

Central Valley School District

Center Grange Primary School
and
Todd Lane Elementary School



Parent - Student Handbook

2025 - 2026

TABLE OF CONTENTS

PARENT – STUDENT HANDBOOK AWARENESS STATEMENT	6
TECHNOLOGY/NETWORK/INTERNET USER POLICY	7
INTRODUCTION	
Letter from the Elementary Administrators	8
BOARD OF DIRECTORS	9
CENTRAL OFFICE PERSONNEL	10
BUILDING PERSONNEL	11
STAFF DIRECTORY	
Center Grange Primary School	12
Todd Lane Elementary School	13
CENTRAL VALLEY SCHOOL DISTRICT CALENDAR.....	14
CALENDAR OF EVENTS	14
SCHOOL INFORMATION	
Daily School Hours	15
Early Dismissals	15
Arrival Procedures	15
Dismissal Procedures	15
Visitor Information	16
Classroom Visits	16
STUDENT REGISTRATION AND WITHDRAWAL	
New Student Registration	16
Change of Address, Telephone Number and E-mail Address	16
Release of Records	17
Withdrawals	17
ATTENDANCE	
Attendance Policy	17
Attendance Letters	18
Student Attendance Requirements.....	19
Tardiness	19
MEDICAL AND HEALTH SERVICES	

Emergency Cards	20
Head Lice Treatment	20
Health Screenings	20
Medical and Dental Appointments	21
Medication Policy	21
Pennsylvania School Law Requirements	21
Pennsylvania Immunization Requirements	22
Infectious and Communicable Diseases	22
GRADES AND HOMEWORK	
Grading Scale	24
Homework	24
Make-up Work	24
Report Cards	24
EDUCATIONAL PROGRAMS AND SERVICES	
Homeless.....	25
Organizational Structure.....	26
A.S.A.P. (All Students' Advancement Plan)	26
English as a Second Language (ESL) Services	26
Gifted/Enrichment Program	27
School Counseling Services	27
Student Assistance Program (SAP)	27
Homebound Instruction	27
Kindergarten	28
Literacy	28
Mathematics	28
Science	28
Social Studies	29
Specials and Fine Arts	29
PA Chapter 15 – Section 504.....	29
Special Education	29-30
Speech and Language Screening	30
Standardized Assessments	30

DISCIPLINE

Elementary Discipline Goals	31
School Wide Positive Behavior System	31
Elementary Discipline Overview	31
Detention.....	32
Dress Code	32

POLICIES

Alcohol and Illegal Drug Usage	34
Bullying/Cyberbullying	34
Internet Usage Policy	38
Usage and/or Possession of Tobacco Products	39
Use of Student Photographs	39
Weapons	39

FOOD SERVICE

Food Service Program	39
Free and Reduced Price Meals	39
Elementary Food Service Prices	40
Meals Plus Point of Sale System	40
Charging of Cafeteria Meal	41

GENERAL INFORMATION

2 Hour Delay Schedule	41
Chewing Gum	41
Complaint Resolution Process	41
Electronic Devices	42
Field Trips.....	42
Fire Drills	42
Open House	42
Parent/Teacher Conferences	42
Parent Volunteers	43
Promotions and Retentions	43
School Intruder Drills	43
Security Cameras	43
Textbooks, Supplies and Other School Property	43

Weather Drills	43
Weather/Emergency Days	44
TRANSPORTATION	
School Bus Misbehavior	44
Minor infractions	44
Major infractions	44
Suspension of bus riding privileges	45
EQUAL RIGHTS AND OPPORTUNITY STATEMENT	46
ELEMENTARY DISCIPLINE CODE	47
CHILD FIND DOCUMENT	52
CHAPTER 12-STUDENT RIGHTS AND RESPONSIBILITIES.....	63

The Central Valley School District Board of Education guides and facilitates the daily operation of the schools within the district by the policies that it outlines and enacts. These policies will be followed when clarity is needed in dealing with student issues. If a discrepancy exists between any statement in this handbook and the Central Valley School District Board of Education policies, the language in the district board policy manual will be followed.



CENTRAL VALLEY

SCHOOL DISTRICT

PARENT-STUDENT HANDBOOK AWARENESS STATEMENT

We have read the Central Valley School District elementary parent-student handbook, including general information, rules and regulations, the discipline code and other important information. We realize that we are responsible for following its contents. I, as a parent, understand that by signing this form, I am aware of all the policies and procedures outlined in this Parent-Student handbook.

Parents are required to inform the school of changes in residence, custody, home/work phone numbers, and emergency contact information.

Date: _____

Student Name: _____

Parent Name: _____

Parent Signature: _____

Teacher Name: _____

**PLEASE RETURN THIS SIGNED FORM TO YOUR
CHILD'S HOMEROOM TEACHER AS SOON AS POSSIBLE.**



TECHNOLOGY/NETWORK/INTERNET USER POLICY

Please read and discuss the following policy with your child in a careful manner. The following are important informational notes to be reminded of:

- Access to the Central Valley School District’s technology and network, including the Internet, is a privilege.
- Internet access is being offered solely for the enhancement of the Central Valley School District curriculum.
- Any irresponsible, unethical, or illegal behavior regarding district policy, accepted rules of the network, and Federal and State laws will result in the cancellation of privileges and appropriate disciplinary action will be taken.
- A parent or guardian signature below indicates acceptance of this policy and that this policy has been explained to your child.
- This signed and dated user policy must be on file in the Central Valley School District offices for technology and network, including the Internet, privileges.
- The user’s parent or guardian may withdraw approval of this user policy at any time by informing the Central Valley School District in writing.

Central Valley School District Student Technology/Network/Internet Permission Slip

By affixing my signature, I agree that I have read and discussed this policy with my child and we agree to accept the Central Valley School District Technology and Network Policy, including the Internet User Policy, for the duration of my child’s education in the Central Valley School District unless subsequently withdrawn.

Student’s Full Name: _____

Parent/Guardian Signature: _____

Date: _____

Telephone: _____



CENTRAL VALLEY

SCHOOL DISTRICT

Welcome to a new academic school year in the Central Valley School District elementary schools! We hope that all students enrolled in the primary and elementary schools are ready to have an exciting, fulfilling, and successful educational experience this school year. The start of a new school year brings with it new opportunities, new changes, and the hope that this school year will be rewarding for the students, their families, and the district staff.

This year the primary and elementary students will not be receiving a copy of the Parent-Student handbook. We are attempting to reduce as much paper waste as possible. **The handbook can be found on-line at www.centralvalleysd.net under the elementary school section.** If you would like a hard copy of the handbook please contact the office at your student's building and they will provide one for you. Throughout the Parent-Student handbook, we have included all of the information that is pertinent to our schools, in addition to outlining daily routines and other school activities. The handbook will be used by all of the elementary staff, thus you and your child should become familiar with the information and expectations outlined inside the handbook.

We strongly encourage parents/guardians to review the handbook with your child(ren) who attend the elementary schools. On pages 6 and 7, the Central Valley School District's "Parent-Student Handbook Awareness Statement" and "Technology/Network/Internet User Policy" signature pages are outlined. These pages, when signed, indicate that you have read the handbook and reviewed all the policies and procedures with your child. Copies of these forms are attached to this letter for you to sign. **Upon completing these forms, please have your child return it to his/her homeroom teacher as soon as possible.** These signature pages will be kept on file until the end of the current school year.

As this year unfolds, we encourage you to share your thoughts and concerns about the Parent-Student handbook. Your input is a necessary part of the continuous improvement plan to enhance this handbook. We will continue to review the handbook annually to address additional issues.

Finally, we would like to encourage every student to do his/her best throughout this school year and we ask that all individuals (students, parents, guardians, teachers, and staff) work together to make this a positive year for every child in the Central Valley School District.

Respectfully,

Mrs. Carla Kosanovich
Principal
Center Grange Primary School

Ms. Christina Feragotti
Principal
Todd Lane Elementary School



CENTRAL VALLEY

SCHOOL DISTRICT

BOARD OF SCHOOL DIRECTORS 2025 – 2026



Mr. Dennis Bloom, President
Ms. Donna Belcastro, Vice President
Mr. Joseph O'Neill, Treasurer

Mr. David Ambrose
Mr. Anthony Antoline
Ms. Marsha Decenzo
Mr. Joel McDonald
Mr. Thomas Mowad
Mr. Dante Ross

Mrs. Pam Scipione, Board Secretary

Superintendent

Mr. Shawn McCreary



Central Valley School District

CENTRAL OFFICE PERSONNEL

160 Baker Road Extension
Monaca, PA 15061
(724) 775-5600

Superintendent

Mr. Shawn McCreary
(724) 775-5600
smccreary@centralvalleypa.net

Director of Curriculum/ Assistant to Superintendent

Ms. Kayse Hicks
(724) 775-5600
khicks@centralvalleypa.net

Special Education Coordinator

Mrs. Erin Park
(724) 775-5600
epark@centralvalleypa.net

School Psychologist

Corey Heilman
(724) 775-5600
cheilman@centralvalleypa.net

Technology Coordinator

Mr. Edward Eimiller
(724) 775-5600
eeimiller@centralvalleypa.net

Director of Athletics and Transportation

Mr. Sam Cercone
(724) 775-5600
scercone@centralvalleypa.net

Business Manager

Ms. Denise Sebek
(724) 775-5600
dsebek@centralvalleypa.net

Director of Facilities and Grounds

Mr. Timothy Hill
(724) 775-5600
thill@centralvalleypa.net

Food Service Manager

Ms. Lisa Hatton
(724) 775-5600
foodservice@centralvalleypa.net

CENTRAL VALLEY SCHOOL DISTRICT

BUILDING PERSONNEL

CENTER GRANGE PRIMARY SCHOOL

225 Center Grange Road
Aliquippa, PA 15001
Telephone: (724)775-8201
Fax: (724) 774-1934

Mrs. Carla Kosanovich, Principal

E-mail: ckosanovich@centralvalleypd.net

Mrs. Candace Hill, Counselor

Nurse: Mrs. Dianne Mateer

Health Room RN: Mrs. Bridget Sweterlitsch

Secretary: Mrs. Jill Klemenic

School Resource Officer (SRO): Officer Sierra Higby

TODD LANE ELEMENTARY SCHOOL

113 Todd Lane
Monaca, PA 15061
Telephone: (724) 775-1050
Fax: (724) 775-2799

Ms. Christina Feragotti, Principal

E-mail: cferagotti@centralvalleypd.net

Counselor: Mrs. Amanda Hiltz

Nurse: Mrs. Dianne Mateer

Nurse: Mrs. Bridget Sweterlitsch

Secretary: Mrs. Nikki Kondik

School Resource Officer (SRO): Officer Clay Kohar

CENTRAL VALLEY MIDDLE SCHOOL

1500 Allen Street
Monaca, PA 15061
Telephone: (724) 775-8200
Fax: (724) 775-3633

**Mr. Brian Dolph, Principal
& Asst. Athletic Director**

E-mail: bdolph@centralvalleypd.net

Mr. Drew Sansonetti, Asst. Principal

E-mail: dsansonetti@centralvalleypd.net

Counselor: Ms. April Marocco

School Nurse: Ms. Tiffany Gasperine, CSN, RN

Health Room RN: Ms. Amy Downer

Secretary: Mrs. Jamie Economos

School Resource Officer (SRO): Officer James Ball

CENTRAL VALLEY HIGH SCHOOL

160 Baker Road Extension
Monaca, PA 15061
Telephone: (724) 775-4300
Fax: (724) 775-6560

Mr. Mark Vukovcan, Principal

E-mail: mvukovcan@centralvalleypd.net

Dr. Laura Hartzell, Asst. Principal

E-mail: lhartzell@centralvalleypd.net

Mr. Sam Cercone, Director of Athletics

E-mail: scercone@centralvalleypd.net

Counselor: Ms. Rachel Watts

Counselor: Mrs. Shannon Istik

School Nurse: Ms. Tiffany Gasperine, CSN, RN

Health Room RN: Ms. Amy Downer, RN

Secretary: Mrs. Jill DeWeese

Athletic Secretary: Mrs. Lisa Martini

Guidance Secretary: Mrs. Nikki Piroli

School Resource Officer (SRO): Officer Eric Hill



CENTER GRANGE PRIMARY SCHOOL

STAFF DIRECTORY

2025-2026

Staff Name	Assignment	Room/Location
Mrs. Maria Householder	Kindergarten	1
Mrs. Jennifer Harich	Kindergarten	3
Miss Jennifer Manganello	Kindergarten	6
Mrs. Jennifer Litzinger	Kindergarten	8
Mrs. Jennifer Bechdel	Kindergarten	10
Miss Katherine Senior	Kindergarten	11
Miss Courtney Symons	Kindergarten	12
Mrs. Alexa DeIRusso	Kindergarten	14
Mrs. Dana Belculfine	1 st grade	105
Mrs. Michelle Buffalini	1 st grade	111
Mrs. Brooke Javens	1 st grade	116
Mrs. Rachael George	1 st grade	108
Miss Randi Schaub	1 st grade	109
Mrs. Dawn Mowad	1 st grade	112
Mrs. Sherri Miceli	1 st grade	114
Mrs. Rachel Platts	1 st grade	113
Mrs. Tara Kakiou	2 nd grade	201
Mrs. Sara Ball	2 nd grade	203
Mrs. Susanne Morris	2 nd grade	204
Mrs. Tracie Pasquale	2 nd grade	208
Mrs. Lisa Bohon	2 nd grade	210
Mrs. Alexandra Catanzarite	2 nd grade	212
Mrs. Carla Forney	2 nd grade	215
Mrs. Melissa Hoye	2 nd grade	217
Miss Adrianna Carlson	Learning support, K - 2nd grades	307
Miss Megan Knight	Learning support, K - 2nd grades	202
Ms. Jessica Houston	Learning Support, K - 2nd Grades	5/7
Miss Madison Marsico	Learning support, K - 2nd grades	9
Mrs. Elisa McAlister	A.S.A.P. - Title I	102
Mr. Jeff Verner	A.S.A.P. - Title I	211
Ms. Nicole Morelli	A.S.A.P. - Title I	15
Mrs. Elyse King	Speech and language	303
Miss Courtney Mottes/Mrs. Madison Carkido	Speech and language	304/305
Mrs. Candace Hill	School Counselor	Office
Mrs. Emily Dingfelder	Music	308
Mrs. Lauren Leone	Computer	Media Center
Ms. Chanda Weigel	Art	101
Mrs. Amber McKim	Physical Education	Gymnasium
Mrs. Megan Roperti	Library	Library
Mrs. Diane Mateer	Nurse	Health Office
Mrs. Bridget Sweterlitsch	Nurse	Health Office
Mrs. Jill Klemencic	Secretary	Office
Mrs. Carla Kosanovich	Principal	Office



TODD LANE ELEMENTARY SCHOOL

STAFF DIRECTORY

2025-2026

Teacher	Assignment	Room/Location
Mrs. Taylor Breden	3 rd grade	D109
Mrs. Heather Beckman	3 rd grade	D108
Ms. Chelsea Costello	3 rd grade	D004
Mrs. Amanda Poleti	3 rd grade	D005
Ms. Jennifer Martin	3 rd grade	D106
Ms. Casey Reinstadtler	3 rd grade	D006
Mrs. Rebecca Huwar	3 rd grade	D003
Ms. Melissa Weber	3 rd grade	D107
Mrs. Kyra Beatrice	4 th grade	C112
Mr. Kenneth Klemencic	4 th grade	C110
Mrs. Kelly Nevill	4 th grade	C105
Mrs. Virginia Marchionda	4 th grade	C212
Mrs. Jill Mumaw	4 th grade	C211
Mrs. Sydney Eckman	4 th grade	C210
Mrs. Niki Barson	4 th grade	C213
Ms. Kaylie Szuchy	4 th grade	C107
Mr. David Burhenn	5 th grade	B112
Mrs. Paula Gerrich	5 th grade	B215
Mrs. Cher Balestrieri	5 th grade	B212
Mrs. Lisa Latshaw	5 th grade	B114
Mrs. Julie Sudak	5 th grade	B217
Mr. Ryan McLean	5 th grade	B111
Ms. Robin Sampson	5 th grade	B214
Mr. Gregory Suhayda	5 th grade	B113
Mrs. Amy Abrams	A.S.A.P. Team	C209
Mrs. Jennifer Unger	A.S.A.P. Team	B210
Ms. Alison Edie	Learning Support	D008
Ms. Meghan Detka	Learning Support	C204
Ms. Jessica Fosnaught	Learning Support	B104
Ms. Justine Holden	Learning Support	D104
Ms. Caitlyn Cottrill	Learning Support	C205
Ms. Courtney Mottes	Speech and Language	B102 (B)
Ms. Emily Dincher	Speech and Language	B102 (B)
Ms. Madison Rossero	Speech and Language	B102 (B)
Mr. Luke Walker	Music	B203
Mr. Matthew Reese	Tech Ed	B207/ B209
Mrs. Beth Ann Pohl	Library/ Gifted Support	B101/ C202
Mrs. Darlene Mallory	Art	B205
Mrs. Amy Young	Physical Education	Gymnasium
Mrs. Bridget Sweterlitsch	Nurse	Health Office
Mrs. Diane Mateer	Nurse	Health Office
Ms. Christina Feragotti	Principal	Office
Mrs. Nikki Kondik	Secretary	Office
Mrs. Amanda Hiltz	Counselor	Office

CALENDAR OF EVENTS 2025 – 2026

August 19, 2025.....	Teacher In-Service Day – No School for Students
August 20-22, 2025	District Act 80 Days – No School for Students
August 25, 2025.....	First day of school for Students/Kindergarten Orientation
September 1, 2025.....	Labor Day- No School
September 3, 2025.....	School Picture Day – Todd Lane
September 4, 2025.....	School Picture Day – Center Grange
September 25, 2025.....	Open House – Todd Lane
October 9, 2025.....	Open House - Center Grange
October 28, 2025	1 st nine weeks ends
October 29, 2025.....	2 nd nine weeks begins
November 7, 2025	Elementary Parent-Teacher Conferences No School for Students (K-5 th grades)
November 10, 2025	Elementary Parent-Teacher Conferences No School for Students (K-5 th grades)
November 11, 2025	Veterans Day – No School
November 26, 2025.....	K-12 Early Dismissal - Elementary students dismiss @ 1:00 PM
November 27 – December 1, 2025.....	Thanksgiving Recess –No School
December 23, 2025	K-12 Early Dismissal - Elementary students dismiss @ 1:00 PM
December 24, 2025 – January 4, 2026	Holiday Break – No School
January 16, 2026.....	2 nd nine weeks ends
January 19, 2026.....	District Act 80 Day – No School All Students
January 20, 2026.....	3 rd nine weeks begins
February 9, 2026	Snow Make-Up Day #1
March 20, 2026.....	3 rd nine weeks ends
April 2, 2026	Snow Make-Up Day #2
April 3, 2026.....	No school/Spring Break
April 6, 2026.....	Snow Make-Up Day #3
April 20-24, 2026.....	ELA PSSA Testing Window (3 rd - 5 th)
April 27-May 1, 2026.....	Math (3 rd -5 th) & Science (5 th) PSSA Testing Window
May 4-8, 2026.....	PSSA Testing Make-up Window
May 1, 2026.....	District Act 80 Day – No School All Students
May 25, 2026	Memorial Day – No School
May 29, 2026	Students last day/Report Card Distribution Early Dismissal for Elementary students @ 10:30AM
June 1, 2026	Kennywood School Picnic Day

Central Valley School District

2025-2026 School Calendar

August (1-8)						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September (21-28)						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October (23-52)						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November (17-69)						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December (16-85)						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January (20-105)						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February (19-124)						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March (22-146)						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April (19-165)						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May (20-185)						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

	InService	State Assessments Keystones Winter Wave 1 Dec. 3 -17 Winter Wave 2 Jan. 5 -16 Spring May 11 -22 PSSA ELA April 20 - 24 Math/Science April 27 - May1 Make-Ups May 4 - 8 1 Hr. Extended Faculty Mtg.
	District Act 80	
	First Day of School	
	No School	
	Elem. Act 80 Day	
	HS/MS Act 80 Day	
	K-12 Student Early Dismissal	
	Snow Day	
	School Picnic	
	End of Grading Period	

- Aug. 25 First Day of School
- Feb. 9 Snow Make-Up #1
- April 2 Snow Make-Up #2
- April 6 Snow Make-Up #3
- May 29 Last Day of School



CENTRAL VALLEY SCHOOL DISTRICT SCHOOL INFORMATION

Daily School Hours

Student arrival – 8:45 A.M. – 9:05 A.M. Tardy bell – 9:05 A.M.

Student dismissal (CG)

- 3:15 p.m. (Parent pick up)
- 3:35 p.m. (Bus Dismissal)

Student dismissal (TL)

- 3:15 p.m. (Parent pick up)
- 3:35 p.m. (Bus dismissal)

Early Dismissals

From time to time, students may need to leave school prior to dismissal time. For any student needing an early dismissal, please note the following requests:

1. A written parental/legal guardian note **MUST** be sent to your child's teacher.
2. The written notice needs to state a time and reason for the early dismissal.
3. **Parents/guardians MUST report to the school office and sign out their child for the early dismissal.**
4. The office staff will have your child report to the main lobby.
5. **STUDENTS ARE NOT PERMITTED TO BE SIGNED OUT IN THE OFFICE AFTER 3:00 P.M.**

Please note: Both parents have equal access to their children unless a signed court document stating otherwise is on file in the school office.

Arrival Procedures

For safety reasons, students **are not** to be dropped off at Center Grange or Todd Lane **prior to 8:45 A.M.** Students arriving at school by means of automotive transportation (not by bus) are required to use the **PARENT DROP-OFF ZONE** at Center Grange or the **MAIN ENTRANCE** at Todd Lane.

PLEASE NOTE: PARENTS ARE NOT PERMITTED TO GET OUT OF THEIR VEHICLE AND STUDENTS ARE REQUIRED TO EXIT THE VEHICLE ON THE PASSENGER SIDE ONTO THE SIDEWALK OF THE SCHOOL.

Dismissal Procedures

If parents/guardians are picking up their child at school, they **must** send written permission specifying the time of dismissal. If you tell your child that you are picking

him/her up at school, but do not send written permission, your child will be sent home on the school bus. Students who are not riding the bus at the end of the day **MUST BE SIGNED OUT AT THE PARENT PICK-UP ZONE** at both Center Grange and Todd Lane. When picking up students, parents/guardians **MUST** park their vehicles in the parking lots. Parents are asked to wait in the designated areas. Please be advised that **parents/guardians should arrive no earlier than 3:00 P.M.**

***Please be aware that no animals or pets are allowed at Parent-Pick up.**

Visitor Information

Parents/guardians or visitors entering the school buildings are required to use the main entrance doors. All parents and visitors must report to the school office when entering a district school building. This request is not made to inconvenience visitors but to provide safety to the children and staff members working within a given school building. Badges will be issued to anyone registering in the school office. Visitors present in school hallways without a dated visitor's badge will be asked to report to the office. **No person is to go directly to a classroom.** Visitors are not permitted to leave the office area (i.e. visit classroom, teachers, students, etc.) without approval.

Classroom Visits

Classroom instruction time is valuable. Because it is imperative that teachers make the best use of their available instructional time, parents and visitors cannot make direct visits to classrooms during teaching hours unless an appointment has been scheduled for a given time with a teacher. Again, parents and family members are asked to NOT visit their child's classroom or teacher without first signing in with the secretary in the school office. While teachers and administrators are available to assist parents/guardians with concerns and questions, the district asks that individuals call for an appointment when the need arises to speak with appropriate school personnel. Lunches or school items forgotten at home may be brought to school and left in the school office. A secretary will ensure that the items are then delivered to the child.

STUDENT REGISTRATION AND WITHDRAWAL

New Student Registration

Any parent/guardian who wishes to enroll a student in the district must first complete the necessary forms required by the school. These forms are available in the Central Registration Office located on the High School campus. Parents must supply the following information to complete the registration process.

- Two Proofs of residency
- Copy of the student's birth certificate
- Copy of the student's immunizations
- Copy of the parent/guardian's valid driver's license/other form of photo identification

Change of Mailing Address, Telephone Number and E-mail Address

The school office **MUST** be notified whenever a change of student address occurs. This holds true if the change occurs from one school year to the next as well as if the change occurs during a given school year. A change in a student's home phone number should be reported to the school as soon as possible to ensure that parents/guardians can be notified in the event of an emergency. Parents are also encouraged to keep their most current email address on file with the district.

Release of Records

All student records are kept confidential. Student records will only be released upon receiving written permission from the parent and/or legal guardian. Records will not be released directly to the parents/guardians. Copies of all student records will be forwarded directly to the new school district once a release of records consent form is received.

Withdrawals

Parents/guardians who wish to withdraw a student from the district must notify the school in person or in the form of a written letter. For student records to be released to another school district, a release of records request must be received from the requesting school district. Please allow the school district sufficient time to process your requests and prepare the student's records for release.

ATTENDANCE

Attendance Policy

One of the greatest obstacles facing schools is the high rate of absenteeism. Students who are frequently absent miss important instruction and skills, have fewer social opportunities, and have a higher dropout rate when compared to students who attend school consistently. According to Pennsylvania State Law and Students Rights and Responsibility Regulations all students are expected to attend school regularly to benefit from the instructional program and to develop habits of punctuality, self-discipline, and responsibility. Attending school is not only a privilege; it is an obligation.

School attendance is the responsibility of the student, parents, guardians, community members, and the school district. When a student is absent from school, it is the duty of the parents or guardians to promptly furnish a written explanation of the student's absence.

Attendance Policy (Act 138: New PA Truancy Law- Enforcement of Compulsory Attendance Requirements)

According to Act 138, when a student has been absent for three (3) days during the current school year without a lawful excuse, district staff must provide notice to the person in parental relation who resides in the same household as the student within ten (10) school days of the student's third unexcused absence.

The notice must:

1. Be in the model and language of communication preferred by the person in parental relation;
2. Include a description of the consequences if the student becomes habitually truant; and
3. When transmitted to a person who is not the biological or adoptive parent, also be provided to the child's biological or adoptive parent, if the parent's mailing address is on file with the school and parent is not precluded from receiving the information by court order.

The notice may include the offer of a School Attendance Improvement Conference.

If the student incurs additional unexcused absences after issuance of the notice, and a School Attendance Improvement Conference was not previously held, District staff must offer a School Attendance Improvement Conference. The purpose of the School Attendance Improvement Conference is to examine the student's absences and reasons for absences in an effort to improve attendance with or without additional services.

Neither the student nor the person in parental relation are required to participate, but the School Attendance Improvement Conference must occur even if the person in parental relation declines to participate or fails to attend the scheduled conference.

The outcome for the School Attendance Improvement Conference must be documented in a written School Attendance Improvement Plan. The Plan must be retained in the student's file. A copy of the Plan must be provided to the person in parental relation, the student and appropriate District staff, even if the student and person in parental relation did not attend.

When a student under fifteen (15) years of age is habitually truant (6 or more unexcused days), District staff must follow the below procedure:

1. The District must refer the student to:
 - a. A school-based or community based attendance improvement program; or
 - b. The local children and youth agency
2. The District may file a citation in the office of the appropriate judge against the person in parental relation who resides in the same household as the student

When a student fifteen (15) years of age or older is habitually truant (6 or more unexcused days), District staff must:

1. Refer the student to a school-based or community-based attendance improvement program; or
2. File a citation in the office of the appropriate judge against the student or the person in parental relation who resides in the same household as the student

Attendance Letters

School districts are expected to promote and encourage regular attendance for every student. This is no different within the Central Valley School District. Daily attendance is carefully monitored and documented for each student enrolled at Center Grange and Todd Lane. As a student accumulates absences and tardies, attendance letters will be

sent home as a written notice of that child's attendance. Attendance letters for unexcused absences will be sent at the following points:

3 or more absences and 6 or more absences

Student Attendance Requirements

1. All absences are either excused or unexcused and will be considered class absences under the following definitions.
2. Reasons for **excused absences** are:
 - Illness
 - Quarantine
 - Death in the family
 - Impassable roads
 - Recognized religious holiday services
 - Health-related appointments
 - Court appearances
 - School Board sanctioned absences
 - Emergency reason (at the discretion of the principal)
 - School Board approved trips
3. The following reasons are considered **illegal and unexcused absences** in accordance with the Pennsylvania State Attendance Laws:
 - Truancy
 - Missing the school bus
 - Trips not approved in advance
 - Shopping
 - Hunting, fishing, sporting events
 - Birthdays or other celebrations
 - Employment
 - Excuses saying "personal" or "needed at home"
 - Any other reason not listed in the legal excuse grouping

Please note:

- According to Board Policy 204, a parent/guardian is only permitted to write **10** excuses. After the 10 parent/guardian excuses are exhausted, all absences will be marked as unexcused unless a physician's note is provided.
- A student missing **three or more hours** of the school day will be marked **one-half day** absent.
- Students are required to bring in an excuse **within three school days** before the absence is marked as **unexcused**.

Tardiness

Prompt arrival at school is expected of all students. Late arrival disrupts class and causes loss of instruction time. **Any child who arrives at school after 9:05 A.M. is considered tardy.**

*All students must report to the office **with a parent** if they have arrived late to school

MEDICAL AND HEALTH SERVICES

The Central Valley School District attempts to provide an environment in which the child will be safe from accidents. If a minor accident occurs, the school nurse or school personnel will administer first aid. The parent/guardian will be notified if further attention is needed. The school nurse is available for the care of accidents and illnesses that occur during school hours.

Emergency Contacts

Each school year, parents/guardians are required to complete a Central Valley School District emergency card. Parents/guardians should be sure that the required emergency information has been supplied to the school district on the emergency card. Transportation for students who must be excused from school because of illness or accident is the responsibility of the parent/guardian. If this should be impossible, other arrangements should be noted on the emergency card by the parent/guardian.

Head Lice Treatment

The following is suggested if your child is found to have head lice:

- Parent/guardian **MUST** notify the school district immediately. This allows for proactive treatment measures to be put in motion.
- Wash the child's hair with a pediculicide (head lice) shampoo.
- Remove all lice nits (eggs).
- Soak hair brushes and combs in hot water or pediculicide shampoo for 10 minutes.
- Machine wash, in hot water, bed linens, towels, and clothing most recently worn (including hats, hair bands, sweaters, and jackets). Dry at least 20 minutes on hot cycle in dryer.
- Vacuum mattresses, upholstery (couches and stuffed chairs), and carpets. Throw away the vacuum bag.
- Place any stuffed toys and pillows that can't be washed in a dark plastic bag for 2 weeks.

Teach your child the importance of not sharing combs, hair brushes, headbands, hats, caps, and pillows. Your child can return to school when all nits (eggs) are removed. The school nurse must check each child before being allowed to return to the classroom. Please call your child's school to schedule the head check. Also, be advised that a parent/guardian must bring your child to be checked. Do not send the child to school on the bus.

Your child should be back in school within 3 school days or the days can be counted as unexcused absences. Once your child has had head lice, check your child's hair every day until it is time to retreat the hair – usually 7 to 10 days. Remove any nits you find. After another treatment, check your child's hair regularly.

Health Screenings

The Central Valley School District provides the following screening to the students:

1. Each child is weighed and measured every year from Kindergarten through Fifth grade.
2. Each child has a vision test every year.
3. Each child has a hearing test in Kindergarten through Third grade.

Medical and Dental Appointments

Medical and dental appointments should be avoided during the school hours if possible. In the event that an appointment must be made during school hours, please adhere to the following procedures:

1. Prior to or upon return from the appointment, a medical excuse containing the time of the appointment and the signature of the doctor or their representative should be submitted to the school office.
2. The student is responsible for all classroom work that is missed.

Medication Policy

Every effort should be made to administer medication at home instead of at school. If it becomes absolutely necessary for a student to receive medication during the school day, these instructions **MUST** be followed:

1. Prescription and non-prescription medications must have a doctor's note and signature.
2. A signed parental/legal guardian consent indicating the health problem, which necessitates the medication, must accompany the medication.
3. The unbreakable medicine container must be properly labeled with the following information:
 - i. Child's name
 - ii. Name of medication
 - iii. Dosage of medication
 - iv. Time medication is to be administered
 - v. Only daily or weekly medicine supplies should be brought to school by the parent/guardian.
4. For those students on long-term medication regimen, a new physician's order and parental/legal guardian consent is mandatory at the beginning of each school year.
5. An adult, **NOT** the student, should deliver **ALL** medicines to the school.

Pennsylvania School Law Requirements

These procedures are required by the PA School Code and can be provided by the child's primary care physician and dentist. Forms are available in the health office and on the district website.

1. A physical examination in Kindergarten.
2. A dental examination in Kindergarten and Third Grade.
3. A hearing test for students with known hearing problems.

Pennsylvania Immunization Requirements

State immunization requirements make it absolutely necessary that proper immunizations **MUST** be provided prior to admission into school.

To be enrolled in Kindergarten, a child must be five years of age before September 1st and must be immunized against Diphtheria, Pertussis, Tetanus, Polio, Mumps, German measles, Hepatitis, and Varicella before being enrolled in school (see chart below). Proof of these immunizations must be presented when the child is being registered for school. To be exempted from this mandate, parental written objection because of religious belief or a doctor's certificate stating medical contraindication must be presented.

Immunization requirements for ALL students

DPT, DT, or TD (Diphtheria, Pertussis, and Tetanus) – 4 doses total with last dose given on or after 4th birthday

Polio – 3 doses of trivalent oral vaccine

Rubella – 2 doses of vaccine or physical verified history of disease

Measles – 2 doses of vaccine or physical verified history of disease

Mumps – 2 doses of vaccine or physical verified history of disease

Hepatitis B – 3 doses of vaccine

Varicella (Chicken Pox) – 1 dose of vaccine or documentation of having had the disease

At the time of registration the school nurse will determine the immunization status of the child. A certificate of immunization, signed by a physician or other health personnel must be provided at the time of registration.

For more information, please call: 1-877-PA-HEALTH

Infectious and Communicable Diseases

The following chart is a guideline of some infectious and communicable diseases. In certain cases, students will be sent home or should be kept at home when they have contagious diseases such as impetigo, pink eye, or chicken pox. Many people take these diseases too lightly and often a more serious complication can follow. For your convenience the following chart of signs and symptoms is provided so you will know when to keep your child at home. Your cooperation will help prevent the spread of these diseases. Please contact the school nurse if you have questions about keeping your child home from school.

DISEASE	INCUBATION PERIOD	SIGNS AND SYMPTOMS
AIDS	Unknown	Best described by your family physician
Chicken Pox	2-3 Weeks	Slight fever, listlessness, blister-like spots turning to crusts
German Measles	12-22 Days	Mild cold, slight pinkish rash which gives a blush to the skin and fades with pressure - Disappears within three days
Head Lice	-	Extreme itchiness of scalp and appearance of nits or lice
Impetigo	Unknown	Crust-like sores with a discharge - Occurs mainly around the mouth and nose - Appears in small groups and single spots
Influenza	24-72 Hours	Sudden onset of fever, aches and pains in the back and limbs, runny nose, sore throat, chest cough
Measles	7-18 Days	Mild fever, aches and pains, listlessness, redness and watering of eyes, cough, fine red rash appearing on face, neck, or behind ears - Lasts about five days
Mumps	12-26 Days	Slight fever listlessness, nausea, irritability, swelling, inflammation and tenderness of the glands of the neck from the tip of the ear downward under the chin
Bacterial conjunctivitis (Pinkeye)	Unknown	Redness of eye, drainage
Ringworm	Unknown	Scaly patches on head or body, sometimes itchy (child may attend school if scales are covered)
Scabies	-	Fine scab-like rash which is very itchy
Scarlet Fever or Scarletina	1-10 Days	Sudden sore throat, fever, headache, nausea and vomiting - Bright red rash begins on the upper chest one to three days after onset, spreads rapidly over neck, arms, body, and legs - Skin appears velvety
Whooping Cough	1-3 weeks	Head cold, dry cough, which is worse at night, followed by a sudden, rapid deep drawing in of the breath accompanied by a characteristic whoop

For the safety and well-being of all students, the use of crutches, medical scooters, walkers, or other assistive walking devices during the school day must be supported with proper medical documentation.

Policy Guidelines:

1. Medical Documentation Required

A Written note from a licensed medical professional is required before any assistive walking device may be used at school. The documentation must include::

- The student's name
- The specific device recommended (e.g. crutches, scooter).
- The reason for the device
- The duration of use
- Any activity restrictions

2. Approval by the School Nurse or Administrator

Upon receiving the documentation, the school nurse and/or administration will review and approve the use of the device. A brief safety orientation may be provided to the student regarding how to use the device in school safely.

3. Parent/Guardian Responsibilities

Parents/guardians must ensure the device is in good working condition and are responsible for transporting and maintaining the equipment as needed.

4. Use During the School Day

Devices may only be used as medically necessary and must not be shared with other students. The student may require an alternative plan for hallway transitions, physical education, recess, or emergency drills.

5. Temporary Elevator or Access Permissions

If applicable, access to elevators or alternate routes will be provided during the recovery period.

GRADES AND HOMEWORK

Grading Scale

At the Central Valley School District, students will be assessed through homework, in-school assignments, tests/quizzes, projects, and class participation. Each classroom teacher will inform students on how they will be graded for the school year. The students will be assigned percentage grades for their work. Each grading period is nine weeks. The following grading scale will be used in First through Fifth Grades.

Grading Scale:

A	100 - 90%
B	89 - 80%
C	79 - 70%
D	69 - 60%
E	Below 60%

Grading Policy for Failing Grades

Homework

The Central Valley School District supports the role of homework as a pivotal factor in the educational process. Homework encourages and measures the development of self-discipline and associated good working habits. Teachers may, at their discretion, vary the length of homework assignments depending on the nature of the topic being studied.

Make-Up Work

Students are required to make up schoolwork if they are absent due to illness or other reasons. The classroom teacher will prepare the work and set appropriate limits for the time that the work should be completed. If a student is absent from school, parents/guardians can arrange for schoolwork to be sent home with another student or picked-up in the office. Parents/guardians need to telephone the school by 10 A.M. to request make-up work.

Report Cards

Student report cards for Kindergarten through Fifth grade are issued at nine-week intervals. Any questions or concerns based on a report card should be addressed to the classroom teacher first. You may either indicate your desire for a conference either on the report card itself or through a phone call to the teacher. However, parents/guardians should not wait for a poor report card to schedule a conference to discuss academic problems. If there are concerns about a child's progress, please notify the classroom teacher immediately.

Center Grange: At the conclusion of each marking period, student report cards are sent home with the student. After reviewing the results, the report card envelope should be signed by the parent/guardian and returned to the classroom teacher. The exception to this is the final marking period of the school year.

Todd Lane: Report Cards are posted in PowerSchool at the conclusion of each marking period. If you require a printed copy please contact the Todd Lane Office. Printed Report Cards are distributed on the last day of school for all students.

EDUCATIONAL PROGRAMS AND SERVICES

Education for Children and Youth Experiencing Homelessness

The Education for Homeless Children and Youths (EHCY) program, authorized under the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act), is designed to address the needs of homeless children and youths and ensure educational rights and protections for these children and youths.

The term "homeless children and youths"--

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

(B) includes--

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;*

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

*Per Title IX, Part A of the Every Student Succeeds Act, "awaiting foster care placement" was removed from the definition of homeless on December 10, 2016; the only exception to his removal is that "covered states" have until December 10, 2017 to remove "awaiting foster care placement" from their definition of homeless.

Should you need assistance with regard to homelessness please contact the Central Valley School District Homeless Liaison:

Ms. Kayce Hicks
Director of Curriculum/ Assistant to the Superintendent
724-775-5600 Ext 12154
khicks@centralvalleysd.net

Organizational Structure

The elementary program spans Kindergarten – Fifth grade. Self-contained and departmentalized classrooms make up the basic organizational pattern for instruction in the elementary buildings. This basic pattern may sometimes vary according to the needs of the building and the individual needs of the students. Todd Lane students may change classes for some core subjects.

A.S.A.P. (All Students' Advancement Plan) Title I

The A.S.A.P. mission is to raise student achievement at all grade levels, for all students, and prevent academic failure through research-based interventions and data-driven decision making. This plan was developed to maximize individual student success in the regular classroom, while at the same time serving as a pre-screening process for students who may be in need of special education and/or gifted services. A.S.A.P. is a positive, success-oriented plan that uses specific assessment data to drive intensive instructional techniques and strategies, which will result in an enhanced educational experience for all students.

The A.S.A.P. process is a three tiered model. Through these tiers, students will receive targeted remedial/enrichment interventions, which will become more specific based on individual growth and development.

In addition to the classroom teacher, the A.S.A.P. team is composed of various district staff members. This team will collaborate to establish in class support for both reading and mathematics, through various differentiated instructional techniques. The A.S.A.P. team will work collaboratively to provide the highest quality of instruction for every child. Under the direction of the elementary building principals, the A.S.A.P. team will help facilitate necessary changes in our current curriculum and instructional practices based on data collected through formative and summative standards based and benchmark assessments.

English as a Second Language (ESL) Services

Parents that enroll students within the Central Valley School District are required to complete a Home Language Survey as part of the enrollment process. If the Home Language Survey indicates a possible need for ESL services, the district will conduct an English language screening assessment with that child. If a student is determined to be in need of ESL instruction, the district provides, at no cost to the student and his/her family, ESL services which a highly qualified and certified ESL teacher provides. These services will be delivered during the regular school day. Students, if eligible for this service, MUST receive it. ESL is considered to be a core curriculum by the PDE and the USDE. Staff members are expected to work collaboratively with the ESL teacher(s) to provide a seamless transition between regular education and ESL services. Any questions regarding this service should be directed to the building principal or the district ESL Coordinator.

Gifted Education Services Program

Those students who qualify for the gifted program in the Central Valley School District are serviced through a Gifted Individualized Education Plan (GIEP's). Specially designed instruction may include independent projects, acceleration, mentors, and expansion of classroom curricula through enrichment. The gifted program is designed to be an extension of regular classroom learning and is intended to challenge and broaden the mind of the gifted student.

Mentally Gifted is defined as outstanding intellectual and creative ability; the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program. This term includes students who have an IQ of 130 or higher and when multiple criteria as set forth in the Pennsylvania Department of Education Guidelines indicate gifted ability. Determination of gifted ability will not be based on IQ score alone. A student with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the student strongly indicate gifted ability.

School Counseling Services

Elementary School Counseling services are available to all students. The goals of the program are to have all students develop an awareness of self and others, to develop an understanding of the relationship between school and work, to understand decision-making, to learn socially acceptable ways to satisfy needs, and to work towards educational goals. Individual or group counseling for students is available through parent/guardian, teacher, or student referrals. Classroom guidance lessons presented throughout the school year may include: bullying, character education, feelings, conflict resolution, career, and social skills.

Student Assistance Program (SAP)

Students who are having difficulties at school or at home can be identified and referred help through the Student Assistance Program or known as SAP. The team is made up school and agency staff that are available to help you access school and community services for your child. The goal of SAP is to work with parents and students to provide accommodations and interventions to increase student achievement. Students may be referred by a teacher, administrator, school counselor, a peer, parents, or self-referrals. Participation in the program is not required and is voluntary. The team reviews all student behavior, academic performance, health and attendance and will make appropriate contacts with parents and agencies. Confidentiality is maintained throughout the process.

Homebound Instruction

Homebound instructional services may be offered to a student who will be absent from school for an extended period of time due to a medical reason. Written documentation from the student's physician is required before this service can be delivered.

Literacy

The literacy curriculum encompasses reading, writing, speaking, listening, and information management. The reading component emphasizes phonemic awareness, phonics, and word building at the primary grades. Fluency, vocabulary development, and comprehension strategies are a focus throughout all of the elementary grades. The writing component provides opportunities for students to write in a variety of genres. The language arts program is rich in supplemental materials and provides a high degree of individualization at the child's reading level. Instruction is conducted in a combination of both whole and small groups. All content that is emphasized in Kindergarten – Fifth grade is aligned to the Common Core National Standards in the areas of Reading, Writing, Speaking, and Listening.

Mathematics

The mathematics program combines the teaching of basic skills with higher level thinking skills and problem solving. The program includes computational skills (addition, subtraction, multiplication, division) of whole numbers, fractions, and decimals, number patterns, place value, geometry, measurement, algebraic expressions, data analysis, and probability. Students use a wide range of manipulatives to gain a concrete understanding of mathematical algorithms. Drill and practice of basic facts is reinforced throughout the elementary grades. All content that is emphasized in Kindergarten – Fifth grade is aligned to the Common Core National Standards in Mathematics.

Science

The elementary science program utilizes an inquiry-based hands-on approach in which the children are actively engaged in an integrated study of life, earth, physical sciences and technology. This approach promotes teamwork and collaboration and accommodates varying learning styles. It fosters the development of process skills based upon a firm content base. Students apply science as they engage in problem solving and decision-making. All content that is emphasized in Kindergarten – Fifth grade is aligned to the Common Core National Standards in the areas of Environment & Ecology and Science & Technology.

Social Studies

The elementary social studies curriculum enables students to make connections between their world and the world of others. All content that is emphasized in Kindergarten – Fifth grade is connected to the Pennsylvania Academic standards in the areas of Civics and Government, Economics, Geography and History.

Specials and Fine Arts

The following subjects may be offered to students within the daily schedule – art, computer, library, music, and physical education. Beginning in Fifth grade, an instrumental music program is available with small-group instruction for students who are interested in participating. Students enrolled in this program participate in an elementary school band. Special choral opportunities are offered to students in the intermediate grades.

PA Chapter 15 – Section 504

The Central Valley School District recognizes that some students have disabilities, which substantially limit their participation in, or access to, school programs but who do not need special education. These students may qualify for reasonable accommodations in the regular classroom under Section 504 – Rehabilitation Act and under Pennsylvania Chapter 15 Service Agreement. For information please contact the building Principal or the School Counselor.

Special Education

The Central Valley School District, in compliance with the Individuals with Disabilities in Education Act (IDEA) offers a full continuum of special education programs and services to all students eligible for such services. Special education programs and services are available for all eligible students beginning with Early Intervention from the age of three (3). School age services begin for eligible students at school entry age through age twenty-one (21) years.

The following types of services are offered by the Central Valley School District, either through the district, services provided by the Beaver Valley Intermediate Unit, or in an appropriate private school placement.

Developmental Delays (Preschool Only)	Blind or Visually
Impaired Support Autistic Support	Emotional Support
Life Skills	Multiple Disabled Support
Learning Support	Speech and Language Support
Deaf or Hearing Impaired Support	Neurologically Impaired Support
Physical Support	Other Health Impaired Support
Occupational Therapy Services	Physical Therapy Services

All students deemed exceptional through diagnostic evaluation by a school psychologist and with an identified need for specially designed instruction through a Multidisciplinary Team Evaluation will receive all rights and privileges under PA Chapter 14 Regulations. Including but not limited to:

- Psychological Report
- Evaluation Report (ER),
- Notice of Recommended Placement (NORA),
- Individualized Education Plan (IEP),
- Parents Rights, mediation, and due process procedures.

Special Education screening may be requested in writing to your child's building principal or Director of Student Services. All students are entitled to a Free, Appropriate Public Education.

Speech and Language Screening

All students entering Kindergarten are informally screened and assessed by a speech therapist. Those students who are found to have areas of weakness can be more

formally assessed. The assessment is used to determine the level of educational support needed to assist the student’s language and speech development. Informal speech and language screenings can be conducted on any student not in Kindergarten on an as needed basis.

Standardized Assessments

Test	Given in Grade	Purpose
PSSA (PA System of School Assessment) <i>ELA and Mathematics</i>	3 rd – 5 th grades	Assess student achievement towards proficiency of PA Academic standards in reading, writing, and mathematics
PSSA (PA System of School Assessment) <i>Science</i>	4 th grade	Assess student achievement towards proficiency of PA Academic standards in science, technology, environment, and ecology

There are a number of local assessments given throughout the school year to monitor student’s academic growth and development. The data collected through these assessments will assist staff members to improve curriculum and instruction delivery.

DISCIPLINE

Elementary Discipline Goals

We believe that the goals of discipline are to:

- help students to develop a healthy, positive self-concept;
- teach students to make responsible decisions;
- assist students in taking responsibility for actions when appropriate;
- teach students to learn to communicate positively;
- help students work cooperatively with others.

School Wide Positive Behavioral Interventions and Supports

Center Grange and Todd Lane have implemented School Wide Positive Behavior Interventions and Supports which will focus on our three school wide behavioral expectations: **Be Responsible – Be Respectful – Be Ready = The Warrior Way!** The SWPBIS program is a proactive approach to school-wide discipline and will focus on creating and sustaining an environment for achieving important social and learning outcomes while preventing problem behaviors through a collaborative team approach. The underlying focus is to teach behavioral expectations in the same manner as any core curriculum subject. The SWPBIS Team will also be analyzing discipline related behavioral patterns and will respond to them by teaching the positive behaviors expected by our students.

Our ultimate goal here at Center Grange Primary School and Todd Lane Elementary School is to create an environment where students are aware of their actions and their effect on others. We are constantly working to provide a positive, safe learning environment for all students. The Central Valley Administration views all discipline efforts to be a collaborative process which includes students, teachers and parents.

Elementary Discipline Overview

The Central Valley School District believes that a meaningful and worthwhile learning environment can be maintained only with a workable discipline code as its basis. The students, parents, staff and administration share the responsibility for maintaining good school discipline equally. The behavior expected from students at school reflects a combination of social etiquette, courtesy and safety factors.

Each teacher has his/her own set of rules designed to ensure that the delivery of instruction takes place in an orderly, safe environment. It is the students' responsibility to familiarize themselves of each building and classroom rules. Students are expected to conduct themselves accordingly. Respect, courtesy and good manners should be displayed at all times. Bullying is neither funny nor acceptable behavior in school. Students who are subjected to bullying—either verbal or physical in nature—are urged to bring it to the attention of any adult staff member so that the matter may be properly addressed.

All persons present on school grounds during school time are required to observe the basic rules of the school. This also includes functions sponsored by or related to the school. Please be advised that the Central Valley School District has instituted a “No Smoking” policy for all school grounds. This policy also takes into account all tobacco products (such as cigarettes and smokeless tobacco) considered detrimental to the health of children. Parents and guardians are asked to respect this policy when visiting any of the district's schools.

Detention

Detention refers to situations in which students are required to be at school during non-class hours for disciplinary purposes. Such students will be supervised and will have to work on their studies. Students who do not conduct themselves properly while in detention may not receive credit for the time and may be reassigned additional disciplinary consequences. Parents/Guardians are responsible for student transportation home after detention has been completed. Failure to serve detention may also result in additional disciplinary consequences. Detentions will be scheduled on an as needed basis.

Dress Code

Dress regulations serve as a guide for students; no regulations, however, are as effective as the individual's good taste, which is, after all, the final criteria for an individual's appearance. A student's appearance will be a source of pride not only to

the school, but to the individual and his/her family as well. Students are responsible to dress appropriately and will be held accountable. If a student is uncertain as to the appropriateness of clothing for school wear, he/she should check with the principal before wearing the clothing to school.

Out of respect to fellow students and faculty, all students are required to maintain their personal hygiene. Although this is no attempt to include all items, the following types of clothing will be excluded from what is considered acceptable dress by district students:

Footwear

1. Footwear must be worn at all times.
2. Footwear must be securely fastened.
3. No footwear is permitted which is a potential danger to the wearer or others.
4. No footwear is permitted which can cause damage to property.
5. Flip-flops or shower thongs are not permitted.
6. Bedroom attire is not allowed.

Clothing

1. Clothing that depicts, advertises or promotes any of the following is prohibited:
 - a. Alcohol/drug use
 - b. Violence
 - c. Tobacco or tobacco products
 - d. Profane language
 - e. Ethnically or racially inappropriate behavior
 - f. Obscene or sexual content
 - g. Gang related activities
 - h. Display of symbols referring to any of the above
2. Face covering requirements will follow CDC recommendations and will be based on the Governor's and/or Department of Health's order regarding face coverings. Face coverings that depict, advertise or promotes any of the following is prohibited:
 - a. Alcohol/drug use
 - b. Violence
 - c. Tobacco or tobacco products
 - d. Profane language
 - e. Ethnically or racially inappropriate behavior
 - f. Obscene or sexual content
 - g. Gang related activities
 - h. Display of symbols referring to any of the above

Other:

- a. Loose-fitting pants must be secured with a belt and must be worn at or above the hips.
- b. To avoid accidental tripping or falls, pant legs are not permitted to be worn

- below the student's footwear.
- c. The midriff, lower back, chest, sides of the body and/or undergarments may not be exposed during normal activity. Therefore, garments which are backless, strapless or sheer (see-through) are unacceptable.
 - d. Torn clothing is prohibited.
 - e. Shirts and blouses must be properly buttoned, tied or otherwise secured.
 - f. Clothing with writing across the buttocks is not permitted.
 - g. Shorts and skirts must reach the length of the mid-thigh or the tips of the fingers (whichever is longer).
 - h. Tank tops must have shoulders that are at least 2 inches in width and necklines must be no lower than the collarbone.
 - i. Pajama bottoms, lounge pants and form fitting sweatpants are prohibited.
 - j. Outerwear (coats) must be placed in the locker or on coat hooks during the school day.
 - k. Stretch and spandex or clothing so tight as to be excessively revealing is prohibited.

Headgear

The wearing of hats, caps, hoods, sweatbands or other head coverings is prohibited inside the school buildings.

Accessories

1. Any accessory such as jewelry with spikes, dog collars, wallet chains, chains worn as belts, that may cause injury to a student may not be worn at school, at school functions or on book bags.
2. Sunglasses are not permitted
3. Wristbands are not permitted
4. Any apparel, jewelry, accessories, notebook, or manner of grooming is prohibited which by virtue of color, arrangement, trademark or any other attribute that denotes, advocates, or promotes any of the following:
 - a. Membership in a gang
 - b. Drug, alcohol, or tobacco use
 - c. Violence or disruptive behavior
 - d. Offensive or profane language
 - e. Ethnically/racially inappropriate behavior
 - f. Display of symbols referring to any of the above

If there is a question as to the appropriateness of dress, the building administrators will make the final determination. Students not conforming to the Dress Code will be subject to the Central Valley School District's Elementary Discipline Code.

Student Bag and Property Checks:

To help keep everyone safe, school staff may sometimes need to check students' belongings like

backpacks, desks, etc. These checks are done to make sure no one brings anything dangerous, like weapons or illegal substances, onto school property.

If there is a safety concern, a student's bag, property, or desk may be searched to help protect everyone at school.

POLICIES

Alcohol and Illegal Drug Usage

Students, who sell, use, possess, or aid in the procurement of intoxicating beverages, or illegal drugs on school grounds or at a school activity at any time, will be subject to expulsion from school. Notice of the incident will be filed with the police, and the parents/guardians will be contacted immediately. According to Pennsylvania criminal code, possession of drug paraphernalia is a violation of the code; therefore, a student is subject to suspension and/or expulsion as outlined in the Central Valley School District Board of Education policy manual.

Bullying/Cyberbullying Policy

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:[\[1\]](#)

1. Substantial interference with a student's education.
2. Creation of a threatening environment.
3. Substantial disruption of the orderly operation of the school.

Bullying or harassment can take many forms and can include a variety of behavior such as any intentional or repeated written, verbal, graphic, or physical gesture/act (including electronically transmitted acts) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as: race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic.

Such behavior is considered harassment or bullying when it interferes with educational opportunities and/or school-sponsored activities of one or more pupils. **Bullying**, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment.

Bullying, as defined in this policy, includes cyberbullying. **Cyberbullying** includes, but is not limited to, misuses of technology which have the effect of harassing, teasing, intimidating, threatening, or terrorizing another student, teacher or employee carried out by means of sending or posting inappropriate e-mail messages, instant messages, text messages, pictures, images or other text by means of computers or electronic devices. Inappropriate or derogatory use of

personal profiles on web sites or other web site postings, etc. is also considered cyberbullying.

The terms **bullying** and **cyberbullying** shall not be interpreted to infringe upon a student's right to engage in legally protected speech or conduct.

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. Regardless of whether the bullying occurs in the school setting or outside the school setting, such bullying is prohibited if it impacts the school environment and otherwise meets the definition set forth above. [\[1\]](#)

Authority

The Board prohibits all forms of bullying by district students. [\[1\]](#)

Students

Students are expected to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and adults.

Since bystander support of harassment or bullying can support these behaviors, the district prohibits both active and passive support for acts of bullying or harassment. Students should attempt to constructively stop these acts when possible and report them to an appropriate staff member.

The Board encourages students who have been bullied to promptly report such incidents to the building principal or designee. (See Attachment 249.1 – Report Form)

Staff/Administrators

The Board directs that no administrator, teacher, coach, sponsor, volunteer or district employee shall permit, condone or tolerate any form of bullying or harassment. Anyone having any knowledge of bullying or harassment of any type is required to immediately report such to the principal or Superintendent.

The Board directs that complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying.

Delegation of Responsibility

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall ensure that this policy and administrative regulations are

reviewed annually with students.[\[1\]](#)

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.[\[1\]](#)

District administration shall annually provide the following information with the Safe School Report:[\[1\]](#)

1. Board's Bullying Policy.
2. Report of bullying incidents.
3. Information on the development and implementation of any bullying prevention, intervention or education programs.

Guidelines

A student who witnesses or experiences an act of bullying should notify a school administrator or staff member.[\[1\]\[2\]\[3\]](#)

A school employee who witnesses an act of bullying should intervene or report the incident to the designated administrator.

A school employee who receives information regarding bullying must report the incident to the appropriate administrator or bully prevention team in the school.

Administration will investigate the incident according to the below Complaint procedure and proceed according to the district discipline code.

The Student Handbook and Code of Student Conduct will contain this policy and shall be disseminated annually to students.

The policy shall be accessible in every classroom and will be posted in a prominent location in each school building as well as on the district web site.

Education

The district may develop and implement bullying prevention and intervention programs. Such programs will provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.[\[1\]\[4\]](#)

Complaint Procedure

Step 1 – Reporting

A student or third party who believes s/he has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the building principal, teacher, or counselor.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal.[\[1\]\[4\]\[6\]](#)

Step 2 – Investigation

Upon receiving a complaint of bullying, the building principal shall immediately investigate the

complaint. (See Report Form 249.1)

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation. Parents of all parties will be immediately notified of the allegations/investigation within the same school day of when the complaint has been received.

Step 3 – Investigative Report

The building principal shall prepare a written report within five (5) business days, unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, and a recommended disposition of the complaint.

Step 4 – District Action

If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the district shall take prompt, corrective action to ensure that such conduct ceases and will not recur, including taking appropriate safeguards for the victim(s) of the harassment. The corrective action plan shall include the signatures of all appropriate parties. [\[1\]](#)^[3]^[7]

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct; repeated violations will result in progressively more severe consequences, which may include one or more of the following:

1. Counseling within the school.
2. Parental conference.
3. Loss of school privileges.
4. Transfer to another school building, classroom or school bus.
5. Exclusion from school-sponsored activities.
6. Detention.
7. Suspension.
8. Expulsion.
9. Counseling/Therapy outside of school.
10. Referral to law enforcement officials.

NOTE: More severe disciplinary consequences may be imposed immediately based upon the severity or repetitiveness of the infraction as determined by the administration.

Appeal Process

If the complainant is not satisfied with a finding of no violation of the policy or with the corrective action recommended in the investigative report, s/he may submit a written appeal to the Superintendent or designee within five (5) business days.

The Central Valley School District is committed to providing a safe, positive learning environment for all students. The district recognizes that bullying/cyberbullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent, repetitive or pervasive and has the effect of doing any of the following:

- having substantial interference with a student's education.
- leading to the creation of a threatening environment.
- creating a substantial disruption of the orderly operation of the school.

***Bullying, as defined in this policy, includes cyberbullying. All forms of bullying are strictly prohibited. Violation of the Bullying/Cyberbullying policy (#249) shall lead to disciplinary action as outlined in the Central Valley School District Board of Education policy manual. This policy may be accessed on the district website.**

Internet Usage Policy

The Central Valley School District staff is very excited that we are able to offer Internet access for all students at the elementary level. However, in order to have this access, the students need to follow the specific guidelines and restrictions as set forth by the School Board. Parents/guardians are encouraged to review these policies with their child, which are available in each school. When students are accessing the Internet, they will be under teacher supervision at all times. Failure to comply with the procedures will result in suspension or loss of rights to the Internet and any disciplinary actions as outlined in the Internet usage policy.

Usage and/or Possession of Tobacco Products

All the buildings of the Central Valley School District are non-smoking environments. The use and/or possession of tobacco products at any time in the school building, on school property, or at any related activity are not permitted. A student found using or possessing tobacco products commits a summary offense and a citation will be filed by the principal and sent to the District Justice Office for further processing, which may result in a fine. Violation of this policy can lead to student disciplinary action as outlined in the Central Valley School District Board of Education policy manual.

Use of Student Photographs

From time to time we take photographs to use in our District publications, including

but not limited to newspapers, newsletters, marketing materials, and the district website. We will be featuring school activities, which may include photographs of students and samples of their work. We will identify children by first name and last initial only, except where the name(s) might reasonably be expected to be published (recognition, awards, competition results, etc.). **Parents/guardians who do not wish to have photographs of their child(ren) and/or their work used in District publications must notify the building principal in writing.**

Weapons

The Central Valley School District provides a safe and secure school environment. Any student possessing a weapon in a school building, on school grounds, or on the school bus will receive out of school suspension and be recommended to the School Board for expulsion from the school. In addition, the incident will be reported to the local police. "Weapons" shall include, but not be limited to, any knife, cutting instrument or tool, firearm, shotgun, rifle, and other tool or instrument capable of inflicting serious bodily harm. Weapons violations will be handled as outlined by Central Valley School District Board of Education weapons policy.

FOOD SERVICE

Food Service Program

Cafeteria personnel prepare hot breakfast and lunch menus for students who choose to participate. At the beginning of the school year, each student will receive an application for free and reduced meals. Parents/guardians should review the guidelines to determine if they qualify for either free or reduced meals. Students can bring a bag lunch. Parents/guardians are urged to send nutritious items, such as a sandwich, fruit, and vegetable sticks, and not just sweet snacks.

Free and Reduced Price Meals

Under the federally funded National School Breakfast and Lunch program, free and reduced price breakfasts and lunches are available to needy families. Applications for Free & Reduced Price Meals are sent home with all children during the first week of school. Only one application is needed for both the breakfast and lunch program. Families that believe they are eligible should complete one application per family and return it to the school cafeteria. All questions must be completed on the application.

If an application is needed during the school year, it may be obtained from the office in your school building.

During the month of September, only those students who were eligible for Free & Reduced Price breakfasts or lunches last year in the Central Valley School District will be given breakfast or lunch free or reduced while a NEW application is being processed. New applicants **will not** receive free or reduced price meals until their applications have been processed and approved.

To determine a family's eligibility for this program, an application should be completed and submitted for review EVERY YEAR.

Breakfast is available to elementary students from 8:45 A.M. to 9:05 A.M.
Please note: If the opening of school should be delayed, breakfast will not be served.

Elementary Food Service Prices

Daily Cash Price:

Breakfast	Free
Lunch (Hot Lunch OR Salad Bar)	\$2.45
Milk (all flavors).....	\$0.65
Bottled Water, Juices, Teas, and other items.....	Posted Ala Carte Price

Lunch prices are subject to change.

Meals Plus Point of Sale (POS) System

The following is an overview of how the Meals Plus POS system works. Each student will deposit money into an account. The child goes through the serving line. When the child reaches the cashier, he/she enters his/her pin number into a small keypad. Once entered, the student's picture and information are displayed on the screen for the cashier to view. The picture serves as a security measure to prevent students from accidentally charging items to or using someone else's account. The meal and/or any ala carte food items will then be deducted directly from the child's account.

- All POS deposits should be placed in an envelope labeled with your child's full name, grade and homeroom teacher.
- All POS deposits also should be made on the k12paymentcenter or with checks, cash deposits are strongly discouraged.
- There is no minimum or maximum amount of money you can deposit into your child's account.

Charging of Cafeteria Meals

Students will be allowed to charge reimbursable meals with no limit. They will not be limited on options due to negative balances. Attempts to collect student debt will only be through the parent or guardian. Students will not be allowed to charge ala carte items.

Only reimbursable meals fall under the no shaming policy. The student will not be shamed in any way due to their negative balance. Once the student reaches a negative balance a phone call will be made to the parent/ guardian in the effort to collect the debt. If the debt is not paid the parent/ guardian will receive a mailed letter to the household. This will be the second attempt to collect the debt. The debt will carry-over annually if not paid.

*The school district will use the means at their disposal to collect any debt owed from cafeteria accounts that have gone delinquent.

GENERAL INFORMATION

2-Hour Delay Schedule

Center Grange Primary School

Student Arrival - 10:50 A.M.

Tardy Bell - 11:05 A.M.

Student Dismissal - 3:30 P.M.

Todd Lane Elementary School

Student Arrival - 10:50 A.M.

Tardy Bell - 11:05 A.M.

Student Dismissal - 3:30 P.M.

Chewing Gum

Students are prohibited to have or chew gum while in school. Many times discarded chewing gum finds its way on the bottom of desktops, chair seats or other places where damage to school property can occur. Please encourage your children to abide by this request. Beverages and food items of any type are prohibited in the computer lab, gym, and library.

Complaint Resolution Process

The Central Valley School District has a written complaint procedure that gives students a forum in which to address complaints. A student complaint is one that “arises out of actions that directly affect the student’s participation in an approved educational program.” Complaints will be recognized as long as they are made “according to procedures established by Board policy.” All student complaints should be addressed to the “staff member most closely involved or, if none is identifiable, his/her guidance counselor.” All efforts will be made to resolve the matter in a direct and informal manner.

Electronic Devices

The Central Valley School District recognizes the importance of communication and collaboration, and provides iPads for students to be productive in the classroom. However, to keep the focus on our students developing academically as well as acquiring the necessary skills for face-to-face interaction with peers and adults, we feel it’s imperative to reduce the unnecessary distractions that our elementary children are facing.

All personal electronic devices – including cellular phones, tablets, watches with cellular capabilities, music players, digital cameras and related electronic items are not to be used by students at school, on the bus, or on field trips. Should a student need or choose to bring an electronic device to school:

- The device must be turned OFF at all times during the school day. No calling, texting, web surfing, e-mailing, photographing or any other use of the phone is allowed during any time a student is in school or on the buses.
- If a student brings a cell phone, watch, or electronic device to school, they must leave the device turned OFF and inside their bookbag - not in clothing pockets or

on their person. All electronic devices are to be completely inside of the backpack so that it is not visible.

- If parents are worried about the loss of a phone or electronic device, please do not allow your children to bring it to school. The school is not responsible for any stolen or lost items.

CONSEQUENCES FOR MISUSE:

1st Offense – Discussion between student and teacher. After discussion, the teacher makes contact with parents to discuss cell phone policy. ODR will be completed and parents will be contacted.

2nd Offense – Device is held in the main office and the parent must retrieve it, and will be asked to have a conference with the teacher, administration with the student present. ODR will be completed.

3rd Offense – Chronic Misuse will result in the loss of all privileges to carry the device, and doing so could result in additional consequences.

Field Trips

The Central Valley School District recognizes that field trips supplement and enrich the learning activities in the school. The goal of the school district is to ensure that field trips will be properly planned and executed. Every field trip must have the school board's advanced approval. Parent/guardian permission will be obtained before any student participates in a field trip.

While on field trips, students will adhere to school rules and regulations. If a discipline code infraction occurs on a field trip, the principal will investigate immediately and respond appropriately.

Fire Drills

Fire drills are held regularly to comply with state law. When the alarm rings, everyone must leave the building quietly. The students are to move quickly, but walk. In the event of an actual fire, it is important that no student talks because it is necessary to hear instructions. Teachers will lead students to an assigned area and remain there until the fire drill is complete. At the completion of the fire drill, the students will return to their classrooms. All fire drills are conducted quickly and in a serious manner.

Open House

The Central Valley School District believes that Open House is a key part of the school and parent/guardian relationship. An open house is held at each building in the fall. This is a time to visit the school with your child and become familiar with the teachers and classrooms. All parents/guardians are invited and encouraged to visit their child's classroom, view their work, and meet their teacher. However, any specific problems or concerns should be discussed with the teacher during a more appropriate time.

Parent/Teacher Conferences

It is the belief of the Central Valley School District that communication between the teacher and parents/guardians is vital for the child to experience success in school. If your child is experiencing academic and/or behavior difficulties in school, the teacher will contact you personally. Parents/guardians are also encouraged to contact their child's teacher with any concerns that they may have.

Each November, the Central Valley School District schedules Parent/Teacher conference days into the elementary calendar. This opportunity allows parents/guardians and teachers to sit down and discuss every child on an individual basis. Please note that on conference days, school is NOT in session for the students. Please see the Calendar of Events section for specific dates for the current school year.

Parent Volunteers

The Central Valley School District recognizes that it is extremely important for parents/guardians to be involved in their children's education. We encourage parents/guardians and grandparents to assist our teachers and other staff by becoming volunteers. All volunteers **must** have clearances. Please contact the building principal for more details regarding building specific practices.

Promotions and Retentions

The general policy of the district is to encourage and assist each elementary pupil to move along in a continuous pattern of academic achievement in harmony with his/her normal social and emotional development. Most of the students will require the normal allotted time to progress through the elementary school curriculum.

In arriving at a decision for either the promotion or retention of a pupil, the combined views of the teacher(s), principal, and guidance counselor are taken into consideration along with those of the parents/legal guardians. The results obtained from standardized achievement tests and class work assignments will be important factors in the decision. The guiding philosophy for determining promotion or retention will be what is in the best interest of each individual child.

School Intruder Drills

As we strive to keep our students and staff members safe, the district will continue to plan and implement emergency practice drills on a regular basis. The students and staff will be discussing the procedures to follow during these types of emergency drills. The type of information the students are exposed to has been tailored to educate them in the most age appropriate manner.

Please understand that there are numerous options for students and staff to use during an emergency event based on the information available to them. Looking forward, the district staff and students will continue to practice these options within the district emergency operations plan.

Security Cameras

Security cameras are located throughout the school and outside the school to enhance safety and to prevent destruction of school property.

Snacks (Center Grange ONLY)

The District has taken several steps to ensure that we provide an optimal learning environment when it comes to student nutrition while maintaining student safety and learning. Snack time is permitted at Center Grange each day and is determined by the grade level schedule. The snack guidelines are as follows:

- Snacks are not mandatory, they are **OPTIONAL**. If a student does not wish to participate in snack time they do not have to.
- Classroom snack time will be provided at a designated time per classroom and will occur during instructional time. This time will be communicated through your child's teacher.
- **Parents** are responsible for sending in snacks for their own child.
- Students will be permitted to visit the "Share Table" during breakfast or lunch to get a snack if one is not sent in from home.
- Due to safety concerns, only snacks that are on the approved snack list will be permitted.
- Snacks need to be kept simple to avoid disruption in the classroom and allow for easy cleanup.
- Snacks with nuts or peanuts of any kind **WILL NOT** be permitted due to allergens.
- Snacks eaten with a fork/spoon are **NOT** permitted
- Students may not share food items and must remain seated at their desk while eating.
- Snacks should be packed separate from lunches to avoid students eating their designated snack during lunch time.
- **Please note there are NO changes to classroom party restrictions.**

***An approved Snack List is sent home at the beginning of the year for parents.**

Textbooks, Supplies and Other School Property

Students are responsible for all iPads, textbooks, library books and other materials that are issued to them. Students and parents are liable for iPads, textbooks and library books and will be required to pay for the materials lost or damaged.

2025-26 Student Technology Fees

iPad insurance is provided through the school through the iPad 1:1 program. Insurance only covers accidental damage as determined by the technical support staff.

The following will be covered under the policy:

- Accidental Damage
- Fire or Natural Disaster

The following are not covered under the policy:

- Loss
- Intentional Damage
- Theft
- Submersion (Liquid damage of any type)

Accidental Damage: The student/guardian is responsible for the \$50 deductible. Students are allowed two incidents of accidental damage. Starting with the third incident, the student/guardian will be responsible for the iPad's complete repair or replacement cost, whichever is less expensive. Apple will determine the repair cost.

Every effort will be made to immediately replace the iPad with the same model of the insured device. If the same model is unavailable, the student may receive a similar model iPad.

Loss, Intentional Damage, Theft, Submersion: If the iPad is lost, stolen, or intentionally damaged, the iPad will be the student/guardian's responsibility.

A lost or stolen iPad must be reported to CVSD administration immediately and should also be reported to the appropriate authorities if off-campus theft occurs. The student/guardian will be responsible for the cost of replacing the iPad.

Damage due to intentional or unintentional abuse or misuse of the iPad (including any liquid damage) must be reported to CVSD immediately. Students who break their iPad must pay the full cost of the repair. Apple will determine the repair cost.

Repairs: The Central Valley School District or Apple must conduct all repairs and will be done with genuine OEM Apple parts. Any attempt to repair or the use of third-party services will result in the voiding of the AppleCare warranty and will result in a full replacement cost.

Repair and Replacement Costs:

All lost or stolen crayons, cables, and chargers are cash on delivery. Meaning that to get a replacement, you must pay at the time of service/replacement. Crayons, cables, and chargers that simply stop working can still be turned into IT for a free replacement.

- iPad Cable - \$30
- iPad Charger - \$20
- iPad Case - \$40
- Logitech Crayon - \$50
- Mobile Hotspot - \$100

Damaged or lost cases are cash on delivery. Meaning that to get a replacement, you must pay at the time of service/replacement.

Repair deductibles and full replacement costs will be invoiced. However, students who owe a fee will be on app restriction until it's paid.

- iPad Repair - \$50
- iPad Replacement - \$420
- Chromebook Repair - \$100
- Chromebook Replacement - \$500

******All prices listed are subject to change based on current costs from Apple.***

Weather Drills

Weather drills are held regularly to comply with state law. When the alarm rings, everyone must quietly evacuate to an assigned area of the building. The students are to move quickly, but walk. In the event of an actual emergency, it is important that no student talks because it is necessary to hear all instructions. Teachers will lead students to an assigned area, assume the proper position, and remain there until the drill is complete. At the completion of the drill, the students will return to their classrooms. All weather drills are conducted quickly and in a serious manner.

Weather/Emergency Days

Notice of cancellations, delays, or early dismissals resulting from inclement weather or other emergency conditions will be delivered via the SchoolMessenger automated notification system and will be broadcast on the following radio and television stations:

KDKA – 1020 AM

WTAE – TV

WWSW – 970 AM

WPXI – TV

WWSW – 94.5 FM

KDKA – TV

***Please take the time to discuss with your child(ren) your plan, expectations and safety procedures in the event that he/she arrives home with no adult supervision present.**

TRANSPORTATION

School Bus Misbehavior

The Central Valley School District requires that everyone concerned follow definite procedures in order to guarantee the safety and well being of our students who are transported (via the school bus) to and from school. Disciplinary action will result when the following incidents of student misbehavior occur and are documented in writing by the school bus driver. All reports will be submitted to the principal in a timely manner.

Minor infractions

- Horseplay

- Refusal to stay in an assigned seat
- Head, arms, or legs out of the window
- Out of seat; moving around while the bus is in motion
- Public display of affection
- Making loud noises (screaming, whistling, radios, etc.)
- Pushing, shoving, or tripping on entering or leaving the bus
- Jamming bus doors upon entering or leaving the bus
- Distracting, annoying, or bothering other students
- Distracting, annoying, or bothering the driver
- Disrespectful towards other students
- Disrespect or disobedience towards the driver
- Damage to other student's property
- Other reasons – as specified by the bus driver

Major infractions

- Spitting
- Fighting or striking other students
- Throwing or shooting objects on or from the bus
- Use of vulgar language
- Weapon(s)
- Refusal to follow the driver's instructions
- Handling the steering wheel, brakes or other bus mechanisms
- Intentional damage to the bus or bus seats
- Smoking, chewing tobacco, smokeless tobacco, or lighting matches on the bus

****Be advised that security cameras, including audio tracks, may be used on buses to ensure student safety. ****

Suspension of bus riding privileges

Students reported for misconduct will be suspended from bus riding privileges as follows:

Grades K – 5 Immediate 2 - 5 school days suspension
from bus riding privileges for a **major** infraction.

Grades K – 5 Automatic 5 school days suspension from bus riding
privileges upon receipt of the **third minor** infraction report.

Additional reports after the first suspension will result in the following automatic suspensions:

2nd suspension	10-school days suspension from bus riding privileges.
3rd suspension	30-school days suspension from bus riding privileges.
4th suspension	Permanent suspension from bus riding privileges for the remainder of the school year.

Please note: Students who have had their bus privileges suspended are still required to attend school on time. Students who are absent while serving a bus suspension will be marked as illegally absent.

EQUAL RIGHTS AND OPPORTUNITY STATEMENT

The Central Valley School District is committed to providing a quality education for all students, regardless of their background. Thus, there is a commitment to provide a positive safe educational environment that is free of any form of discrimination, which provides equal access to curriculum, programs, services, instructional materials, and activities. In accordance with federal and state laws, the district is committed to maintaining a school environment free of harassment based on race, color, religion, gender, ethnicity, national origin, age, sexual orientation, medical condition, disability (physical, mental, emotional, or learning) or any other legally protected classification. Harassment by staff members, students, vendors and other individuals at the school or school-sponsored activities is strictly prohibited. The Central Valley School District requires the staff and students to conduct themselves in an appropriate manner with respect to their fellow staff members, students and school community members. Violations should be reported immediately to the building principal.



The Central Valley School District believes that a meaningful and worthwhile learning environment can be maintained only with a workable discipline code as its basis. Students, parents, guardians, staff, and administration equally share in the responsibility for maintaining a positive, safe, environment for all students with an appropriate quality school discipline policy in place.

Central to any effective school discipline is a well-written discipline code, which presents various levels of student misbehavior as well as a prescribed disciplinary response associated with each. Specific misbehaviors have been assigned to appropriate levels of seriousness.

Classroom teachers will address LEVEL ONE misbehaviors. LEVEL TWO misbehaviors are referred to the principal for appropriate disciplinary action. After initial action by the principal, LEVEL THREE misbehaviors may be referred to the superintendent, school board and/or legal authorities.

This discipline code represents a progressive plan in which repeated offenses are cause to move from one level to a more serious level. The disciplinary responses are determined from the options identified for each level.

DISCIPLINE CODE-LEVEL ONE

MISBEHAVIOR THAT REQUIRES IMMEDIATE INTERVENTION BY THE STAFF MEMBER WHO IS SUPERVISING THE STUDENT OR OBSERVES THE MISBEHAVIOR

EXAMPLES OF MISBEHAVIOR

- *CHEATING OR LYING
- *ROUGHHOUSING (i.e. pushing, shoving)
- *BRINGING NON-INSTRUCTIONAL ITEMS TO SCHOOL WITHOUT PERMISSION (i.e. mobile phone, electronic device)
- *CLASSROOM MISCONDUCT
- *USING OBSCENE LANGUAGE OR GESTURES
- *INAPPROPRIATE BEHAVIOR IN RESTROOMS, HALLWAYS, AND/OR CAFETERIA
- *LEAVING THE ROOM WITHOUT PERMISSION
- *DRESS CODE VIOLATION
- *DISRESPECTFUL SPEECH/ACTIONS TOWARDS FELLOW STUDENTS
- *FALSIFYING RECORDS, EXCUSES, PASSES, SCHEDULES, ETC.
- *LOITERING IN UNAUTHORIZED AREAS OF THE SCHOOL BUILDING/GROUNDS

POSSIBLE DISCIPLINARY ACTION

- *VERBAL REPRIMAND
- *PERSONAL TALK
- *SPECIAL SEATING ARRANGEMENTS
- *WITHDRAWAL OF PRIVILEGES
- *CLASSROOM BEHAVIOR CONTRACT
- *PRINCIPAL NOTIFICATION
- *PARENT/GUARDIAN NOTIFICATION
- *GUIDANCE REFERRAL
- *DETENTION (BEFORE/AFTER SCHOOL OR RECESS)
- *CONFISCATION OF NON-INSTRUCTIONAL ITEMS

DISCIPLINE CODE-LEVEL TWO

MISBEHAVIOR THAT REQUIRES IMMEDIATE INTERVENTION BY THE STAFF MEMBER WHO IS SUPERVISING THE STUDENT OR OBSERVES THE MISBEHAVIOR

<u>EXAMPLES OF MISBEHAVIOR</u>	<u>POSSIBLE DISCIPLINARY ACTIONS</u>
*REPEATED VIOLATIONS OF LEVEL ONE BEHAVIORS	*REPRIMAND FROM THE PRINCIPAL
*DISRESPECTFUL SPEECH.ACTIONS TOWARDS SCHOOL PERSONNEL	*REMOVAL FROM EXTRA-CURRICULAR ACTIVITIES
*LEAVING SCHOOL GROUNDS WITHOUT PERMISSION	*PARENT/GUARDIAN NOTIFICATION
*MISBEHAVING AT A DISTRICT/SCHOOL SPONSORED ACTIVITY (i.e. school dance, field trip, school club)	*PARENT/GUARDIAN CONFERENCE
*POSSESSING OBSCENE MATERIALS	*PRINCIPAL ASSIGNED DETENTION
*INAPPROPRIATE LANGUAGE (i.e. swearing, cursing)	*STUDENTS REQUIRED TO CLEAN, REPLACE, AND/OR REPAIR DAMAGE
*POSSESSING OBSCENE MATERIALS THAT ARE IN VIOLATION OF DISTRICT POLICY (i.e. printed material, buttons, sale of items)	*SUSPENSION FROM RIDING THE BUS
*BUS MISCONDUCT	*REFERRAL TO AN OUTSIDE AGENCY
*VANDALISM	*AS DEFINED THE CVSD ATTENDANCE POLICY
*HARASSING FELLOW STUDENTS	*GUIDANCE REFERRAL
*THROWING OBJECTS	

DISCIPLINE CODE-LEVEL THREE

MISBEHAVIOR THAT REQUIRES IMMEDIATE INTERVENTION BY THE STAFF MEMBER WHO IS SUPERVISING THE STUDENT OR OBSERVES THE MISBEHAVIOR

EXAMPLES OF MISBEHAVIOR

- *REPEATED VIOLATIONS OF LEVEL TWO BEHAVIORS
- *ASSAULTING A STUDENT AND/OR STAFF MEMBER
- *FIGHTING
- *BULLYING
- *THEFT

POSSESSING, TRANSFERRING, USING WEAPONS OR EXPLOSIVE DEVICES

*ARSON OR BOMB THREAT

*POSSESSING, USING, OR DISTRIBUTING ALCOHOL OR ILLEGAL DRUGS

*UNAUTHORIZED PULLING OF FIRE ALARM

*POSSESSING AND/OR USING TOBACCO PRODUCTS

POSSIBLE DISCIPLINARY ACTIONS

*PARENT.GUARDIAN CONFERENCE

*DENIAL OF PRIVILEGES

*OUT-OF-SCHOOL SUSPENSION

*SUPERINTENDENT NOTIFICATION

*HEARING HELD AT SUPERINTENDENT'S OFFICE

*REFERRAL TO OUTSIDE AGENCY

*CHARGES FILED WITH THE DISTRICT MAGISTRATE

*LAW ENFORCEMENT NOTIFICATION

*AS DEFINED IN THE CVSD WEAPONS POLICY

*AS DEFINED IN THE CVSD DRUG POLICY

*POSSIBLE EXPULSION

STATEMENT OF CONSEQUENCES

A. GENERAL CONSEQUENCES

The aforementioned discipline code contains a list of infractions and their consequences. This is not an all-inclusive list, and the administration reserves the right to judge actions and behavior which are not on this list but may be a threat to the safety of the school.

The discipline program contains several components:

1. Providing students and parents/guardians with information regarding rules, regulations, and consequences.
2. Special assistance for students desiring help in solving their problems.
3. Individual teacher and/or administrative action on infractions of the rules.
4. Increased consequences for repeated infractions.
5. An informal hearing prior to suspensions.
6. A formal hearing and appeal system for expulsion action.

Every attempt will be made to communicate and cooperate closely with parents/guardians concerning their children. The administration will notify parents/guardians by telephone and in writing when their child is suspended, and will provide, upon request, copies of referrals made to the office by teachers where such copies exist. Appeals of disciplinary action at any level should be processed through the normal chain of command.

B. SPECIFIC CONSEQUENCES

1. DETENTION

Detention is keeping a child after school for a specified period of time for violating school rules.

All detentions assigned must be made up before/after school on a regular school day as designated by the school administration.

The principal or teachers shall assign all detentions. When the principal or teachers assign detention, parents/guardians shall be notified by telephone or in writing of such detention. Notification shall occur no less than 24 hours prior to the scheduled detention.

2. SUSPENSION

Suspension is the removal from school for a specified period of time for a violation of school rules.

For each day a student is suspended, he/she must make-up schoolwork assigned by teachers that is missed. Parents/guardians must meet with a building administrator before re-instatement can occur.

3. EXPULSION

Expulsion is removal from school for such a period of time as determined by the board of school directors and during which the parent/guardian must provide or have the district provide educational services for students under the age of 17 years.

**Central Valley School
District Child Find
Document**

Special Education Public Awareness & Screening Information

The Central Valley School District offers a full continuum of special education programs and services to all eligible for such services. Special education programs and services are available for all eligible students between the ages of three (3) and twenty-one (21).

**Early Intervention
Services**

Early Intervention Services for children ages three (3) to school age, who exhibit developmental delays, may be requested by contacting the Supervisor of Special Education, Erin Park at (724) 775- 5600, ext. 12170 or the Beaver Valley Intermediate Unit, at (724) 774-7800.

School Age Services

School age services for eligible students of school entry age through age twenty-one (21) may be requested by contacting the Supervisor of Special Education, Erin Park at (724) 775-5600, ext. 12170. **All students are entitled to a Free, Appropriate Public Education.**

Special Education Programs

The following types of services are offered by the Central Valley School District, either through district services, services provided by the Beaver Valley Intermediate Unit, or in an appropriate outside of district school placement.

Developmental Delays (Preschool Only)	Blind or Visually Impaired Support
Autistic Support	Emotional Support
Life Skills Support	Multiple Disabled Support
Learning Support	Speech and Language Support
Deaf or Hearing Impaired Support	Neurologically Impaired Support
Physical Support	Other Health Impaired Support
Occupational Therapy Services	Physical Therapy Services

Screening and Evaluation

The Central Valley School District is committed to meet all students' academic needs and utilizes the following procedures as a screening and evaluation tool. The district's All Students' Advancement Plan (A.S.A.P.) was designed to support academic needs and raise student achievement. As a part of the A.S.A.P. process, grade level teams that consist of the building administrator, A.S.A.P. team members, and regular and special education teachers

develop grade level and individual action plans for students, which address standards-based academic goals. This initial support system is delivered in the regular education setting by the classroom teacher and support staff. Differentiated instruction in the classroom ensures the highest quality of instruction for all students. On a weekly basis, grade level teams review individual student data and progress at team meetings. Within the regular education setting, students may, when necessary, participate in a variety of extended learning opportunities to strengthen achievement. These opportunities assist in identifying whether a student has an in depth understanding of content knowledge required at the child's instructional level, and if there is a need for curricular modifications. This model of intervention is comprised of a variety of staff members who meet to focus on the child's needs and encourage student growth. Individual student progress is then monitored and this information is shared with the student's parents. All data and intervention information then becomes a part of the student's pre-screening documentation. If and when necessary, the information is forwarded to a Multidisciplinary Team for evaluation. At this time, the team determines if the student is in need of a diagnostic evaluation by the school psychologist. The district's primary method of identifying students with a Specific Learning Disability is the discrepancy model. This model is used in conjunction with the district's A.S.A.P. to determine the need for special education services. When needed, a Permission to Evaluate form is issued to the student's parents along with a copy of the Procedural Safeguards. If additional data is needed, one of the special education teachers conducts formal standardized testing. Formal observations, historical and medical data, and parent information are submitted to the school psychologist. Throughout the school year, the Central Valley School District conducts screenings to document the need for diagnostic evaluations by the school psychologist and to identify students who may be eligible for special education or gifted services.

Timelines for placement in the Special Education Program

Placement Procedures

If the grade level team determines that a Multidisciplinary Evaluation (MDE) is needed, permission is obtained from the student's parent or guardian. A Permission to Evaluate form is issued and an evaluation is initiated only after written parental consent is obtained. During the school year an initial evaluation, which includes psychoeducational testing and parent input, is completed and a copy of the evaluation report is presented to the parents no later than 60-calendar days from the time that written parental consent is received. The evaluation report consists of specific recommendations to meet the student's needs including types of services and level and location of intervention. An Individual Education Plan (IEP) team consisting of, but not limited to, the student's parents/guardian, regular education teacher, special education teacher, school district LEA and any other member deemed necessary, is assembled. An invitation to the IEP meeting is issued to all team members. The meeting is arranged and an Individual Education Plan (IEP) is developed with goals and specially designed instruction to meet the student's needs. At this time, parents are presented a Notice of Recommended Educational Placement (NOREP) and they may agree or disagree with the student's recommended assignment. If a parent disagrees, the issue may be resolved through mediation or a due process hearing. Information on parent rights, mediation, or due process procedures is available upon request from the Special Education Department at (724) 775-5600, ext. 11036.

Parent Request

Parents or guardians may request that the district initiate a Multidisciplinary Evaluation (MDE) at any time to determine their child's educational needs. This request can be made **in writing** at any time to:

Mrs. Erin Park Supervisor of Special Education

160 Baker Road Ext.

Monaca, PA 15061

(724) 775-5600, ext. 12170

epark@centralvalleysd.net

or

your student's building Principal

Confidentiality

All information collected as part of an individual student referral or evaluation is treated in a confidential manner. A written policy regarding confidentiality of student records is available for review by contacting the Special Education Department at (724) 775-5600, ext. 11036.

Chapter 15/Other Protected Handicapped Students

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

These services and protections for "protected handicapped students" are distinct from those applicable to all eligible or exceptional students enrolled in the special education program.

Students who have a disability but are not in need of educational curriculum changes, can be serviced through a 504 Service Agreement. This agreement is developed by a Multidisciplinary Team (MDT) that may consist of the school psychologist, regular education teacher, building principal, parent, A.S.A.P. team member, school counselor, special education teacher, and any other staff member needed. The 504 Service Agreement is active until the end of the school year. It may be reviewed, revised, and renewed at any time upon request.

Further information on "Other Protected Students" may be obtained by calling your child's building Principal or the School Counseling Department.

Gifted Support Program

The Central Valley School District Gifted Support Program is available for all eligible students. Chapter 16, the regulations and rules regarding gifted students in Pennsylvania defines a “mentally gifted” student in the following manner:

Outstanding intellectual and creative ability, the development of which requires individually designed programs and/or support services not ordinarily provided in the regular education program. This term includes a person who has an IQ of 130 or higher when multiple criteria, as set forth in Department Guidelines, indicate gifted ability. Determination of gifted ability will not be based on IQ score alone. A person with an IQ score lower than 130 may be admitted to the gifted program when other educational criteria in the profile of the student strongly indicate gifted ability. Determination of mentally gifted shall include a full assessment in accordance with this Chapter.

To gather all relevant information prior to determining a student’s eligibility, a Gifted Multidisciplinary Evaluation (GMDE) must be completed. Upon completion of this process, a Gifted Multidisciplinary Team (GMDT) will be convened to review the data collected during the GMDE. The GMDT is comprised of the following members: student’s parents, certified school psychologist, regular education teacher, gifted support teacher, and gifted coordinator. A Gifted Written Report (GWR) will be completed by the GMDT. The GWR is a concluding summary and recommendation that addresses a student’s eligibility for gifted support services.

If a student is identified as being gifted, a Gifted Individualized Education Plan (GIEP) will be developed during a parent-attended conference. The GIEP will outline the planned instruction to be provided for the gifted student. A GIEP is reviewed annually for its appropriateness and it will include annual educational goals and short-term outcomes to help the student achieve the goals.

At this point, the parents are presented with a Notice of Recommended Assignment (NORA) with which they can agree or disagree with the GMDT’s recommendation. If a parent would disagree, the issue may be taken to mediation or due process hearing.

Gifted education evaluations or services for eligible students may be requested by contacting your child’s building principal or Erin Park, Coordinator of Gifted Services at (724) 775-5600, ext. 12170.

Timeline for the gifted evaluation is 60 calendar days from the signature on the Permission to Evaluate form.

Notification of Rights under FERPA

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

- (1) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal 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, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the school principal clearly identifying the part of the record they want changed, and specify why it should be changed. 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. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or 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 **Central Valley School District** to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

**Family Policy Compliance
Office
U.S. Department of
Education 400 Maryland
Avenue, SW Washington,
DC 20202-8520**

PPRA Notice and Consent/Opt-Out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires **Central Valley School District** to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

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

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings.

The Central Valley School District will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

Parental Notification Requirements: No Child Left Behind (NCLB)

Access to Student Recruiting Information:

The Central Valley School District must provide to military recruiters or institutions of higher education, upon request, access to secondary school students (i.e., juniors and seniors) and directory information on those students. The state military affairs law requires the release of directory information consisting of a list of secondary male and female students by name, home address and telephone number. Both the *No Child Left Behind Act of 2001* and the *National Defense Authorization Act for Fiscal Year 2002* reflect these requirements. The list will be compiled by the first day of the academic year in which the senior students will graduate.

Notification and Consent

Under the *Family Educational Rights and Privacy Act* (FERPA), the Central Valley School District must provide notice to parents of the types of student demographic information that it releases publicly.

Notice for Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal Law, requires that the Central Valley School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Central Valley may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Central Valley School District to include this type of information from your child's education records in certain school publications.

Examples include:

- ❖❖ A playbill, showing your student's role in a drama production;
- ❖❖ The annual yearbook;
- ❖❖ Honor roll or other recognition lists;
- ❖❖ Graduation programs; and
- ❖❖ Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Central Valley School District to disclose directory information from your child's education records without your prior written consent, you must notify the District **in writing** by September 30th of the current school year. The Central Valley School District has designated the following information as directory information:

- ❖❖ **Student's name**
- ❖❖ **Address**
- ❖❖ **Telephone listing**
- ❖❖ **Electronic mail address**
- ❖❖ **Photograph**
- ❖❖ **Date and place of birth**
- ❖❖ **Major field of study**
- ❖❖ **Dates of attendance**
- ❖❖ **Participation in officially recognized activities and sports**
- ❖❖ **Weight and height of members of athletic teams**
- ❖❖ **Degrees, honors, and awards received**
- ❖❖ **The most recent educational agency or institution attended**

Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

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

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

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

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

Inspect, upon request and before administration or use –

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

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The Central Valley School District has adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Central Valley School District will also directly notify, such as through U.S. mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The school District will make this notification to parents at the beginning of the school year if the District has identified the

specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

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

Parents who believe their rights have been violated may file a complaint with:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue
SW Washington, DC
20202-8520**

**For More Information Contact:
Mr. Shawn McCreary
Superintendent of Schools
(724) 775-5600
ext. 11044**

OR

**BUREAU/OFFICE:
School Services Unit Pennsylvania
Department of Education
333 Market Street,
5th Floor
Harrisburg, PA
17126-0333
Voice: (717) 783-3750**

Migrant Education

The Central Valley School District provides that foreign students who do not possess a F-1 Visa, and reside in the Central Valley School District with parents, guardians, or individuals gratuitously caring for them are considered residents of the school district, and are entitled to the same free school privileges available to other children residing in the school district. But as a result of the amendment of the federal act, if a student with a F-1 Visa wishes to enroll in a public secondary school, that student must satisfy the requirements delineated in subsection 1184(m) of the amended Federal Act. The Central Valley School District may require a section 1302 affidavit from the resident who is gratuitously caring for the foreign student in order to show that the resident intends to support the child "continuously and not merely through the school term." If foreign students with a F-1 Visa travel outside of the United States and attempt to re-enter this country, they will become subject to the restrictions discussed above. All inquiries on Public School Code 24P.S.13-1302, F-1 Visa, subsection 1184 (m) of the Federal Act, or other questions should contact:

Mr. Shawn McCreary
Superintendent of Schools
(724) 775-5600, ext. 11044

OR

The United States Immigration and Naturalization Service (INS).

English as a Second Language Service (ESL)

In accordance with federal law and state regulations, the Central Valley School District must identify all students who have "*limited English proficiency*" (LEP). These students typically have a primary language other than English that is used in their homes. Students identified with a limited English proficiency are eligible for ESL instructional services to help them attain a proficient skill level in their use of the written and spoken English language.

All students must have a Home Language Survey completed by their parents prior to admission into the school district. This survey allows the Central Valley School District to identify possible LEP students. An education specialist from the Beaver Valley Intermediate Unit will, more formally screen any student identified as possibly having a limited English proficiency. If ESL instruction is needed, it will begin within 30 days of a student's enrollment in the district and a highly qualified teacher will facilitate the ESL core curriculum to each identified student.

Parents or guardians should contact the district if they feel that their child may have a limited English proficiency and needs to be screened for ESL instructional services. These requests can be directed to:

Mr Shawn McCreary, Superintendent
(724) 775-5600

or

your student's building Principal

Individual Student Achievement Level

The Central Valley School District provides information on individual student achievement to parents/ guardians on state and district assessments by way of a report, generated individually, and distributed with student report cards and progress reports. Members of the community can access district and individual school information on our website at

<http://www.centralvalleysd.org>.

- ❖❖ District Schools, Administration and Staff
- ❖❖ Special Education and Public Awareness
- ❖❖ District's Emergency Plan
- ❖❖ Authorization – Release of Records
- ❖❖ Parent registration
- ❖❖ Internet Use Agreement
- ❖❖ Home Language survey
- ❖❖ Medical Policy and Guidelines
- ❖❖ District's Mission Statement, Belief Statement, Parameters
- ❖❖ School year calendar and events
- ❖❖ Gaskins Notice Information (notice of proposed settlement of class action lawsuit)

By accessing the Pennsylvania School Report Card website at www.paprofiles.org.

- ❖❖ Assessment results
- ❖❖ District details
- ❖❖ Graduation
- ❖❖ College entrance exams
- ❖❖ Staffing

All other inquiries should contact:

Mr. Shawn McCreary

Superintendent

(724) 775-5600, ext. 11044

or

your student's building Principal

Chapter 12- Student Rights and Responsibilities

REGULATIONS FOR STUDENT RIGHTS AND RESPONSIBILITIES

§ 12.1. Free education and attendance.

- a. All persons residing in this Commonwealth between the ages of 6 and 21 years are entitled to a free and full education in the Commonwealth's public schools.
- b. Parents or guardians of all children between the ages of 8 and 17 are required by the compulsory attendance law to ensure that their children attend an approved educational institution, unless legally excused. Students who have not graduated may not be asked to leave school merely because they have reached 17 years of age if they are fulfilling their responsibilities as students. A student may not be excluded from the public schools or from extracurricular activities because:
 1. The student is married.
 2. The student is pregnant.
 3. The student has a disability as identified by Chapter 15 (relating to protected handicapped students.)
 4. The student is an eligible student identified under Chapter 14 (relating to special education services and programs).

§ 12.2. Student responsibilities.

- a. Student responsibilities include regular school attendance, conscientious effort in classroom work and homework, and conformance to school rules and regulations. Most of all, students are responsible to share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.
- b. No student has the right to interfere with the education of fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators and all others who are involved in the educational process.
- c. Students should express their ideas and opinions in a respectful manner.
- d. It is the responsibility of the students to conform to the following:
 1. Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them. Students should assume that, until a rule is waived, altered or repealed in writing, it is in effect.
 2. Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.
 3. Dress and groom to meet standards of safety and health, and not to cause substantial disruption to the educational processes.
 4. Assist the school staff in operating a safe school for the students enrolled therein.
 5. Comply with Commonwealth and local laws.
 6. Exercise proper care when using public facilities and equipment.
 7. Attend school daily and be on time at all classes and other school functions.
 8. Make up work when absent from school.
 9. Pursue and attempt to complete satisfactorily the courses of study prescribed by local school authorities.
 10. Report accurately in student media.

11. Not use obscene language in student media or on school premises.

§ 12.3. School Rules.

- a. The governing board has the authority to make reasonable and necessary rules governing the conduct of students in school. The rule making power, however, is not unlimited; it must operate within statutory and constitutional restraints. A governing board has only those powers that are enumerated in the statutes of the Commonwealth, or that may reasonably be implied or necessary for the orderly operation of the school.
- b. Governing boards may not make rules that are arbitrary, capricious, discriminatory or outside their grant of authority from the General Assembly. A rule is generally considered reasonable if it uses a rational means of accomplishing some legitimate school purpose.
- c. Each governing board shall adopt a code of student conduct that includes policies governing student discipline and a listing of students' rights and responsibilities as outlined in this chapter. This conduct code shall be published and distributed to students and parents or guardians. Copies of the code shall also be available in each school library.

§ 12.4. Discrimination.

Consistent with the Pennsylvania Human Relations Act (43 P. S. §§ 951--963), a student may not be denied access to a free and full public education, nor may a student be subject to disciplinary action on account of race, sex, color, religion, sexual orientation, national origin or disability.

§ 12.5. Corporal punishment.

- a. Corporal punishment is defined as physically punishing a student for an infraction of the discipline policy. Use of corporal punishment is prohibited.
- b. Teachers and school authorities may use reasonable force under the following circumstances:
 1. To quell a disturbance.
 2. To obtain possession of weapons or other dangerous objects.
 3. For the purpose of self-defense.
 4. For the protection of persons or property.

§ 12.6. Exclusions from school.

- a. The governing board shall define and publish the types of offenses that would lead to exclusion from school. Exclusions affecting certain students with disabilities shall be governed by § 14.143 (relating to disciplinary placements) and 34 CFR 300.519--300.529 (relating to discipline procedures).
- b. Exclusion from school may take the form of suspension or expulsion.
 1. Suspension is exclusion from school for a period of from 1 to 10 consecutive school days.
 - i. Suspensions may be given by the principal or person in charge of the public school.
 - ii. A student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened.

- iii. The parents or guardians and the superintendent of the district shall be notified immediately in writing when the student is suspended.
 - iv. When the suspension exceeds 3 school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements in § 12.8(c) (relating to hearings)
 - v. Suspensions may not be made to run consecutively beyond the 10 school day period.
 - vi. Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the governing board.
2. Expulsion is exclusion from school by the governing board for a period exceeding 10 school days and may be permanent expulsion from the school rolls. Expulsions require a prior formal hearing under § 12.8.
- c. During the period prior to the hearing and decision of the governing board in an expulsion case, the student shall be placed in his normal class except as set forth in subsection (d).
 - d. If it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days. A student may not be excluded from school for longer than 15 school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded shall be provided with alternative education, which may include home study.
 - e. Students who are under 17 years of age are still subject to the compulsory school attendance law even though expelled and shall be provided an education.
 1. The initial responsibility for providing the required education rests with the student's parents or guardian, through placement in another school, tutorial or correspondence study, or another educational program approved by the district's superintendent
 2. Within 30 days of action by the governing board, the parents or guardians shall submit to the school district written evidence that the required education is being provided as described in paragraph (1) or that they are unable to do so. If the parents or guardians are unable to provide the required education, the school entity shall, within 10 days of receipt of the notification, make provision for the student's education. A student with a disability shall be provided educational services as required by the Individuals With Disabilities Education Act (20 U.S.C.A. §§ 1400--1482).
 3. If the approved educational program is not complied with, the school entity may take action in accordance with 42 Pa.C.S. Chapter 63 (relating to the Juvenile Act) to ensure that the child will receive a proper education. See § 12.1(b) (relating to free education and attendance).

§ 12.7. Exclusion from classes--in-school suspension.

- a. A student may not receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective.
- b. Communication to the parents or guardian shall follow the suspension action taken by the school.

- c. When the in-school suspension exceeds 10 consecutive school days, an informal hearing with the principal shall be offered to the student and the student's parent or guardian prior to the 11th school day in accordance with the procedures in § 12.8 (relating to hearings).
- d. The student's school entity has the responsibility to make provision for the student's education during the period of the in-school suspension.

§ 12.8. Hearings.

- a. *General.* Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.
- b. *Formal hearings.* A formal hearing is required in all expulsion actions. This hearing may be held before the governing board or an authorized committee of the board, or a qualified hearing examiner appointed by the board. When a committee of the board or a hearing examiner conducts the hearing, a majority vote of the entire governing board is required to expel a student. The following due process requirements shall be observed with regard to the formal hearing
 1. Notification of the charges shall be sent to the student's parents or guardians by certified mail.
 2. At least 3 days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
 3. The hearing shall be held in private unless the student or parent requests a public hearing.
 4. The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.
 5. The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
 6. The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
 7. The student has the right to testify and present witnesses on his own behalf.
 8. A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
 9. The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
 - i. Laboratory reports are needed from law enforcement agencies.
 - ii. Evaluations or other court or administrative proceedings are pending due to a student invoking his rights under the Individuals With Disabilities Education Act (20 U.S.C.A. §§ 1400--1482).
 - iii. In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.
 10. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.
- c. *Informal hearings.* The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event

for which the student is being suspended or to show why the student should not be suspended.

1. The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and school officials to discuss ways by which future offenses might be avoided.
2. The following due process requirements shall be observed in regard to the informal hearing:
 - i. Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.
 - ii. Sufficient notice of the time and place of the informal hearing shall be given.
 - iii. A student has the right to question any witnesses present at the hearing.
 - iv. A student has the right to speak and produce witnesses on his own behalf.
 - v. The school entity shall offer to hold the informal hearing within the first 5 days of the suspension.

§ 12.9. Freedom of expression.

- a. The right of public school students to freedom of speech is guaranteed by the Constitution of the United States and the Constitution of the Commonwealth.
- b. Students shall have the right to express themselves unless the expression materially and substantially interferes with the educational process, threatens serious harm to the school or community, encourages unlawful activity or interferes with another individual's rights.
- c. Students may use publications, handbills, announcements, assemblies, group meetings, buttons, armbands and any other means of common communication, provided that the use of public school communications facilities shall be in accordance with the regulations of the authority in charge of those facilities.
 1. Students have the responsibility to obey laws governing libel and obscenity and to be aware of the full meaning of their expression.
 2. Students have the responsibility to be aware of the feelings and opinions of others and to give others a fair opportunity to express their views.
- d. Identification of the individual student or at least one responsible person in a student group may be required on posted or distributed materials.
- e. School officials may require students to submit for prior approval a copy of materials to be displayed, posted or distributed on school property.
- f. Bulletin boards must conform to the following:
 1. School authorities may restrict the use of certain bulletin boards.
 2. Bulletin board space should be provided for the use of students and student organizations.
 3. School officials may require that notices or other communications be officially dated before posting, and that the materials be removed after a prescribed reasonable time to assure full access to the bulletin boards.
- g. School newspapers and publications must conform to the following:
 1. Students have a right and are as free as editors of other newspapers to report the news and to editorialize within the provisions in paragraphs (4) and (5).
 2. School officials shall supervise student newspapers published with school equipment, remove obscene or libelous material and edit other material that would cause a substantial disruption or interference with school activities.
 3. School officials may not censor or restrict material simply because it is critical of the school or its administration.

4. Prior approval procedures regarding copy for school newspapers must identify the individual to whom the material is to be submitted and establish a limitation on the time required to make a decision. If the prescribed time for approval elapses without a decision, the material shall be considered authorized for distribution.
5. Students who are not members of the newspaper staff shall have access to its pages. Written criteria for submission of material by non-staff members shall be developed and distributed to all students.
- h. The wearing of buttons, badges or armbands shall be permitted as another form of expression within the restrictions listed in subsection (c).
- i. School officials may set forth the time and place of distribution of materials so that distribution would not materially or substantially interfere with the requirements of appropriate discipline in the operation of the school.
 1. A proper time and place set for distribution is one that would give the students the opportunity to reach fellow students
 2. The place of the activity may be restricted to permit the normal flow of traffic within the school and at exterior doors.

§ 12.11. Hair and dress.

(a) The governing board may establish dress codes or require that students wear school uniforms. Policies may apply to individual school buildings or to all school buildings.

(b) Students have the right to govern the length or style of their hair, including facial hair. Any limitation of this right must include evidence that length or style of hair causes disruption of the educational process or constitutes a health or safety hazard. When length or style of the hair presents a health or safety hazard, some types of covering shall be used.

(c) Students may be required to wear certain types of clothing while participating in physical education classes, shops, extracurricular activities or other situations when special attire may be required to insure the health or safety of the student.

(c) Students have the responsibility to keep themselves, their clothes and their hair clean. School officials may impose limitations on student participation in the regular instructional program when there is evidence that the lack of cleanliness constitutes a health hazard.

§ 12.12. Confidential communications.

(a) Use of a student's confidential communications to school personnel in legal proceedings is governed by statutes and regulations appropriate to the proceeding. See, for example, 42 Pa.C.S. § 5945 (relating to confidential communications to school personnel).

(b) Information received in confidence from a student may be revealed to the student's parents or guardians, the principal or other appropriate authority when the health, welfare or safety of the student or other persons is clearly in jeopardy.

§ 12.14. Searches.

- a. The governing board of every school entity shall adopt reasonable policies and procedures regarding student searches. The local education agency shall notify students and their parents or guardians of the policies and procedures regarding student searches.
- b. Illegal or prohibited materials seized during a student search may be used as evidence against the student in a school disciplinary proceeding.
- c. Prior to a locker search, students shall be notified and given an opportunity to be present. When school authorities have a reasonable suspicion that the locker contains materials that pose a threat to the health, welfare or safety of students in the school, student lockers may be searched without prior warning.

§ 12.16. Definitions.

The following words and terms, when used in this chapter, have the following meanings, unless the context clearly indicates otherwise:

Corporal punishment--A form of physical discipline that is intended to cause pain and fear and in which a student is spanked, paddled or hit on any part of the body with a hand or instrument.

Governing board--The board of school directors of a school district, joint school committee of a joint school or joint vocational school, intermediate unit board of directors, or the board of trustees of a charter school or cyber-charter school.

School entity--A local public education provider (for example--public school, charter school, cyber-charter school, area vocational-technical school or intermediate unit).

Student assistance program--A systematic process designed to assist school personnel to identify issues, including alcohol, drugs and others, which pose a barrier to a student's learning and school success. Student assistance is a systematic process using effective and accountable professional techniques to mobilize school resources to remove the barriers to learning, and, when the problem is beyond the scope of the school, to assist the parent and the student with information so they may access services within the community.

Student services--Services designed by a school entity to support the instructional program and to help students attain their educational and career goals.

- i. Services may include school guidance counseling, health services (under Article XIV of the Public School Code of 1949 (24 P. S. §§ 14-1401--14-1423) and 28 Pa. Code Chapter 23 (relating to school health)), psychological services, social work and home and school visitor services.
- ii. School entities may supplement, but may not supplant, these services through school-based, school-linked, or coordinated services provided by locally available social and human services agencies.

STUDENT RECORDS

§ 12.31. General requirements.

- a. The governing board of every school entity shall adopt a plan for the collection, maintenance and dissemination of student records
- b. Copies of the adopted plan shall be maintained by the school entity and updated as required by changes in State or Federal law.
- c. Copies of the plan shall be submitted to the Department only upon request of the Secretary.

§ 12.32. Elements of the plan.

The plan for student records must conform with applicable State and Federal laws, regulations and directives identified in guidelines issued by the Department.

§ 12.33. (Reserved).

EXHIBIT A. (Reserved)

Sample Forms

A--E (Reserved)

SERVICES TO STUDENTS

§ 12.41. Student services.

- a. Each school entity shall prepare a written plan for the implementation of a comprehensive and integrated K--12 program of the student services based on the needs of its students. The plan shall be prepared and revised in accordance with the time frames and procedures described in § 4.13(a), (b), (d), (e) and (f) (relating to strategic plans). Services offered by community agencies in public schools shall be coordinated by and under the general direction of the school entity. The plan must include policies and procedures for emergency care and administration of medication and treatment under The Controlled Substance, Drug, Device and Cosmetic Act (35 P. S. §§ 780-101--780-144) and guidelines issued by the Department of Health. The Department of Health guidelines are available from the Division of School Health, Department of Health, P. O. Box 90, Harrisburg, Pennsylvania 17108.
- b. Though the variety of student services offered will differ from school to school depending upon its size and the needs of its students, the following categories of services shall be provided by each school entity in planning its student services:
 1. Developmental services for students that address their developmental needs throughout their enrollment in school. Developmental services include guidance counseling, psychological services, health services, home and school visitor services and social work services that support students in addressing their academic, behavioral, health, personal and social development issues.
 2. Diagnostic, intervention and referral services for students who are experiencing problems attaining educational achievement appropriate to their learning potential.
 - i. Student services staff use diagnostic services to identify barriers that limit a student's success in school. Intervention services actively engage student services staff in activities planned to reduce or eliminate specific barriers to student success.
 - ii. Student services staff may arrange for referrals to other school-based or school-linked professionals or may refer parents and guardians to appropriate community-based services for assistance.
 3. Consultation and coordination services for students who are experiencing chronic problems that require multiple services by teams or specialists.
 - i. Consultation services are used by student services staff, in partnership with parents or guardians, to obtain assistance to address barriers and issues that are outside the scope of the student services professional.
 - ii. Consultation and coordination services may be used to assist in the diagnosis, intervention or referral of students who face barriers to success.
 - iii. Coordination services connect school resources with other available resources to assist students in meeting their educational objectives.
- c. Student services must:
 1. Be an integral part of the instructional program at all levels of the school system.
 2. Provide information to students and parents or guardians about educational opportunities of the school's instructional program and how to access these opportunities.
 3. Provide career information and assessments so that students and parents or guardians might become aware of the world of work and of a variety of career options available to individual students.
 4. Provide basic health services outlined in Article XIV of the Public School Code of 1949 (24 P. S. §§ 14-1401--14-1423) for students and information to parents or guardians about the health needs of their children.

- d. When student assessments using individual surveys are administered, parents or guardians shall be informed of the nature and scope of the surveys and of their relationship to the educational program of their child, consistent with section 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) regarding protection of pupil rights. Parents or guardians, or the student if the student is 18 years of age or older, shall have the right to refuse to participate in the survey by means of procedures established by the school entity.
- e. Persons delivering student services shall be specifically licensed or certified as required by statute or regulation.
- f. The Department will provide guidelines and technical assistance to local education agencies in planning student services.

§ 12.42. Student assistance program.

School entities shall plan and provide for a student assistance program under the Early Intervention Services System Act (11 P. S. §§ 875-101--875-503).

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