

GLENDALE



FACULTY HANDBOOK

2019-2020

"Committed to Caring"

ELEMENTARY

GLENDAL ELEMNTARY SCHOOL

1500 BEAVER VALLEY ROAD

BOARD OF DIRECTORS:

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NON-DISCRIMINATION POLICY

The GlendaleSchool District recognizes its responsibility to all students and employees and hereby affirms that all educational programs, activities, and employment practices will be handled without discrimination based on sex, race, color, and religion, national origin, or disability. For information regarding civil rights, grievance procedures, services, activities and facilities that are accessible to and usable by handicapped persons, contact the Title IX/Section 504 Coordinator for Glendale School District, Rick Stackhouse, Principal, Glendale Junior-Senior High School, 1466 Beaver Valley Road, Flinton, Pennsylvania 16640-9496, (814) 687-4262.

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2019/2020 FACULTY DIRECTORY

Superintendent:	Mr. Edward DiSabato	edisabato@gsd1.org
Business Manager:	Mr. Jeffrey Westover	jwestover@gsd1.org
Elementary Principal:	Mrs. Kate Bacher	kbacher@gsd1.org
Secretary:	Mrs. Karen Gates	kgates@gsd1.org
Secretary:	Mrs. Lisa Miles	lmiles@@gsd1.org
Special Education Supervisor:	Mr. Rick Magulick	rmagulick@gsd1.org
Secretary:	Mrs. Diane Oshell	doshell@gsd1.org
Technology Director:	Mr. Eric Frank	efrank@gsd1.org
Psychologist:	Mrs. Jacqueline Runk	jrunk@gsd1.org
Maintenance Supervisor:	Mr. Charles Chilcote	cchilcote@gsd1.org
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Elementary Physical Education:	Mrs. Sara Gates	sgates@gsd1.org
Enrichment:	Mrs. Susan Weimert	sweimert@gsd1.org
Instrumental Music:	Mr. Jerimiah Dobo	jdobo@gsd1.org
Learning Support (Life Skills):	Ms. Lauren Madonna	lmadonna@gsd1.org
Learning Support:	Mr. Nathan Pino	npino@gsd1.org
Learning Support:	Mrs. Beth Sherkel	bsherkel@gsd1.org
Learning Support:	Mrs. Nicole James	njames@gsd1.org
Learning Support:	Mrs. Allyson Gates	agates@gsd1.org
Speech:	Mrs. Joann Fedore	jfedore@gsdd1.org
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Title One Reading:	Mrs. Patty Kimberly	pkimberly@gsd1.org
Title One Reading:	Ms. Susan Weimert	sweimert@gsd1.org
Title One Math:	Mrs. Marissa Henry	mahenry@gsd1.org
Kindergarten:	Mrs. Jodi Chilcote	jchilcote@gsd1.org
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Kindergarten:	Ms. Brenda Hewitt	bhewitt@gsd1.org
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First:	Mrs. Shannon King	sking@gsd1.org

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Second:	Mrs. Karen Fortney	kfortney@gsd1.org
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Fourth:	Mrs. Theresa Wiedemann	twiedemann@gsd1.org
Fifth:	Mr. Michael Davis	mdavis@gsd1.org
Fifth:	Mrs. Amanda Farabaugh	afarabaugh@gsd1.org
Fifth;	Mrs. Jill Klezek	jklezek@gsd1.org
Sixth:	Mrs. Jenny Williams	jwilliams@gsd1.org
Sixth:	Ms. Stephanie Kasaback	skasaback@gsd1.org
Sixth:	Miss Susanna Coakley	scoakley@gsd1.org

Paraprofessional:	Mrs. Laurie Hutton	lhutton@gsd1.org
Paraprofessional:	Mrs. Pam Reese	preese@gsd1.org
Paraprofessional:	Mrs. Charell McGary	cmcgary@gsd1.org
Paraprofessional:	Mrs. Melissa Blake	mblake@gsd1.org
Paraprofessional:	Mrs. Deann Glass	dglass@gsd1.org
Paraprofessional:	Mrs. Lisa Matier	lmatier@gsd1.org
Paraprofessional:	Mrs. Therese Hockenberry	thockenberry@gsd1.org
Cafeteria Staff:	Mrs. Connie Cusick	
Cafeteria Staff:	Mrs. Linda Yaworski	
Cafeteria Staff:	Mrs. Sheila Irvine	
Cafeteria Staff:	Mrs. Gretchen Keith	
Cafeteria Staff:	Mrs. Carol Sahm	
Cafeteria Staff:	Mrs. Debbie Gregg	
Custodial Staff:	Mrs. Janet Dreese	
Custodial Staff:	Mr. Mark Kutruff	
Custodial Staff:	Mrs. Allyson Flick	

NON-DISCRIMINATION

The Glendale School District does not discriminate against individuals or groups because of race, color, national origin, religion, age, sex, marital status, or non-related handicaps or disabilities.

MASTER SCHEDULE

Glendale Elementary School Master Schedule 2019-2020

	9:00-9:30	9:30-10:00	10:00-10:30	10:30-11:00	11:00-11:30	11:30-12:00	12:00-12:30	12:30-1:00	1:00-1:30	1:30-2:00	2:00-2:30	2:30-3:00	3:00-3:25
K				Lunch 10:45-11:15		Special 11:30-12:00					P/R/E 2:05-2:45 High Five	AP	
1					Lunch 11:00-11:30	AP	Special 12:00-12:30			P/R/E ELA 1:15-1:35	P/R/E Math 1:35-1:55		
2		Special 9:20-9:50			Lunch 11:15-11:45	AP					P/R/E ELA 2:00-2:20	P/R/E Math 2:20-2:40	
3			Special 9:50-10:20			Lunch 11:30-12:00	AP			P/R/E ELA 1:15-1:35	P/R/E Math 1:35-1:55		
4						Lunch 11:45-12:15		P/R/E ELA 12:30-12:50	P/R/E Math 12:50-1:10	Special 1:10-1:50		AP	
5	Rotation 1 9:00-10:20		Special 10:20-11:00	Rotation 2 11:05-12:15			Lunch 12:15-12:45	Rotation 3 12:50-2:00			AP	P/R/E ELA	P/R/E Math
6	Rotation 1 9:00-10:30		Rotation 2 10:30-12:00			Lunch 12:00-12:30	Special 12:30-1:10	Rotation 3 1:50-3:20				AP	

8:05 a.m. Teachers arrive, planning time, meetings, consultations

3:25 p.m. Students announced for parent pickup.
Grades K-2 Begin loading

8:35 a.m. Students arrive and unload buses, teachers in rooms, breakfast begins

3:30 p.m. Grades 3-6 to load buses.

8:55 a.m. National Anthem, Pledge, announcements, attendance, lunch count

3:35 p.m. Teacher dismissal after buses depart

9:00 a.m. Classes begin

AESOP

Teachers and staff will use the AESOP system to record absences. A link to AESOP is located on the district website. The district technology director will ensure that each participating staff member receives log-in information. The daily cut-off time for the elementary school is 7:30 a.m. Absences after that time must be scheduled through the principal's office or secretary. Please note that it is preferred that absences be recorded prior to 6:00 a.m. that day in order to secure a substitute teacher. Staff members who do not have Internet access from home may use the AESOP phone system to call off.

Staff members will receive an email confirmation once a day off is scheduled and again once again when they are approved, if required. The following information is needed for each type of absence:

Sick Day- no pre-approval or reason needed unless absence exceeds three work days. Beyond three days a doctor's note is required.

Bereavement- state in the admin notes what family member.

Personal Day- needs admin pre-approval. No reason is needed. No paper form needed.

Emergency Day- no pre-approval needed, but a reason is required in admin notes. Please refer to policy/acceptable emergency days.

Conference Day- Schedule on AESOP and include the name of the conference in the admin notes. If it requires board approval it will say "pending." Conferences won't get approved on AESOP until confirmation is received from the district office. **A paper Conference Request Form must also be completed and will require administrative approval.** Conferences are trainings or meetings **OUTSIDE** of the school district.

Family Sick- no pre-approval or detail needed, but a family member type is required. Please refer to policy on family sick days.

Field Trip- needs admin pre-approval and details are required in admin notes.

Meeting- any meeting that requires a sub and or for a staff member to be in or out of the building. Please type in the admin notes what meeting name is. Requires admin approval.

Training- any training within Glendale School District that requires a staff member to need a sub. Please type in the admin notes what training name is. Requires admin approval.

Jury Duty- needs admin approval and documentation to support

Lost Time- unpaid leave which requires board approval. Requires admin approval on AESOP.

Guidelines for approving Emergency Day Leave:

1. If a member of the immediate family of employee is gravely ill or undergoing in-patient surgery (immediate family member is defined to include parent, brother, sister, son, daughter, wife, husband, parent-in-law, and near relative who lives in the same household or any other person with whom such employee has made his home).

2. To accompany a member of the family to a doctor's appointment who may not be able to attend otherwise.
3. Surgery in the immediate family.
4. To attend to legal business which may not be scheduled during off hours.
5. Auto accident on the way to work.
6. An accident or serious illness in immediate family.
7. Fire, flood, or loss of heating system in the home.
8. Birth of employee's baby.
9. Appearance in court, other than an action against the school district.
10. Funeral for close friend or relative not specified in the contract.

These are only guidelines. Any reason submitted and not listed above should be discussed with the superintendent prior to approval.

FMLA

FMLA is the family and medical leave act which provides certain employees with up to 12 weeks of unpaid, job-protected leave per year. It also requires that their group health benefits be maintained during the leave.

FMLA is designed to help employees balance their work and family responsibilities by allowing them to take reasonable unpaid leave for certain family and medical reasons. It also seeks to accommodate the legitimate interests of employers and promote equal employment opportunity for men and women.

FMLA applies to all public agencies, all public and private elementary and secondary schools, and companies with 50 or more employees. These employers must provide an eligible employee with up to 12 weeks of unpaid leave each year for any of the following reasons:

For the birth and care of the newborn child of an employee;

For placement with the employee of a child for adoption or foster care;

To care for an immediate family member (i.e., spouse, child, or parent) with a serious health condition; or

To take medical leave when the employee is unable to work because of a serious health condition.

Employees are eligible for leave if they have worked for their employer at least 12 months, at least 1,250 hours over the past 12 months, and work at a location where the company employs 50 or more employees within 75 miles. Please see the business office for more information on requesting FMLA.

EXTENDED LEAVE

If an extended leave of absence is in order, please provide the following information to the building principal and payroll clerk in the business office after FMLA and proper approval is given:

Date the leave is to begin approximate if necessary).

Return to work date.

Total number of emergency, personal, sick, and lost time days.

**See Leave form included in the back of this handbook.

ACCIDENTS AND SICKNESS

All accidents resulting in injury to students on school property or at school-sponsored activities are to be reported on the "Student Accident Report". Copies may be obtained from the main office or from the school nurse's office. This form must be completed by the teacher or sponsor in charge of the activity.

Employees should complete an Employee Accident Report as soon as possible after an incident/accident occurs, even if the employee did not seek medical attention.

In the event of an accident, staff members are to exercise their best judgment and contact the school nurse or the office. Do not practice first aid, unless you are certified to do so. Teachers are not to dispense medication to students. The school nurse is in charge of the health services for the school.

Health problems of pupils should be referred to the school nurse for further study or action.

ACTIVITY PERIOD

Students are given approximately **15 minutes** daily for activity period. This should be a time for students to get daily physical and or social activity. This time can be utilized by students to make up a missed homework assignment or to complete reflection logs for SWPB. Teachers should be mindful that some students need this physical and mental break in order to perform at their best for the remainder of the school day and if at all possible, at least some unstructured time should be given to every child.

A school radio must be used when taking students outside. It should be positioned to the security channel to ensure communication with the office, security, and the nurse.

ACT 48

Act 48 of 1999 requires all Pennsylvania educators holding Pennsylvania public school certifications to earn 180 hours of approved in-service time or 6 collegiate level credits. All hours or collegiate study must be in a field relevant to the participant's area(s) of certification. Teachers are responsible for completing the necessary paperwork and submitting it in a timely manner.

ARRIVAL/DISMISSAL PROCEDURES

If parents provide morning transportation for children, they should not arrive before **8:05a.m.** Students arriving between 8:05 and 8:35 will report to the teacher's classroom assigned to early arrivals. Students arriving after 8:35 will be directed to go to either breakfast or their classrooms.

Those parents transporting their own students at dismissal are requested to arrive **from 3:15-3:20 for dismissal at 3:25 p.m.** When picking up students for dismissal, parents should enter the office and let the staff know who they are and which students they are transporting. Adults picking up students **MUST** be listed on that student's emergency card and could be asked to present identification.

As soon as the names of students getting dismissed to parents are read over the loudspeaker, grades K-3 will be escorted by their teachers to the buses. At 3:30 a bell will ring signifying dismissal for students in grades 4-6 who will be escorted to busses by their teachers. Buses will ALL depart at 3:35 p.m.

LATE ARRIVAL/EARLY DISMISSAL

When students arrive late for school parents must sign them in at the office.

A. All students must have an excuse prior to or the day of the late arrival/early dismissal, stating the reason for the late arrival/early dismissal.

B. All students must remain in scheduled classes until called to the office for the early dismissal.

All persons must report to the office for late arrivals/early dismissals and sign the student in/out.

Upon a late arrival, office staff will give each student a late pass which must then be presented to the classroom teacher. Any student arriving to the classroom late without a late pass should report back to the office to properly sign in.

ATTENDANCE

Teachers are to take student attendance daily and record on Powerschool no later than 9:30 am.

Whenever students are absent for reasons of illness, they must present to their homeroom teacher

On the day they return a written excuse, signed by a parent or guardian, giving the date and the reason

for their absence. These are to be sent to the office where they are kept on file.

A. If students arrive at school **after 8:55 a.m. but before 9:30 a.m.**, they are considered tardy but present all day.

B. If students arrive at school **after 9:30 a.m., but before 12:15 p.m.**, they are considered absent for 1/2 day.

- C. If students leave school between **12:15 p.m. and 3:00 p.m.**, they are considered absent 1/2 day.
- D. If students leave school between **3:00 p.m., and 3:20 p.m.**, their absence will be considered an early dismissal.
- E. Absence for students leaving and returning within one school day shall be determined by hours attended.
- F. No student is permitted to practice or participate in extracurricular activities unless they have been present all day. Please contact the principal for special circumstances.
- G. Minutes of tardies may be added together to equal half or full days of absence.

PERFECT ATTENDANCE

Students qualifying for perfect attendance recognition shall not have more than **four (4)** tardies (arrival after 8:55 but before 9:30 a.m.) or **four (4)** early dismissals (leaving from 3:00 to 3:25 p.m.) and shall not have any recorded detentions or suspensions for that school year.

BUS ARRIVALS/BREAKFAST PROGRAM

- 1. Buses arrive at the elementary school between **8:35 a.m. and 8:50 a.m.**
- 2. Classroom teachers should be in or near their classrooms by 8:35 to begin supervising arriving students.
- 3. Students **should not** report to the school **before** 8:05 a.m. as there is no organized supervision.
- 4. Students participating in the breakfast program report directly to the cafeteria upon arrival. Students do not go to their assigned classroom until after breakfast (exception of K).
- 5. Students in grade 4-6 may participate in the Grab and Go Breakfast program if available.
- 6. Students report directly to their assigned classroom if they are not having a school breakfast.
- 7. Anyone may partake of the breakfast program at any time. There will be **NO** breakfast served on delayed school days.

Supervision of the Breakfast Program:

- Teachers and staff assigned to breakfast duty should report to the cafeteria no later than 8:35 a.m.
- Students must maintain order in line and in seating.
- Students are to take all trays, containers, silverware, paper, etc., from tables after eating and place in the appropriate disposal area/container.
- Students are to head directly to class after completing breakfast.

BOOKS AND EQUIPMENT ACCOUNTABILITY

Teachers are responsible for keeping an inventory of all books, laptop computers, and equipment. A detailed record will be kept for all books, laptop computers, iPads, and or other equipment issued to

students. Teachers will turn in debt slips for students that have lost/damaged/destroyed books or equipment.

BUILDING CARE & ORDER

Teachers shall be alert at all times to abuses to the building or equipment. Abuses shall be brought to the attention of the administration. Teachers should visit student restrooms periodically to monitor for vandalism or student misconduct. Halls, corridors, and assigned areas should be monitored when at all possible.

BULLYING

The Glendale School District strives to maintain a pleasant, safe, non-hostile learning environment that fosters the educational process. Bullying means an intentional electronic, written, verbal, or physical series of acts directed at another student or students that are severe, persistent or pervasive over a period of time and has the effect of substantial interference with a student's education, creation of a threatening environment, or substantial disruption of the orderly operation of the school. Bullying included cyberbullying. Bullying in any form is not tolerated. Any conduct by any student or non-student that creates or is intended to create an intimidating, offensive, or hostile learning environment is strictly prohibited. Teachers should be sensitive to students and parents if they communicate a complaint of bullying. Even if a student has not made a complaint, teachers should be vigilant in observing student behaviors and recognizing bullying behaviors. Students should be encouraged to report concerns to staff members who are expected to either address the issue or report the issue to administration.

CAFETERIA

Applications for the free/reduced meal program are sent home with every student at the beginning of the school year and are available at the school office at any time. Applications can be submitted throughout the school year if there is a change in household income that may change the eligibility status for free or reduced meals.

CHILD STUDY (STUDENT SUCCESS TEAM)

Child Study is a team approach process that is available to help students who need assistance in the areas of academic and/or behavioral difficulties. Its purpose is to work together to identify a child's learning strengths and needs and recommend educational interventions. Teachers or parents may make referrals to Child Study. Referral forms are located in the office as well as the shared drive and should be submitted to the principal as completed.

CHAIN OF COMMAND

How to Communicate a Question or Concern

There are times when a parent, resident or taxpayer may have a question, concern, complaint, suggestion or request and is uncertain as to the procedure to follow in contacting the school district. Many parental questions are easily and completely answered by communicating directly with the educator in charge of the class or program. Listed below is a Parent and Community Communication Process Flow Chart Chain of Command that should be of assistance when addressing each situation. Each situation should first be addressed at whatever level the initial action was taken with appeals moving on to the next level on the chain of command. Contact information for staff members is available on the district website at www.gsdl.org. If a parent, resident or taxpayer does not receive a prompt response at any level, he/she may raise the question, concern, complaint, suggestion or request at the next level.

Occasionally, a parent, resident, or taxpayers will call school board directors in an attempt to obtain an answer to their questions or concerns. Upon receiving such a call, the board director calls the district superintendent. The district superintendent must then call the building principal to inform him or her of the problem or concern. The principal will then research the concern and communicate with the parent. Therefore, it is wise that you first call the teacher, counselor or principal so that he or she can respond without any undue delay. It is important to note that the board directors only have authority at legally convened meetings and direct the school administration to handle matters.

PARENT AND COMMUNITY COMMUNICATION PROCESS FLOW CHART CHAIN OF COMMAND

Area of Concern	First Level	Second Level	Third Level	Fourth Level	Fifth Level	Sixth Level
Athletics	Coach	Athletic Director	Principal	Superintendent	Board	
Athletic Facilities	Athletic Director	Principal	Superintendent	Board		
Athletic Injuries	Coach	Athletic Trainer	School Nurse	Athletic Director	Superintendent	Board
Business Office	Business Administrator	Superintendent	Board			
Curriculum/Academic	Teacher	Principal	Superintendent	Board		
Instruction	Teacher	Principal	Superintendent	Board		
Discipline	Teacher	Assistant Principal (Jr-Sr High School Only)	Principal	Superintendent	Board	
Facilities	Building Maintenance	Maintenance Supervisor	Building Principal	Superintendent	Board	

Guidance	Counselor	Principal	Superintendent	Board		
Special Education	Teacher	Special Education Supervisor	Superintendent	Board		
Student Concern	Teacher	Assistant Principal (Jr-Sr High School Only)	Principal	Superintendent	Board	
Computer/Hardware Problem	Teacher	Director of Technology	Principal	Superintendent	Board	
Computer/Software Problem	Teacher	Director of Technology	Principal	Superintendent	Board	
Transportation	Building Principal	Superintendent	Board			
Taxes	Business Manager	Superintendent	Board			

CLASSES OUTSIDE THE BUILDING

Classes may leave the building with their teachers for environmentally related projects. If a class is taken outside or to another area not typically scheduled, the office must be notified and if at all possible, a radio be taken.

CLASSROOM SUPERVISION

Teachers are not to leave their classrooms unattended unless it is for reasons that are emergency in nature. In these cases, teachers should advise a faculty member in the immediate vicinity. Teachers are to report to their classes promptly and direct any students in the hallways to report to assigned classroom. Students should not be permitted to leave the classroom during class except for special reasons. Teachers should be at the assigned duty on time.

CODE OF PROFESSIONAL PRACTICE

Source

The provisions of this Chapter 235 adopted June 26, 1992, effective November 1, 1992, 22 Pa. B. 3176, unless otherwise noted.

Section 1. Mission.

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

Section 2. Introduction

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. §§ 12-1251—12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 3. Purpose.

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices.

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. §§ 1-101—27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. §§ 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct.

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § § 235.6—235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6. Legal obligations.

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251—12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P. S. § § 1-101—27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401—413), known as the Public Official and Employee Ethics Law.

(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification.

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil rights.

The professional educator may not:

(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain.

The professional educator may not:

(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.

(2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students.

The professional educator may not:

(1) Knowingly and intentionally distort or misrepresent evaluations of students.

(2) Knowingly and intentionally misrepresent subject matter or curriculum.

(3) Sexually harass or engage in sexual relationships with students.

(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional relationships.

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

CONFLICT OF INTEREST

No conflict of interest will be permitted by staff members such as conducting personal business on school time to the extent that it interferes with the member's obligation to the district.

CONFIDENTIALITY

The following is guidance with respect to maintaining confidentiality.

- Written or oral information about students and families is shared with other personnel who have an explicit need to know for the benefit of the student/family (not for the benefit of the provider).
- Information about one student is not shared with another student or parent under any circumstances.
- Only necessary information will be shared with those who have an “educational interest” in the student.
- Information should not be obtained from a parent or other person based on a promise that the information so obtained will not be shared with other appropriate personnel.
- Discussions concerning confidential information are to take place in secured locations, not in hallways, stairwells, staff lounges, parking lots, on the playground, or elsewhere where others may overhear.
- Confidential written documentation or notes or oral confidential communications should be stored in secure locations, and when in use, should be shielded from the view of others approaching the area, and should not be left out on a desk when the staff member is not present.
- Confidential information should not be left as a message with a secretary, on a voicemail, or on an electronic mail system.
- Confidential information that must be mailed or carried should be placed in an envelope marked confidential.
- Confidential information received by a school that was not requested or needed should be made part of the student’s record and should be returned to the sender or shredded.

- Confidentiality should be maintained regardless of how the information is obtained (written, oral, electronic).
- GSD has an explicit policy on the confidentiality of student/child information which is coordinated with the school's records policy.
- All staff and volunteers will be held to the same standard of confidentiality

CURRICULUM GUIDELINES

Every course must follow guidelines established as a comprehensive course of study as approved by the administration and the school board. All instructional materials such as textbooks, novels, videos, or workbooks must be approved through established channels. All courses of study must be adhered to as closely as possible since they reflect the requirements established by the Pennsylvania State Department of Education and the school district. Any classroom movie/URL/television program that is longer than 30 minutes needs to have approval from the principal. When any of the above are used to enhance a lesson, its purpose, and how it is aligned to the PA Core Standards needs to be indicated in such requests. A request made be made on forms that are located in the office, or by emailing the principal the above information.

DATA MEETINGS

Data meetings will be held at the discretion of the principal. These meetings are to collaborate within teams or grade levels in order to make instructional decisions to improve practice and improve student performance. Grade levels and individual teachers are expected to continuously monitor student data with or without a formal meeting being scheduled. Teachers are then expected to make frequent instructional decisions based on available data.

EMERGENCY PROCEDURES

Fire- Follow fire drill procedures. Be prepared to practice an alternative evacuation route.

Administrative Lockdown- Students and staff that may be in the halls will return to their classroom and remain at that location. This would be in the case of a law enforcement search or low level exterior concern.

Exterior Lockdown- All exterior doors are locked, This would be if we suspect an intruder may attempt entry in to the school from the outside.

Interior Lockdown- Students and staff that may be in the halls will go to the nearest classroom. All doors are immediately locked. Everyone will remain at their current location until further notice. This would be if we suspect that an intruder may already be inside the school.

Weather Emergency- Follow Severe Weather Emergency Procedure

FIRE/ EVACUATION

Follow Glendale School District Safety Flip Chart. Students and staff should exit the building as quickly and quietly as possible. All should travel in an orderly fashion to the designated exit. Teachers should take a class roster with them and close all doors and windows. Please practice allowing a student line leader to take the lead as well as be prepared with alternative exit routes.

Elementary Office& Conference Rooms- Exit through main lobby doors

Psychologist Office- Exit through doors by weight room

First Grade- Room 254, 253, 255- Exit through main lobby doors

Second Grade, Sherkel- Room 209, 205, 203, 210- Exit through main lobby doors

Third Grade- Room 257, 205, 203- Exit through main lobby doors

Art- Room 201- Exit through main lobby doors

Title- Room 202, 125, 120- Exit through main lobby doors (Please assist students with doors)

Music/Band Room- Room 216- Exit through main lobby doors

Primary Computer Lab- Exit through main lobby doors

Kindergarten- Room 222, 225, 229- Exit through outside room entrance

Life Skills- Room 232- Exit through outside room entrance

Learning Support (Gates)- Exit through doors by weight room

Health Office- Exit through doors by weight room

Fourth Grade- Room 108, 104, 103- Exit through kitchen/tennis court doors

Fifth Grade- Room 102 (Farabaugh)-Exit through kitchen/tennis court doors

Learning Support- Room 101 (Pino)- Exit through kitchen/tennis court doors

Gym/Cafeteria- Exit through kitchen/tennis court doors

McGarvey- Room 120- Exit through kitchen/tennis court doors

Learning Support- Room 100 (James)- Exit through playground doors

Library- Room 156- Exit through playground doors

Fifth Grade- Room 143, 144- Exit through playground doors

Sixth Grade- Exit through amphitheater doors

Mat Room- Exit through amphitheater doors

Close all windows.

Keep class together. Teacher should remain with students.

Teachers should take roster with them and take attendance after exiting. Missing students should be reported over the radio to the office.

Close doors to room after exiting.

Keep completely silent in order to hear further instructions.

Be prepared to avoid obstacles and to choose an alternative route.

Students should walk briskly but not run or jump.

All staff and students should move far enough away from the building to ensure safety and to permit movement of emergency vehicles.

IN CASE OF BLOCKED EXITS USE NEXT CLOSEST DOOR TO YOUR AREA

LOCKDOWN- Administrative, Exterior, Interior

Follow Glendale School District Safety Flip Chart.

Responsibilities

Nancy, Brenda, Patty M.	-safe location -computer access if possible -monitor phone/radio
Kate Bacher	-announce lockdown –move to communications center
Brian Stacey	-call 911 –put out email alert –move to communications center
Rick Kozak & Rick Magulick	-gather all sign in & out books –laptop/phone/radio –move to incident command center –keys and thumb drive
Cindy Koteas & Christy Braniff	-contact superintendent & nurse –lock down office
Karen Gates	-contact cafeteria & maintenance –lock down office
Nurse, Eric Frank	-stay in office -lock office –monitor phone/radio/computer
Maintenance Staff	-help monitor outside doors and assist other staff

- All should have phones and radios available and computer access if possible.
 - Stay in assigned area if at all possible.

Teachers/Staff

- Lock door
- Lights out
- Cover doors and windows if possible
- Locate cell phones
- Be prepared to open window for entry team. Code: **“Current Month”**
- Log on to district email
- All radios on Security Channel
- Media Center- Sir Barneys Restaurant

- Elementary Evacuation Assembly Area- right side classrooms- follow trail behind softball or baseball field to safe location; left sided classrooms- towards high school to orchard or boat launch
- High School Evacuation Assembly Area- right side classrooms- follow trail to baseball field; left sided classrooms- go beyond orchard or follow trail to Glendale boat launch
- Refer media to District Spokesperson- Mr. DiSabato

SEVERE WEATHER/TORNADO

All students upon hearing the designated tornado drill signal will report to their assigned area, drop to the floor, place head between the knees, and cover head with their hands. There is to be no talking.

Assigned Areas:

Abram	Wrestling Room
Bottenfield	Library
Cafeteria	Back Office behind Kitchen
Davis	Wrestling Room
Farabaugh, A.	Boys' Locker Room (Exit classroom and go through cafeteria)
Fedore	Stay in Room
Fortney	Library (through Primary Computer Lab)
Gallaher	Wrestling Room
Gates, A.	Stay in Room
Gates, S.	Girls' Locker Room
Harrison	P. Kimberly's Room
Henry	Join Hewitt and Dudurich's rooms Cubby Areas
Kasaback	Wrestling Room
Kimberly	Stay in Room
Kindergarten	Stay in Cubby Area of Classrooms
King	Wrestling Room
James	Girls' Locker Room (Exit classroom and turn right through cafe.)
Klezek	Wrestling Room
Lechner, J.	Girls' Locker Room
Link	Boys' Locker Room
Madonna	Stay in Cubby Area of Classroom
Master	Library (through Primary Computer Lab)
Magulick	Stay in Room/Diane O'Shell's Office
O'Shell	Stay in Room
Office	Conference Room 2
Pino	Boys' Locker Room
Poole	Wrestling Room
Putorek	Band Practice Room
Rhodes	Wrestling Room
Rorabaugh	Library(through Primary Computer Lab)
Runk	Diane O'Shell's Office
Sherkel	Health Office

Technology	Stay in Room/ Diane O'Shell's Office
Weimert	Boys' Locker Room
Westrick	Wrestling Room
Wiedemann	Girls' Locker Room
Williams	Wrestling Room
Worthington	Wrestling Room
Yeckley	Wrestling Room

Active Shooter/Intruder Emergency Training



According to the FBI's 2014 report on active shooter situations, 69% of incidents lasted less than five minutes. Consequently, 60% of incidents ended before police arrived. Police officers understand the necessity of teaching proactive safety and response tactics to citizens.

Source: ALICE Training Institute



ALICE is an acronym for five steps that can be utilized to increase the chance of survival in an active shooter situation. These steps are not sequential, but are presented as options. The situation will determine what steps make sense to follow. A combination of these steps can be used to keep individuals safe and modified as the situation changes.



ALERT. Use Plain and Specific Language. Avoid code words.

The purpose of the ALERT is to inform as many people as possible within the danger zone that a potentially life-threatening situation exist. This can be facilitated via many different methods (PA, text, email, alarm). Various sounds, sights, and interactions can create awareness of the active shooter (gunfire, witness, unusual noises, yelling, etc.) No matter the method of delivery, the objective should be a conveyance of information, not an issuance of a command. The use of plain language, delivered through as many delivery channels as possible, is the best way to ensure awareness within the danger zone. It will empower as many as possible with the ability to make an informed decision as to their best option that will maximize survival chances.



LOCKDOWN. Barricade the Room. Silence Mobile Devices.
Prepare to EVACUATE or COUNTER if needed.

Lockdown is an important response in the event of an active shooter or violent intruder, but there has to be a semisecure starting point from which survival decisions should be made.

The ALICE training program explains scenarios where lockdown is the preferable option and dispels myths about traditional lockdown procedures. Relying on lockdown alone will significantly endanger occupants in a violent intruder situation. Traditional lockdown creates readily identifiable targets and makes a shooter's mission easier, whether that is a hospital, a school, a church, or a business.

ALICE trainers instruct on practical techniques for how to better barricade a room, what to do with mobile and electronic devices, how and when to

communicate with police, and how to use your time in lockdown to prepare to use other strategies (i.e. Counter or Evacuate) that might come into play should the active shooter gain entrance.

If evacuation is not possible and a lockdown is required, secure the room. It is a starting point from which survival decisions will begin to be made. Look for alternate escape routes (windows, other doors, etc.). Lock the door. Tie down the door, if possible, using belts, purse straps, shoe laces, etc. Barricade the door with any object available (desk, chairs, etc.). Cover any windows. Move out of the doorway in case gunfire comes through. Silence or place cell phones on vibrate. Once secured, do not open the door for anyone. Police will enter the room when the situation is over. As soon as you are safe call 911. Gather weapons (coffee cups, chairs, books, pens, etc.) and mentally prepare to defend yourself or others. Put yourself in a position to surprise the active shooter if he or she enters the room.



INFORM. Communicate the Intruder's Location in Real Time

Inform is a continuation of Alert and uses any means necessary to pass on real-time information. Video surveillance, 911 calls and PA announcements are just a few of the channels that may be used by school employees, safety officers, and other personnel.

An emergency response plan should have clear methods outlined for informing school employees, hospital workers, or any other employees of whereabouts of a violent intruder. No one wants to have to deploy such methods, but in the horrible event that an armed intruder would enter a facility, emergency preparedness training could take over.

Information should always be clear and direct and, as much as possible, communicate the whereabouts of the intruder. Effective information can keep the shooter off balance, giving people in the school more time to further lockdown, or evacuate to safety.

Active shooters work alone 98% of the time. If the shooter is known to be in an isolated section of a building, occupants in other areas can safely evacuate while

those in direct danger can lockdown and prepare to counter. Knowledge is the key to survival.

Use any means necessary to pass on realtime information. Use plain language. Provide “who, what, when, where, and how” information. Can be derived from 911 calls, video surveillance, etc. Can be used by people in the area or who may come into it to make common sense decisions. Can be given by “Flash Alerts,” PA Announcements, or police radio speakers.



COUNTER. Create Noise, Movement, Distance and Distraction with the intent of Reducing the Shooters Ability to Shoot Accurately.

ALICE Training does not believe that actively confronting a violent intruder is the best method for ensuring the safety of all involved, whether in a school, a hospital, a business, or a church.

Counter focuses on actions that create noise, movement, distance and distraction with the intent of reducing the shooter’s ability to shoot accurately. Creating a dynamic environment decreases the shooter’s chance of hitting a target and can provide the precious seconds needed in order to evacuate.

ALICE does not endorse civilians fighting an active shooter unless confronted directly in a life-and-death situation. Counter is a last-ditch and worst-case scenario option.

In the horrible event that an active shooter makes his or her way into a school, hospital, church, or business, there are steps that can be taken as an effort to survive an attack. With workplace violence as a rising trend across the United States, this method is not limited to preventing a school shooting. The ALICE Training Program provides examples for real, effective ways to counter an active shooter, when there is no other option left.

Counter is about survival, the last barrier between a shooter and a potential victim, and anything a person can do to gain control is acceptable. It’s the

opposite of being a sitting duck, and every action taken is a step towards survival.

Use simple, proactive techniques if you are confronted by an active shooter. (Disclaimer: In a last resortsituation, some simple, proactive techniques could increase chances of survival if you are confronted by an active shooter. ALICE is presented as a set of options for groups on college campus settings or variouspublic areas.) Realize that anything can be a weapon (books, coffee cups, etc.) Throw objects at the shooter's head to disrupt his/her aim. Create as much noise as possible. Attack or swarm in a group. Grab the shooter's limbs or head, take him/her to the ground, and hold him/her there. Run around the room and create chaos. If you have control of the shooter, call 911 and tell the police where you are. Listen to the police commands when they arrive on the scene.



EVACUATE. When safe to do so, remove yourself from the danger zone

Our human instinct in the face of danger is to remove ourselves from that threat. ALICE training provides techniques for safer and more strategic evacuations.

An active shooter in a building presents a situation like no other. Evacuating to a safe area takes people out of harm's way and hopefully prevents civilians from having to come into any contact with the shooter. By evacuating, citizens can avoid having to employ the techniques learned in ALICE training for how best to Counter an active shooter.

Did you know that you should break a window from the top corner as opposed to the center? Many useful techniques that civilians do not know exist and can save your life. ALICE trainers teach strategies for evacuating through windows, from higher floors and under extreme duress.

ALICE trainers also give instructions on what to do at rally points, including communicating with law enforcement and administering first aid. Evacuation is the number one goal.

Hopefully, evacuating a school, workplace, or church is always an option in the event of an active shooter. The ALICE Training Program provides lessons and

information for all facets of a violent intruder gaining access to a building. Safety is our primary focus for this program, and we do not endorse risking lives of students or employees.

Remove yourself and others from the danger zone as quickly as possible. Decide if you can safely evacuate. Run in a zigzag pattern as fast as you can. Do not stop running until you are far away from the scene. Bring something to throw in case you encounter the active shooter. Consider if the fall from a window would be detrimental. Break out windows and attempt to quickly clear glass from the frame.

Consider using belts, clothing, or other items as an improvised rope to shorten the distance you would fall. Hang by your hands from the window ledge to shorten the drop. Attempt to drop into shrubs, mulch, or grass to lessen the injury.

Alice

Alert - Lockdown - Inform - Counter - Evacuate



ALERT. Use Plain and Specific Language. Avoid code words.



LOCKDOWN. Barricade the Room. Silence Mobile Devices. Prepare to EVACUATE or COUNTER if needed.



INFORM. Communicate the Intruder's Location in Real Time



COUNTER. Create Noise, Movement, Distance and Distraction with the intent of Reducing the Intruder's Ability to target individuals accurately.



EVACUATE. When safe to do so, remove yourself and others from the danger zone

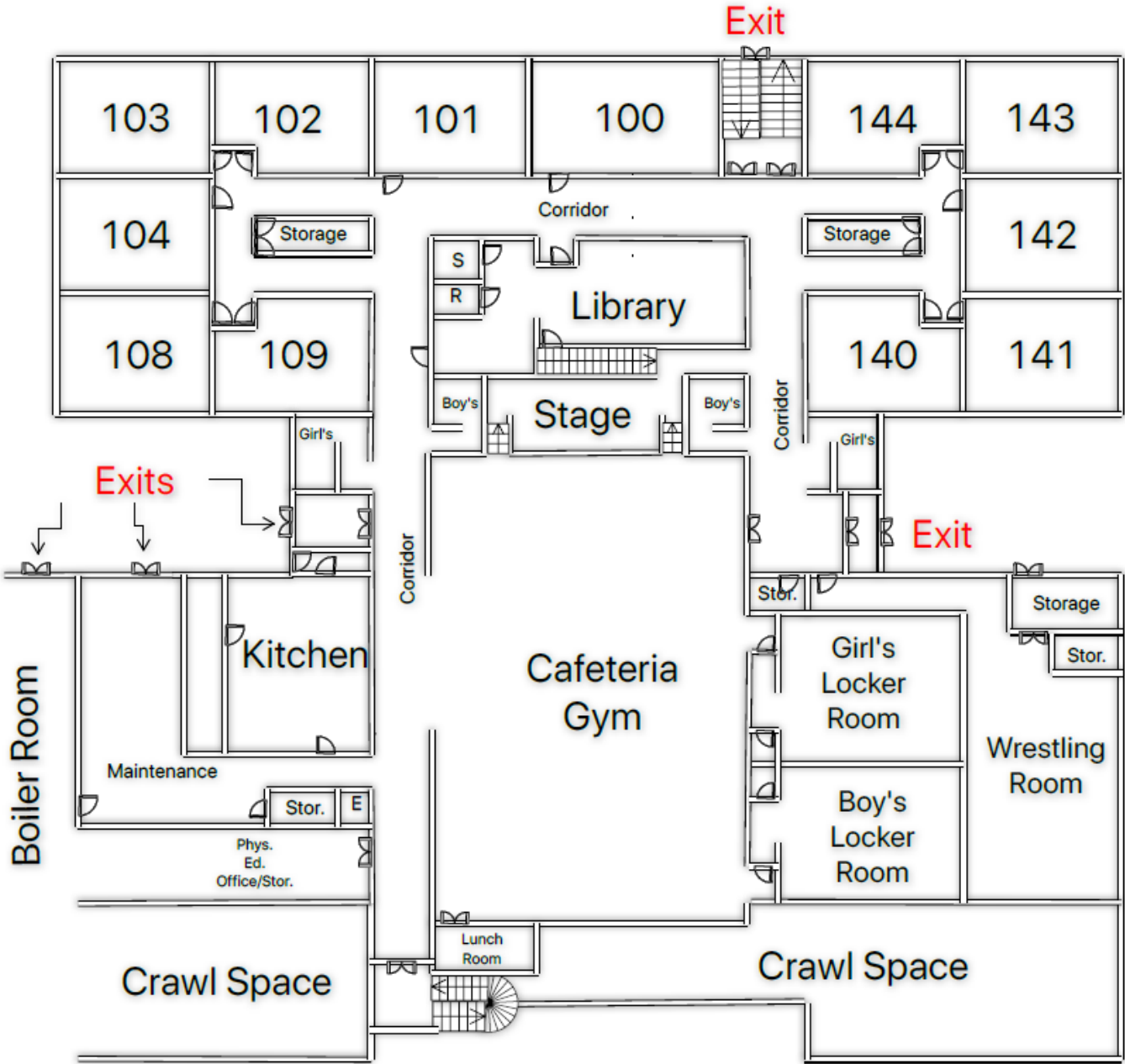
ALiCE is an acronym for five steps that can be used in a school intruder situation. These steps do not have to be followed in order, but instead give students and staff choices depending to the specific situation. Our top priority is student and staff safety, and both groups will be taught safety techniques using the ALiCE program as well as inform parents & families in order to reinforce these concepts at home. We are all responsible for keeping our students safe!

Important Concepts of ALiCE for Elementary Students

ALiCE instruction will be provided at an age appropriate level in order to give students the knowledge to keep safe without making them fearful. Students may talk to parents about a book they will read, *I'm Not Scared, I'm Prepared*, which will refer to the Sheep (students), Shepherd (teacher), and Wolf (intruder).

1. Children should be taught to follow directions immediately in an emergency.
2. Students should be trained to **STOP, LOOK and LISTEN** to announcements or directions from their teacher or staff member.
3. In a Lockdown, listen to directions, stay away from the classroom door or windows, be ready to move or evacuate if needed.
4. In a Counter situation when an intruder has entered their safe area and evacuation is not possible, the best defense is for kids to move around, make noise, and increase distance between themselves and the intruder.
5. Evacuation is the best defense if possible. Students and staff will head to a rally point. When the situation is safe, parents will be immediately informed where and how students can be reunited with their parents.
6. Upper elementary student have more critical thinking and problem solving abilities and will take a more active role in ALiCE than children in lower grades.
7. Special needs students are planned for ahead of time given their individual situations. Emergency plans for these students will be incorporated into their IEPs.

Elementary School Lower Floor



EMERGENCY SUBSTITUTE FOLDER

All staff will be required to keep an emergency substitute folder in an easily accessible area on your desktop. The folder **MUST** contain the following:

1. Daily Lesson Plans
2. Emergency Plans
3. Updated Seating Chart
4. Classroom Rules
5. Fire Drill Information
6. Storm Drill/ Emergency Information
7. Available Medical Information
8. IEP List

FACULTY MEETINGS

Faculty meetings will be held on a monthly basis. Faculty meetings are scheduled by the principal. Any teacher unable to attend the meetings must inform the principal **prior** to the meeting. All teachers who are unable to attend are to meet with the principal the following day to discuss what was missed. It is the teacher's responsibility to arrange for this meeting.

Department meetings will be held on a monthly basis throughout the year and will be scheduled by department heads. All members are to attend. The principal should be given in advance the day and time of such meetings and may choose to attend. A designated member will report those attending and give a reason for anyone not present. That member will turn in minutes for each meeting to the principal. Department meetings may be held more often if deemed necessary.

Grade Level meetings will be held at the discretion of the grade level team and need not involve the principal. The principal may be invited if the grade level so chooses.

FIELD TRIPS

Students attending field trips are required to complete and return a field trip permission form to the teacher/advisor. Students should be held to the same standard of behavior as in they were in school and all district policies and regulations apply. After completing a field trip request form and receiving conformation of district approval, teachers should make sure field trip permission forms are distributed and collected, parents are informed of field trip itinerary and guidelines, communicate with office secretary for transportation arrangements, and **turn into the office a roster of all students**

and adults participating and being transported on each bus. The day of the trip, take attendance and make office aware of any changes to roster.

Please do not assume that all children are permitted to purchase a bagged lunch for a field trip. Please check with parents before ordering a bagged cafeteria lunch for them. **If a students' parents are separated or divorced, please be sure to notify both parties if the custody agreement provides for such so that one parent is not lacking this information. This applies also to report cards, interim reports, and any other notifications that are sent home to all parents and families.**

In the event of an incident, deal with the incident/emergency to the best extent possible and notify the building principal as soon as possible. Upon return to the school, make sure all students leave school grounds with the appropriate adult. Do not leave students unsupervised.

GRADING SYSTEM

All teachers will be using the following four items in computing grades for their classes:

1. tests
2. quizzes
3. class participation
4. homework

The following system is in present use:

A	92 - 100	O – Outstanding	(92 to 100)
B	83 – 91	S – Satisfactory	(70 to 91)
C	76 – 82	N – Needs Improvement	(0 to 69)
D	70 – 75	I - Incomplete	
Below D- Failure	0-69		

The lowest grade a student could receive on his/her report card in any subject is 50%. Due to our Powerschool SIS, it is no longer possible to round up grades for the purpose of making honor roll. A student is required to have a 90% average or higher for honor roll, or a 94% or higher for high honor roll.

COMMENT USAGE FOR REPORT CARDS

A	Good interest/Attitude
B	Prepared/Uses Time Wisely
C	Good Class Participation
D	Improvement Noted
E	Good Effort/Motivated
F	Low Test Scores
G	Poor Interest/Attitude

H	Poor Class Participation
I	Classwork Incomplete
J	Homework Incomplete
K	Disruptive Behavior
L	Failed Class After Interim
M	Lacks Responsibility
N	Absence/Tardy Problems
O	Grade Was Less Than 50
P	Failed Course For The Year
Q	Accommodations Made As Per IEP
R	Accelerated Reading Incomplete

INTERIM GRADING COMMENT LIST

08	Immediate conference requested Contact school
09	Accepts advice and suggestions well
10	Completes assigned work on time
11	Demonstrates creativity
12	Demonstrates leadership qualities
13	Does outstanding work
14	Effective written communication
15	Effective oral communication
16	Follows rules/directions
17	Good interest and attitude
18	Good class participation
19	Good organizational skills/habits
20	High level of motivation
21	Outstanding project
22	Pleasure to have in class
23	Puts forth consistent effort
24	Shows respect for others, good manners
25	Shows improvement and concern
26	Uses higher level thinking skills
27	Well prepared for class
28	Works well with others
29	Works well in class/very cooperative
30	Works well in lab environment
31	Good attendance
32	Declining quality of work
33	Displays poor interest/attitude
34	Disrespectful towards teacher and/or students
35	Disruptive behavior/influence in class
36	Does not use study skills
37	Does not follow safety procedures
38	Does not do homework
39	Does not follow rules/directions
40	Does not bring books/materials/uniform to class
41	Required projects incomplete
42	Does not work well with others

43	Excessive talking/socializing
44	Gives up on problem too easily
45	Has poor listening skills
46	Inadequate foundation in subject
47	Inappropriate comments in class
48	Inconsistent homework/incomplete homework
49	Inconsistent quiz and test scores
50	Lack of or incomplete notebook or notes
51	Lacks responsibility/self-discipline
52	Lacks self-motivation
53	Lacks organizational skills
54	Grade record incomplete/accurate evaluation not possible
55	Needs to work independently
56	Needs to produce neat, legible papers
57	Poor quality/inaccurate work
58	Poor use of class time
59	Poor class participation
60	Poor test/quiz grade
61	Poor course related techniques/skills
62	Refuses to cooperate (Insubordinate)
63	Required work incomplete
64	Short attention span
65	Should seek extra help/tutoring
66	Works poorly in lab environment
67	Frequently out of class due to school activities
68	Poor attendance
69	Tardy to class
70	Illegal/unexcused absence(s)

HARASSMENT

It is the policy of the Glendale School District to provide all employees with a pleasant, non-hostile work environment that encourages efficient, productive, and creative work. To ensure such an environment, the Glendale School District strictly prohibits verbal, physical, or graphic conduct by any employee or non-employee that harasses, disrupts, or interferes with another's work performance or which creates an intimidating, offensive or hostile work environment. All employees have a responsibility to maintain a workplace free of such conduct. The Glendale School District will not tolerate any type of unlawful harassment of students or any other conduct that interferes with the learning environment or makes such environment hostile, intimidating, or offensive. Unlawful harassment is a form of prohibited discrimination and any employees who violate this policy will be subject to disciplinary action. Any employee who believes that the actions or words of another employee or non-employee constitute unlawful harassment has a responsibility to report such activity to the building principal or superintendent. Formal complaints must be in writing. Please see district policy 488 for further details.

HEALTH OFFICE GUIDELINES

Please post in your classroom for students to see and make a note in your substitute folder that this list is available for them to use as a guide. Please call the nurse any time you have a concern.

Please **SEND** students with these problems to the health office:

- Stomach ache lasting longer than 30 minutes.
- Headache lasting longer than 30 minutes.
- Sore throat. Please send students for a cough drop if they have a continuous cough. Students can bring their own lozenge from home with a permission note from a parent.
- Earache
- Injury that happens at school or on the way to/from school or a school activity. The teacher directly involved must make sure a **Pupil Accident Report** is completed and submitted to the nurse by the close of the school day. The nurse will complete the form and forward to the principal. Forms are available in the office.
- Possible fever-face flushed, skin warm, eyes "burning", or generally "looking ill."
- Vomiting, prolonged nausea, and/or diarrhea.
- Dizziness or feeling faint. Must be accompanied by an adult to the health office.
- Difficulty breathing, wheezing. Please phone the nurse immediately.
- Low blood sugar. Must be accompanied by an adult to the health office.
- Bleeding not relieved with a band-aid.
- Nosebleed.
- Need to take medication that student has available in the health office.
- Visible rash.
- Eye irritation or drainage.
- Itchy scalp, visible eggs, and/or lice.
- Students that have had a wetting/bowel accident in their clothes.
- Abnormal behavior for that specific child.
- Any suspected child abuse or neglect.
- Anything else that you feel needs evaluated. Please send note.
- Serious hygiene issues.

Please **DO NOT SEND** students to the health office for:

- Small scratches or paper cuts that can be washed in the restroom with soap and water.
- Blisters. Please provide them with a band-aid.

HONOR ROLL

The honor roll will be calculated only for grades 4, 5, and 6.

CRITERIA:

1. The student must attain a 90% average of all major subjects. Only major subjects are considered in the honor roll average. These major subjects are reading,

mathematics, language arts, social studies and science. Individual grades for any of these

major subjects must not fall below an 85% by the end of the marking period.

2. The student must be passing all minor subjects (art, music, phys. ed. etc.).
3. The student must not have an unsatisfactory/needs improvement in any other subjects.
4. The student cannot have been suspended and/or have had a detention that marking period.
5. Students who attain honor roll status will receive a BLUE ribbon.

HIGH HONOR ROLL

In addition to the honor roll, Glendale Elementary School currently has a high honor roll. The following criteria for the high honor roll are listed below. The goal is to encourage students to strive to do their best.

CRITERIA:

1. The student must attain a 94% average of all major subjects. Only major subjects are considered in the honor roll average. These major subjects are reading, mathematics, language arts, social studies and science. Individual grades for any of these major subjects must not fall below a 94% by the end of the marking period.
2. The student must be passing all minor subjects (art, music, phys. ed. etc.).
3. The student must not have an unsatisfactory in any other subjects.
4. The student cannot have been suspended and/or have had a detention that marking period.
5. Students who attain high honor roll status will receive a GOLD ribbon.

HOMEWORK

Homework is properly defined as any work planned or approved by the teacher to be completed by the student outside of the regular classroom without the immediate and direct supervision of the teacher.

Homework should reinforce school learning, provide practice, and expand application of knowledge and skills according to the individual academic and career needs and goals of every child.

Homework should be engaging and age appropriate keeping in mind the constraints many families have on time together. Students may not all have support at home to help with homework, therefore teachers need to be aware of this and may need to help support student success in other ways.

HOMELESS ACT

Pennsylvania's Education for Children and Youth Experiencing Homelessness Program

The main purpose of the Pennsylvania's Education for Children and Youth Experiencing Homelessness Program is to make sure homeless youth have access to free and appropriate public education while removing barriers that homeless children face. Its goal is to have the educational process continue as uninterrupted as possible while the children are in homeless situations.

McKinney-Vento Homeless Education Assistance Improvements Act of 2001

On July 22, 1987, the Stewart B. McKinney Homeless Assistance Act became public law. This was the first comprehensive federal law dealing with the problems of homelessness in America. Recently included in the 2001 No Child Left Behind Act, it is now called the McKinney-Vento Homeless Education Assistance Improvements Act of 2001.

Examples of Homelessness

- Students staying with friends or family because they lost housing
- Students living in a shelter, including transitional programs
- Students staying in motels because their family cannot get their own home
- Students living on the streets, in a car, van, tent or other nonpermanent structure

Summary of Educational Rights for Homeless Students

- Choice to attend school of origin (when feasible), or school of current residence
- Immediate enrollment
- Assistance from school district in obtaining required documentation; ie: immunization records
- Prompt access to appropriate education services
- Transportation
- Free breakfast and lunch

How can you refer a student who you suspect may be homeless?

Contact Ms. Brooks, Elementary Guidance Counselor and Homeless Liaison or contact the student's

guidance counselor or principal. Include the information you know that leads you to suspect the student may be homeless.

INTERIM REPORTS

Interim reports will be sent home with students at the 4 1/2 week point of each 9 week marking period. These reports must be signed by the parent or guardian and returned within 3 days to the issuing teacher.

Teachers may use other forms to relay this information to parents.

Parents/guardians may access and monitor their child's grades throughout the school year using Progress Book online. A password for access to a child's grades is given only to authorized parent(s) and/or guardians. Confidentiality of student records is maintained as required by law and District Policy.

INTERNET ACCEPTABLE USE

The Glendale School District provides employees, students, board members and guests with access to the district's electronic communication system and network. Any unauthorized third party usage of computers, network, Internet, electronic communications, and information systems is prohibited. All user accounts and information is the property of the district. CIS systems must be used primarily for education-related purposes and performance of school district job duties. Incidental personal use of school computers is permitted for employees so long as such use does not interfere with the employee's job duties, system operations, and other system users. Personal use must comply with this policy and users have no privacy expectations in the contents of any of the district's CIS systems.

Inappropriate matter includes, but is not limited to, visual, graphic, text, and any other form of obscene, explicit, pornographic or harmful to minors. It includes material that is hateful, illegal, defamatory, lewd, vulgar, profane, rude, inflammatory, threatening, harassing, discriminatory, violent, bullying, terroristic, or that advocates the destruction of property. See policy 815 for further details.

LESSON PLANS

Teachers, as professional educators, should be writing daily lesson plans that are aligned with PA Core Standards and district approved curriculum. These should be made available upon request of the administrator at any time. Lesson plans should include the Objectives, Resources, Activities, Standards, and Method of Evaluation. Teachers are also strongly encouraged to post in an area visible to students the learning objective for the lesson in student-friendly terms. The teacher is encouraged to refer to this objective before, during, and at the end of the lesson so the student is clear on what he or she is expected to learn. A great way to display this objective is through an **essential question** that creates student interest. The method of evaluation, either formative or summative, should accurately and effectively measure the learning objective.

MANDATED REPORTING

Anyone may report suspected abuse; mandated reporters are those people who are required by law to report suspected child abuse. Mandated reporters are held to a higher standard of responsibility and may receive serious consequences for not reporting suspected abuse. Pennsylvania's Child Protective Services Law (CPSL) was amended in 2014, including substantial changes to the list of people who are mandated reporters including **all school employees**, and individuals **paid or unpaid**; who, on the basis of the individual's role as an integral part of a regularly scheduled program, activity or service, accepts responsibility for a child.

When you suspect child abuse, the law requires you to immediately make a report of suspected child abuse via the Statewide toll-free telephone number **ChildLine** at **1-800-932-0313** or online at <https://www.compass.state.pa.us/cwis>. If you make an oral report to ChildLine you must follow-up with a written report, which may be submitted electronically, within 48 hours.

Ideally, staff members should inform the building principal, guidance counselor, and possibly the school nurse about the concerns so if additional information about a child exist, these can be shared and added to the report.

You do not have to investigate or be certain of the abuse, or even know the name of the person who is suspected of abusing a child. Your responsibility is to make a report when you have reasonable cause to suspect child abuse. ChildLine forwards the report to the appropriate county child welfare agency, who investigates the circumstances. They may contact you for additional information or if they have questions. They conduct a safety and risk assessment and proceed with whatever action is needed to insure the safety of the children. They often offer services to families even if no abuse is present to help prevent future abuse. With the amendments to CPSL, mandated reporters will automatically receive the results of the investigation within three days of the investigation's conclusion. You will be told the final status of the case and any services provided to the child/family.

The law requires the name of the mandated reporter to be kept confidential. Mandated reporters are protected from liability for reporting, cooperating with investigations, and testifying in court as a result of the report, among other things. As long as you make the report without malice (with good intentions based on your suspicions), you cannot be sued or receive any adverse action from your employer. The good faith of a mandated reporter is assumed.

Mandated reporters are required to make a report of suspected abuse when they have reasonable cause to suspect that a child is a victim of child abuse under any of the following circumstances:

- They have contact with the child as part of work or through a regularly scheduled program activity or service OR
- They are responsible for the child or work for an agency that is directly responsible for the child OR

- Someone makes a specific disclosure to the mandated reporter and the child is identifiable. This includes children that the mandated reporter may not know through their work or volunteer position OR
- A person 14 years old or older makes a disclosure that he/she has committed child abuse. This includes children that the mandated reporter may not know through their work or volunteer position.

The child does NOT have to come before the mandated reporter in order for the mandated reporter to make a report of suspected child abuse.

Mandated reporters must not try to determine whether abuse has happened. They are not investigators and should not ask questions about what happened, who did it, and so forth beyond reaching the threshold of reasonable cause to suspect that the child has been abused.

Sexual Misconduct --- Sexual misconduct means any act, including but not limited to, any verbal or nonverbal, written or electronic communication or physical activity, directed towards or with a child or a student regardless of age that is designed to establish a romantic or sexual relationship with the child or student. Prohibited acts include, but are not limited to: (1) sexual or romantic invitations; (2) dating or soliciting dates; (3) engaging in sexualized or romantic dialogue; (4) making sexually suggestive comments; (5) self-disclosure or physical exposure of a sexual, romantic or erotic nature; or (6) any sexual, indecent, romantic or erotic contact with the child or student.

Sexual abuse or exploitation --- is defined in the Child Protective Services Act (23 Pa.C.S. Ch. 63). Any concerns or suspicions of sexual misconduct, sexual abuse, or sexual exploitation by any adult or child over the age of 14 must be immediately reported to ChildLine.

Indicators of Child Abuse

The following list of indicators may be used as a guide to help determine if there is a suspicion of child abuse or neglect. These indicators can also exist in situations where a child is NOT abused or neglected; they are only suggestive of abuse or neglect. The presence of any one or more of these indicators may have an entirely appropriate or unrelated explanation.

INDICATORS OF PHYSICAL ABUSE – CHILD

- Unexplained bruises, welts, human bite marks, bald spots
- Numerous bruises in various stages of healing
- Marks on many surfaces of the body
- Unexplained burns, especially cigarette or immersion burns
- Withdrawal or aggression – behavioral extremes
- Uncomfortable with physical contact
- Afraid to go home
- Dressed inappropriately for the weather
- Cringes when approached by an adult (fears getting hit)
- Overreacts to accidents such as spilling milk
- Does not want to talk about home life
- Extreme attachment to parents
- Extreme attentiveness to needs of parents

INDICATORS OF PHYSICAL ABUSE – PARENT

- Contradictory statements about child's injury
- Excessive anxiety about child's behavior
- Labels child as a “problem”
- Says child makes up stories and that child should not be believed
- Verbally aggressive toward child

INDICATORS OF SEXUAL ABUSE – CHILD

- Pain or itching in genital area
- Bruises or bleeding in external genitalia
- Frequent urinary or yeast infections
- Torn, stained or bloody underclothing
- Venereal disease
- A child's report or self-disclosure
- Sexual knowledge beyond what is natural for a child
- Preoccupation with their body
- Acting out sexual behavior
- Withdrawal, chronic depression
- Self-devaluation and lack of confidence
- Problems with bedtime or afraid to go to bed
- Bedwetting – especially if it begins in a child who has been dry

INDICATORS OF SEXUAL ABUSE – PARENT

- Poor sexual relationship between parents
- Frequent changes of adults in household
- Lack of supervision of child
- Parent relates to child on adult level
- Parent is jealous of child's relationship with others
- Parent is overly possessive of child

INDICATORS OF NEGLECT OR PSYCHOLOGICAL ABUSE – CHILD

- Unattended medical needs
- Consistent lack of supervision
- Persistent hunger, poor hygiene or inappropriate dress
- Distended stomach or emaciated body
- Delayed physical development
- Substance abuse
- Regularly displays fatigue or listlessness
- Steals food or begs
- Habit disorders (sucking, rocking, etc.)
- Passive or aggressive behavior extremes
- Neurotic traits such as sleep disorders or inhibition of play

INDICATORS OF NEGLECT OR PSYCHOLOGICAL ABUSE – PARENT

- Disinterest in or rejection of child
- Deserting or avoiding child
- Threatening child, yelling, and/or screaming at child
- Ignoring medical problems of child

- Constant criticism of child, making negative comparison with other children
- Embarrassing children in public or making child feel ashamed or guilty
- Isolating child from society or normal friendships
- Placing child in dangerous situations
- Blaming child for situations not within child's control
- Failing to meet child's physical/emotional needs

MAILBOXES

Teachers should check their mailboxes at least once daily for distribution of information. It is recommended that teachers check their email at least once daily for important updates and communication.

MONTHLY REPORTS

In order to facilitate professional communication and a problem-solving approach, teachers are asked to complete monthly reports throughout the year which will include classroom or school accomplishments to be shared with the school board or for a positive letter/phone call home by the principal, suggestions for areas of improvement in the classroom or school, or building or safety issues. Such reports should be turned in to the principal in a timely manner and may be completed within a grade level or department.

MORNING ANNOUNCEMENTS

Morning Announcements will be conducted daily over the public address system or TV system beginning at 8:55 am. The National Anthem, flag salute, morning announcements and attendance will be completed at this time. Students should be standing/seated and attentive during this time. **No student can be required to participate in these activities, but such participation is encouraged and if they chose to not participate, they may not interfere with the participation of others.**

PARENT CONFERENCES

Conference notices will go out to parents and families several weeks prior to conferences. Parents who wish to schedule a conference may do so by returning the conference registration forms. Teachers are encouraged to communicate often and positively with parents. Using such methods as phone calls, notes, communication logs, weekly reminders, newsletters, or systems such as Reminder 101 are highly encouraged as ways to keep parents informed and involved throughout the year.

PHONES and PHONE CALLS

Employees are encouraged to keep their personal cell phone within reach in case of emergencies, but personal phone use shall not interfere with teaching responsibilities or attention to/ supervision of students.

To use district phones to call within the building, refer to the phone extension list.

To use district phones to call outside of the building, dial 8 then the number. If it is long distance and your phone is enabled to make long distance calls, dial 8-1-area code and the number. Not all phones are able to make long distance calls. Any long distance calls should be work/school related and not for personal use.

TO DIAL 911- you do NOT need to dial 8 or anything else other than 911.

To make an announcement from a classroom phone, dial **5090**, wait for tone to end, then hit ***1 for a HS announcement, *2 for an ES announcement, *0 for both buildings**. If it is an emergency, no prior approval is needed. If a non-emergency, please discuss with building administrator prior to making announcements from your classroom phone.

POWERSCHOOL

The Glendale School district uses Powerschool as its student information and grading system. Powerschool will also automatically call staff and parents in the event of a school delay, school closing, early dismissal, and an emergency crisis situation. Parents are responsible for making arrangements for these types of events in advance, but teachers can help by communicating this to both parents and students so they are prepared for unexpected events.

PRINTING AND COPYING

Passwords for copiers are not to be shared with other staff members or students. Students are NOT to pick up copies at the office. Please monitor student printing. Only educational content should be permitted. Students are not permitted to make photo copies. Two-sided copying and printing is expected in a genuine effort by all staff to reduce paper consumption. Color copying is permissible as long as it is not abused. Please use good judgment to limit the number of colored copies. Please retrieve your copies from the copier within 24 hours. However, do not leave students unattended to do so. Printing and copying is to be school related and not to be considered excessive. If you experience mechanical or technical problems with the copiers, please report to the building office.

PROFESSIONAL BOUNDARIES

Know the Law

All school employees are mandated reporters and must report if they suspect a child has been abused or neglected.

An employee accused of abuse should never be interviewed without an association representative present.

CYS allegations may also result in an investigation by the school and/or police; civil actions by family members, or involvement of the media.

CYS will issue a “Credible” finding if there is enough credible evidence of abuse or an “Unfounded” report when there is no credible evidence of abuse.

The employee has 60 days from the date of the CIS determination to file an appeal and receive a hearing to present evidence of defense.

The employer may choose to take no action against the employee and may support the employee if it is determined that the allegation is egregiously false. The district also has the right to discipline even if an “Unfounded” report is determined if district policy has been violated.

Recommendations

If possible, never be isolated with a student- not in a classroom, in a vehicle, outside of school, or anywhere else. If you cannot avoid being alone with a student at school, keep the door open, windows uncovered, and stay in plain sight. Do not let students in your classroom unsupervised.

Always maintain a professional demeanor and distance. No flirting, teasing, or joking about anything that could have a sexual tone, perception of a sexual invitation, or sexualized or romantic dialogue.

Do not give gifts that do not have a specific connection to school unless every student is the recipient. Do not single out a specific student for special attention or flattery.

Never send out emails, text messages, or cards to students unrelated to school. All school documents, forms, emails, are subject to review and could be used as evidence.

If another staff member is being investigated, let the process work. Do not insert yourself or take it upon yourself to speak to the involved parties. This could jeopardize the investigation and cause further repercussions.

Remember nothing on social media, the Internet, phone, or email is erased completely. It can, at any time, be retrieved by investigators. Avoid posting pictures of yourself engaging in activities that could be perceived as inappropriate.

Any time you need to meet with a student or parent for a potentially charged conversation, have another teacher or administrator present.

Do not ask students about their social lives or comment on their personal appearance unless it is very general and something said to all students.

Avoid mixing socially with students, especially when alcohol is involved. Be wary of the personal information you share about yourself with students.

It is best to avoid most forms of physical contact, especially kissing, hair stroking, tickling, slap on the behind, and frontal hugging. Use common sense and consider age appropriateness.

Nip crushes immediately. Never allow a student to obsess over you. Do not encourage this type of attention.

Avoid social media interaction with students. Use secure formats such as Remind to send out messages if needed. Do not give students your phone number.

Ensure there is adequate adult supervision of both sexes on field trips or other activities outside of school.

Use adult designated restrooms if possible. If not possible, when using student RRs, use a stall for privacy.

Refer students to the appropriate resource if they are in need of counseling. Ensure that your actions always serve the best interests of the student.

Do not place yourself in situations that could be construed as posing a risk to the student or facilitating an inappropriate relationship with students.

Reflect on your actions. Avoid conduct that you would be embarrassed to report. Do not engage in activities that may reasonably raise concerns as to their propriety.

Maintain professional boundaries. A teacher's duty is to be a role model. Do not engage in activities directed towards developing a relationship with a student beyond the recognized boundaries of a teacher/student relationship regardless of the student's age.

Educators are expected to maintain a higher standard of care and conduct. This is true 365 days out of the year, 24 hours a day. Be mindful of your reputation in the community.

PROFESSIONAL DRESS

The Glendale School District is committed to being a high performance organization focused on outstanding student performance, achievement, and preparation for a lifetime of success. The professional appearance of the administration, professional staff, instructional assistants, secretarial staff, technology support staff, and business office staff reinforce the shared vision of the district.

Employees shall exercise prudent judgment in their choice of professional appearance for work and work-related activities by always appearing in a way that is appropriate to the situation, and will invoke:

- A positive impression for the community.
- Provide for appreciation for appropriate role modeling for students.
- Promote a working and learning environment that is free from unnecessary distraction.
- Be conducive to high student and staff performance.

The following professional dress attire combinations are appropriate during the school day and for parent-teacher conferences:	The following are considered inappropriate attire:
Females:	Unprofessional tight-fitting or body contoured clothing

Pantsuits, suits	Tennis shoes
Pants with skirt or blouse	See through blouses, shirts, skirts
Pants with a sweater, coat, or jacket	Spaghetti straps
Dockers and/or khaki pants	Bare midriffs
Dresses (cap sleeve and sleeveless)	Shorts
Dress coordinates	Blue jeans
Capri pants	Plunging necklines
Dress shoes, casual dress shoes, dress sandals	Golf shirts, polo shirts
	Tee shirts
Males:	Tank tops
Collared dress shirt w/ tie (shirt tucked in)	Excessive short skirts, revealing slit skirts
Dress pants	Cropped tops
Dockers and/or khaki pants	Sweat pants
Sweater, coat, or jacket	Flip-flops or shower shoes
Dress shoes, casual dress shoes	Construction boots or dirty, stained, worn, torn, or un-repaired shoes
	Clothing with inappropriate language
	Hats in the building (excluding dress hats, those worn for health purposes)

Exceptions:

Act 80 and Inservice Days: Staff members are permitted to dress down as long as the attire is in good taste.

School Spirit and Dress Down Days: Staff members are permitted to dress as outlined above but can also include jeans, golf shirts, polo shirts, district logo attire or collared dress shirts (tucked in) without a tie. Staff may dress according to school spirit themes making sure attire is school appropriate.

Field Trips: Neat casual dress which could include: golf shirts, polo shirts, district logo attire. Tennis shoes are permitted if excessive walking is required. Blue jeans as well as dress shorts are permitted for less formal field trips that are mainly outdoor in nature or during times of warm temperatures.

Physical Education: Staff members are permitted to wear sweat suits, exercise suits, appropriate gym shorts along with tennis shoes during physical education classes. Should the physical education teacher have a classroom assignment on alternating days, professional dress is expected unless they have a split schedule with PE classes one part of the day. In this situation, PE attire is acceptable and one is not expected to change attire. Shorts in the classroom are to be covered with exercise suits or sweat suits.

Shop Teachers: Shop teachers are to wear the appropriate attire that ensures safety, but at the same time is neat and professional. Dockers and/or khaki pants are acceptable with appropriate shoes and a collared dress shirt. Ties are optional in this setting. If a tie is worn, a smock is recommended to be worn.

Tennis Shoes: Worn for medical reasons shall require a physicians or chiropractor's excuse and then it is still expected that tennis shoes be neat in appearance.

Excessive Temperatures: During various times throughout the year, it will be permissible to modify the dress expectations as a result of excessive temperatures. Staff members can follow the expected dress as outlines or the attire as outlines in dress down days. The superintendent shall announce these days in advance.

Technology Support Staff: Staff who normally work on the floors and in ceilings can wear casual attire due to the nature of their work. Dockers and/or khaki pants are acceptable in this setting. However, tops should follow appropriate attire as described above for dress down days.

Other Exceptions: Any other exception to the dress expectation that is long-term or that is a non-temporary deviation shall be approved by the superintendent.

PUBLIC RELATIONS

All school personnel are encouraged to promote a positive public image within the school and community. New releases and any form of press coverage should be approved by the principal prior to release to the media. It is highly encouraged that teachers submit pictures and information related to school events to the office so that they can be included on the school website.

REASONABLE PHYSICAL FORCE

Teachers and school authorities under any of the following circumstances may use **reasonable physical force**:

1. To quell or prevent a disturbance, thus insuring the safety of all persons.
2. To obtain possession of weapons or other dangerous objects.
3. For the purpose of self-defense.
4. For the protection and safety of persons or property.
5. Passive physical restraint will be used whenever possible.

RETEACH/PRETEACH/ENRICH

In order to make sure we are providing ample learning opportunities for every student at their level, teachers will now include 40 minutes of Reteach/Preteach/Enrich time into weekly schedules. This time will be divided between reading and math and will differentiate learning for students based on results of formative assessment. The goal is to either reteach skills that students may not have mastered, preteach an upcoming lesson that may be particularly challenging for them, and enrich students who have demonstrated mastery on that particular skill and are ready for a new challenge. Teachers are expected to use tiered lesson plans or share groups of students with other grade level teachers depending on student need.

SAFE SCHOOL HELPLINE

The Safe School Helpline was created to give students and families an anonymous way to report any threats of violence or weapons they might know about. Students should call the helpline only in those situations where there is no immediate threat of violence to students. Students and families will be able to report any threats to **1-800-418-6423 Ext. 359** or they can submit via text by sending the word **TIPS** to **66746**.

SCHOOL BOARD MEETINGS

The Glendale School District Board of Directors meets the third Tuesday of each month. Teachers who have items needing approval must submit to the principal no later than the second Monday of the month in order to be included on the agenda for the board meeting.

STUDENT LEARNING OUTCOMES & DIFFERENTIATED SUPERVISION

Student Learning Outcomes, or SLO's, were adopted by the state and implemented starting the 2014-2015 school year. Forms and additional information can be found on the SAS site. The SLO form itself can also be found on the Glendale Elementary Teachers Shared Drive. SLOs are part of the Teacher Effectiveness System and the completion of an SLO plan is included as a portion of the Teacher Evaluation. The purpose is to design a plan of study to determine what instructional methods work best with students. SLOs can be done individually or in a small group such as a grade level or department.

Teacher requirements are to turn in an SLO plan by mid-October of each school year to the building principal. A meeting can be scheduled if either the teachers or principal has any questions or concerns about the SLO. A mid-year meeting is then scheduled in January or February by the teacher or group of teachers with the principal to discuss progress with the plan. An end-of-year meeting and final copy of results of SLO should be completed in April or May. Any exceptions to this must be discussed with the principal prior to the end of the school year.

Differentiated Supervision Plans are designed for teachers who are not included in the formal observation process for that school year. DS plans can consist of a peer coaching mode, self-directed action research mode, or portfolio mode. These modes can be completed individually or in a small group, but are to be different from the SLO. It is highly recommended that teachers chose a mode that will be the most professionally beneficial for them and will result in a development in professional practice. Teachers should refer to the Glendale School District Teacher Evaluation and Differentiated Supervision Plan for more details. Teachers will meet with the principal in the fall of each year to discuss and turn in their DS proposals. A mid-year review will take place in January or February, and an end of year review will take place in April or May.

SCHOOLWIDE POSITIVE BEHAVIOR SUPPORT PROGRAM

The essential part of an effective School-wide Positive Behavior System is prevention of problem behaviors by teaching and reteaching the correct behavior expectations. We assume students want

to make good choices when they know what the correct behavior should look and sound like. With this in mind, there do need to be consequences in place that will help support these educational efforts and keep the school environment a safe place to learn. This framework is meant to serve as guidelines for behavior management. The principal reserves the right to make decisions based on individual student situations. With all offenses in all categories, whether classroom managed or office managed, students will be given the opportunity to be taught the correct behavior and complete a reflection log so that it is clear that they understand what their actions were, why it happened, how it affected others, and what steps will be taken to prevent a reoccurrence of that misbehavior.

Glendale Elementary Schoolwide Positive Behavior T-Chart

Classroom Managed

Office Managed

Disruptive Conduct	Arson
Defiance/Disrespect/Noncompliance	Bomb Threat/False Alarm
Dress Code Violation	Bullying
Inappropriate Language	Disruptive Conduct
Physical Contact/Aggression	Defiance/Disrespect/Noncompliance
Property Misuse	Explosive Device
Technology Violation	Fighting
	Harassment
	Inappropriate Display of Affection
	Inappropriate Language
	Inappropriate Location
	Physical Aggression
	Lying/Cheating
	Possession/Use of Drugs or Alcohol
	Possession/Use of Tobacco
	Property Damage
	Technology Violation
	Theft/Plagiarism/Forgery
	Weapon

Depending on severity of situation, a classroom managed behavior incident may automatically be referred to the principal's office. The principal will be routinely notified upon three classroom incidents.

Definitions:

Arson	Student plans and/or participates in malicious burning or property.
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion or tampers with rescue assistance call buttons, fire extinguishers or other safety devices.
Bullying	The delivery of direct or technology-based messages that involve intimidation, teasing, threats, or name calling.
Defiance/Disrespect/Noncompliance	Student fails to follow directions, talks back, delivers rude or dismissive messages to others (insubordination).
Disruptive Conduct	Student engages in behavior causing an interruption in a class or activity. Includes sustained loud talking, yelling, screaming, noise with an object, horseplay or roughhousing, and/or sustained out-of-seat behavior.
Dress Code Violation	Student wears clothing that does not comply with the dress code guidelines practiced by the school district.
Explosive Device	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid)
Fighting	Student is involved in mutual participation in an incident involving physical violence or assault/battery.
Harassment	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class. Includes libel, slander, hazing, sexual harassment, and extortion.
Inappropriate Display of Affection	Student engages in inappropriate, consensual verbal and/or physical gestures, contact, of a sexual nature to another student or adult.
Inappropriate Language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.
Inappropriate Location	Student is in an area that is outside of school boundaries (as defined by school).
Physical Contact/Aggression	Student engages in actions involving physical contact where injury may occur (hitting, punching, hitting with an object, kicking, hair pulling, scratching)
Lying/Cheating	Student claims someone else's work as their own or delivers false statements to any school official.
Possession/Use of Drugs and Alcohol	Student is in possession of or is using alcohol or illegal or prescription (without authorization) drugs/substances/imitations.
Possession/Use of Tobacco	Student is in possession of or is using tobacco or tobacco products.

Property Misuse/Damage	Student uses school property for a reason other than its intended purpose or participates in an activity that results in destruction or disfigurement of property.
Technology Violation	Student engages in inappropriate (as defined by school) use of cell phone, pager, music, video players, camera, computer or other device.
Theft, Plagiarism, Forgery	Student is involved in taking someone else's property, has possession of someone else's property, has signed a person's name without that person's knowledge, or claims someone else's work as their own.
Weapon	Student is in possession of knives, guns (real or look-alike), or other objects capable of causing bodily harm.

Consequences Classroom Managed Behavior:

In addition to the classroom teacher's classroom discipline plan:

1 st Offense	Teacher redirects student and reteaches correct behavior.
2 nd Offense	Teacher conferences with student and reteaches correct behavior. Reflection log is completed by student.
3 rd Offense	Teacher conferences with student and reteaches correct behavior. Reflection log is completed by student. Teacher makes phone call to parents. Principal Notification is made.
4 th Offense	Teacher conferences with student and reteaches correct behavior. Reflection log is completed by student. Teacher makes phone call to parents. Principal Notification is made. Possible Office Discipline consequence applied.

<i>Category 1</i>	<i>Category 2</i>	<i>Category 3</i>
Bullying	Disruptive Conduct	Arson
Defiance/Disrespect/	Harassment	Bomb Threat/ False Alarm
Noncompliance	Inappropriate Display of Affection	Drugs and Alcohol
Inappropriate Display of Affection	Inappropriate Language	Explosive Devices
Inappropriate Language	Inappropriate Location	Fighting
Lying/Cheating	Technology Violation	Harassment
		Physical Aggression
		Possession/Use of Tobacco

		Property Damage Theft/Plagiarism/Forgery Weapon
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Consequences Office Managed Behavior:

<i>Category 1</i>	
1 st Offense (0-4 points)	Conference with student. Possible phone call to parents. Reteach with teacher. Reflection log is completed by student and turned in to teacher.
2 nd Offense (5-9 points)	Conference with student. Phone call to parents. Reteach with teacher. Reflection log is completed by student and turned in to teacher. Possible detention, isolated lunch, or bus suspension.
3 rd Offense (5-14 points)	Conference with student. Phone call to parents. Reteach with teacher. Reflection log is completed by student and turned in to teacher. Detention, isolated lunch, or bus suspension.
4 th Offense (15-19 points)	Conference with student. Conference with parents. Reteach with teacher. Reflection log is completed by student and turned in to teacher. Detention, isolated lunch, or bus suspension.

<i>Category 2</i>	
1 st Offense (5-9 points)	Conference with student. Phone call to parents. Reteach with teacher. Reflection log is completed by student and turned in to teacher. Possible detention, isolated lunch, or bus suspension.
2 nd Offense (10-14 points)	Conference with student. Phone call to parents.

	<p>Reteach with teacher.</p> <p>Reflection log is completed by student and turned in to teacher.</p> <p>Detention, isolated lunch, or bus suspension.</p>
<p>3rd Offense (15-19 points)</p>	<p>Conference with student.</p> <p>Conference with parents.</p> <p>Reteach with teacher.</p> <p>Reflection log is completed by student and turned in to teacher.</p> <p>Possible ISS or OSS.</p>

<i>Category 3</i>	
<p>1st Offense (20-24 points)</p>	<p>Conference with student.</p> <p>Conference with parents.</p> <p>Reteach with teacher.</p> <p>Reflection log is completed by student and turned in to teacher.</p> <p>Detention, isolated lunch, or bus suspension.</p>
<p>2nd Offense (25+ points)</p>	<p>Conference with student.</p> <p>Conference with parents.</p> <p>Reteach with teacher.</p> <p>Reflection log is completed by student and turned in to teacher.</p> <p>Possible ISS or OSS.</p>
<p>Disorderly Conduct (25+ points)</p>	<p>Disorderly conduct charges (Title 18, Sec 503) may be filed if it is found that a hazardous or physically offensive condition is created.</p>
<p>Fighting (25+ points)</p>	<p>A student will be suspended for three (3) days for a first offense, ten (10) days for a second offense plus ½ year probation from the date of the incident, and a ten (10) day suspension and formal hearing before the school board for expulsion for a third offense. After any suspension, a conference between the building principal and parent/guardian is required. Referral to the district magistrate is possible.</p>
<p>Possession/Use of Tobacco (25+ points)</p>	<p>Violation of Act 168 shall be punishable by a civil fine. First Offense will result in a three (3) day suspension. Second Offense will result in a ten (10) day suspension. Third Offense will result in a suspension, pending a hearing before the school board, for purposes of expulsion.</p> <p>Student possession of a lighter will immediately be suspended for three (3) days.</p>
<p>Possession/Use of Drugs or Alcohol (25+ points)</p>	<p>Any student found to possess, use, dispense, consume, transport, sell, or is under the influence of controlled drugs or alcohol while under the jurisdiction of the school district will be suspended immediately and referred to the Student Assistance Program. Full suspension procedures shall then be instituted, including a formal hearing at which the student and parents/guardians must meet with the principal. A formal SAP intervention team will formulate a plan of action. After the formation of a plan of action, the student may be readmitted upon probationary terms according to guidelines as established by school authorities. Parents will be required at the time of the conference to sign a statement that they received a copy of the policy and have read it. The police and other proper authorities shall be notified.</p>

Severe Bullying/Terroristic Threats (25+ points)	A student will be suspended for three (3) days for a first offense , ten (10) day suspension for a second offense plus ½ year probation from the date of the incident for a second offense , and ten (10) day suspension and formal hearing before the school board for possible expulsion for a third offense . After any suspension, a conference between the building principal and the parent/guardian is required. Referral to the district magistrate is possible.
Weapons (25+ points)	Weapons and replicas of weapons are forbidden on school property. Weapons shall include, but are not limited to, firearms, knives, metal knuckles, straight razors, explosives, noxious, irritating, or poisonous gases, poisons, drugs, or other items fashioned with intent to use, sell, harm, threaten or harass. Any weapon possessed on or about a person while on district property is subject to seizure or forfeiture. Weapons under the control of law enforcement personnel are permitted. The Superintendent may authorize other persons to possess weapons in school buildings. Violations of the weapons policy must result in an expulsion from school for a period of no less than one (1) year. The Superintendent is permitted to recommend a modification of the period of expulsion for less than one year on a case-by-case basis.

<i>Cafeteria Offenses</i>	
1 st Offense (0-4 points)	Reteach with teacher and lunch monitor.
2 nd Offense (0-4 points)	Reteach with teacher and lunch monitor. Parent phone call by teacher.
3 rd Offense (5-9 points)	Reteach with teacher and lunch monitor. Parent phone call by teacher. Notification of principal. Possible 2 day isolated lunch.
4 th Offense (10-14 points)	Reteach with teacher and lunch monitor. Parent phone call by teacher. Notification of principal. Possible 5 day isolated lunch.
5 th Offense (15-19 points)	Reteach with teacher and lunch monitor. Parent phone call by teacher. Notification of principal. Possible 10 day isolated lunch.

Buses

Safety and proper behavior in bus transportation, as well as in all phases of the school day, are of prime concern to the administration and Board of School Directors. Students need to familiarize themselves with the obligation and courtesies of the school district transportation program. Pupils are expected to maintain self-discipline with using school transportation or risk forfeiting this privilege and rely on another means of

transportation. The school bus driver is authorized to enforce safety and standards on the bus, and in accordance with the Pennsylvania School Code, he/she has the same authority as a teacher. The relationship of the operator and the student must be one of cooperation.

1. All pupils are under the jurisdiction of the School District at all times when riding to a school sponsored activity, including extra-curricular activities.
2. All reports of violations must be submitted in writing on the Bus Conduct Report and given to the building administrator.
3. The Glendale School District reserves the right to charge for repairs or file civil or criminal charges in addition to enforcing the disciplinary policy.
4. No food or drink will be consumed while the bus is in motion. This includes gum and candy. This is a State Law violation.
5. At any time the bus driver or principal may reassign a student's assigned seat.

Rules:

- Follow the directions of the bus driver.
- Sit in assigned seat and stay in your seat for the entire trip.
- Keep all parts of your body to yourself and inside the bus.
- Electronic devices must be muted or headphones utilized.
- **NO pictures or videos are to be taken on the bus.**
- Use assigned bus stop to and from school unless a bus note has been provided.
- Enter and exit the bus in single file.
- Stay 10 feet back from the road at the bus stop.
- Only cross in front of the bus.
- Always wait for red flashing lights and look both ways before crossing the road.
- Stay seated until bus comes to a complete stop.
- No pens or pencils out while the bus is in motion.
- Never go under the bus for any reason.
- No pushing, shoving, or fighting at any time.
- No eating, drinking, smoking, or gum chewing.
- No cursing, swearing, or talking loudly.
- Unless it is an emergency, do not leave your seat to approach the bus driver. Talk to the driver about any concerns once the bus has stopped.

Categories of Violations:

Category A: Pushing, shoving, tussling at the bus stop or on the bus; harassing or aggravating other students; littering; not sitting in assigned seat; failure to comply with reasonable requests of the driver; putting body parts out of the windows; shouting out of windows; standing or moving about while the bus is in motion.

Category B: Fighting; using abusive or obscene language or gestures; vandalism; insubordination; throwing objects in, out, or at the bus; misbehavior that distracts the driver; smoking or chewing tobacco.

Category C: Consumption, possession, or being under the influence of alcohol or drugs; opening of the emergency door except for cases of emergency; tampering with bus controls; physical assault or throwing objects at the driver; possession of a weapon.

<i>Bus Offenses</i>	
A- 1 st Offense (0-4 points)	Reteach with teacher and bus driver. Principal conference with student. Reflection log completed by student and turned into teacher. Contact with parent by principal.
A- 2 nd Offense (5-9 Points)	Reteach with teacher and bus driver. Principal conference with student. Reflection log completed by student and turned into teacher. Contact with parent by principal. Possible suspension of bus privileges for one (1) to three (3) days.
A- 3 rd Offense B- 1 st Offense (10-14 points)	Reteach with teacher and bus driver. Principal conference with student and parent. Reflection log completed by student and turned into teacher. Suspension of student's bus privileges for one (1) to three (3) days.
A- 4 th Offense B- 2 nd Offense (15-19 points)	Reteach with teacher and bus driver. Principal conference with student and parent. Reflection log completed by student and turned into teacher. Suspension of student's bus privileges for three (3) to ten (10) days.
A- 5 th Offense B- 3 rd Offense C- 1 st Offense (20-24 points)	Reteach with teacher and bus driver. Principal conference with student and parent. Reflection log completed by student and turned into teacher. Suspension of student's bus privileges for one calendar year.

Detention

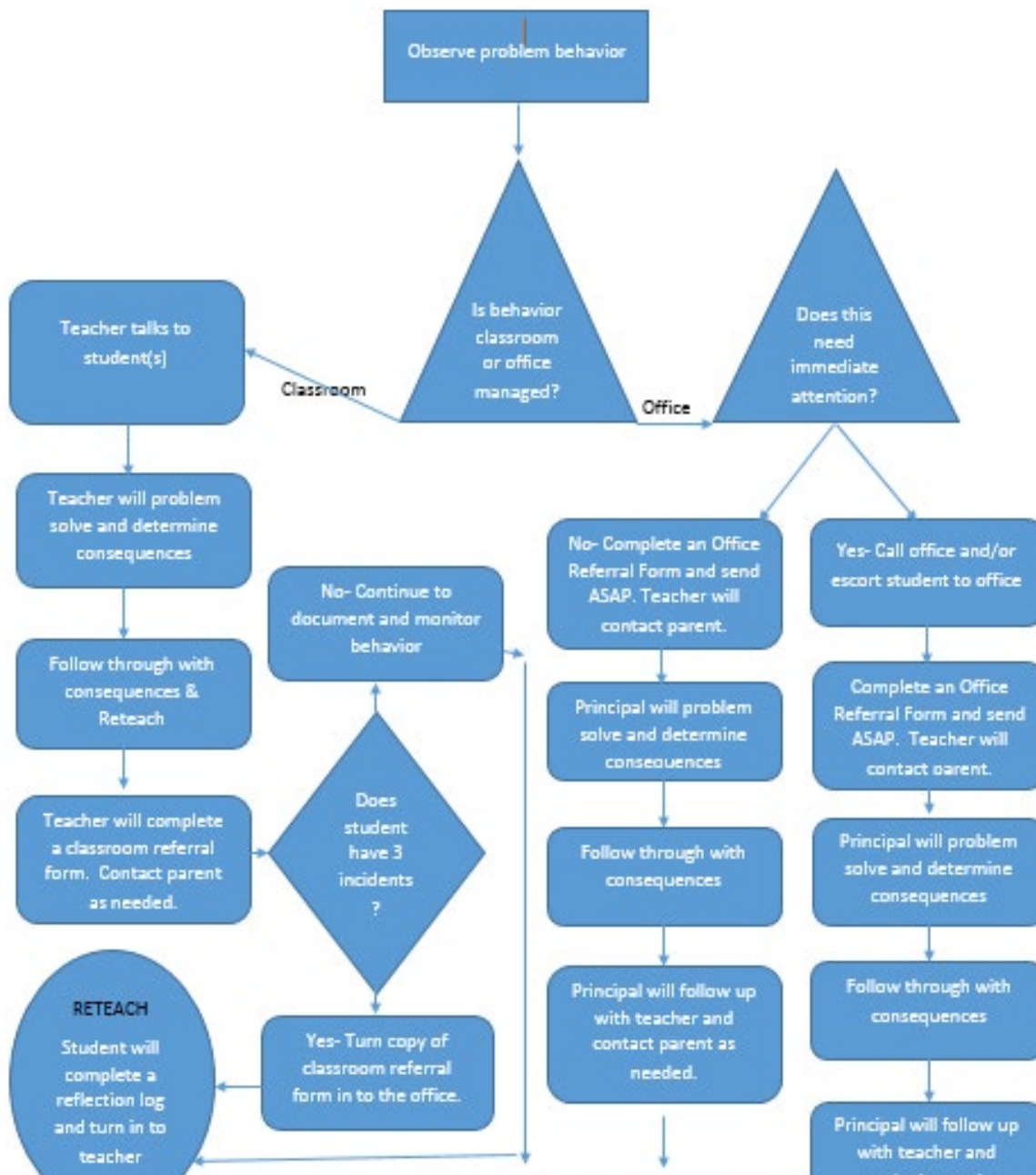
1. Students who are assigned detention will report on the assigned day. Detentions will be assigned at the discretion of the administration.
2. Detentions shall begin promptly at 3:35 each day. Students must be in assigned room and seated by this time. Those who do not arrive promptly will receive an additional day of detention. Detention will last one hour until 4:35.
3. It will be the responsibility of each parent/guardian to make arrangements for transportation at 4:35. The school district will not provide transportation for students with detention assignments.

4. Detention assignments shall take precedence over all other after-school commitments. Students with an after school medical or dental appointments must make arrangements at least one day prior to the date of the appointment to reschedule detention.
5. Failure to report to detention will result in an additional day of detention.
6. Students will be expected to remain quiet and to report with sufficient schoolwork to occupy the full one hour period. Failure to remain quiet and working will result in an automatic one-day additional detention assignment.
7. All school rules for the regular school day are in effect during detention.
8. Student should not request early dismissal on the days they are assigned to detention. Early dismissal will not be considered an excuse for not reporting to detention.
9. Students who are legally absent from school on the day they have been assigned to detention will reschedule the detention with the building principal.

Suspension

1. In-school suspension is defined as exclusion from regular classes and all other school activities. The student will report to the Principal's office immediately upon arrival at school. The student is not permitted to participate in extra-curricular activities that day.
2. Out-of-School Suspension is defined as exclusion from school and also the loss of rights and privileges as a student for those days including extra-curricular activities.
3. Expulsion is defined as the exclusion from school and all related school activities for an indefinite period of time as decided by the school board. Students cannot be readmitted without school board action.
4. Informal hearings are before the principal. Formal hearings are before the school board or a committee thereof.
5. No student is permitted to be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Parents and guardians will be contacted, however, a suspension may be imposed without prior notice to the parents so long as the parents and the Superintendent are notified immediately in writing of the suspension. If the suspension exceeds three (3) days but is less than ten (10) days, the Administration must offer an informal hearing to the parents and offer to hold the informal hearing within the first five (5) days of the suspension.

Glendale Elementary School Behavior Flowchart



Glendale Elementary Classroom Discipline Referral Form

Name: _____ Grade: _____ Referred by: _____

Classroom Managed Issue of Concern

A. Classroom Disruption	E. Physical Contact/Aggression
B. Defiance/Disrespect/Noncompliance	F. Property Misuse
C. Dress Code Violation	G. Technology Violation
D. Inappropriate Language	H. Other (Please Specify)

Description of event: _____

	1 st Offense	2 nd Offense	3 rd Offense
Date			
Time			
Location			
Behavior (A-H)			
Motivation(circle one)	Obtain: peeradult item Avoid: peer adult work	Obtain: peeradult item Avoid: peer adult work	Obtain: peeradult item Avoid: peer adult work
Activity(circle one)	Whole group Small group Individual work Work with peers	Whole group Small group Individual work Work with peers	Whole group Small group Individual work Work with peers

	1-on1 instruction	1-on1 instruction	1-on1 instruction
Consequence List teacher Consequence			
Reteaching	Yes No	Yes No	Yes No
Reflection Completed	Yes No	Yes No	Yes No
Demeanor			
Others involved in the incident?	__ none __ peers__staff __ teacher __ substitute	__ none __ peers__staff __ teacher __ substitute	__ none __ peers__staff __ teacher __ substitute
Other students referred for this incident?	Yes No	Yes No	Yes No
If yes, list additional students involved			

Glendale Elementary School Reflection Log

Name _____

Grade _____

Date _____

Time _____

This is the classroom/school rule I chose not to follow:

This is what happened:

This is why I think I did it:

This is what I could have done:

Teacher's Comments:

Student Signature _____ Date _____

Teacher Signature _____ Date _____

Parent Signature _____ Date _____

Glendale Elementary Office Discipline Referral Form

Name: _____ Grade: _____ Date: _____ Time: _____

Referred by: _____ Location: _____

<i>Issue of Concern (check all that apply)</i>		
<i>Category 1</i>	<i>Category 2</i>	<i>Category 3</i>
<input type="checkbox"/> Bullying	<input type="checkbox"/> Disruptive Conduct	<input type="checkbox"/> Arson
<input type="checkbox"/> Defiance/Disrespect/ Noncompliance	<input type="checkbox"/> Harassment	<input type="checkbox"/> Bomb Threat/ False Alarm
<input type="checkbox"/> Inappropriate Display of Affection	<input type="checkbox"/> Inappropriate Display of Affection	<input type="checkbox"/> Drugs and Alcohol
<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Explosive Devices
<input type="checkbox"/> Lying/Cheating	<input type="checkbox"/> Inappropriate Location	<input type="checkbox"/> Fighting
<input type="checkbox"/>	<input type="checkbox"/> Technology Violation	<input type="checkbox"/> Harassment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Physical Aggression
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Possession/Use of Tobacco
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Property Damage
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Theft/Plagiarism/Forgery
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Weapon

Nature of Problem:

Motivation (circle one)	Obtain: peer adult item Avoid: peer adult work
Others involved in the incident	__ none __ peers __ staff __ teacher __ substitute
Were other students referred for the same incident?	__ Yes __ No If yes, list names:
Consequences	<input type="radio"/> Conference with student <input type="radio"/> Isolated lunch <input type="radio"/> Reteach/Reflection <input type="radio"/> Bus suspension <input type="radio"/> Parent contact <input type="radio"/> Retention <input type="radio"/> Loss of privilege <input type="radio"/> In-school suspension <input type="radio"/> Other <input type="radio"/> Out of school suspension

Principal Notes:

STUDENT ASSISTANCE PROGRAM

Glendale Elementary School participates in an elementary student assistance program (GESAP). This is for students struggling with social, emotional, behavior, or family issues. Please contact the Elementary Guidance Counselor for more information on this program. This differs from the SST (Student Success Team) in that GESAP is primarily focused on social, emotional, and behavioral issues. Students may need a referral to both programs if they are displaying concerns on multiple levels.

STUDENT PROMOTION OR RETENTION

A student that is failing will be referred to the Student Success Team (Child Study Team). Parents, teachers, and team members will address the academic, social, and emotional aspects of the child. Retention may be considered through team recommendation and teacher-parent conferencing. Retention will be considered if it is in the best interest of the child. A child may be considered for retention if they are failing 2 major subjects. To have a passing grade in a subject, the student must attain a 70%.

Parents will be advised of the possibility of their child's retention at the end of the second grading period or the earliest time thereafter. Parent-teacher-principal conferences will be scheduled as needed. Retention letters will be sent out during January or February.

USE OF SCHOOL FACILITIES

Anytime a staff member requires the use of school facilities or equipment beyond what is normally expected such as the gym, auditorium, projector, sound system, folding chairs, tables, outside areas, etc. he or she should complete a use of facilities and equipment form and submit to the principal for

approval. The principal will then communicate equipment needs to the maintenance supervisor or other appropriate person.

VANDALISM

The following procedure for monitoring and reporting school property damage(s) should be followed:

- 1) Make a written inventory of all damaged/vandalized items in your classroom. Include the room number, your name, and the period (s) that you use that particular room.
- 2) Turn in written information regarding damages as soon as possible when you become aware of them, including the class and the period during which it occurred.
- 3) Closely monitor student behavior so that you may prevent vandalism from occurring. When you have either observed or suspect a particular student has damaged any school property, please submit student's name and other details to the office immediately.
- 4) Any damaged items that present a safety hazard, should be placed in an area where students will not use or be harmed by them.

VOLUNTEERS/CLEARANCES

The Glendale Elementary School is committed to making sure our students are in a safe environment. In order to maintain the optimal level of safety for our students as well as to comply with the changes in the state law regarding mandatory background checks, the Glendale School District policy effective April 22, 2015 for all employees and volunteers will be to obtain and submit all three clearance checks:

Act 151 PA Child Abuse History Clearance
Act 34 PA State Criminal Record Check
Act 114 Federal Criminal History Record Check Fingerprinting

These will need to be updated every **FIVE** years. No one will be permitted to volunteer for the district without these clearances. Submitted clearances must be dated within the past twelve (12) months. Costs for clearances will be incurred by the volunteer and are no longer reimbursable by the district. TB tests will only be required for volunteers serving in direct contact with students more than ten hours per week.

Further information and links to apply for these clearances is available on our school website or in the elementary office. Once a staff member has received a copy of all three clearances, they need to be taken to the district office for processing. School volunteers can bring their original documents to the elementary office for processing. Volunteers will then be notified in writing upon board approval PRIOR to the start of volunteering. Once volunteers are board approved, a master list will be maintained by the office. Teachers are expected to then review the volunteer list prior to the scheduling of any volunteer for the classroom.

NOTE: If a parent or volunteer is coming to the classroom as an infrequent guest speaker or helper and at no time will have unsupervised direct contact with children can be considered a guest and do not require clearances. ALL chaperones or coaches are considered to be in direct contact and

supervising students and therefore DO require clearances. Please discuss with building principal if there are any questions or concerns.

VISITORS

All visitors should enter the main doors only and sign in at the main office. Visitors will then receive a visitor's pass. Anyone in the building who is not a student or staff member and does not have a visitor's pass should be immediately directed to the main office.

VIDEO SURVEILLANCE

The Glendale School District and school grounds shall use 24 hour video surveillance cameras to insure the discipline, health, welfare, and safety of students and staff (District Policy 810.01).

LEAVE OF ABSENCE

Employee Name _____ Date _____

Start date of leave (be as specific as possible) _____

Return to work date _____

Total number of days used during absence _____

1. Emergency Days _____
2. Personal Days _____
3. Sick Days _____
4. Lost Time Days _____ (Lost Time MUST have prior approval from the business office)

Has FMLA paperwork been submitted? YES NO Date _____

Has a letter to the board requesting leave been submitted? YES NO Date _____

Has documentation from a physician been submitted? YES NO Date _____

Other documentation submitted? YES NO Date _____

Please specify _____

Please complete the following calendar with dates and types of leave included:

1. Emergency 2. Personal 3. Sick 4. Lost Time

Example: Month: September 2019

9/2 Labor Day	9/3	9/4	9/5	9/6
9/9 Start Leave- Sick	9/10 Sick	9/11 Sick	9/12 Sick	9/13 Sick
9/16 Lost Time	9/17 Lost Time	9/18 Lost Time	9/19 Lost Time	9/20 Lost Time
9/23 Return to Work	9/24	9/25	9/26	9/27
9/30				

Do you have a preferred Substitute? YES NO _____

Calendar

Month _____

Month _____

Month _____

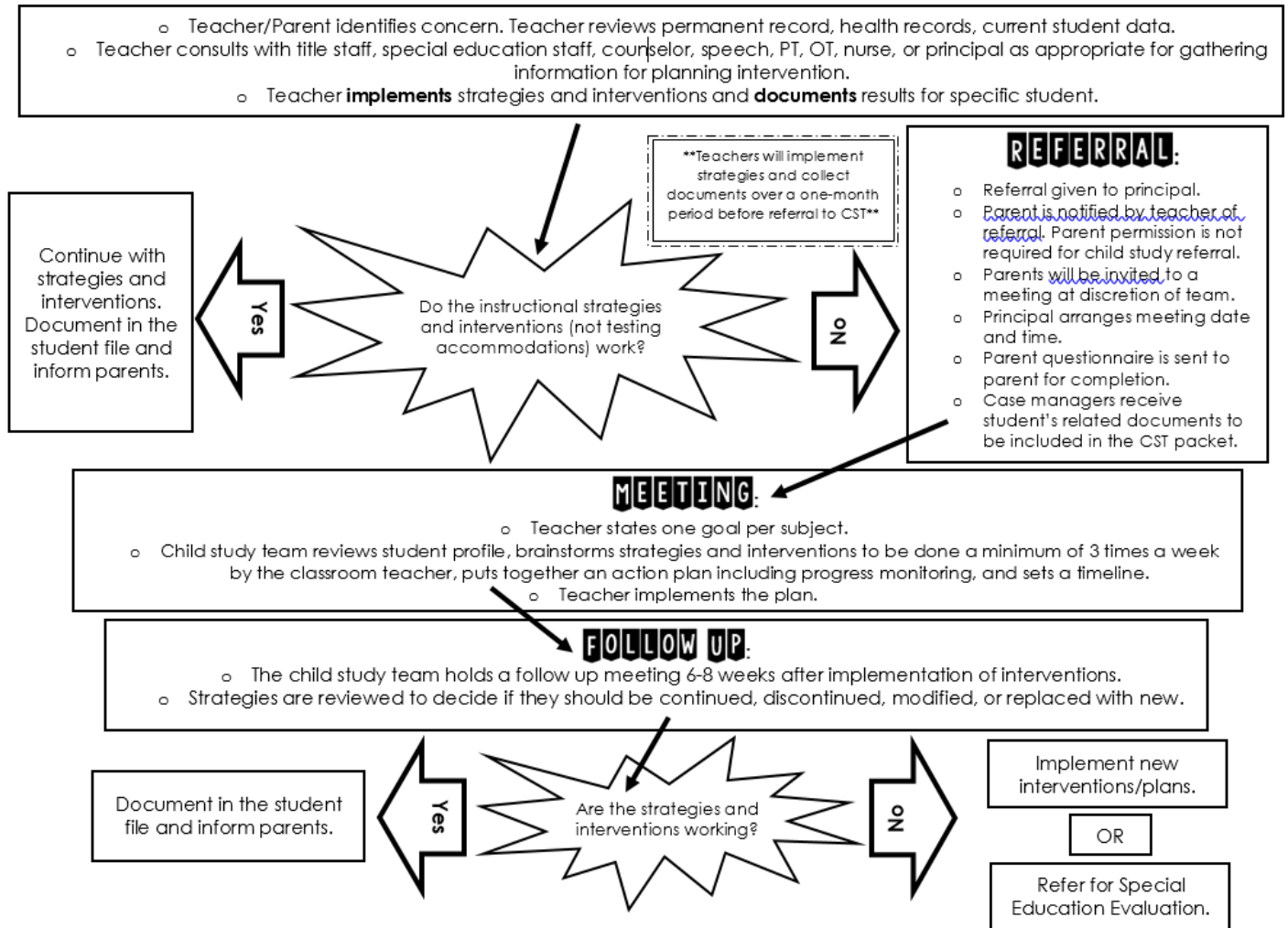
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Month _____

Employee Signature _____

Please provide copies to the building principal and district office.

STUDENT SUCCESS TEAM FLOW CHART



The goal of the Student Success Team (SST) is to provide a process whereby a committee of school personnel and non-school personnel, as appropriate, meet to address the needs of individual students who are having difficulty in the educational setting. The SST will intervene in order to maintain the child in the regular education setting.

The Student Success Team reviews a student's past and present educational performance as well as other available data in order to make recommendations to meet that student's needs. The SST works collaboratively to develop an intervention plan, which is implemented by the appropriate staff members within the established time frame. The student's response to the intervention plan will then be evaluated at a scheduled follow-up meeting. The results of the implementation of the team's recommendations will be documented and will guide future recommendations.

Timeline

- Teachers will implement strategies and collect documents over a one-month period before referral to SST
- Team goal is to have all referrals processed by the end of the third nine weeks in order to avoid a backlog at the end of the year.
- Parent is notified by teacher of referral by the day it is submitted
- Principal signs and dates referral
- Principal will schedule a meeting in a timely manner
- Parent questionnaire is sent home for completion to be returned by the meeting date
- Meeting takes place and an intervention plan is created
- Interventions are implemented for 30 school days
- Within ten days of completion, a follow-up meeting will occur

Accommodations and Interventions

Accommodations – Strategies that are aimed at helping any student during day-to-day school activities. Generally, progress monitoring data is not collected on accommodations.

Modifications – Unlike accommodations, which do not change the instructional level, content, or performance criteria, modifications alter one or more of those elements on a given assignment. Modifications are changes in what students are expected to learn, based on their individual abilities.

Examples of modifications include use of alternate books, pass/no pass grading option, reworded questions in simpler language, daily feedback to a student.

Requires an IEP. Does not always require a specialized teacher. It can be done in the general education classroom.

Interventions – Involves teaching a specific skill (academic or behavioral), which is monitored by collected data at least 1x per week. The intervention data is reviewed at least one time every 4 weeks to see if the student is responding to the intervention.

*All accommodations and interventions are specific to the child and are not done for every child in the classroom.

Accommodation Examples Intervention Examples

- Preferential seating
- Taking tests in small groups
- Taking untimed tests
- Allowing a student to take tests verbally
- Allowing a student to take breaks during testing
- Providing assignments in larger font
- Allowing a student to use ear plugs or headphones
- Frequent reminders to stay on task
- Small group or one-on-one instruction on subtraction
- Increasing oral reading fluency by having the student reread the same passage 3x
- Increasing sight word or math facts fluency by using the targeted materials such as flashcards
- Increasing math calculation fluency, spelling fluency, and comprehension by using the cover-copy-compare technique.

Accommodations Record Sheet

Accommodation: _____

Person(s) Implementing: _____

Begin Date: _____ End Date: _____

Frequency: _____

Success of Accommodation: (Circle) None Minimal Adequate Excelling

Accommodation: _____

Person(s) Implementing: _____

Begin Date: _____ End Date: _____

Frequency: _____

Success of Accommodation: (Circle) None Minimal Adequate Excelling

Accommodation: _____

Person(s) Implementing: _____

Begin Date: _____ End Date: _____

Frequency: _____

Success of Accommodation: (Circle) None Minimal Adequate Excelling

Interventions Record Sheet

Interventions: _____

Person(s) Implementing: _____

Begin Date: _____ End Date: _____

Frequency: _____

Progress: (Circle) None Minimal Adequate Excelling

Interventions: _____

Person(s) Implementing: _____

Begin Date: _____ End Date: _____

Frequency: _____

Progress: (Circle) None Minimal Adequate Excelling

Interventions: _____

Person(s) Implementing: _____

Begin Date: _____ End Date: _____

Frequency: _____

Progress: (Circle) None Minimal Adequate Excelling

Student Success Team Meeting Agenda

Review Teacher Concerns (5 minutes)

- ☐ Review information from the referral form and packet.
- ☐ Provide time for teacher to state major referral concerns.

State and Set Target Goal (5 minutes)

- ☐ Define the top 1-2 teacher concerns in easily observable, measurable terms.
- ☐ Goals should be observable, measurable, and realistic.

Design the Intervention Plan (15 minutes)

- ☐ Team members brainstorm interventions that match the goal.
- ☐ Teacher selects best manageable intervention for the student.
- ☐ Determine ways to progress monitor.

Review the Intervention Plan (5 minutes)

- ☐ Make sure all parties understand the plan.
- ☐ Set follow-up meeting date.
- ☐ Recorder will document important information from meeting.

Glendale Elementary School
Student Success Team Referral Form

Date received by principal: _____

Parent/Guardian Name:		
Home Number:	Work Number:	Cell Number:

Student Name:	DOB:
	Grade:

Homeroom Teacher:

Referring Party	
<input type="checkbox"/> Teacher <input type="checkbox"/> Principal <input type="checkbox"/> Parent <input type="checkbox"/> Resource Personnel	
Name:	

Address:

<i>Date Parents were notified of referral:</i>

Check all services student receives:

_____ In School Counseling	_____ Title Reading	_____ Title Math
_____ Speech/Language	_____ Hearing Services	_____ 504/Service Plan
_____ OT	_____ PT	_____ Vision Services
_____ Retention		

Reason for Referral

Please outline specific and descriptive observed behaviors/skills.
--

Reading Level is	_____ On	_____ Below	_____ Above
-------------------------	----------	-------------	-------------

Experiencing difficulty in: ☐ Letter/Sound Recognition ☐ Phonemic Awareness
 ☐ Phonics ☐ Word Identification
 ☐ Fluency ☐ Comprehension
 ☐ Applying Skills

DRA Score: _____ DIBELS Composite Score: ___ Intensive ___ Strategic ___
 Core

Math Level is ☐ On ☐ Below ☐ Above

Experiencing difficulty in: ☐ Number Recognition ☐ Number Patterns
 ☐ Quantity Discrimination ☐ Number Composition
 ☐ Math Facts/Mental Computation ☐ Computation (Written
 Algorithms)
 ☐ Word Problems ☐ Measurement
 ☐ Geometry ☐ Applying Skills/Word
 Problems

DIBELS Composite Score: ___ Intensive ___ Strategic ___ Core

Writing Level is ☐ On ☐ Below ☐ Above

Experiencing difficulty in: ☐ Legibility ☐ Spacing ☐ Organization
 ☐ Spelling ☐ Grammar ☐ Punctuation/Capitalization ☐ Applying Skills

Goal Statement

Reading:

Math:

Once you have chosen a skill area, please meet with the Title teachers to choose interventions you will implement prior to the first CST meeting. If the concern relates to behavior or social concerns, see Miss Brooks.

Please review your daily schedule and indicate a small block of time when you can implement the intervention.

Time of day selected: _____

Social/Emotional Areas: Please check all those that apply

General Student Strengths:

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Enthusiastic | <input type="checkbox"/> Communicative | <input type="checkbox"/> Can accept re-direction |
| <input type="checkbox"/> Cooperative | <input type="checkbox"/> Logical | <input type="checkbox"/> Participates in extra-curricular activities |
| <input type="checkbox"/> Creative | <input type="checkbox"/> Considerate | <input type="checkbox"/> Demonstrates desire to learn |
| <input type="checkbox"/> Humorous | <input type="checkbox"/> Friendly | <input type="checkbox"/> Athletic |

Other Information:

Work Habits:

- | | | |
|--|---|--|
| <input type="checkbox"/> Works independently | <input type="checkbox"/> Follows group directions | <input type="checkbox"/> Works slowly, but accurately |
| <input type="checkbox"/> Completes homework | <input type="checkbox"/> Doesn't turn in homework | <input type="checkbox"/> Works quickly and accurately |
| <input type="checkbox"/> Has organization skills | <input type="checkbox"/> Work often incomplete | <input type="checkbox"/> Works quickly, but inaccurately |
| <input type="checkbox"/> Completes in-class work | <input type="checkbox"/> Unorganized | <input type="checkbox"/> Works slowly, but inaccurately |

Other Information:

Social/Emotional Development:

- | | | |
|--|--|---|
| <input type="checkbox"/> Well behaved | <input type="checkbox"/> Lethargic | <input type="checkbox"/> Impulsive/speaks without permission |
| <input type="checkbox"/> Usually follows rules | <input type="checkbox"/> Gets out of seat | <input type="checkbox"/> Avoids tasks |
| <input type="checkbox"/> Easily frustrated | <input type="checkbox"/> Needs routine | <input type="checkbox"/> Interacts inappropriately with peers |
| <input type="checkbox"/> Daydreams | <input type="checkbox"/> Inconsistent class behavior | <input type="checkbox"/> Does not follow class rules |

Other Information:

Ability to Work with Group:

- | | | |
|--|--|--|
| <input type="checkbox"/> Shows leadership | <input type="checkbox"/> Unable to work alone | <input type="checkbox"/> Unable to work with group |
| <input type="checkbox"/> Works well in a group | <input type="checkbox"/> Prefers to work alone | |

Other Information:

Reaction to Discipline:

- | | | |
|---|--|--|
| <input type="checkbox"/> Accepts responsibility | <input type="checkbox"/> Resists authority | <input type="checkbox"/> Denies actions |
| <input type="checkbox"/> Blames others | <input type="checkbox"/> Verbal aggression | <input type="checkbox"/> Physical aggression |

Other Information:

Amount of Support Needed:

- | | | |
|--|--|---|
| <input type="checkbox"/> Works independently | <input type="checkbox"/> Needs reminders often | <input type="checkbox"/> Needs much reassurance |
| <input type="checkbox"/> Needs teacher 1:1 | <input type="checkbox"/> Needs directions repeated | |

Other Information:

If student is taking medication please answer the following:

Name of Medication	Dosage	Time of day taken	Effect

Medical issues that could be affecting child:

Other relevant information (i.e., retention, absences, discipline referral)
