2) recess periods.
4. Telephone call and/or letter sent to parents/guardian on the eighth incident. After school detention may be appropriate.
5. Unexcused tardies will affect perfect attendance

Change of Address/ Phone Number

It is extremely important that the office has a correct address and phone number for all students. **Any** change of address is to be reported promptly to the main office.

Homework

When your child is absent, a parent/guardian should make arrangements with the school to pick up any missed class work on the day of the student's absence. Homework requests for absent students should be called in to the school office no later than 10:00 A.M.

Early Dismissal

Early dismissal from school is permitted by note only. Adults must report to the office prior to picking up a student for any early dismissal. For safety reasons, elementary students must be accompanied by an adult when leaving for appointments.

Change in Dismissal Routine

All notes should be addressed to your child's classroom teacher if there is any change in the student's normal dismissal routine. This is important, because the office must approve the change for a student to ride another bus other than their regularly assigned bus.

Educational Trips

A letter must be submitted to the office and the classroom teacher at least two (2) weeks in advance of any planned educational trip. The letter must include the exact dates of the absence, destination, and a brief explanation of educational benefit. Absence because of an educational trip requires students to get teacher's signatures and homework **PRIOR** to leaving.

Bus Procedures

1. Students should be at a point of pick-up at least 5 minutes early.
2. The driver should be obeyed at all times.
3. Students should practice general safety rules for riding the bus:
 - a. Loading and departing from the bus should be in a safe orderly manner.
 - b. Stay seated and faced forward on the bus. Do not move from seat to seat, stand or kneel while the bus is in motion.
 - c. Punching, name calling, or fighting will not be permitted.
 - d. Proper language is to be used at all times.

If everyone cooperates and follows the rules, a pleasant experience riding the bus to and from school will prevail.

Bus Coordinator - contact at High School 486-0111

School Bus Discipline Code

The Cameron County School Board has adopted the following rules and regulations. It is hoped that these guidelines will help us to provide safe transportation to and from school for your child. Students should be at the bus stop at least 5 minutes prior to the scheduled time. It is a privilege, not a right, to ride school buses in the Cameron County School District.

Bus Discipline Code

Students who have the opportunity to ride district school buses may do so as long as they display behavior that is reasonable and safe. Choosing to follow unacceptable behavior may result in loss of bus service. The bus driver is responsible for the safety and discipline of students on the bus. The building principal is available to give assistance to the driver and will determine consequences of misbehavior should a suspension become necessary. A suspension applies to all buses unless otherwise designated by school officials. The responsibility for student supervision by the district shall begin when the student boards the bus in the morning and is retained until the child leaves the bus at the end of the day; or until released to the parent/guardian in a manner consistent with guidelines on release of students.

Behavior Guidelines and Consequences

A. Class I Offenses - examples of:

1. Spitting
2. Excessive noise
3. Excessive horseplay
4. Eating or drinking on bus
5. Leaving seat/standing while bus is in motion

6. Squirt guns/liquid container in any form. Except those intended for lunch box use.
7. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material.
8. Riding unassigned bus without permission or using unassigned bus stop.

B. Class II Offenses

1. Hanging out of window
2. Throwing/shooting of any object
3. Physical aggression against any person
4. Use and/or possession of tobacco or any controlled substance (follow student handbook)
5. Vandalism to bus (restitution will be made)
6. Holding onto/or attempting to hold onto any portion of the exterior of the bus
7. Lighting of matches, fireworks or any flammable object or substance
8. Unauthorized entering or leaving bus through emergency door
9. Any offense committed on any bus outside of regular transportation to and from school (activity, field trip, shuttles, etc.) will carry a minimum penalty of a Class II first offense.

C. Consequences

Class I

1. First Offense-Warning or 1-3 days suspension
2. Second Offense-Warning of 1-3 days suspension
3. Third Offense-3-10 days suspension
4. Fourth Offense-10 day minimum suspension
Possible loss of all bus service
Parent/Principal meeting (optional)

Class II

1. First Offense-3 day suspension
2. Second Offense-3-10 day suspension
3. Third Offense-3-10 day suspension
Possible loss of all bus service
Parent/Principal meeting (optional)
4. Fourth Offense-loss of bus service

Note: The bus is an extension of the school day. The bus driver has the authority to assign seats. The weapons policy of the Cameron County School District will be strictly enforced on the school bus as well as at school. Infractions not listed in Class I or II offenses will be handled on an individual basis by the Building Principal

Time spent riding the bus is considered an extension of the school day. All school district policies will be enforced while students are being transported. All discipline offenses related to school buses or other modes of transportation used by the district will be handled by the Assistant Principal or Principal.

Guidance

An Elementary Guidance Counselor is available to all parents, students, and staff. Some of the main areas covered by the Elementary Counselor are attendance, home visits, classroom teaching assignments, achievement tests and psychological testing preparation. Also, if you as parents would like to view your child's records or have a problem concerning school, please feel free to contact the Guidance Counselor and set up an appointment.

Effective 2007-2008 school year, teacher requests will no longer be permitted.

Special Education and Related Services

In compliance with state and federal law, the Cameron County School District conducts ongoing identification activities as a part of its school program for the purpose of identifying students who may be in need of special education and related services (eligible students). If your child is identified by the district as possibly in need of such services, you will be notified of applicable procedures.

The Cameron County School District believes in the use of positive behavior support with regard to the behavior management for special education. The policy is designed to enable children with Individualized Educational Programs (IEPs) who need a behavior management program to benefit from their free appropriate program (FAPE) within the least restrictive environment (LRE) in accordance with the

requirements in Pennsylvania's regulations and LRE standards.

All students in the Commonwealth are protected by due process procedures regarding disciplinary exclusions. When contemplating a disciplinary exclusion of any student, the Cameron County School District first determines whether the student is an eligible student under section 14.1.

The LEA (Local Education Agency) or Principal is responsible for ensuring that (1) agreed upon behavior support plans with IEPs for students are implemented in consistent manner and (2) this policy is implemented in compliance with Pennsylvania's Regulations and Standards.

Compulsory Attendance Law of the State of Pennsylvania

The "Compulsory School Age" in the Commonwealth of Pennsylvania refers to that period of the child's life from the time the child's parents elect to have the said child enter school (which shall not be later than the age of eight) until the age of seventeen. Any child past sixteen years of age who holds a certificate of graduation from an accredited senior high school is not subject to its provisions.

Irregular attendance at school is one of the most common causes of failure. Even though a student may try to "make-up" what has been missed, it is almost impossible to duplicate the experiences which occur within the regular classroom.

The State Law is very strict in regard to student attendance. Illness of the child, death in the family and extreme emergencies are the only reasons for absence that the State will accept as legal excuses.

Act 29 extensively revised provisions for truancy. The law raised the fine for truancy placed on parents to \$300, and requires them to pay court costs or be sentenced to complete a parenting education program. Both the truant child and parents must appear at a hearing by the District Justice. Parents who show that they took reasonable steps to ensure the attendance of the child, will not be convicted of a summary offense. If the parents are not convicted and the child continues to be truant, the child can be fined up to \$300 or be assigned to an adjudication alternative program.

The law also grants school police officers the same arrest powers as attendance officers and home/school visitors.

Act 29 also removed from truant juveniles their driving privileges for 90 days for a first offense, and six months for a second; after their 16th birthday, juveniles who are unlicensed are prohibited from applying for a learner's permit for 60 days (first offense) or six months (second offense).

Upon receipt of a written request from the parents of the pupils involved, pupils may be excused from school attendance to participate in an educational trip during the school term (at the expense of the parents) when the trip is determined to be beneficial by the District Superintendent. A written request must be presented to the office prior to the trip.

In the Cameron County School District, a child may not attend school unless he reaches the age of 5 before September 1.

Provisions for Enforcement First Offense (State School Code 1354)

A first offense consists of three days of illegal absence; it is the responsibility of the school to provide a written notice to parents. This official notice of violation will be delivered by certified mail.

Second Offense (State School Code 1333)

After the first offense is closed, the next day during the school year that the child is unlawfully absent becomes a second offense and requires the serving of a warrant on the parent or guardian through the local District Justice office. This may result in a fine and court costs. The serving of the warrant closes the second offense. Each succeeding day of unlawful absence by the same pupil becomes an additional offense that may result in a fine and court costs.

Notification of Rights for Elementary and Secondary Schools

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

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school official] 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 are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal [or appropriate official], clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, 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.
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 education 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 unity 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. [Optional] Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

[NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or eligible student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School 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.**

[NOTE: In addition, an institution may want to include its directory information public notice, as required by 99.37 of the regulations, with its annual notification of rights under FERPA.]

Screening and Evaluation Procedures

The Cameron County Elementary (Woodland School) routinely conducts a number of screenings. Annual Screenings include: hearing acuity in grades K, 1, 2 and 3; vision acuity in grades K-6; scoliosis screening in grades K and 6; and speech and language screening in grades K and 1 as well as with all transfer students. Physicals are given in grades K, 6 and 11. Dental exams are given in grades K-6 along with height, weight and body mass index..

Gross motor and fine motor skills, academic skills and social emotional skills are assessed by

school personnel on an on-going basis.

Data from these screening sources are included within the student's official file. These school records are always open and available to parents. Information from the records is released to other persons only with written permission from the parent.

Parents with concerns regarding their child may contact the building principal at any time to request a screening or evaluation of their child.

At the Elementary level, all referrals begin with the Instructional Support Team. This is a screening and data collection process. With the exception of Enrichment, all referrals go to the Instructional Support Team. A parent or staff member may initiate this process by submitting a written request to Mrs. Patsy Miller, the Instructional Support Teacher. Screening information will be used by the Instructional Support Team, which includes the parents, to generate a plan to meet the child's specific needs or to document the need for further evaluation.

Olweus Bullying Prevention Program

The Olweus Bullying Prevention Program is a multilevel, multicomponent program designed to reduce and prevent bully/victim problems among students at school. School staff are largely responsible for introducing and implementing the program, and their efforts are directed towards improving peer relations and making the school a safe and pleasant environment.

Definitions of Bullying:

- Bullying implies an imbalance in power or strength.
- Bullying is intentional harm doing, repeated over time.
- A student (victim) is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more students.
- The student (victim) who is bullied has difficulty defending himself/herself.

DIRECT BULLYING:

◇ Physical: Hitting, kicking, shoving, spitting...

◇ Verbal: Taunting, teasing, racial slurs,

verbal harassment...

- ◇ Non-verbal: Threatening, obscene gestures...

INDIRECT BULLYING:

- ◇ Physical: Getting another person to assault someone.
- ◇ Verbal: Spreading rumors.
- ◇ Non-verbal: Deliberate exclusion from a group or activity.

Bullying Consequences:

Please Note: All consequences should include proper apologies

1. Written notice (bullying discipline referral form) mailed home.
2. Written notice. Student referred to Principal. Potential detention.
3. Written notice. Automatic detention (Amount determined by principal).
4. Written notice. In-School Suspension (2 days). Parent/Student Conference with Principal.
5. Written notice. Principal referral to Superintendent. Please note: Chronic unmodified behavior incurs further consequences to be determined by administration.



Instructional Support Team

The mission of the Instructional Support Team is to identify the learning needs of the students who are at-risk of school failure and to provide them with the type of academic, behavioral and/or social support needed to succeed in school.

The Instructional Support Team consists of the Principal, Guidance Counselor, Support Teacher, parents, referring teacher and other teachers and personnel. Interventions are developed to help the student achieve and maintain school success. The team is currently involved in developing the Response to Intervention (RtI) plan for the Woodland school.

Speech

The Speech and Language Support Program provides specially designed instruction for students who have difficulties with communication skills. Such difficulties may include: articulation (specific speech-sound production), language skill development (form, content and use), voice quality, fluency (stuttering). If eligible for Speech and Language Support one-on-one or small group instruction is provided in the speech therapy room setting or within the child's classroom depending upon which arrangement best meets the child's individual communication needs.



Title I Program

The Title I program in the Cameron County elementary schools offers corrective reading services to students in grades K-6. This support includes small group instruction and team teaching with highly qualified classroom teachers.

Chapter 15

In accordance with Chapter 15, the Cameron County School District will provide protected handicapped students within the Cameron County School District with the aids, services and accommodations that are designed to meet their educational needs.

Nurse Notes

Medication

It is anticipated that the administering of medication during school hours will be the exception rather than the rule.

However, if your child must receive medication in order to maintain sufficient health to participate in the school program, please bring all medication to the nurse's office. Additionally, please label the medication with :

Child's name
Name of medication
Dosage medication
Time medication is to be given
Teacher's name

Lice

School wide screening, (kindergarten through sixth grade) for lice and/or nits (eggs) will be conducted three times a year. Additional spot checks may be conducted as well throughout the year.

The school nurse has the authority to exclude the child with lice from school pending treatment. The child will be checked prior to readmission in order to verify successful treatment. The student may be excluded from school due to multiple occurrences.

Plastic bags for all students' coats are provided as a precautionary measure, except for those students with lockers.

Immunizations

All students are required by state law to have (4) or more DPT or DT injections *One dose must be administered after the 4th birthday, (3) or more polio properly spaced, (2) MMR, (3) doses of Hepatitis B vaccine and the varicella vaccine (or a history of the chicken pox) prior to entering school.

Records

Health records are kept for all school students from entrance to graduation.

Physical Exam

As mandated by the Pennsylvania Health Code, physical exams are given to all students entering school for the first time in kindergarten, grade one and grade 6.

Dental Exam

Also mandated by the Pennsylvania Health Code, dental exams are given to all students entering school for the first time in kindergarten, or first grade, and again in the third grade.

Eye and Ear Exams

Mandated vision screening is conducted annually for kindergarten and grades one through six. Mandated hearing screening is conducted annually for kindergarten and grades one through three. Parents are notified if there is a need for further examination.

Growth Screening

Recording height and weight yearly for each student in grades K-6 is a part of the growth screening program mandated by the state. A Body Mass Index (BMI) for Age percentile will also be calculated and used to evaluate growth patterns. BMI is used as a guideline to help assess whether a person may be overweight or underweight. This information will be sent home each year with the student.

First Aid/Illness

Only emergency first aid and care may be given. If a student is too ill to remain in school, it is the responsibility of a parent/guardian or some other authorized adult to accompany and/or transport the student home. The student is never permitted to walk home.

If you have any questions or concerns regarding specific health problems, contact the school nurse at 486-4000.



Dress Guidelines (effective 9-20-99)

Dress is a means of personal expression. However, it is the student's responsibility to dress in a manner that reflects both personal pride and respect for the school as a place for learning. Therefore, a student's manner of dress or appearance must not interfere with the educational process, must not be a safety hazard, or must not exhibit impropriety.

The following regulations concerning dress and grooming are deemed necessary in order to comply with the requirements of proper appearance.

1. Halters or short shirts are not acceptable attire, nor is anything that exposes a bare midriff or bare chest. If low-rise clothing is worn, tops must be of adequate length to cover low-rise apparel.
2. An undergarment shown through clothing, or worn as clothing, is prohibited.
3. No short shorts, short skirts, or short dresses will be permitted in school.
4. Tank tops, tube tops, and spaghetti strap shirts are prohibited unless they are worn with a shirt over or under it.
5. No obscene T-shirts or shirts indicating obscene gestures or sayings will be permitted.
6. T-shirts or other apparel which depicts or make reference to drugs, alcohol, sex, gangs, violence, Satanism, etc., in word or picture, are prohibited.

7. Footwear must be a safe style (ex: no spike heels, stacked heels or soles, wheelies/heelies.) Bare feet will not be permitted.
8. No hats or sunglasses are permitted to be worn in the school, during school hours, without doctor's orders.
9. The wearing of any gang or cult related apparel is strictly prohibited.
10. Any article of clothing or jewelry that may cause injury is not allowed. These include, but are not limited to, chain belts, excessive long wallet chains, spikes, or studs.
11. Coats and jackets designed for outdoor wear are not to be worn in school buildings during the school day.



The music program at Woodland Elementary consists of weekly music classes of approximately 30 minutes in length for grades K-6. It is the goal of the music staff that students leave Woodland with the aptitude of music literacy and a strong sense of music appreciation and history. Throughout the seven grades, singing with proper technique is emphasized, along with the opportunities for individual and group performances.

In grades K-2, the foundation of matching pitch and steady beat is established with students learning many patriotic, seasonal and folk songs.

Recorders and other manipulatives are added to the classroom experience in grades 3 and 4 while building upon singing and rhythm basics. Students are also introduced to music technology with lab classes.

In grades 5 and 6, singing, rhythm and music technology are still integrated as students broaden their understanding of music history and appreciation.

Fifth graders participate in MENC (Music Educators National Conference), the World's Largest Concert, and sixth graders study the history and characteristics of jazz.

Once students are in grade 5, they are able to choose a band instrument to learn. This is the beginning of the instrumental program, which continues through twelfth grade. Students are scheduled for weekly group lessons, 25 minutes in length. Goals, which include scales, technique exercises and solos, are set for each semester. Students perform individually on a cassette tape and have the opportunity to leave the elementary program with four recordings.

Band meets twice a week for all second year instrumental students and any first year students who meet established criteria. Chorus is open to all interested 5th and 6th grade students and rehearsals are conducted twice a week. These ensembles perform at the Christmas and Spring Concerts as well as for district celebrations, such as Freedom Week. Band and chorus students have the opportunity to participate in a one day I.U. festival each spring.



Physical Education is provided for the Woodland School students weekly. Students participate in a variety of activities including individual and team oriented skills.

Students should wear comfortable clothing and sneakers. It is very helpful if girls do not wear dresses or skirts on their physical education class day.

Parents or guardians are requested to send a note to the school if the child should not participate in a regularly scheduled physical education class. Children with a cast or stitches are automatically excused from class until their body has properly healed.

Recess

Recess is a supervised playtime. The recess areas are in two newly furnished playgrounds, grassy areas around the school and the tennis courts.

Art

The students at Woodland Elementary attend Art classes weekly. Anticipated goals within the art program include:

1. Involving students in active art experiences
2. Introducing students to past and present artists and their ideas
3. Developing the student's art vocabulary
4. Utilizing the student's community resources
5. Displaying the student's art projects
6. Cooperating with the student's classroom teacher



The Woodland Elementary Library offers students a wide variety of reading and research materials. Appreciation of literature and the enjoyment of reading, along with the development of good reference skills, are the main goals of the elementary library.

Students in kindergarten through grade six attend weekly library classes and are also welcome to come to the library at any other time for book selection or Accelerated Reader quizzes.

The students are encouraged to read, and parents/guardians are welcome to participate in reading library books.

Students have the opportunity to take books each week from the library. They have the responsibility to care for and return the books by the following week. Books may be renewed as many times as needed.

The Accelerated Reader program is a voluntary reading activity. Students receive points after reading





books and taking quizzes on the computer. Awards or prizes are given when the students achieve certain levels. Some of the awards include a certificate and recognition at an AR assembly for Grade 1 at 15 points, Grade 2 at 40 points, and Grade 3-6 at 50 points. Students' names are placed on the marquee, their photo is placed on a bulletin board in the library, they receive a cash prize of \$2.00, and their name is placed on the AR bulletin board in the hallway when they receive the following points: Grade 1-25 points; Grade 2-50 points; and Grades 3-6 75 points. Students receive a gold star and subsequent pins and \$3.00 when they achieve at Grade 1-40 points; Grade 2-75 points; and Grade 3-6 100 points. Each 100 mark is placed on the AR bulletin board and the student's picture is placed on the marquee and they receive cash prizes of \$5.00; \$10.00; and \$20.00.

Consequences for cheating while involved in the accelerated reader program are as follows:

First offense (K-3) - Notification of parents/guardians; points will be deducted equal to twice the amount of the book in question; student cannot earn same level prize twice.

First offense (4-6) - Notification of parents/guardians; points will be deducted equal to twice the amount of the book in question; student cannot earn same prize twice; student will not be eligible to be recognized as one of the top three point recipients for the year; student's name will not be placed on the marquee for the year; and the student will receive two nights after school detention.

Second offense - Notification of parents, students will participate in mandatory reading, cut will not be eligible to earn points or prizes and five nights after school detention.

The consequences of cheating in the Accelerated Reading program differ from those stated in the Discipline Code.

Learning Support Room

The Learning Support Resource Rooms provide identified students with a program of individualized learning and continuous academic support. Reading, Language Arts, Spelling, Math, Social Studies and Science are the main areas in which educational goals are developed. The program is designed to help students who require special education develop their knowledge and skills. Learning Support students are included in regular education whenever possible.

Life Skills Support

The Life Skills Support class serves students with overall delays who require multiple hands-on experiences for mastery to occur. Instruction is given individually and in small groups with aide assistance. Students are included in homeroom and specials with their peers whenever possible. Students are taught life important skills in a functional setting.

Early Intervention

If you feel that your child is experiencing delays in his/her development, Early Intervention can help. Delays can occur in one or more of the following areas: social and emotional development, physical development, language and speech development, self-help skills (adaptive skills) and cognitive development. **For more information contact the Early Intervention Office (Scan-Pep) at (814) 486-3605.**

Enrichment

The Enrichment Program is designed to challenge and meet the needs of mentally gifted students. Activities and units of study are presented in various subject areas. Overall goals of the enrichment program include enhancing student self-esteem, building leadership, communication and interpersonal skills, and applying higher-level thinking skills.

LUNCH

Students have several options for lunchtime meals. They include purchasing a well-balanced lunch, packing a lunch and purchasing milk, or packing the entire lunch.

The costs include \$1.45 for a regular lunch, \$.40 for reduced lunch, and free lunch is also available. Reduced and free lunch students must qualify based on family income. Forms are available at the Office.

If a lunch is carried, milk may be purchased at \$.40 a carton/chocolate \$.40. An extra main course can also be purchased at \$.85.

Students who have milk allergies may request juice with their lunch. A statement from a doctor is needed for this request.

A monthly menu is sent home at the beginning of each month.

Each student has a lunch account. Details are given in the cafeteria rules. Students will be notified throughout the year regarding the balance in their lunch account. If there are any questions, contact Tracy Colwell, Cafeteria Manager at the Cameron County High School at 486-4000, EXT 1057.

Breakfast

A breakfast program is offered to all students K-6 from 7:45 AM until 8:20 AM. The cost of a breakfast is \$.80 for regular or \$.30 for reduced. Qualified free lunch students will receive a free breakfast. Breakfast cost is also taken from the lunch account.

Cafeteria Rules

1. Parents and students are responsible for the money in the students lunch account. There are several account boxes throughout the school.
2. Money or checks are to be in an envelope sent from home with the name, account number, grade, date, and the money amount on the outside. The homeroom teacher's name can also be put on the envelope. Checks can be made payable to Cameron County High School Cafeteria.

3. Money should be in the account before a meal is purchased. If there is a minus balance of \$5.00 your lunch and drink should be brought from home. Breakfast should be eaten at home.
4. Students are to be in alphabetical order by homeroom when they are in line. This will enable the line to move much quicker.
5. NO POP, GLASS, OR CANS ARE PERMITTED IN THE CAFETERIA.
6. No fast food, such as Burger King or delivery pizza or deli food is permitted.
7. No throwing of food is permitted.
8. Food not eaten is to be properly disposed of and not left on the table.
9. Students are responsible for the clean up of the area where they are sitting.
10. Students are supervised during their lunchtime. They are reminded to be on their best behavior and use good manners.

Homework

- Homework is a very important part of the instructional program.
- Homework assignments relate to the curriculum.
- Homework reinforces skills needed by the student.
- Homework should allow for successful, independent work habits.
- Parents should cooperate with the teacher and help their child establish good homework habits.
- Students who are frequently not completing homework may be assigned detention by the classroom teacher.

Homework Guidelines

- Kindergarten - occasionally
- Grade 1 - 15 minutes
- Grade 2 - 20 minutes
- Grade 3 - 30 minutes
- Grade 4 - 40 minutes
- Grade 5 & 6 - 60 minutes total all core teachers (meet with team to discuss if you have longer assignments)

***Homework is generally not assigned over the weekend.

Homework and Classwork

In addition to regular class work, outside assignments are an essential ingredient in most courses. All students are hereby notified of their obligation to meet the minimum requirements for successful completion of a course.

Upon the day of return from any absence, students are responsible to check with their teachers for work missed and to turn in assignments.

When a student is absent from school for an extended period of time, due to illness or other reasons, parent/guardians should contact the office for homework assignments by 10:00 AM.

Students are responsible for bringing books, pencils and necessary materials to school.



Textbooks

All students receive textbooks free of charge. At the beginning of the year students will enter, **in ink**, their name, school year, and condition of the textbook. Although daily use of textbooks does result in average wear, **unreasonable damage to textbooks will result in a fine**. Textbooks are expensive and we would request student books be covered. Lost textbooks must be paid to the teacher at the time of damage or loss. Unpaid fines will result in the withholding of report cards, transcripts, and diplomas.

Lockers

At the beginning of the school year each student will be assigned one (1) locker with a combination lock. All lockers are and shall remain the property of the school district. As such, students shall have no expectation of privacy in their lockers. Students are to keep their assigned lockers closed and locked against invasion by other students. No student may use a locker as a depository for a substance or object which is prohibited by law or district regulations, or which constitutes a threat to health, safety or welfare of the occupants of the school building or the building itself.

The Board reserves the right to authorize its employee to inspect a student's locker at any time for the purpose of determining whether a locker is being improperly used for the storage of contraband, a substance or object the possession of which is illegal, or any material that presents a hazard to the safety and good order of the schools.

Responsibility for items placed in the locker rests with the students. Items placed in hall lockers must be appropriate for school settings; snacks, pop or other beverages are not to be kept in lockers or in the classroom areas of the school.

Students are not to use a locker other than the one assigned to them.

Settlement of School Business

At the close of the school term or when a student withdraws from school, all textbooks and other property must be returned and all business matters with the school must be fully settled. Failure to receive full clearance will result in withholding reports and transcripts of the student until satisfactory settlement is made.

Awards



Recognition of achievement is given to students who achieve all "A's" and A's" and "B's: for each nine weeks and for the entire year. Perfect attendance for the year is also recognized.

School Pictures

A professional photographer will take individual pictures of each student. Pictures are paid for on the day they are taken. Information regarding pictures and the ordering of yearbooks is sent home well in advance.

Throughout the school year various teachers/staff members take pictures of students to post in the classroom, put in the newspaper, put them online for their teacher websites, etc. If you do not wish your child to participate in these pictures, please contact the office in writing stating your desire not to participate.

School Insurance

Insurance is available for parents who wish to purchase it for their son or daughter. Information is sent home during the first few days of the school year.

Citizen of the Month

In selecting the student for the Citizen of the Month, the teachers use the following criteria:

1. All around student
2. Well mannered
3. Shows respect for authority
4. Follows school rules
5. Participates in class
6. Gets along well with classmates
7. Dependable
8. Cannot be chosen more than once during elementary years



Report Cards

Report cards are a measure of a student's performance so parents will have an awareness of how their child is progressing in school.

Report cards are sent home with the student's performance so parents are aware of their child's progress.

Report cards are sent home with the student at the end of each of the four nine weeks.

At the midpoint in each of the nine-week periods, an unsatisfactory report can also be sent home to the parents. If a teacher feels a student needs to improve their academic and/or behavioral performance, the teacher will fill out an unsatisfactory report. Parents are reminded to read and sign the report and see that it is returned to the teacher. A teacher can also send home an unsatisfactory report any time during that nine-week period if that teacher feels it is necessary.

Percentage grades on the report card represent the following letter grades:

99-100	A+	83-84	C+
95-98	A	78-82	C
93-94	A-	76-77	C-
91-92	B+	75	D+
87-90	B	71-74	D
85-86	B-	70	D-

69 and below E

I=Incomplete M=Medical W=Withdraw

During the first nine-week grading period, the lowest final average given to a student will be a 60%. During the second, third, and fourth grading periods, the student will receive the grade he/she earns.

P.T.O

The Parent Teacher Organization serves the school in many ways.

The P.T.O. organizes fundraisers, which in turn earn monies for the purchase of many items for the school. Items such as playground equipment, picnic tables, pavilion, party supplies, and other equipment used in the school have been purchased. Funds are also directed towards financing special programs for the students.

All parents are encouraged to become involved with the P.T.O.

Officers are elected each May for the following year.

President	Mrs. Teresa Ream
Vice-President	Mrs. Julie Dubler
Treasurer	Mrs. Toni Flament
Secretary	Mrs. Kris Umble

Parties

Three parties are held throughout the school year. They are:

- Halloween - October
- Christmas - December
- Valentines - February

Homeroom parents may organize and carry out

the parties. If any parent is interested in becoming a homeroom parent, contact your child's teacher.

On party day **only** room parents will be permitted in classrooms. The homeroom teachers will submit a list to the office. Younger siblings are discouraged from attending parties with parents.

A \$3 donation is asked of each student to help room parents with the cost of the parties.

Volunteers



Parent volunteers are those individuals who can devote time to the school on a regular basis. Many non-instructional duties can be done by volunteers such as in the classroom, in the lunchroom, and at recess.

Anyone interested in working as a school volunteer is invited to contact the office.

Field Trips

To enrich the classroom-learning situation, many students have the opportunity to take field trips. Field trips are well planned and well supervised.

Signed permission forms are required from parents. These forms are sent home prior to any field trip detailing all arrangements concerning destination, dates, times, transportation, lunch arrangements, and any other necessary information.

Proper conduct is expected of any student participating in a field trip. In an effort to ensure productive and safe educational experiences, students who have had serious or repetitive disciplinary infractions may be prohibited from attending field trips.

Field trips are planned at the discretion of the teachers.

Dance Rules

The following rules will pertain to all dances:

1. Once inside, students will not be permitted to leave. If they leave, they may not re-enter.
2. Students who leave the dance early must leave the school's property.

3. The school's dress code must be observed.
4. No one is permitted to enter or leave by any door other than the main entrance.
5. Students wishing to bring guests to the dance must have a Guest Pass approved by the principal no later than the day before the scheduled dance.
6. All faculty and parent chaperones have the right to escort any student out of the dance who is suspected of any violation of dance rules, including incidents of misbehavior. Parents will be notified and asked to pick up their child.
7. Dances are open to all fifth and sixth grade students unless otherwise stated.
8. Students who are absent the day of the dance may not attend.

Gum Chewing

Gum chewing is not permitted in the Woodland Elementary School.

Electronic Devices

The Board is establishing a policy regarding electronic devices (cell phones, MP3 players, handheld video games, iPODS, etc.) They will be permitted to come to school but must remain in a locker or backpack from 7:45 a.m. to 3:15 p.m. Parents will be called to come to school to pick up the phone the first time it is confiscated. The 2nd confiscation holds the phone for 30 days. The 3rd holds it for 60 days. Phones may be used to contact parents if on a late arriving field trip to notify when they are approaching Emporium.

Pop and Juice Machines

The pop and juice machines are located in the lobby for student's use and enjoyment. These machines are on timers and their use is permitted after school hours only.

Weapons Policy/Act 26

Weapons and replicas of weapons are forbidden on school property.

Weapons shall include, but not be limited to, firearms, knives, metal knuckles, straight razors, explosives, noxious, irritating or poisonous gases, poisons, drugs or other items fashioned with the intent to use, sell, harm, threaten or harass students, staff members, parents and patrons.

“Dangerous weapon” means any weapon, device, instrument, material or substance, animate or inanimate, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury.

Any loaded or unloaded firearm or dangerous weapon possessed on or about a person while on district property is subject to seizure or forfeiture.

Incidents of students possessing weapons will be reported to the student’s parents/guardians and may be reported to the police. Appropriate disciplinary and/or legal action will be taken against students who possess weapons and against students who assist possession in any way.

Weapons under the control of law enforcement personnel are permitted. The Superintendent may authorize other persons to possess weapons in school buildings. The Superintendent may prescribe special conditions or procedures to be followed before giving such authorization.

The School Board can expel, for a period of not less than a year, any student who brings a weapon onto any school property, any school sponsored activity or any public conveyance providing transportation to a school or school sponsored activity. The Superintendent may recommend discipline short of expulsion on a case-by-case basis. In the case of an exceptional student, the Superintendent shall take all necessary steps to comply with the Individuals With Disabilities Education Act.

Drug Free Schools

The Cameron County School District maintains the following guidelines in compliance with the Drug-Free Schools and Communities Act of 1986. Any

Cameron County Student who uses and/or possesses tobacco on school property or within 1000 feet of the real property on which the Cameron County Schools are located, between the hours of 6:55 a.m. and 4:10 p.m. while school is in session, or one hour before or after any district sponsored activity, will be in violation of The Student Disciplinary Code.

Drug and Alcohol Policy

Possession and use of alcohol, illegal or dangerous drugs or narcotics in the school, or upon school property shall result in suspension and possible expulsion. An illegal or dangerous drug or narcotic shall include any controlled substance as defined in the “Controlled Substance, Drug, Device and Cosmetic Act”. This shall also include “look-alike” or “counterfeit” drugs.

Student Search and Seizure

A search of a locker, vehicle, or personal search may be conducted to protect the health, welfare and safety of the student(s) and the educational process.

On occasion, police will be contacted to conduct a search of school property or personal property or vehicles thereon, assisted by certified police canines.

If any search so conducted should identify any items, which are controlled and/or illegal, the police will be involved for such violations.

Title IX

All activities and courses, including industrial arts, vocational technical education, home economics, and physical education courses at Cameron County Schools are available to all students as required by Title VI, Title IX, and Section 504. If there are prerequisites they are based on your ability and aptitude, not on your race, color, national origin, sex or any disability. If you are physically or mentally disabled, you may qualify for special services and instruction, and equipment modification so you can successfully complete the course or participate in an activity.

If you have questions about equal educational opportunities or complaints of harassment or discrimination, contact Mr. Carl Mitchell, Business Manager, Title IX Coordinator, and Section 504 Coordinator, at Cameron County Schools, Woodland Avenue, Emporium, PA 15834 (814) 486-4000.

Detention Hall

After school detention sessions will be held for one (1) hour. Failure to attend an assigned detention will result in, conference with principal, and loss of school sponsored activities and the detention must be made up with an additional day.

Infractions such as excessive lateness, tardiness, truancy, defacing school property, fighting, general misconduct, teacher-student problems or any other conduct deemed disruptive by the administration or faculty personnel may warrant a student being assigned to the detention hall.

Detention Hall Rules

1. Detention hall must be served on the day for which it is assigned. Detention hall is held four (4) days a week from 3:05 to 4:05 pm.
2. The determination of assignment to detention hall shall be the responsibility of the principal with recommendations from teachers. The number of detention halls assigned to the student is contingent upon the seriousness of the infraction.
3. Students will be notified of detention hall assignment in advance so that transportation can be arranged.
4. Detention hall begins promptly at 3:05 p.m. and will end at 4:05 p.m.
5. Students who participate in any extra-curricular activity, including athletics, WILL NOT be excused from detention hall.
6. A student serving detention MUST have school work to do and “loafing” or sleeping will not be tolerated and could result in the night not counting.
7. Written request for excusal from detention must be presented prior to the day detention is to be served. Students will be excused for valid

appointments pending verification. The building principal MUST approve any absence from detention.

8. If you are absent the day of your scheduled detention, you must attend detention the day of your return.

Plagiarism

The Cameron County School District insists upon academic honesty from all students. Ignorance cannot be used as an excuse. Taking another’s work and appending one’s own name to that work or an idea is plagiarism.

A second form of plagiarism occurs when a person takes another individual’s work and copies it word for word, and does not use quotation marks and a footnote to give the original author credit.

The most common form of plagiarism occurs when an individual takes idea and/or passages from several sources and rewrites them without giving credit to those sources. This produces a work, which is patchwork of material from different sources. To avoid a charge of stealing another’s ideas quotation marks and footnotes must be used.

A third type of plagiarism is the reshaping of another’s words by paraphrasing the statements of a book, a speech, or articles from the internet or news service, or any source other than one’s own personal knowledge. Using one’s own words to state ideas or context taken from another’s work does not absolve a writer from giving due credit.

The last type of plagiarism is the most difficult to control. When one uses a particularly definitive term which has been heard and which summarizes a thought or an idea very well, there is still a moral obligation to give credit to the author.

The short answer is that one does not have the footnote information which is general knowledge or which the individual author knew before starting research. Everything else should be footnoted.

Other infractions regarding plagiarism are outlined in the District Discipline Code section of the handbook.

Students with Disabilities

In compliance with state and federal law, the Cameron County School District conducts ongoing identification activities as a part of its school program for the purpose of identifying students that may be in need of special education and related services (eligible students). If the district as possibly in need of such services identifies your child, you will be notified of applicable procedures.

The Cameron County School District believes in the uses of positive behavior support. The CCSD's policy is designed to enable children with Individualized Educational Programs (IEPs) and whom need a behavior management program, to benefit from their free appropriate program (FAPE) within the least restrictive environment (LRE).

All students in the Commonwealth are protected by due process procedures regarding disciplinary exclusions. The Cameron County School District first determines, when contemplating a disciplinary exclusion of any student, whether the student is an eligible student under section 14.1

The Local Education Agency Representative is responsible for ensuring that (1) agreed upon behavior support plans with IEPs for students are implemented in consistent manner and (2) this policy is implemented in compliance with Pennsylvania's Regulations and Standards. If you have any questions regarding behavioral management, please contact Bill Floyd in the Guidance Department at 486-4000.

Students Rights and Responsibilities

All students have these rights-

- To be safe
- To be respected as individuals
- To be treated fairly and without prejudice
- To learn without disturbance or distraction
- To have personal property respected and protected
- To express views and to be heard

- To be exposed to competent teachers and positive adult role models
- To be challenged with materials and instructional techniques commensurate with their abilities and learning styles
- To learn in a drug free, smoke free, and violence free environment
- To be called what they choose (i.e. - African American, Hispanic, Asian American, etc.)
- To have access to appropriate grievance procedures

All students have these responsibilities-

- To treat others fairly and without prejudice
- To obey laws and comply with reasonable school rules
- To respect other people's rights, property, and reputations
- To contribute to a positive and safe school environment
- To participate in their own learning (i.e., to strive to learn to the best of their abilities)
- To respect and maintain school property, and reputations
- To contribute to a positive and safe school environment
- To participate in their own learning (i.e., to strive to learn to the best of their abilities)
- To respect and maintain school property
- To attend regularly
- To avoid violent behavior
- To take education seriously
- To dress and use language appropriate to a business like learning environment to practice civility and to show respect in all dealings with peers and adults in the school

All students with disabilities have these rights-

- To a free, appropriate public education
- To education in the least restrictive environment (i.e., inclusion in the mainstream wherever possible)
- To parent and student input into the development of an appropriate Individual Education Plan
- To a periodic review of the appropriateness of the IEP and applicable special education programs and services
- To changes in placement only in accord with prescribed procedures

Discipline Expectations

The heart of reasonable thought on discipline involves the development of attitudes, ideals, responsibility and understanding by the student that will eventually result in self-discipline as an adult. Discipline is also character education in that it develops worthy standards and habits of conduct. It is not something added to the educational work of the school; rather it is an important part of the school's program. Students grow in character as they come to understand more fully the consequences of their decisions and act in accordance with that understanding.

If students are expected to function in a competitive society, they must be given an opportunity to make decisions. Within any decision-making process, mistakes will be made. We expect students to make mistakes, but we also expect them to learn from those mistakes. Any action taken to correct behavior is therefore intended to improve attitude and subsequent behavior.

We insist upon courtesy, honesty and a respect for the rights and feelings of others - not only toward students, but teachers, administrators and all school personnel. If these absolutes are violated, it becomes necessary to correct such behavior.

It is the responsibility of the parents/guardians to provide the proper guidance in the home. Such guidance should insure the student's compliance with the regulations and respect for the "in loco parentis" authority granted to the faculty and administration of the Cameron County School District by Section 1317 of the School Laws of Pennsylvania. If this influence over character development and responsibility is neglected, the task of the school becomes more difficult. Parents/guardians cannot evade the important role that they play in the behavioral development of their children, since they are by nature the first and most important teacher in the child's formative years.

Section 1317 of the School Law of Pennsylvania states: Every teacher, vice-principal, and principal in the public schools shall have the right to exercise the same authority as to conduct and behavior over the pupils attending his school, during the time they are in attendance, including the time required going to and from their homes as the parents, guardians or person in parental relation to such pupils may exercise over them" The legal term for this rule is "in

To remain in existing placements until any special education complaint is resolved

To a hearing (public or private) and/or mediation services to resolve disputes about placement or programming

To physical access to all appropriate programs, services, and facilities

To exemption from regular disciplinary measures (including suspension and expulsion) for behavior or actions caused by the student's disabling condition

Discipline

Discipline Philosophy - The administration, faculty, and staff at Woodland Elementary School believes that all students can and should act appropriately in school. We feel, for the sake of everyone, that all students have a prime responsibility to behave in a manner that permits teachers to teach and students to learn. Additionally, we believe that students have an obligation to behave in a positive manner which does not violate the best interests of any individual in the school community. Working together, positively, we can achieve a quality educational environment which is essential for student success.

Discipline Responsibilities

Student's Responsibility - Each student has the primary responsibility to respect his rights and the rights of others to enhance the educational environment. All students in Woodland Elementary School will be expected to follow the rules, guidelines, and regulations of the school. All students shall be required to observe the customary rules of courtesy and adhere to standards and policies of the school and society.

Staff Responsibility - The staff of the Woodland Elementary School assume the responsibility of upholding high standards of education and reflect positively upon the students, the school, and the community. Policies and measures of discipline will be communicated and employed to establish a favorable learning environment free from disruptions and distractions.

loco parentis”.

In the classroom, teachers will establish certain rules which they deem necessary in order to establish a learning atmosphere. It is the responsibility of each student to respect these rules as well as the general policies of the school.

Conduct, which interferes with maintaining a favorable school atmosphere, will not be tolerated. Students are encouraged to be ladies and gentlemen and to practice good citizenship at all times. Disruptive or disrespectful behavior cannot be tolerated at the expense of other students. There are certain problem incidents that occur each year that could be avoided if student displayed self-discipline. For example---

1. You must obey EVERY reasonable teacher request that is made of you whether you like it or not. A reasonable request is any request that relates to the school environment and that will not place you in physical danger.
2. If a teacher asks you to pick up something in the cafeteria, in the hallway or in a classroom, pick it up - even if you did not drop it.
3. Do not leave a class without a properly signed pass. In addition, if you are not going to be in a class or study hall for a valid reason, **you must let your teacher know in advance.**
4. If you walk into a lavatory and someone is breaking a school rule, you should leave the area immediately and report the violation to a teacher or the principal so that you will not be involved in a disciplinary offense.
5. As a student you have an obligation to abide by the school rules. You are also expected to notify school authorities when another person is damaging school or another student's property. As a school citizen and as a member of society, you must stand up for what is right when the need arises.
6. When you are asked a question by a teacher or other member of the school staff, you are expected to tell the truth. Remember, your reputation is a valuable resource. If it is good, then keep it that way. If it needs to be improved, then you must start to re-establish your credibility again by telling the truth in every situation.

7. If you are supposed to meet a teacher at an appointed time and place, and cannot locate the teacher, then you should report to the main office. In this way, the office can alert your teacher that you made an effort to see him or her.
8. There is a proper time and place for most things. displays of affections are not appropriate in school. The school staff does not wish to embarrass you. However, inappropriate displays of affection, that is, anything other than holding hands, will be treated as an infraction of the discipline code.
9. You should not remain in the lavatory if you are ill. If you can, get help from the nearest available person. The excuse of “I was not in class because I was ill” will not be accepted.
10. An unexcused absence from your assigned lunch period is treated in the same way as cutting a class.
11. If you are sent to the office for disciplinary reasons by a teacher, you should remain in the office until you are dismissed.
12. Once you arrive on school property in the morning by bus, vehicle or walking, you are expected to remain on school property for the remainder of the day.

Discipline Code Guidelines

The discipline policy established for the Cameron County School District is necessary for an effective educational environment. Each student is expected to develop his or her talents, to have respect for authority, and a sense of courtesy and sportsmanship. Students attending Woodland Elementary School are expected to exhibit appropriate behavior and be accountable for the consequences of their actions.

The student conduct code of Woodland Elementary School is designed to create a spirit of fairness and equity and to nurture a positive student attitude toward responsible behavior. This development of school and self-pride will enhance the learning climate at all grade levels.

Any item, which is not specifically listed in the Discipline Code, will be handled by the building

principal in accordance with due process procedures. In the case of serious discipline situations, the PRINCIPAL MAY ADMINISTER DISCIPLINE AT A HIGHER LEVEL OR OFFENSE STEP IN THE CODE THAN WOULD NORMALLY BE INDICATED.

At the discretion of the principal, certain serious discipline offenses will be considered cumulative throughout a student's school career, and sanctioned accordingly.

Any act or offense which would cause the school district to expend funds to correct, repair, replace or pay labor costs will carry with the prescribed discipline action/payment of full restitution of the amount of the school district's costs.

Students, as a result of Discipline Code violations may lose in-school privileges and activities, example: repeated failure to serve assigned detention, violation of Athletic Handbook. The time and duration of loss of activities/privileges may be found in the Discipline Code Section of the handbook. Students who lose activities/privileges will be notified by a standard discipline referral.

All faculty will have an updated, current list of students who have loss of privileges and/or activities.

Student privileges will be reinstated after date of offense has expired or as otherwise stated by the front office.

Starting on page 35 of this handbook are the Cameron County School District Discipline Code Glossary of Terms and the three levels of infractions along with disciplinary actions for each.

NOTICE TO PARENTS OF CHILDREN WHO RESIDE IN CAMERON COUNTY SCHOOL DISTRICT

PROGRAMS FOR ELIGIBLE OR PROTECTED HANDICAPPED STUDENTS

In compliance with State and federal law, notice is hereby given by the Cameron County Area School

District that it conducts ongoing identification activities as a part of its school program for the purpose of identifying students who may be gifted or in need of special education and related services (eligible student). If your child is identified by the District as possibly in need of such special education services, you will be notified of applicable procedures. Individualized services and programs are available for children who are determined to need specially designed instruction due to the following conditions:

1. Autism/pervasive development disorder
2. Blindness or visual impairment
3. Deafness or hearing impairment
4. Developmental delay
5. Mentally gifted
6. Mental retardation.
7. Multi-handicapped
8. Neurological impairment
9. Other health impairments
10. Physical disability
11. Serious emotional disturbance
12. Specific Learning disability
13. Speech and language impairment
14. Gifted

If you believe that your school age child may be in need of special education services and related programs, or "young child" (ages 3 to school-age) may be in need of early intervention, screening and an evaluation designed to assess the needs of the child and his/her eligibility are available to you at no cost upon written request. You may request screening and evaluation at any time, whether or not your child is enrolled in the District's public school program, by writing to: Superintendent, Cameron County School District, 601 Woodland Avenue, Emporium, PA, 15834. Evaluation forms may be obtained at the front office or the Guidance Department.

In compliance with State and Federal law, the District will provide to each "protected handicapped student" without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school programs and extra-curricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a "protected handicapped student",

the child must be of school age with a physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the school program.

The Cameron County School District provides programs and services for identifying and evaluating specified needs of students. Services are available at every level. Further information about these programs may be obtained by contacting Bill Floyd, Woodland Elementary School (814) 486-4000 - Beverly Walker, High School (814) 486-4000, or I.U.9 in Smethport, Pennsylvania (814) 887-5512.

For further information on the rights of parents and children, provision of services, evaluation, and screening (including purpose, time and location), and rights to due process procedures, you may contact in writing the person listed above or any building principal.

SPECIAL EDUCATION SCREENING AND EVALUATION PROCEDURES

The Cameron County School District provides a number of screening devices/instruments for students. On an on-going basis, school personnel, assess gross motor and fine motor skills, academic skills and social/emotional skills. Screening and evaluations are also available for vision (every year), scoliosis (grade 7), speech (kindergarten or as indicated), hearing (grades K, 1, 2, 3, 7, and 11), physical examination (grade K, 6 and 11), behavior, learning, or physical development concerns. Evaluations are also provided for students thought to be gifted.

Results from screenings are noted within the student's official file and are open to parents/guardians. Information from the records is released to other individuals or agencies only with appropriate authorization. Parents with concerns regarding their child may contact their school counselor to discuss screening and evaluation for their child.

The screening process begins at the District level with the collection of necessary data from the parent/guardian and school personnel. The parent/guardian and school staff, who together will generate a plan to meet the student's specific needs or to document the need for further evaluation, will review screening information. At the elementary level, referrals begin

with the Instructional Support Team (IST). A parent/guardian or staff member may initiate this process by calling Bill Floyd, Guidance Department, at 485-4000.

If it determined that further evaluation is necessary, the parent will be asked to sign a "Permission to Evaluate," which in turn results in a Multi-Disciplinary Evaluation (MDE). This is also how the process is initiated at the secondary level since the high school does not have IST. Parents, at each level, may also request an evaluation by submitting written information to the school that supports such action.

The evaluation will include information from the parent/guardian, school professionals, the school psychologist, and any other professionals who may be necessary to make a complete evaluation. All evaluation procedures will be discussed with the parent and outlined on the "Permission to Evaluate."

When the evaluation is complete, the parents/guardians are invited to participate in a Multi-Disciplinary Team (MDT) meeting. At that meeting, an Evaluation Report (ER) will be completed. The team will review the information and formulate recommendations for the types of interventions if any, needed to meet the student's specific needs.

Parents are encouraged to take time to review the ER. The parents are then invited to participate in an Individual Education Plan (IEP) team meeting. This team, which includes the parents/guardians, will consider the educational transitional needs, when appropriate, of the child and determine which, if any, special education services are needed. If special education services are required, an IEP will be developed that details these services. If no special education services are required, the IEP team will document that in a written summary.

To conclude the multi-disciplinary process, the parents/guardians will be asked to sign a Notice of Recommended Educational Placement (NOREP). The NOREP includes the placement determined for the student, the methods of evaluation, and reasons for placement. A parent may agree or disagree with

the placement. If the parent disagrees, the issue may be taken to a Due-Process Hearing.

A “Procedural Safeguards Notice”, containing information regarding parental rights, is issued and explained, as necessary, at every step of the screening and evaluation process. Students requiring specially designed instruction will be reevaluated at least every three years for learning disability and every two years for mental retardation. The parent must sign a “Notice of Re-evaluation” to begin the process. The “Procedural Safeguards Notice” will be re-issued at this time.

Information regarding Cameron County School District’s special education programs and supporting policies is available upon request, either in the Superintendent’s Office or the Guidance Offices at each of the buildings.

EDUCATIONAL SUPPORT PROGRAMS AND SERVICES OF THE CAMERON COUNTY SCHOOL DISTRICT

Instructional Support Program:

The Instructional Support Program at the District is designed to address the needs of students in the areas of academics, behavior and coping concerns. A parent/guardian or staff member may initiate the process by phoning Patsy Miller, Instructional Support Teacher, at the Woodland Elementary School at 814-486-4000. The Instructional Support Team (IST), which includes the parents/guardians, requesting teacher(s), instructional support designee, Principal and other staff members as needed, will generate a plan to meet the child’s specific needs or document the need for further evaluation.

Student Assistance Program:

The Student Assistance Program (SAP), referred to as the Student Support Team (SST), is available to all students in the Cameron County School District. SAP is able to help students experiencing mental health and / or drug and alcohol related problems. Students with on-going attendance, behavior, or academic concerns may be referred to the SAP Team

for intervention. Students in need, parents/guardians, school personnel, or other concerned persons may initiate referrals to the SAP Team. More information regarding SAP may be obtained by contacting the Principal or Guidance Counselors.

Academic Support:

The Learning Support Program serves students whose identified need is academic learning. Often, these students are included totally (or nearly so) in regular classes.

The Gifted Support Program serves students who have been identified as mentally gifted. The overall goals include enhancing student self-esteem, building leadership, communication, interpersonal skills and applying higher level thinking skills.

Life Skills Support:

The Life Skills Support classes serve identified students with overall delays who require multiple hands-on experiences. Instruction is given individually and in small groups, with aide assistance as necessary. Students are included in regular education with their peers whenever possible. Students are taught appropriate life skills in a functional setting.

Emotional Support:

The Emotional Support Program serves identified students whose behavior/disability interferes with their academic progress in the regular education environment. Instruction is provided based upon the student’s Individualized Education Plan. Students are included in regular education whenever possible. Behavior management components are designed and exercised in all education settings, if required.

Speech/Language Support:

The Speech and Language Support Program provides specially designed instruction for identified students who have communication difficulties. Areas that can be addressed include articulation (specific speech-sound production), language skill development (form, content, and use), voice quality and fluency (stuttering). One-on-one or small group

instruction is provided in the speech therapy room or within the child's classroom, depending upon which arrangement best meets the child's individual needs.

Hearing Support:

The Hearing Support Program provides several services to the District and its students. From initial screening assistance to special instruction, the Hearing Support Teacher is available as a "second opinion" to the School Nurse before a student is referred to an Audiologist. If a child shows a significant loss of hearing or difficulty in classes, special sessions are set up to provide auditory, speech, reading, and language instruction. Depending upon the severity of loss, intervention can range from consultation to inclusion in a resource room.

Vision Support:

The Vision Support Program provides services to identified children who are blind and/or visually impaired. Children who qualify must have a visual field less than 20 degrees and/or 20/70 or worse in the best eye with correction. Children from 3 to post 12th grade are served. Support may be provided in the home setting or in the school.

Physical Therapy:

Physical therapy services are available in the education setting to assist students with a disability to participate in and benefit from their Individual Education Program. Intervention strategies and specially designed instruction are created to meet each student's needs.

Occupational Therapy:

Occupational therapy services in the educational settings are directed toward assisting students with disabilities to participate in and benefit from their Individual Education Program. Such services must relate to and enhance the student's educational goals.

Early Intervention:

If you feel your pre-school child is experiencing delays in his/her development, the Early Intervention Program may help. Delays can occur in one or more of the following areas: Social and emotional development, physical development, language and speech development, self-help skills (adaptive skills), and cognitive development. For more information, contact the Early Intervention Office at (814) 887-9287.

English Second Language (ESL):

The ESL Program is designed to provide support for students with limited English proficiency to allow the student to meet State academic standards and succeed in school. The program includes, Standards-based English as a second language instruction aligned with the corresponding standards and adapted to meet the needs of the students and assessment processes that reflect the academic standards and instruction.

Cameron County School District

Discipline

Glossary of Terms

Code

Infractions:

Level 1

Level 2

Level 3

Level 4



GLOSSARY

Assault

An attempt to cause, or the intentional, knowing, negligent, or reckless causing of, bodily injury to another; or placing another in fear of bodily injury.

Battery

Beating or unlawful use of force on another person.

Due Process Hearing

A formal hearing before the school board for the purpose of determining the future enrollment status of a student in the Cameron County School District. Expulsion is one possible outcome of a due process hearing.

Expulsion

Board decision to remove a student from school (student may request a review of the case after 90 school days).

Extortion

The intentional obtaining or withholding of property of another by threatening to commit a criminal offense; accusing anyone of criminal offense; subjecting any person to hatred, contempt or ridicule; or inflicting any other harm.

Forgery

The making, completing, executing, authenticating, issuing, altering or transferring of any writing of another without his/her authority.

Insubordination

Refusal to submit to authority, or conduct exhibiting disrespectful behavior.

Smoking

Use or possession of tobacco or tobacco products.

In-School Suspension (ISS)

In most discipline cases which call for suspension, a student will receive an in-school suspension. An in-school suspension removes a student from the regular school program. It provides the student with planned and supervised instruction in the basic subjects. Students who misbehave during in-school suspension are subject to out-of-school suspension.

Out-of-School Suspension (OSS)

Such suspensions may be imposed in cases where in-school suspensions would not be appropriate; for example, student disciplinary actions which materially disrupt the educational process or which pose a threat to the safety and welfare of others. A student suspended out-of-school is not permitted to be on school property during the length of the suspension.

Unauthorized Substances

A drug or substance as defined in “The Controlled Substance, Drug, Device, and Cosmetic Act” and “Pennsylvania Drug and Alcohol Abuse Drug Control Act.”

Vandalism

Willful or ignorant destruction of property, or action which is reckless and exhibits wanton disregard for the rights of others.

LEVEL ONE INFRACTIONS:

A warning will be given for most first time level violations. Warnings will be documented. However, due to the severity of the offense, some violations may require other forms of disciplinary action. First and second offenses will be handled by the staff member. Third offense will be handled by the building principal.

Infractions include, but are not limited to:	1st Offense	2nd Offense	3rd Offense
Assembly Misconduct	Written Warning - Teacher, Student	Written Warning - Teacher, Student, Parent	One Night Detention, Parent Notification, Hall Pass Restriction for Five Days, Loss of Assembly Privileges for Remainder of School Year
Bus Problems	Refer to School Bus Discipline Code	Refer to School Bus Discipline Code	Refer to School Bus Discipline Code
Classroom Disturbances - Minor	Written Warning - Teacher, Student	Written Warning - Teacher, Student, Parent	One Night Detention, Parent Notification, Hall Pass Restriction for Five Days
Classroom Rules Violation	Written Warning - Teacher, Student	Written Warning - Teacher, Student, Parent	One Night Detention, Parent Notification, Hall Pass Restriction for Five Days
Computer/Internet Misuse (Minor)	Written Warning - Teacher, Student	One Night Detention, Parent Notification	Three Nights Detention, Parent Notification, Computer Restrictions
Dress Code Violation	Written Warning - Teacher, Student, Change Clothes	Written Warning - Teacher, Student, Parent, Change Clothes	One Night Detention, Parent Notification, Hall Pass Restriction for Five Days, Change Clothes
Hall Pass Violation	Written Warning - Teacher, Student	Written Warning - Teacher, Student, Parent	One Night Detention, Parent Notification, Hall Pass Restriction for Five Days
Inappropriate Behaviors in School Situations such as: Pushing, Running, General Horseplay	Written Warning - Teacher, Student	Written Warning - Teacher, Student, Parent	One Night Detention, Parent Notification, Hall Pass Restriction for Five Days
Inappropriate Displays of Affection	Written Warning - Teacher, Student	Written Warning - Teacher, Student, Parent	One Night Detention, Parent Notification, Hall Pass Restriction for Five Days
Tardiness-Class	Written Warning - Teacher, Student	Written Warning - Teacher, Student, Parent	One Night Detention, Parent Notification, Hall Pass Restriction for Five Days
Tardiness-School	Written Warning - Teacher, Student	Written Warning - Teacher, Student, Parent	One Night Detention, Parent Notification, Hall Pass Restriction for Five Days

Note 1: A fourth occurrence of an infraction constitutes “chronic unmodified behavior” at the next appropriate level.

Note 2: Level one infractions, excluding assembly misconduct, will clear after thirty consecutive school days without incident.

Note 3: All cases are considered individually and the administration may modify at his/her discretion.

LEVEL TWO INFRACTIONS:

These infractions include, but are not limited, to misbehavior whose frequency or seriousness tends to disrupt the learning climate. All offenses will be handled by the building principal.

Infractions included, but are not limited to:	1st Offense	2nd Offense	3rd Offense
Cafeteria Rules Violation	Two Nights Detention, Parent Notification, Clean Up, if Needed	Five Nights Detention, Parent Notification, Clean Up, if needed; Loss of School Sponsored Activities for Ten Consecutive School Days	Three Days In School Suspension; Student, Parent, Teacher, Principal Conference; Loss of School Sponsored Activities for Twenty Consecutive School Days
Cheating and/or plagiarism	Two Nights Detention, Parent Notification, "O" on Test	Five Nights Detention, Parent Notification, Class Failure for Nine Weeks, Loss of School Sponsored Activities for Ten Consecutive School Days	Class Failure for the Year in that Class, Loss of School Sponsored Activities for Twenty Consecutive School Days
Chronic Unmodified Level I behavior	Two Nights Detention, Parent Notification	Five Nights Detention, Parent Notification, Loss of School Sponsored Activities for Ten Consecutive School Days	Three Days In School Suspension; Student, Parent, Teacher, Principal Conference; Loss of School Sponsored Activities for Twenty Consecutive School Days
Class Cutting	Two Nights Detention, Parent Notification, No Makeup Work Permitted	Five Nights Detention Parent Notification, No Makeup Work Permitted, Loss of School Sponsored Activities for Ten Consecutive School Days	Three Days In School Suspension; Student, Parent, Teacher, Principal Conference; Failure for 9 Weeks; Loss of School Sponsored Activities for Twenty Consecutive School Days
Classroom Disturbances - Major	Two Nights Detention, Parent Notification	Five Nights Detention, Parent Notification, Loss of School Sponsored Activities for Ten Consecutive School Days	Three Days In School Suspension; Student, Parent, Teacher, Principal Conference; Loss of School Sponsored Activities for Twenty Consecutive School Days
Disrespect to any school employee	Two Nights Detention, Parent Notification	Five Nights Detention, Parent Notification, Loss of School Sponsored Activities for Ten Consecutive School Days	Three Days In School Suspension; Student, Parent, Teacher, Principal Conference; Loss of School Sponsored Activities for Twenty Consecutive School Days
Disruptive Behavior with Potential for Serious Consequences	Two Nights Detention, Parent Notification	Five Nights Detention, Parent Notification, Loss of School Sponsored Activities for Ten Consecutive School Days	Three Days In School Suspension; Student, Parent, Teacher, Principal Conference; Loss of School Sponsored Activities for Twenty Consecutive School Days
Failure to Serve Detention	Warning, Parent Notification, Make Up Detention	One Day In School Suspension, Parent Notification, Make Up Detention, Loss of School Sponsored Activities for Ten Consecutive School Days	Two Days In School Suspension; Student, Parent, Teacher, Principal Conference; Loss of School Sponsored Activities for Twenty Consecutive School Days
Forgery	Two Nights Detention, Parent Notification	Five Nights Detention Parent Notification, Loss of School Sponsored Activities for Ten Consecutive School Days	Three Days In School Suspension; Student, Parent, Teacher, Principal Conference; Loss of School Sponsored Activities for Twenty Consecutive School Days
Insubordination	Two Nights Detention, Parent Notification	Five Nights Detention, Parent Notification, Loss of School Sponsored Activities for Ten Consecutive School Days	Three Days In School Suspension; Student, Parent, Teacher, Principal Conference; Loss of School Sponsored Activities for Twenty Consecutive School Days
Leaving School without Permission	Two nights detention, Parent Notification	Five Nights Detention, Parent Notification, Loss of School Sponsored Activities for Ten Consecutive School Days	Three Days In School Suspension; Student, Parent, Teacher, Principal Conference; Loss of School Sponsored Activities for Twenty Consecutive School Days

LEVEL TWO INFRACTIONS (continued):

These infractions include, but, are not limited to misbehavior whose frequency or seriousness tends to disrupt the learning climate. All offenses will be handled by the building principal.

Infractions include, but are not limited to:	1st Offense	2nd Offense	3rd Offense
Lying	Two Nights Detention, Parent Notification,	Five Nights Detention, Parent Notification, Loss of School Sponsored Activities for Ten Consecutive School Days	Three Days In School Suspension, Student, Parent, Teacher, Principal Conference, Loss of School Sponsored Activities for Twenty Consecutive School Days
Truancy	Refer to "Provisions for Enforcement" under Compulsory Attendance Law of the State of PA	Refer to "Provisions for Enforcement" under Compulsory Attendance Law of the State of PA	Refer to "Provisions for Enforcement" under Compulsory Attendance Law of the State of PA
Use and/or Possession of Tobacco	Two Nights Detention, Parent Notification, Citation Issued with District Magistrate	Five Nights Detention, Parent Notification, Citation Issued with District Magistrate, Loss of School Sponsored Activities for Ten Consecutive School Days	Three Days In School Suspension, Student, Parent, Teacher, Principal Conference, Citation Issued with District Magistrate, Loss of School Sponsored Activities for Twenty Consecutive School Days
Use of Profane or Obscene Language/Gestures	Two Nights Detention, Parent Notification	Five Nights Detention, Parent Notification, Loss of School Sponsored Activities for Ten Consecutive School Days	Three Days In School Suspension, Student, Parent, Teacher, Principal Conference, Loss of School Sponsored Activities for Twenty Consecutive School Days
Possession/use of cell phone, MP3 player, etc.	Two Nights Detention, Parent Pickup Apparatus at Office	Five Nights Detention: Apparatus Held for 30 Days in the Office	In-School Suspension, Apparatus held for 60 days in the Office
<p>Note 1: A fourth occurrence of an infraction constitutes "chronic unmodified behavior" at the next appropriate level. Note 2: As determined by Administration, circumstances may warrant out of school suspension. Note 3: Students may be referred to Student Assistance Program.</p>			

School sponsored activities

are defined as, but limited to:

- Band performance
- Dances
- Class trips/field trips
- Sports
- Clubs
- Student Council
- Honor Societies
- Assemblies
- Pep Rallies

LEVEL THREE INFRACTIONS:

These infractions include, but are not limited to, action directed against persons or property but whose consequences do not seriously endanger the health or safety of others in the school. All offenses will be handled by the building principal.

Infractions include, but are not limited to:	1st Offense	2nd Offense	3rd Offense
Chronic Unmodified Level II Behavior, (example: Failure to serve Detention)	Five Days In School Suspension, Parent Notification, Loss of School Sponsored Activities for Thirty Consecutive School Days, Informal Hearing with Building Principal	Ten Days In School Suspension, Parent Notification, Loss of School Sponsored Activities for Sixty Consecutive School Days, Informal Hearing with Building Principal	Recommendations for an Expulsion Hearing
Computer/Internet Misuse (Major)	Five Days In School Suspension, Parent Notification, Loss of School Sponsored Activities for Thirty Consecutive School Days, Informal Hearing with Building Principal, Computer Use Restricted	Ten Days In School Suspension, Parent Notification, Loss of School Sponsored Activities for Sixty Consecutive School Days, Informal Hearing with Building Principal, Computer Use Restricted	Recommendations for an Expulsion Hearing
Fighting	Five Days In School Suspension, Parent Notification, Criminal Charges Filed if Warranted, Loss of School Sponsored Activities for Thirty Consecutive School Days, Informal Hearing with Building Principal	Ten Days In School Suspension, Parent Notification, Criminal Charges Filed if Warranted, Loss of School Sponsored Activities for Sixty Consecutive School Days, Informal Hearing with Building Principal	Recommendations for an Expulsion Hearing
Harassment/Threats/Intimidation	Five Days In School Suspension, Parent Notification, Criminal Charges Filed if Warranted, Loss of School Sponsored Activities for Thirty Consecutive School Days, Informal Hearing with Building Principal	Ten Days In School Suspension, Parent Notification, Criminal Charges Filed if Warranted, Loss of School Sponsored Activities for Sixty Consecutive School Days, Informal Hearing with Building Principal	Recommendations for an Expulsion Hearing
Profanity to a School Employee	Five Days In School Suspension, Parent Notification, Criminal Charges Filed if Warranted, Loss of School Sponsored Activities for Thirty Consecutive School Days, Informal Hearing with Building Principal	Ten Days In School Suspension, Parent Notification, Criminal Charges Filed if Warranted, Loss of School Sponsored Activities for Sixty Consecutive School Days, Informal Hearing with Building Principal	Recommendations for an Expulsion Hearing
Careless/Reckless Driving on School Property	Five Days In School Suspension, Parent Notification, Criminal Charges Filed if Warranted, Loss of School Sponsored Activities for Thirty Consecutive School Days, Informal Hearing with Building Principal	Ten Days In School Suspension, Parent Notification, Criminal Charges Filed if Warranted, Loss of School Sponsored Activities for Sixty Consecutive School Days, Informal Hearing with Building Principal	Recommendations for an Expulsion Hearing
Theft/Possession/Sale of Stolen Property	Five Days In School Suspension, Parent Notification, Criminal Charges Filed if Warranted, Loss of School Sponsored Activities for Thirty Consecutive School Days, Replace Loss, Informal Hearing with Building Principal	Ten Days In School Suspension, Parent Notification, Criminal Charges Filed if Warranted, Loss of School Sponsored Activities for Sixty Consecutive School Days, Replace Loss, Informal Hearing with Building Principal	Recommendations for an Expulsion Hearing
Threats to a School Employee	Five Days In School Suspension, Parent Notification, Criminal Charges Filed if Warranted, Loss of School Sponsored Activities for Thirty Consecutive School Days, Informal Hearing with Building Principal	Ten Days In School Suspension, Parent Notification, Criminal Charges Filed if Warranted, Loss of School Sponsored Activities for Sixty Consecutive School Days, Informal Hearing with Building Principal	Recommendations for an Expulsion Hearing
Throwing Objects in Cafeteria or on Bus	Five Days In School Suspension, Parent Notification, Loss of School Sponsored Activities for Thirty Consecutive School Days, Informal Hearing with Building Principal	Ten Days In School Suspension, Parent Notification, Criminal Charges Filed if Warranted, Loss of School Sponsored Activities for Sixty Consecutive School Days, Informal Hearing with Building Principal	Recommendations for an Expulsion Hearing
Use of Profane or Obscene Language/Gestures (chronic unmodified behavior)	Five Days In School Suspension, Parent Notification, Restitution of Damages, Legal Charges Filed if Warranted, Loss of School Sponsored Activities for Thirty Consecutive School Days, Informal Hearing with Building Principal	Ten Days In School Suspension, Parent Notification, Restitution of Damages, Legal Charges Filed if Warranted, Loss of School Sponsored Activities for Sixty Consecutive School Days, Informal Hearing with Building Principal	Recommendation for an Expulsion Hearing
Vandalism	Five Days In School Suspension, Parent Notification, Restitution of Damages, Criminal Charges Filed if Warranted, Loss of School Sponsored Activities for Thirty Consecutive School Days, Informal Hearing with Building Principal	Ten Days In School Suspension, Parent Notification, Restitution of Damages, Criminal Charges Filed if Warranted, Loss of School Sponsored Activities for Sixty Consecutive School Days, Informal Hearing with Building Principal	Recommendation for an Expulsion Hearing

Note 1: A fourth occurrence of an infraction constitutes "chronic unmodified behavior" at the next appropriate level.

Note 2: As determined by the Administration, circumstances may warrant OSS. The general procedure will be 1 day for 1st offense, 3 days for the 2nd offense, and 10 days for the 3rd offense. During the 10 day OSS, students will be referred to the school board for expulsion.

Note 3: Students may be referred to Student Assistance Program.

LEVEL FOUR INFRACTIONS:

The infractions listed below are deemed so severe because of violent or dangerous behavior as to pose a direct threat to the safety of others in school.

Therefore, in all cases, a full suspension will be given, the student will be excluded from school immediately, a referral will be made to the superintendent, a recommendation for an expulsion hearing will be made, and law enforcement authorities will be notified.

The school district may request that law enforcement authorities file criminal charges.

Infractions include, but are not limited to:
Any Act of Violence Directed Toward School Staff/Employees
Arson
Assaultive Behavior
Bomb Threat
Extortion
False Fire Alarms
Furnishing/Selling Unauthorized and/or Controlled Substances (Alcohol-Drugs) or Drug Related Paraphernalia
Possession/Use of Unauthorized and/or Controlled Substances (Alcohol-Drugs) or Drug Related Paraphernalia
Possession/Use/Transfer of Dangerous Weapons - Reference to Safe Schools Act (Act 26)
Possession/Use/Transfer of Explosive or Incendiary Devices

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To Student and Parent/Guardian:

Please sign and return the form below to your homeroom teacher.

I have received and read the Woodland Elementary Student Handbook, and agree to abide to the contents so forth therein.

Comments, if any: _____

Parent/Guardian _____ Date _____ / _____ / _____

Student _____ Date _____ / _____ / _____

