G.C. Hartman Elementary
Student Handbook



2026-2027
G. C. HARTMAN ELEMENTARY CENTER
SOUTHERN COLUMBIA AREA SCHOOL DISTRICT
Telephone – 570-356-3250
Fax – 570-356-7169

The purpose of the Southern Columbia Area Elementary Student Handbook is to give school district students and their parents/guardians an understanding of the general rules and guidelines for attending and receiving an education at Southern Columbia Area Elementary School.

In case of conflict between a board policy and the provisions of this handbook, the board policy most recently adopted by the board will prevail.

Students and parents/guardians should be aware that this document is reviewed annually because policy adoption and revision is an ongoing process. The changes generally will supersede the provisions found in the handbook, which will become obsolete by the newly adopted policy. The handbook is not a contract between the school and parents/guardians or students. It can be amended at any time at the discretion of the district. If policy changes are enacted during the school year, the administration will communicate those changes to students, staff, and parents/guardians.

DISTRICT MISSION STATEMENT

The Southern Columbia Area School District will provide a safe, dynamic, rigorous, and relevant learning environment that meets the needs of today's learner. We embrace innovation as a means to develop the critical thinking, problem solving, and creativity skills needed to compete and thrive in the 21st century. Every student will reach their individual potential for academic excellence, and every student will demonstrate the character traits of a productive and honorable citizen in a global community

Brandon M. Traugh	**Jillann J. Shupp**
Elementary Principal	**Superintendent**

SCHOOL HOURS

Students should ***NOT*** arrive at school before 7:35 a.m., doors will not open until that time.

Homeroom Period	7:58 – 8:10 a.m.
Classes Begin	8:10 a.m.
Classes End	2:50 p.m.
Pick-Up/Dismissal	2:50 p.m.
Bus Dismissal	3:05 p.m.

Dear G.C. Hartman Families,

Welcome to G.C. Hartman Elementary School! We are excited to partner with you and your child for what promises to be a successful and rewarding school year. Our faculty and staff are committed to providing a positive learning environment where every child is valued, supported, and encouraged to reach their full potential. We believe that strong communication and collaboration between home and school are essential to student success. When families and educators work together, children benefit the most.

At G.C. Hartman, we are dedicated to providing a high-quality education in a caring, safe, and collaborative environment. We maintain high academic and behavioral expectations while recognizing and supporting the unique needs of each student. The knowledge, skills, and experiences students gain during their elementary years serve as the foundation for future success. We take this responsibility seriously and are committed to helping every child grow academically, socially, and emotionally. Our goal is for each student to leave G.C. Hartman as a confident, responsible, and enthusiastic learner who is prepared for future challenges and opportunities.

Parents and guardians play a vital role in maintaining the high standards we strive for as a school community. Education is a team effort, and your involvement is an important part of your child's success. We encourage you to establish a strong partnership with your child's teacher, discuss the importance of school and learning at home, and set aside time each day for reading and homework. Regular attendance and punctuality are also critical to academic achievement. We invite you to attend school events, volunteer when possible, and remain actively engaged in your child's educational journey. The more connected families are to the school, the more meaningful and successful the educational experience becomes for everyone involved.

As we begin the 2026–2027 school year, we encourage you to carefully review the information contained in this handbook. It provides important details regarding school procedures, academic expectations, and student behavior guidelines. Maintaining a safe, supportive, and productive learning environment is a shared responsibility, and your partnership is greatly appreciated. Thank you in advance for your support and commitment to your child's education.

The staff and I look forward to working with you throughout the school year and making a positive difference in the lives of our students. Together, we can ensure that every child has the opportunity to learn, grow, and succeed.

I look forward to partnering with you during the 2026–2027 school year.
Sincerely,
Brandon M. Traugh
Principal
G.C. Hartman Elementary School

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G.C. Hartman Elementary Center Personnel – 2026 – 2027
Brandon M. Traugh, Elementary Principal

KINDERGARTEN
Melissa Gessner
Megan Haines
Aubrey Hartranft
Rhonda Ivey
Polly Sharrow

FIRST GRADE
Tiffany Powell
Kay Rodriguez
Kimberly Schu
Paige Sharrow
Erin Zimmerman

SECOND GRADE
Daylene Bloom
Megan Habowski
Rebecca Maley
Pamela Merook
Lena Roberts

THIRD GRADE
Natalie Hunter
Fawn Madden
Shelley Pfirman
Jeffrey Rooney

FOURTH GRADE
Kristen Diehl
Maria Gratti
Stacey Hockenbroch
Erin Spotts

UNIFIED ARTS
Kayla Benfer- STEM
Alexis Chittum - Art
Colleen Kane- Library Science
Lexi McWilliam - Music
Anna Walter – Phys. Ed.

GUIDANCE
Chad Romig – Counselor
Emily Ludwikowski- Intervention Specialist

SPECIAL EDUCATION
Maria Callahan
Kayla Huntington
Dana Madara
Kam Traugh
Andreia Walshaw

READING SPECIALISTS
Amy Bender
Melinda Gaul
Kristy Trefsger

SPEECH CLINICIAN
Courtney Deljanovan

SCHOOL NURSES
Amber Leshinski
Beth McGinley
Alexis Spade

MTSS/GIFTED
Jessie Singley

COORDINATOR OF STUDENT SERVICES & FEDERAL PROGRAMS
Cassandra Gum

DIRECTOR OF CURRICULUM & INSTRUCTION
Crystal Gajkowski

DIRECTOR OF SPECIAL EDUCATION
Amy Willoughby

SCHOOL PSYCHOLOGIST
Jessica Marzo

DIRECTOR OF TECHNOLOGY
Brian Davis

SUPERVISOR OF BUILDING AND GROUNDS
Scott Tomcavage

OFFICE SECRETARIES
Colleen Lane
Natasha Merva

INFORMATION FOR STUDENTS

ATTENDANCE AND EXCUSES

It is the parent's responsibility to ensure that their child attends school every day. Family trips, business, and vacations should be planned around the school calendar. According to the PA School Code, absence from school may be excused for the following reasons: illness, necessary medical treatment, death in the family, a family emergency that will compromise childcare, religious holidays, and unusual or unique educational experiences. An excused absence is still counted as an absence. *All absences must be followed by an excuse submitted by the parent*. (The preferred submission method is through the Sapphire Parent Portal. Although a signed written excuse is still acceptable.) In the case of blended families, the signature must be that of the custodial parent, not the stepparent. Excuses for valid absences can be submitted through the Sapphire Parent Portal or may accompany the child when s/he returns to school. On the third day following your child's absence, you will receive an email from our school police officer reminding you to submit an excuse. *If excuses are not received within three days, absences will be recorded as unlawful.*

TRUANCY

According to School Board Policy #204, when a student has accumulated ten (10) days of irregular absences from school, a warning letter shall be sent to the parent(s) or guardian(s). After fifteen days of absences, the School District shall term the absences Chronic/Irregular Absences and shall require a doctor's excuse for any additional days missed. Failure to produce a doctor's excuse will result in more absences being declared unexcused. Extenuating circumstances will be considered. If your child has a chronic illness, please notify the school with a doctor's explanation.
Parents will receive a warning letter for each unexcused/unlawful absence. After three (3) unlawful absences are accrued, the parent will be required to attend a meeting with the principal either in person or by phone. A fourth unexcused/unlawful absence will result in a referral made to Children & Youth. Six (6) unexcused/unlawful absences will result in a fine levied by the local magistrate.

BIRTHDAYS

We like to recognize and make your child feel special on their birthday. If parents wish to supply a birthday treat for the class, they should contact the teacher to plan. Please do not have flowers, balloons, or other birthday gifts delivered to students at school, as this can cause issues within the classroom and on the bus.

BUS INFORMATION

Student Bus Assignments

All students will be assigned a morning and afternoon bus. The student must ride the same morning bus and the same afternoon bus each day. There will be no alternating from one bus to another bus on different days of the week. For example: Student “A” gets picked up by Bus 10 in the morning at their home and goes to the babysitters on Bus 20 in the afternoon. This will be each day and remain the same for the entire school year.
In the event of a shared custody agreement between parents, it is permissible for a student to have two different buses. If this occurs, parents must maintain a regular schedule. For example, Student A can ride bus (7) Monday, Wednesday, and Friday, and bus (13) on Tuesday and Thursday.
Parents and students will not be permitted to change their bus assignments.

Bus Conduct

Transportation is provided as a privilege to and from school for all children. Safety is of the utmost importance when riding the school bus. Behavior on the bus is an extension of school expectations. Violation of proper conduct may result in disciplinary action, which may include suspension of riding privileges. The following rules are not all-inclusive, but are meant to act as a guide for each student:
Sit in assigned seat. Do not stand or walk while the bus is in motion.

- No excessive noise.
- No food or drink is to be consumed on the bus.
- No fighting, pushing, or tripping.
- No abusive language or profanity.
- Do not throw things.
- Students boarding or leaving the bus should do so in an orderly fashion at their assigned stop.
- Students should not be rude or discourteous to the bus driver or other passengers.
- Be on time for the bus pickup.
- Keep arms, hands, etc. away from windows and doors.
- No smoking, chewing tobacco, e-cigarettes, vaping devices or possession thereof.
- No littering or vandalism.
- Do not block aisles or exits with possessions.

Boarding/ Exiting the Bus

Getting off at a different stop on the same bus run requires a note from the parent, which has been approved in advance by the Principal or designee.
In case of an emergency, it may be necessary for a student to ride a different bus. The Principal or designee must approve this in writing.
After a child has boarded the bus to go home, s/he may not get off the bus (except in emergencies) until the bus reaches her/his assigned stop.

Elementary Bus Discipline Procedure

Upon receiving a bus discipline referral, the elementary principal or Coordinator of Student Services reviews the referral, talks to all parties involved and then decides based on the findings, developmental level of the child, and any extenuating circumstances. The determined behavior will dictate the consequences in accordance with the handbook.

More frequent or serious bus misconduct referrals will result in a bus suspension that could remove bus riding privileges for the rest of the year.
Disciplinary action will be shared with the parents/guardians of the student and not any other parties.

Addressing Concerns

If your child experiences a problem with another student on the bus, which cannot be resolved without help, s/he should tell the driver. The driver is in charge of the bus and can discuss the concern in a timely manner with those directly involved. If the problem continues after attempts have been made to resolve it through the driver, the student should inform the elementary office.

Bus Surveillance

As authorized by Act 9 of 2014, the M.S. Bond/Fishing Creek/Southern Columbia Area School District will equip its school buses and vehicles with video and audio-recording equipment. Before this act passed, only videotaping was permitted. Please be advised that video and audio surveillance equipment may be installed on your child's school bus or school vehicle and that events or actions captured on videotape and/or audiotape may be used for disciplinary or security purposes.

Questions or concerns involving bus routes, bus stops, etc. should be addressed with Heather Nenstiel the Transportation Coordinator at 570-356-3599.

CAFETERIA

Breakfast Program

The School District offers a free breakfast to students in grades K-4. Students can begin getting their breakfast at 7:35 AM. When a student arrives at school either by bus or dropped off by their parents and is getting breakfast, they will eat it in the cafeteria or take it with them to their homeroom.

Lunch

The 30-minute lunch period will be divided into a 20-minute period during which students may socialize. The remaining 10 minutes may be designated as the start of recess. Food items may not be purchased from the cafeteria to be taken to classrooms after lunch is over. Students may not bring soda to lunch.
Several staff members are on duty each lunch period to supervise the cafeteria and direct students at their appropriate dismissal time.

Each child receives a five-digit PIN (Personal Identification Number) and/or ID Badge, which they use at the time of purchase. The cafeteria has a list of these numbers and can help students until they memorize their PIN number. Our automated lunch system in the cafeteria allows parents to deposit money in an account to buy their child's breakfast, lunch or milk. It is suggested that at least ten dollars be deposited in your child's account and additional money added as needed. A letter will be sent home if the account has a negative balance. Cafeteria accounts should be kept up to date. Parents can check their child's lunch balance online. Extra milk, water, and snacks may not be purchased in case of a negative balance. A negative balance must be settled before the end of the year. If your child's lunch account exceeds a $100.00 negative balance, a summons for payment will be sent to the magistrate.

Applications for "free" or "reduced" breakfast and lunch are available on the school website. Acceptance in this federal program is by family income criteria. If your child was part of this program last year, they will automatically be given a 30-day extension of this program in the new school year. *However, you must submit a new application each school year if you wish to take part in the program.* There is no separate free milk program. If your child packs lunch and wishes to drink milk, the milk would have to be purchased. Even if you have an older child already in the program a younger sibling entering kindergarten would not be eligible for free or reduced lunch until the new forms are filled out. We must follow these federal guidelines.

DRESS CODE FOR STUDENTS

Student attire is expected to be in good taste, clean, safe, and adequate for the weather. If a student's attire is disrupting the learning environment, they will be required to change. Modesty and common sense should prevail. Parents need to enforce the dress code at home, so students are not inappropriately dressed for school. The following should not be worn to school:

- T-shirts with vulgar, suggestive, or inappropriate slogans
- Short shorts
- Bare midriff
- Oversized tank tops with no shirt underneath
- Halter tops, spaghetti straps; tank tops are permitted as long as the straps are at least 2 inches wide, undergarments are not visible, and the torso is adequately covered
- Oversized shoes/work boots
- Loose sandals or flip-flops
- Shoes with built-in or attached rollers/wheels
- Hats (During the school day.)
- Costume type attire
- *This Dress Code is not all-encompassing, and Administration reserves the right to adapt or modify as necessary throughout the school year

Platform shoes or high heels are discouraged due to safety concerns on the steps and playground. If physical education classes work on roller skating skills, skates and shoes of this type may be carried in a gym bag to be worn in gym class only and then removed. Head coverings of any kind or sunglasses may not be worn in the building by boys or girls without prior permission which may be granted for medical or religious reasons, or special grade level activity days.

HOMEWORK POLICY

HOMEWORK

Amount of homework per night (all subjects included in time total):
Kindergarten: 10 minutes total (only one night a week)
First Grade: 10 minutes total
Second Grade: 20 minutes total
Third Grade: 30 minutes total
Fourth Grade: 40 minutes total

The purpose of Homework:
to develop student responsibility and initiative for good study habits.
to improve, reinforce, and enrich classroom learning and skills.
to foster parental involvement in their child's education.

to contribute to the overall assessment of the subject.
Not completing homework may affect the student's performance on academic assessments.

Types of Homework Assignments:
Written assignments, outside of class reading assignments, review and/or study assignments
Routine, daily or weekly assignments such as studying for spelling tests, completing workbook assignments, or writing assignments
Long-term assignments such as reading and preparing for book reports, etc.
Special projects
Completing drill and practice assignments using vocabulary words, math facts, etc.

Teacher's Responsibilities:
Assign work that will reflect the objective(s) taught in class
Review, collect, and assess assignments
Provide assignments appropriate for reinforcement and enrichment of daily lessons
Provide assignment reminders for all students.
Notify parents if a child is chronically missing assignments
Assign homework for positive/constructive reasons
Inform absentees of missed assignments

Student's Responsibilities:
Accurately and neatly complete assignments to the best of their ability by the due date
Follow teacher's directions in completing assignments
Make up homework when returning from an absence from class, from pull out programs, health room visit, disciplinary visit or out of school absence as soon as possible
Utilize a system for remembering and/or recording assigned work
Promptly ask questions of the teacher if the assignment is unclear
Complete assignments independently with minimal help
Make all school assignments a priority

Parent's Responsibilities:
Be aware of the school's homework policy
Provide a consistent time and place to complete assignments
Inquire about assignments and express expectations for completing the assignment
Encourage their child to ask questions when needed
Contact the appropriate teacher if questions persist
Encourage and reinforce good study habits, making all assignments a priority

Homework/Missed Classwork During an Approved Educational Trip

If your child has been approved for an educational trip, you may request work for the time that your child will miss. This may be requested 3 days before the actual date your child will be absent as assignments will not be provided before this time.

LIBRARY

All materials checked out or loaned from the library including books, magazines, and reference aids are the responsibility of the student and must be returned. Daily fines are not imposed; however, the replacement cost will be charged when it becomes apparent that the material has been lost. If a fine is not paid or a book not returned, a student may jeopardize their privilege to check out library materials and may not be able to attend our school field trips.

PHYSICAL EDUCATION

All children will take part in physical education activities, unless excused by a physician. The physical education teachers will send clothing requirements home.

RECESS

Students should come to school dressed appropriately for the weather conditions. If the temperature or wind chill is not prohibitive, students will go outdoors for recess. While teachers may allow a student to stay inside for a few days, if they are recovering from an illness, repeated requests or long-term requests for indoor recess should be accompanied by a doctor's note.

LOST AND FOUND

Children and parents should be aware of clothing and other articles lost at school. Please mark clothing and other personal property with your child's name, so lost articles may be returned. The school maintains a lost and found box throughout the year. At the end of each school year, unclaimed items are donated to a local charity.

PERSONAL PROPERTY

All personal property not needed for classwork should remain at home. All outer clothing - coats, jackets, hats, gloves, boots, etc. should be labeled with your child's name. Chapstick, chewing gum, lipstick, perfume, make-up, toys, games, trading cards, laser pointers, etc. should not be brought to school or on the bus. Occasionally permission to bring an item may be granted by the teacher for a special event or class project. Children should not carry extra money to school. The school will not be responsible for, nor take instructional time dealing with situations involving lost or stolen items, which should not have been brought to school or on the bus.

The Board recognizes the value of allowing students to use personally owned devices in school to support educational goals and objectives. The Board has further determined that the presence of personal electronic devices may serve as a potential distraction. A personally owned device shall include all existing and emerging technology devices that can take photographs; record audio or video; input text; upload and download media; and transmit or receive messages or images. Examples of a personally owned device shall include but is not limited to: audio players, digital audio players (iPods or MP3 players), digital cameras, digital video recorders, electronic e-mailing devices, tablet computers (iPads, eReaders like Nooks, Kindles and other tablet PCs devices); laptop and netbook computers; personal digital assistants (PDAs), cellular phones and smart phones/watches such as BlackBerry, iPhone or Android, Apple Watches, as well as any other device that provides a wireless connection to the Internet or a new technology developed with similar capabilities. Kindles, or other book reading devices are permitted with prior approval from a teacher or the Elementary Principal. Permission to use such devices will only be granted for the purpose of reading. Students are not to be playing games, listening to music or watching videos. Please understand these devices should not be used to access the Internet at any time during the school day. Gaming devices such as Nintendo, Play Station, Xbox, are not permitted to be used in school; handheld devices can be used on the bus. If any of the above devices are found in a child's possession during the school day, they will be given a verbal warning and be instructed to turn them off and keep them in their backpack. If a child continues to violate this policy, the item or items will be confiscated by the teacher, provided to the Principal and returned to the student at dismissal or when a parent comes to school to pick up the item(s) as directed by the Principal.

PHONE CALLS

Pupils are not allowed to make phone calls from school without permission. Teachers will not be able to answer calls during the school day. Messages will be delivered to teachers to return calls.

Cell Phones

Cell phones are only permitted to be used on the school bus to and from school but taking pictures or videos is prohibited. Students are not permitted to use cell phones/smart watches or other communication devices during the school day. Cell phones must remain in the students' bookbag from arrival to dismissal. If a child continues to violate this policy, the item or items will be confiscated by the teacher, provided to the Principal and returned to a parent when they come to school to pick up the item(s).

Smartwatches are permitted to be worn by students, but if they are using them as a communication device during the school day, they will be required to place the watch in their bookbag.

TARDINESS

Tardiness of more than one-half hour or an accumulation of tardiness up to one-half hour will be considered a half-day absence (after 9:45 AM). Leaving school before 1:15 PM will be considered a half-day absence. These absences will be excused only for the reasons stated in our attendance policy and must also be accompanied by a written note.
When students attend a field trip and return to school before dismissal time, they are expected to remain in school until regular dismissal time.
When parents attend school programs during the school day, they should not anticipate their child to be dismissed early to leave with them. Students will be dismissed at the regular time. For the safety of our students, parents who intend to take their child home at dismissal time need to notify the elementary office in advance. As for off campus field trips, parents are permitted to take their child home, per written note and or electronically excuse provided.

INFORMATION FOR PARENTS

ANNOUNCEMENTS

The school public address system is used during homeroom periods only: 7:58 to 8:10 AM and after 2:45 PM. Due to the number of school related announcements, we reserve the right to limit the number of announcements for outside organizations. We will try to announce registrations and cancellations, but not regular schedules. All announcements must be in writing and accompanied by the name and phone number of the person that originates the announcement.

APPOINTMENTS

If you need to take your child out of school for appointments, s/he is missing instructional time and interrupting the continuity of the total class. Please try to plan all your appointments for after-school hours. A written excuse from the parent/guardian shall be required for the release of a student for dental or medical appointments during school hours. You can also submit this required excuse through the Sapphire Parent Portal. In the case of blended families, the signature must be that of the custodial parent, not the stepparent. Please make sure to contact the school office as early as possible, if you need to pick up your child before the end of the school day. Missing more than one hour and of school will be considered as time absent. Please come to the window to the left in the lobby to sign out your child.

CANCELLATIONS OR DELAYED STARTS

Information concerning delays, early dismissals, and/or cancellations will be communicated through our school reach system; which includes automated phone calls, text messages, and emails. This is the first line of communication from the school district. At a later time the cancellation, delayed start, or early dismissal will be broadcasted on the local news stations website and television channel.

During these events, please do not call the stations, teachers, administration, or the school. Flooding the station/school with calls will tie up the phone lines and make communication impossible.

We require parents of younger students to have a family emergency plan in the event of early dismissal or cancellation of school. This will reduce your child's anxiety over an uncertain situation and reduce phone calls to and from school.

The service may also be used from time to time to communicate general announcements or reminders. When used, the service simultaneously calls all listed phone numbers in our parent contact list and will deliver a recorded message from the building principal or other school administrator. The service will deliver the message to both live answer and answering machines. No answer and busy signals will be automatically retried twice in fifteen-minute intervals after the initial call. Our families may also be contacted through email and text messaging.

NOTE:

1. This requires NO registration by the parent.
2. All information and contact numbers are strictly secure and confidential and are only used for the purposes described herein.

Here is some specific information you should know:

Caller ID:
The caller ID will display (570) 356-2331, which is the main number for Southern Columbia Area School District.

Live Answers:
There is just a short pause at the beginning of the message, usually just a few seconds. Answer your phone as you normally would; “hello” and hold for the message to begin. Multiple “hellos” will delay the message. Inform all family members of this process who may answer your phone.

Answering Machines and Voicemail:
The system will detect that the message has been answered and will then play the recording. The maximum number of rings before hang-up is five. Please make sure your devices are set to answer after four rings or you may miss the message.

Message Repeat:
At the end of the message, you will be prompted to hear the message again. This is very helpful when a child answers the phone and hands it to a parent, who can then ‘repeat’ the message in its entirety.

If you have any questions, please contact the building principal or call the District Office. The service provider uses the best technology in the industry to detect the difference between human answers and machine answers.

CHANGE OF ADDRESS, EMAIL OR PHONE NUMBER

Please remember that it is extremely important for you to inform the school promptly of any change in address, email, home/cell phone number, or emergency contact phone numbers. Please do so through the preferred method of the Sapphire Parent Portal or in writing to the elementary office.

CHAPERONES AND VOLUNTEERS

Chaperones and Volunteers are responsible adults who have specific duties and need to model the same high standards of responsibility and conduct as our school staff. Chaperones and other volunteers within the school must have clearances. Please refer to our Volunteer Policy that can be found at: https://www.scasd.us/page/volunteers. If you volunteer to chaperone, it is understood that you *will* have up to four children, including your own, that you will be responsible for that day. Chaperones will be given information by the teachers in charge of the field trip. Every effort will be made to include as many parent volunteers as possible throughout the school year. However, it is not always possible to include every parent who wants to attend a field trip. With some of our younger grades, extra help is needed, and parents will be informed if teachers would like them to meet the group at the field trip site. For the safety of all our students, parents or other adults *should not* assume it is okay to show up at field trip sites and expect to join the group. At no time are preschool or non-school age children allowed on school field trips. Parents are not allowed to take their child to or pick them up from any field trip as all students will use the transportation arranged by the school. No smoking/vaping is permitted at any time on the field trip. Chaperones attending a field trip must park in the high school lot or the lower gravel lot by the elementary playground.

CHILD CUSTODY

Parents are responsible for providing the school with current court documentation of custody arrangements. The school cannot be expected to follow legal decisions of which it has no knowledge/documentation.
-The school will not be put in the middle of family disagreements over custody arrangements.
In the absence of such a document, the following procedure is implemented:
We cannot deny either parent access to his/her child.
We cannot withhold information or refuse to see or work with the other parent.
We cannot keep the other parent from picking up his or her child from school.
The Southern Columbia Area School District wants to protect all children from emotionally upsetting situations. Whatever the parents can settle outside the school to prevent any confrontations should be pursued.

CONFIDENTIALITY OF STUDENT RECORDS

The Southern Columbia Area School District maintains student records for all pupils enrolled in educational programs. To safeguard confidentiality of these records, access is restricted to only those personnel who have a direct responsibility and interest in planning the pupil's educational program.
At the Elementary Center, three different types of records are maintained for each student. They are health records, enrollment, and cumulative academic records. Parents may review these records and from year to year are asked to amend information that reflects changes in address, emergency information, legal custody, etc. Student records may not be shared with a third party or forwarded to any individual or institution without written parental permission (see Request for Student Records). Parents who are interested in reviewing their child's records or obtaining additional information regarding the district's policies and procedures should contact the elementary counselor or the elementary principal. Please be aware that the school has one week to attain and prepare these records.
Pursuant to the Family Educational Rights and Privacy Act (FERPA), parents/guardians and adult students have the right to inspect and review educational records, amend educational records, consent to disclose personally identifiable information in educational records, and file a complaint with the U.S. Department of Education.

EMERGENCY PROCEDURES

The following is a list of procedures that our staff follows in the event of an emergency. These plans are practiced with students during the school year. Please make sure to fill out the Unplanned Early Dismissal Procedure Form in case of the need for dismissal before the end of the regular school day.

Lockdown Procedures - Students in the hallways should go into the nearest classroom and staff should immediately close and lock classroom doors. Everyone should be seated on the floor next to an interior wall, away from windows or doors until otherwise instructed. Teachers take count of their students and communicate any further information regarding the intruder to the office. The principal will determine the need to notify the police.

Fire Drill Procedures - Fire drills will be held once per month. Teachers are responsible at the beginning of each new school year to designate their fire escape route on the map provided by the office. The fire escape route is posted in each classroom. Each teacher is expected to walk students through the fire escape routine during the first week of school. When the fire alarm goes off, students will begin by going into lockdown and wait for an announcement before leaving the building through the designated route. If the route is blocked, teachers will lead the group to the nearest available exit. Upon arriving outdoors, each teacher will immediately take a student count and account for any missing children. Everyone returns to the building upon an *all-clear notification.*

Weather Emergency Drill Procedures - In the event of a disaster preparedness drill or an actual weather emergency, each teacher will take his/her class to a preplanned area away from windows. Students are to remain in complete silence so instructions can be heard. If students are moved to the hallway, they will sit on the floor with their backs against the wall, knees up, heads down between their knees, and arms over their heads. If not in a hallway, students are instructed to get under desks/tables or in a corner of the room. Teachers remain with students until an "All Clear" is given by the administration.

Early Dismissal/Emergency Dismissal - In the event that students will be dismissed early, the office will notify the teachers and staff as to the student dismissal time. Teachers should check emergency dismissal lists and discuss with each student their family's plan. Each student should know this plan! When there is an early dismissal, all after-school activities will be canceled.

FLYERS AND SIGNS

No flyers from outside groups or organizations will be distributed to the students, without prior approval from the principal. When appropriate, flyers may be offered for individuals to pick up in the elementary office. No signs may be posted in the building without permission. All flyers and signs must be submitted to the elementary office for prior approval by the principal.

HART

The Hartman Alliance of Residents and Teachers is the parent/teacher organization in our school. Meetings are open to the public. Please consult the district web site activities calendar for dates and times. Planning meetings by HART officers are usually held on the first Wednesday of each month and an open-door policy is followed to encourage participation by any parent or teacher. These meetings are held in the elementary library. HART has been, and continues to be, a very valuable support group for our school. HART does not set a membership fee, but HART will accept a membership donation. This membership donation may be any amount you wish to give. Please remember, HART sponsors many worthwhile events for your child throughout the school year, including field trips, the K-4 School Picnic, and the Hartman Harvest Festival. HART's only sources of funds are membership donations and the annual fundraisers.

HOMELESS ASSISTANCE ACT

HOMELESS AND UNACCOMPANIED YOUTH McKinney-Vento Homeless Education Program MCKINNEY-VENTO HOMELESS ASSISTANCE ACT:
The Education for Homeless Children and Youth (EHCY) program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) (McKinney-Vento Act). The McKinney-Vento Act was originally authorized in 1987 and most recently reauthorized in December 2015 by the Every Student Succeeds Act (ESSA).1 The McKinney-Vento Act is designed to address the challenges that homeless children and youths have faced in enrolling, attending, and succeeding in school.
Under the McKinney-Vento Act, educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youths. Homeless children and youths must have access to the educational and related services that they need to enable them to meet the same challenging State academic standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. Local Educational Agencies are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as barriers to the identification, enrollment, attendance, or success in school of homeless children and youths. The law indicates that the LEA liaison shall ensure that all homeless children, youth and families are identified through coordinated activities with other entities.

DEFINITION OF HOMELESS (MCKINNEY-VENTO ACT SEC. 725(2); 42 U.S.C 11435(2)): CHILDREN WHO LACK A FIXED, REGULAR, AND ADEQUATE NIGHTTIME RESIDENCE:
"Doubled up" - Sharing the housing of others due to the loss of housing, economic hardship, or similar reasons. Living in motels, hotels, trailer parks, camping grounds, due to lack of adequate alternative accommodations. Living in emergency or transitional shelters. Living in a public or private place not designed for humans to live. Migratory children living in above circumstances Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings Unaccompanied Youth - Children or youth who meets the definition of homeless and not in the physical custody of a parent or guardian.

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

When a student is identified as being McKinney-Vento eligible, staff will:
Assist with enrollment, monitor school attendance and arrange transportation (preK-8 students) Provide school supplies and other school related materials as needed Advocate for and support students and families through school and home visits Set clear expectations for student behavior, attendance and academic performance Assist students/families access with community services Assist students/families with access to tutoring, special education, and English language learner resources Assist students so they can participate in sports, field trips, and school activities regardless of their ability to pay or to provide their own transportation. For additional information, contact LEA Homeless Liaison at (570) 365-2331 EXT. 3510.

PARENT/TEACHER CONFERENCES

Conferences are a part of our reporting system to parents. Parents will have the opportunity to attend at least one conference during the year. Parents or teachers may arrange for additional conferences as the need arises.

PUBLIC PHOTOGRAPHS/MEDIA USE FORMS

From time-to-time photographs of events from our school appear in the local newspapers. We also use student photos on our district website. If you do not want your child's picture to appear in any of these media forms, please send a letter to the elementary office.

READING INTERVENTION

The Title I Reading Program is designed to help students experiencing difficulty with regular classroom reading curriculum.

Title I support includes assessment and intervention through instructional strategies. These strategies are implemented in the classroom and through small group intervention.

Our overall goal is to help Title I students significantly improve their performance in the regular classroom.

Please check the Federal Programs page under G. C. Hartman Elementary Departments to find valuable information regarding the Parent and Family Engagement Policies, academic standards and achievement, Right to Know, the Schoolwide Plan, and many other parent resources. https://www.scasd.us/page/title-i

REQUEST FOR STUDENT RECORDS

Parents requesting information for a third party (i.e. physician, therapist, etc.) will need to sign a “Release of Information Form.” It is necessary to give the school prior notice of this request including the name of the third party and forms completed (at least 7 days before a student’s appointment). This will allow time for data to be gathered and the signed release to be returned. Information will not be sent home with the student. The Elementary Guidance Counselor will send the information requested directly to the third party.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Our Elementary Center is committed to the standard that each elementary-aged student who experiences academic or behavioral difficulty can access intervention support in regular education. The MTSS process is composed of assessment and intervention procedures that are used to ensure that students receive an effective instructional program, as well as other school services that will meet their learning needs. The MTSS process may serve as a mechanism for screening students who may be eligible for special education by identifying those students who do not make sufficient progress after intensive interventions are applied in the regular education program.
This is a process, which assists classroom teachers in planning strategies that are designed to produce success for the identified students. The intervention specialist is trained to assist teachers in meeting the goals set by the team.
The MTSS Team will review students who are referred for additional interventions. The MTSS consists of:

- MTSS Coordinator
- Elementary Principal
- Coordinator of Student Services
- Director of Special Education
- Classroom Teacher
- Reading Specialist
- School Counselor
- Intervention Specialist
- School Psychologist

If you would like to know more about this program, please contact the Elementary Principal, Coordinator of Student Services, or MTSS Coordinator.

RETENTION

Due to educational, social, and/or emotional reasons that may affect a child's ability to be successful in the next grade level, retention may be necessary. Parents will be informed in advance of the possibility of retention of their child. Our school policy requires that all students being considered for retention are a part of the MTSS Process. According to Board Policy #215 Promotion and Retention, the building principal is assigned the final responsibility for determining the promotion or retention of each student. A parental request for retention will be thoroughly considered by the school principal before a decision is made. Evidence of advantageous criteria to the child's success must be present in the parental letter and a doctor's note is encouraged.
If a student fails 1 major subject (Math or Reading) it will be the responsibility of the parents/guardians to provide remediation/tutoring for their child in that subject area. If a student fails 2 or more major subjects (Math and Reading) they will be retained in the current grade level for the following school year.

SPEECH SERVICES

Beginning in kindergarten students are routinely screened for speech and language developmental concerns. Our clinicians screen all other students by referral only.

SPECIAL EDUCATION PROGRAMS AND SERVICES

The Southern Columbia Area School District provides special education programs and services to meet the needs of students identified as eligible and exceptional due to physical or mental disabilities or mental giftedness. Procedures followed in determining eligibility, program planning and implementation are in accordance with Title 22 PA Code Chapter 14 and 16 (Regulations) and Chapter 342 (Standards).
Eligibility is determined through multi-disciplinary evaluation of which parents are an integral part. Parents may request the initiation of a multi-disciplinary evaluation for their child and/or the school may initiate the evaluation process. No evaluations may be conducted without parental permission. Parents are invited to participate in all Team meetings.
Following the multi-disciplinary evaluation, a team meeting is held to summarize the findings of the evaluation and to determine if the student is exceptional. If the team determined that the student is a student with a disability according to the Individuals with Disabilities Education Act (IDEA), an Individualized Education Program (IEP) will be developed for the child. The IEP will include statements relating to the student's current levels of educational performance, annual goals, specific educational strategies and services to be used with the student, and the educational placement of the student. The School District ensures the protection of the confidentiality of personal identifiable information regarding an exceptional or thought-to-be exceptional student or young child. Parent permission is required to share or receive information with outside

sources. Records are maintained, stored, destroyed, or accessed in compliance with the Family Rights and Privacy Act of 1974, Chapter 12, and other applicable law. Additional information on Special Education Programs and Services may be obtained by contacting the office of the Director of Special Education, District Office, Southern Columbia Area School District; (570) 356-3510.

STUDENT DROP-OFF (AM)

Students should never be dropped off at non-designated drop-off areas other than the District Office Parking lot.

NO STUDENTS SHOULD BE DROPPED OFF IN THIS AREA BEFORE 7:35 AM, WHEN AN ADULT IS THEN ON DUTY.

The school district will not assume responsibility for students who are dropped off before that time. In the event of a delay of school, this time will be adjusted accordingly.
1-hour delay - no drop off before 8:35 AM
2-hour delay - no drop off before 9:35 AM
When dropping off your child in the morning, please follow the car in front of you and stop immediately behind them. Please do not allow a gap between you and another vehicle. If no one is in front of you, please pull your vehicle up to the front of the drop-off line. Children should be ready to exit the passenger side when the car comes to a stop. For everyone's safety, we kindly ask that parents and guardians remain in their vehicles during drop-off. If you need to bring in items for a class party or have a scheduled meeting, please park in one of the visitor parking spaces. This procedure allows our traffic pattern to flow more smoothly and move quickly in the morning.

STUDENT PICK-UP (PM)

Parents need to complete the Daily Pickup Permission form on Sapphire or submit a note signed by the student's parent or legal guardian, which indicates the child's name, date, time for pick-up, and the name of the person who will be taking the child, by 2:00. That person may then meet the student in the pick-up area outside the gym after checking in with the staff member on duty. Older siblings picking up students also need to check in with the staff member on duty. No child will be released from school until the designated person has checked in with the appropriate staff member. Please do not instruct your child to wait elsewhere on school grounds. This creates an unsafe situation.
Please obey the entrance and exit signs from Rt. 487. No traffic will be allowed to move within the closed barriers, (driveway between the high school and elementary center) from 2:25 - 3:05 PM. Any parent/guardian wishing to pick up their child should park in the lot in front of the elementary gym. DO NOT walk between buses. Do not park others in or block driveways.

Permanent Pick-ups

Students picked up daily during the school year will be identified as Permanent Pick-ups. If you are planning to pick up your child every day, you will need to fill out the permanent pick-up form which can be found in the Sapphire Parent Portal. If for any reason a Permanent Pick-up change for the day, please call/email the elementary office as soon as you would be aware of the change and we will inform the child of the transportation change for the day. All Permanent Pick-Ups will be dismissed at 2:50 PM.

Please make sure the Permanent Pick-Up Form is completed through the Sapphire Parent Portal on or before the first day of school.

Communication of Student Progress

The school communicates student progress to parents in three primary ways:
Report Cards: Issued online every nine weeks through the Sapphire Parent Portal.
Parent/Teacher Conferences: Conferences are considered an important part of the reporting process. They may be requested by either parents or teachers and must be scheduled in advance.
Ongoing Communication: Teachers and school staff may maintain regular communication with parents through email, phone calls, or communication platforms to provide updates, share concerns, and celebrate student successes throughout the school year.

Grading and Standards-Based Proficiency

Our school uses a combination of **percentage grades and/or standards-based proficiency levels,** depending on the grade, to measure student learning. Standards-based proficiency provides a clearer picture of student learning by identifying specific strengths and areas for growth. This approach helps teachers, students, and families better understand progress toward mastering grade-level expectations and guides instruction to support continued improvement.

Proficiency Scale Summary

- 4 = Exceeds grade-level standards
- 3 = Meets grade-level standards
- 2 = Approaching grade-level standards
- 1 = Below grade-level standards

TESTING

In addition to the subject tests given by your child's teachers to evaluate his/her progress, the elementary center also takes part in group testing that reports state and national comparative averages. Some of these assessments will take place three times throughout the school year. The results of all tests are available to parents.

TRIPS

Family or business trips should not interfere with the student's school attendance due to the missed instructional time. Parents or guardians requesting that students be excused for unusual or unique educational experiences must request advanced approval from the principal. A form is available in the school office and can also be found on our school website at https://www.scasd.us/page/parent-resources, which asks for the following information:
Proposed dates of absence
Itinerary of places and events considered to be of an educational value
Name and relationship of the adult(s) who will accompany the student
Parent's signature
According to the PA School Code, students may be excused up to a total of *ten school days per school year* for educational tours and trips. Requests for excusal should be submitted at least (10) days before the requested date of departure. Trip forms that are turned in after the trip has been completed will risk having the days absent recorded as unexcused. *Failure to get approval or days past the seven-day limit will result in these absences being recorded as unlawful absences.*

VISITORS

For our children's and staff's safety, NO Visitor, Volunteer or Parent may go directly to a classroom!
All visitors to the elementary school, upon entering the building, must report to the office window. This is located inside the lobby on the left. This would include student pick-up, parent-teacher conferences, volunteers, salespeople, and other visitors.
Visitors intending to go elsewhere in the building MUST present their driver's license, then wait for permission from the secretary or administrator to go to that location only. A visitor's sticker will be worn during the visit. No one can park in front of the elementary building between 2:00 and 3:05 p.m. During this time, please park in the visitor section in front of the district office or high school office.

VOLUNTEERS

Volunteers are always welcome and appreciated, however, volunteers may not bring preschool children or younger siblings along during the school day. Additional information about the volunteering requirements within our school can be found on our website at: https://www.scasd.us/page/volunteers

DISCIPLINE POLICY

**As part of the Code of Conduct.*

POLICY STATEMENT

Parents and students can expect that the School District will refer drug and/or alcohol infractions to proper law enforcement agencies.
The School Board prohibits the use, possession, distribution or sale of any drugs/alcohol. It prohibits being under the influence of drugs/alcohol while under the authority of the School District.
Students shall be considered under the authority of the School District while attending school, participating in any school related activity, and during the time required in going to and from their homes.

BULLYING

Pennsylvania law defines bullying as an intentional electronic, written, verbal or physical act, or a series of acts:
(1) directed at another student or students;
(2) which occurs in a school setting;
(3) that is severe, persistent or pervasive; and
(4) that has the effect of doing any of the following:
(i) substantially interfering with a student's education;
(ii) creating a threatening environment; or
(iii) substantially disrupting the orderly operation of the school.

School setting means “in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.”
Pennsylvania law gives schools the option to prohibit bullying behavior that occurs outside a school setting if those acts meet the requirements contained in sections (1), (3) and (4) as listed above. The Southern Columbia Area School District Board of Education has opted to do this.

What Bullying Is and Is Not

Bullying is a conscious, ***repeated,*** hostile, aggressive behavior of an individual or a group abusing their position with the intention to harm others or gain real or perceived power.

The term Bullying should not be used when there is a mutual confrontation between two students or groups of students. It is important to distinguish bullying from other unkind, mean and harmful behavior. Calling someone a name or pushing someone once, being rude or having an argument with someone is not bullying. Of course, these behaviors need to be addressed by your Principal or Teacher, but they may have different consequences and interventions.

Behavior is clearly bullying when:
There is intent to harm - the bully appears to find pleasure in taunting and continues even when the target's distress is obvious.
The unwanted aggressive behavior(s) by another youth or group of youths includes an observed or perceived power imbalance, is repeated multiple times, and is not welcomed by the target.

Simply put, bullying is when a person or a group behaves in ways - *on purpose and over and over* - that makes someone feel hurt, afraid or embarrassed. *It is a recurring and deliberate abuse of power.*

Types of Bullying Behavior

There are many different types of bullying behavior that can be experienced by children and adults alike, some are obvious to spot while others can be more subtle. Below are some of the ways that bullying could happen.

Physical Bullying - includes hitting, kicking, tripping, pinching, and pushing or damaging property

Verbal Bullying - includes name calling, insults, teasing, intimidation, or verbal abuse

Cyberbullying - Cyberbullying is "willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices." While the definition of cyberbullying aligns with the traditional definition of bullying, the likelihood of repeated harm from one cyberbullying incident is quite high. This is because instances of cyberbullying can be accessed by multiple parties, forwarded to or shared with others, linked to other sites/apps and revisited by targets of the aggression — resulting in repeated exposure and repeated harm.

Relational Aggression - Bullying that affects a child's social standing or status is a form of relational aggression. It can take many forms, including shunning, hazing, spreading rumors, excluding others or teasing. Both boys and girls engage in relational aggression.

The Student Code of Conduct groups the above types of bullying behavior into three categories:
(1) Physical Bullying -Type Behavior;
(2) Verbal/Written Bullying -Type Behavior;
(3) Emotional Bullying - Type Behavior.

All forms of bullying are unacceptable. Offenders will be subject to appropriate disciplinary consequences.

If You are Bullied or Witness Bullying
Students who have been bullied are encouraged to promptly report such incidents to your teacher(s), principal, and/or other District employees.

Parents may contact the teacher and/or principal to report acts of bullying. Since bystander support of bullying can support this behavior, the district prohibits both active and passive support for acts of bullying. Bystanders who witness bullying and fail to report it to the teachers, principal, and/or other district employees will be subject to appropriate disciplinary consequences.

Teachers and other staff (including but not limited to secretaries, custodians, aides, etc.) who observe acts of bullying shall take reasonable steps to intervene to stop such conduct, unless intervention would threaten an individual's safety. The purpose of the intervention is to take prompt steps to ensure the observed acts of bullying cease. The incident must be reported to the Principal by the end of the school day. Complaints of bullying will be investigated promptly, and corrective action will be taken when allegations are verified.

The confidentiality of all parties will be maintained, consistent with the district's legal and investigative obligations. No reprisals or retaliation will occur due to good faith bullying reports.
Please Note: Consequences given to a bully cannot be shared with the victim or victim's family. Disciplinary records are considered a part of a student's Education Record; thus, these records are protected by the Family Educational Rights and Privacy Act (FERPA) and cannot be disclosed.

Consequences
Once a student has been found to be a Bully (this occurs after s/he has committed *repeated*, bullying-type behaviors) s/he will be subject to the following consequences:

First Offense - (this is the infraction which leads to a student being declared a bully) Conference with student and parent), 1 to 3 days Suspension, other disciplinary action as determined by administrator.

Second Offense - Conference, Suspension from 1 to 10 school days. Loss of school privileges and/or exclusion from school-sponsored activities for 15-30 calendar days.

Third Offense - Suspension from 1 to 10 school days, Alternative Educational Placement or Expulsion. Loss of school privilege and/or exclusion from school-sponsored activities for a minimum of one calendar year.

Any ensuing offense will result in placement in an Alternative Educational Placement or Expulsion.

All infractions may require referral to law enforcement and/or counseling. All infractions will require an apology to the victim.

If interested in viewing the full board policy, please contact the Elementary Office or District Website.

SCHOOL-WIDE POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (SWPBIS)

School-Wide Positive Behavioral Interventions and Supports is an evidence-based, cost-effective, systems approach for establishing the social culture needed for schools to be effective learning environments for all students. Positive Behavioral Interventions and Supports eliminates barriers to learning, creates, and maintains a safe and effective learning environment in schools, and ensures that all students have the social and emotional skills needed to succeed in school and beyond. Positive Behavioral Interventions and Supports helps schools teach students expected behaviors and social skills, creates student behavioral health and academic support systems, and applies data-based decision-making to discipline, academics, and social/emotional learning. Positive Behavioral Interventions and Supports uses the three-tiered approach of universal interventions (for all students and settings), secondary interventions (for students who are at-risk), and tertiary interventions (for individual students needing specialized assistance)

STUDENT CODE OF CONDUCT FOR GRADES K-4

STUDENT CODE OF CONDUCT
To aid you in understanding our disciplinary policy, we are listing types of violations and consequences for those violations. This list is not all-inclusive, but it is meant to serve as a guide. Students are expected to comply with all rules and regulations in the Standards of Conduct.

Level I Violations	
Misbehavior impedes the educational process and orderly classroom procedures or interferes with the orderly operation of the school. The following list includes, but is not limited to, examples of what constitutes Level I Violations:	
Violation	**Penalty**
Failure to dress properly	See guidelines
Failure to submit homework	Reprimand Loss of Recess Retraining/Apology Letter Parent/Guardian Notification by Staff Member Lunch Detention Detention 1 – 3 hours (See guidelines for some of the offenses)
Late to class or school	
Misuse of school permits/passes	
Violation of lavatory regulations	
Violation of cafeteria procedures/guidelines	
Class Disruption	
Public display of affection	
Possession of electronic devices	See guidelines
Not Cooperating with or disrespectful to School Personnel	Reprimand Loss of Recess Retraining/Apology Letter Parent/Guardian Notification by Staff Member Lunch Detention Detention 1 – 3 hours
Non-co-operation/lack of effort during testing	
Bus Violations (Level I)	All the above including loss of riding privileges
LEVEL II Violations	
Misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school or impacts adversely on the school operation or public image. The following list includes, but is not limited to, examples of what constitutes Level II Violations:	
Violation	**Penalty**
Cumulative violations of Level I	Loss of Recess Parent/Guardian Notification by Administration Lunch Detention Restitution Detention 1 – 3 hours Suspension 1 – 10 days

Cheating	See guidelines
Forgery (note, pass, etc.)	Loss of Recess Parent/Guardian Notification by Administration Lunch Detention
Lying	
Truancy	

Leaving building/grounds	Loss of Recess Parent/Guardian Notification by Administration Lunch Detention Loss of privileges (recess, classroom/school events/assemblies) Restitution Detention 1 – 3 hours Suspension 1 – 10 days
Leaving class without permission	
Cutting class	
Defacing/Damaging school property (not rising to institutional vandalism)	
Throwing food in cafeteria	
Safety violation (no injury)	
Neglect or refusal to serve detention	
Violations by student drivers/Parking	See guidelines- Not applicable to ES and MS
Bus Violations (Level II)	All the above including loss of riding privileges
Level III Violations	
Acts directed against persons or property whose consequences endanger the health or safety of others in the school. The following list includes, but is not limited to, examples of what constitutes Level III Violations:	
Violation	**Penalty**
Cumulative violations of Level II	Loss of Recess Parent/Guardian Notification by Administration Lunch Detention Loss of privileges (recess, classroom/school events/assemblies) Restitution Apology to Victim Detention 1 – 3 hours Suspension 1 – 10 days May require referral to law enforcement and/or counseling
Physical Bullying - Type Behaviors (hitting, kicking, spitting, pushing, taking/extorting and/or damaging personal belongings, invasion of one's personal space in an aggressive manner, sexual acts)	
Verbal/Written Bullying - Type Behavior (taunting, malicious teasing, name-calling, making threats, sexual remarks)	
Emotional Bullying - Type Behavior (spreading rumors, manipulating social relationships or environment, engaging in social exclusion, ridiculing, intimidating)	
Harassing Behaviors - general unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts.	
Discriminatory Harassing Behaviors - unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts which relates to an individual's or group's race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability	

Sexual Harassing Behaviors - unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, nonverbal, written, graphic or physical conduct	
Failure to respond to bullying: Passive Bystander	Reprimand
Failure to respond to bullying: Active Bystander Pushing/shoving (fight) Theft Strong abusive language directed toward other students Making Threats Insubordination/insolent	Loss of Recess Parent/Guardian Notification by Administration Lunch Detention Loss of privileges (recess, classroom/school events/assemblies) Restitution Apology to Victim Detention 1 – 3 hours Suspension 1 – 10 days May require referral to law enforcement and/or counseling
Bus Violations (Level III)	Loss of riding privileges and/or Suspension (1-5 days)

Level IV Violations	
Acts which result in violence to another person or property, or which pose a direct threat to the safety of others in the school. The following list includes, but is not limited to, examples of what constitutes Level IV Violations:	
Violation	Penalty
Cumulative Violations of Level III	Parent/Guardian Notification by Administration Lunch Detention Loss of privileges (recess, classroom/school events/assemblies) Restitution Apology to Victim Detention 1 – 3 hours Suspension 1 – 10 days May require referral to law enforcement and/or counseling
Bullying	(see guidelines)

Fighting Indecent exposure Assault and/or battery of staff member Safety violation with injury Institutional Vandalism Inciting riot, demonstrations, sit-down or other activity Assault and/or battery of student	Parent/Guardian Notification by Administration Lunch Detention Loss of privileges (recess, classroom/school events/assemblies) Restitution Apology to Victim Detention 1 – 3 hours Suspension 1 – 10 days May require referral to law enforcement and/or counseling Expulsion
Bus Violations (Level IV)	Loss of riding privileges and/or Suspension (1-5 days)

Procedures for Handling Level I Behaviors

Teacher or staff member will complete an incident report on Sapphire for documentation of behavior.

Teacher or staff member will retrain the student in performing the expected behavior as well as issue a consequence.

Teacher or staff member will inform parent/guardian of offense and disciplinary action is taken.

Level I Consequences – Students who engage in Level I behaviors will be asked to identify inappropriate behavior and describe the appropriate replacement behavior. Students may receive a consequence delivered by the staff member designed to discourage the inappropriate behavior from occurring in the future. Consequences for Level I behaviors are listed in the Student Code of Conduct chart found on the preceding pages. After 3 incidents reports of the same behavior in one month, the teacher or staff member will submit following incidents as a referral, the student will participate in a retraining/action plan.

Procedures for Handling Level II Behaviors

The teacher or staff member will complete a referral report in Sapphire. The Principal or Coordinator of Student Services will review completed Sapphire referral.

Principal or Coordinator of Student Services will inform the parent/guardian of offense and disciplinary action taken. The principal maintains a proper and accurate record of the offenses and disciplinary action.

Level II Consequences – Students who engage in Level II behaviors will be asked to identify inappropriate behavior and describe the appropriate replacement behavior. The referring staff member will immediately complete a referral in Sapphire. Consequences for Level II behaviors are listed in the Student Code of Conduct.

Procedures for Handling Level III Behaviors
The principal or Coordinator of Student Services reviews the completed Sapphire referral. Further investigation may be needed by the administration as well as conferring with staff members on the circumstances and immediate needs of the situation.
Principal or Coordinator of Student Services will inform the parent/guardian of offense and disciplinary action taken. If necessary, a parent conference will be held with or without the student present. The principal maintains a proper and accurate record of the offenses and disciplinary action.
Level III Consequences - Consequences for Level III behaviors are listed in the Student Code of Conduct.

Procedures for Handling Level IV Behaviors.
The principal or Coordinator of Student Services reviews the completed Sapphire referral. Further investigation may be needed by the administration as well as conferring with staff members on the circumstances and immediate needs of the situation.
Having verified the offense, the principal meets with all those involved.
Principal will inform the parent/guardian of offense and disciplinary action taken. If necessary, a parent conference will be held with the student present.
The principal initiates procedures according to established policy for excluding the student from school and notifies the parents immediately.
The principal informs the Superintendent with a complete and accurate report for possible Board action.
The principal maintains a proper and accurate record of the offenses and disciplinary action.
Level IV Consequences – (please see the Student Code of Conduct for possible consequences)

DRUG/ALCOHOL POLICY

The Southern Columbia Area Board of School Directors prohibits the use, possession, distribution, sale or being under the influence of drugs/alcohol while students are under the authority of the school district.
Look-alike products
Products, which are meant to look like tobacco products, alcohol, or other drugs, are not permitted at school or on the school bus.

POSSESSION OF WEAPONS

Act 26 of 1995 amends the School Code with section (24 P.S. 13-1317.2) dealing with the possession of weapons. Section 1317.2 requires that a school district shall expel a student who brings a weapon to school, to a school-sponsored activity or onto any public conveyance providing transportation to a school or school-sponsored activity. This includes “look-alikes” such as toy guns or knives. The superintendent may recommend to the board discipline short of expulsion on a case-by-case basis

HEALTH SERVICES

Health services may include height and weight measurement, BMI calculation, vision, hearing, dental screening, parent notification of health concerns, and minor first-aid when necessary.
Our school nurse will contact parents or your designated emergency contact person to send students home who have a fever of 100.5º or above or who have diarrhea or have been vomiting. Students are not permitted to return to school until they are 24 hours without a fever, vomiting or diarrhea.

Students found with live lice will be excluded from school. The school nurse will review treatment procedures with parents. The student must be re-checked by the school nurse before they can return to class.
Parents are responsible to ensure their child is clean, well-groomed, and in good health when the child is in school. Students that are ill at home should not return to school until they are 24 hours fever, vomit, and diarrhea free. Injuries that occur at home should be cared for at home.

MEDICATIONS

School personnel are not permitted to dispense medicine and/or over the counter drugs. The nurse may give Tylenol or Antacids, with parent permission as completed on the emergency information card. Our nurse will not administer medications without written permission from parents and physicians. If your child needs an over the counter (OTC) medication or prescribed medication during school hours, the parent is required to bring the medication to school and give it directly to the school nurse. Pupils will not be permitted to have any medications in their possession. Parents need to provide the medication in the original container along with a physician’s order to the school nurse. The type of medication, the dosage, and other pertinent information must be clearly labeled for our nurse. Both OTC and prescribed medications require an order from a physician. The Nurse will not be accepting any medication unless it is brought in by the parent/guardian in its original container, clearly labeled and accompanied by a physician’s order. The nurse will not be providing sore throat lozenges. Students are permitted to carry their own if they are needed. When possible, please schedule medications so that they can be given before school and/or after school hours.

Sunscreen is considered a medication according to PA Department of Health. It will not be applied to your child unless there is a medical reason requiring application.

IMMUNIZATIONS

The Pennsylvania Department of Health requires students to have the following immunizations: (those already enrolled in school grades 1 – 12)
4 doses of tetanus-diphtheria vaccine
3 doses of polio vaccine
2 doses of measles vaccine
1 doses of rubella vaccine MMR given at 12 months of age or older
2 doses of mumps vaccine
3 doses of hepatitis B vaccine - properly spaced
2 doses of varicella vaccine- varicella 1 given at 12 months of age or older

Immunization requirements for children entering school for the first time in either Kindergarten or the First Grade include: OBJ
A 4th dose of tetanus diphtheria - given after their 4th birthday

PHYSICAL and DENTAL EXAMINATIONS

Pennsylvania school law requires medical examination for children in Kindergarten or First Grade, Sixth Grade, and Eleventh Grade. Dental examinations are required for Kindergarten or First, Third, and Seventh grade students. We recommend that these examinations be done by your family physician/dentist. However, an examination in school by the
school physician will be provided if you desire. Dental examinations/services will be available on campus through the SMILE Mobile Dental Program. Information regarding this program will be sent home at the start of the school year. The written report from your family physician/dentist is required to be on file with the school nurse by May 1st of that school year. If you have not submitted your child's required physical and/or dental examination form to the school nurse by May 1st, your child may have end-of-year privileges (i.e. field trips) withheld.

CONCERNS

Open communication between families and the district is critical to maintaining a safe and successful learning environment. The district recognizes there may be situations where parents, guardians, or students have concerns that they may not be comfortable sharing directly with staff members or their child's building administrator. In this instance, please visit the school's website, and located on the main page you will find a link for the SoCo Concerns page. On that page, parents, guardians, or students may easily, and anonymously if desired, notify the district about any concerns they might have. We encourage you to make your student aware of this resource. An additional resource for parents, guardians, and students is Safe2Say. The Safe2Say link can also be accessed through the SoCo Concerns page.

SAFE2SAY

"Safe2Say Something is a youth violence prevention program run by the Pennsylvania Office of Attorney General. The program teaches youth and adults how to recognize warning signs and signals, especially within social media, from individuals who may be a threat to themselves or others and to "say something" BEFORE it is too late. With Safe2Say Something, it's easy and confidential to report safety concerns to help prevent violence and tragedies. For more information visit www.safe2saypa.org."