

Dunmore Elementary Center



Parent / Student Handbook

MISSION

The mission of the Dunmore School District is to provide every student an equal opportunity to acquire knowledge and develop skills necessary to become well rounded, productive members of an ever changing society.

VISION

The vision of the Dunmore School District is to foster a safe learning environment conducive to the development of students' individual academic, social/emotional, cultural, and physical needs. This will be achieved through the following: professional development; a rigorous curriculum; collaboration with local business and community members; parental involvement for learning; and responsible fiscal management.

ELEMENTARY SCHOOL PROCEDURES

Daily Schedule

Arrival: Students must arrive by 8:19 a.m. Students arriving after 8:19 a.m. will be marked tardy.

Doors open at 7:30 a.m. for Bus Riders and Breakfast

Breakfast Program: A complete grab and go breakfast of cereal, milk, juice, and fruit is offered to all students in the cafeteria between 7:30 a.m. and 8:15 a.m. daily. Hot breakfast is offered twice a week as well. This is free for all students.

Dismissal: Students will be dismissed at 2:40 p.m. First Run Bus Riders will be dismissed first immediately followed by walkers. Second Run Bus Riders will depart when First Run returns.

Kindergarten will be dismissed to the Kindergarten playground.

Grades 1-3 will be dismissed to the side of the building by the tennis courts.

Grades 4-6 will be dismissed from the main entrance.

Please make necessary arrangements for your child's after school care. We cannot have children waiting in our office area at the end of the day.

PARENT DROP-OFF AND PICK-UP

Parent Transport: Students driven to school by parents should be dropped off between 8:04 a.m. and 8:15 a.m. in the traffic circle adjacent to the school. The road directly in front of the school is reserved for discharging bus students only.

The parent parking lot is located by our baseball field. It is a convenient area to park and walk your children to school. Please use this area to help lower campus congestion. We ask that you avoid parking in the faculty parking lot, as these spots are reserved for faculty and staff.

EMERGENCY SCHOOL CLOSINGS AND EARLY DISMISSALS/DELAYED STARTS

Cancellation of school takes place only during circumstances such as extreme weather, equipment failure, or public crisis. School will not be canceled unless a significant safety risk has been created by unusual circumstances.

Every practical means will be used to notify parents of a cancellation or early dismissal. A Global call will be sent as well as a message through Remind. We ask that you download the Remind app as this will play a key role in communicating such dismissals. The following television stations will also be notified: WNEP-TV, WYOU-TV, and WBRE-TV.

If you are not typically home during school hours please develop a plan for your child to follow in case of an early dismissal. Parents are advised that no student will be dismissed at an earlier time than is announced, except those students who had made prior written arrangements for dismissal. Parents should wait outside at dismissal.

EARLY RELEASE PROCEDURE

If you want your child to be excused from school early, or use a different procedure than normal to leave school (Example: walk rather than ride the bus), we must have a note stating this. This needs to be handed in to the homeroom teacher. This must be done every time there is a change in your child's method of leaving school. This will eliminate many unnecessary phone calls from the school to ensure your child's safety.

Bus changes are not permitted for purposes of going to religious instructions or to the home of a friend.

Early dismissals from school are strongly discouraged and are only permitted in emergency situations. A note must be submitted to the child's teacher upon arrival at school or handed in the day before. Parents are requested to arrange for medical appointments during school hours only when it is impossible to make appointments after school hours. **No students will be permitted to leave the school building later than 1:45 for an appointment or early dismissal. After 1:45, all students will be dismissed at 2:40.**

STUDENT ILLNESS

When students become ill during the day, they will secure permission to visit the school nurse. If the illness requires the student to be sent home the parents will be contacted. Parents (or those authorized by the parent) must sign-out the student when leaving early. The school nurse or secretary will walk the student out and have his/her parents sign the book. Under no circumstances are students allowed to leave the building without being excused. Leaving the school without being seen by the nurse shall be considered an unexcused absence and handled accordingly.

If the nurse is not available, the student should report to one of the secretaries in the main office.

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

HOMEWORK REQUESTS

If your child is absent and you would like to request their homework you need to do so no later than **10:00 a.m.** on the morning they are out. Homework will be ready for pickup after 2:30 p.m each day. You may request homework by calling the office. All homework will be left on the table located outside the main office. If you cannot pick up the homework by 3:30 p.m it is suggested that you request the homework to be left in the crate on the ramp. The main office closes at 3:30 p.m each day.

SCHOOL VISITS

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

Upon entering the school for any meeting, all parents are required to report to the main office. You must have proper identification such as a driver's license, official state photo identification, or military identification card for scanning and cross referencing against national sex offender database.

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

If it is necessary to deliver a message or drop something off for your child or a teacher, please go to the top of the ramp and ring the bell. The office secretaries will gladly take care of it.

CHILDREN ARE PERMITTED TO CALL HOME ONLY IN EMERGENCY SITUATIONS.

FORGOTTEN HOMEWORK IS NOT NORMALLY CONSIDERED AN EMERGENCY.

STUDENTS WILL BE HELPED IN HANDLING THESE SITUATIONS RESPONSIBLY.

CLASSROOM PARTIES

Three major classroom parties will be held to celebrate Halloween, Christmas, and Valentine's Day. We ask that all treats are store bought and individually wrapped. Homemade treats will not be permitted.

Students will be permitted to hand out any non-edible birthday treats. Treats such as pencils, stickers, books, or small toys are acceptable.

Birthday party invitations and other invitations may only be distributed in school if the entire class is invited to the party, or if all of the girls or all of the boys are invited. Student addresses and phone numbers may not be requested from the office because this is confidential information that cannot be publicly distributed.

Students will not be allowed to receive deliveries of flowers, balloons, etc.

LOST AND FOUND

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

CELLPHONES AND SMARTWATCHES

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

PROHIBITED ITEMS

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

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

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

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

ELECTRONIC DEVICE POLICY

Purpose

The Board adopts this policy in order to maintain an educational environment that is safe and secure for district students and employees.

Definition

Electronic devices shall include all devices that can take photographs; record audio or video data; store, transmit or receive messages or images; or provide a wireless, unfiltered connection to the Internet. Examples of these electronic devices include, but shall not be limited to, radios, walkmans, CD players, iPods, MP3 players, DVD players, handheld game consoles, Personal Digital Assistants (PDAs), cellular telephones, BlackBerries, and laptop computers, as well as any new technology developed with similar capabilities.

Authority

The Board prohibits **use of** electronic devices by students during the school day in district buildings; on district property; on district buses and vehicles; during the time students are under the supervision of the district; and in locker rooms, bathrooms, health suites and other changing areas at any time.[1]

The Board prohibits **possession of** laser pointers and attachments and telephone paging devices/beepers by students in district buildings; on district property; on district buses and vehicles; and at school-sponsored activities.[2]

The district shall not be liable for the loss, damage or misuse of any electronic device.

Electronic Images and Photographs

The Board prohibits the taking, storing, disseminating, transferring, viewing, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.

Because such violations may constitute a crime under state and/or federal law, the district may report such conduct to state and/or federal law enforcement agencies.

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist:[3]

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.[4][5]
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct if conducted in school.
5. The conduct involves the theft or vandalism of school property.
6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

Delegation of Responsibility

The Superintendent or designee shall annually notify students, parents/guardians and employees about the Board's electronic device policy.

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

Guidelines

Violations of this policy by a student shall result in disciplinary action and may result in confiscation of the electronic device.[3][6][7]

Exceptions

The building administrator may grant approval for possession and use of an electronic device by a student for the following reasons:

1. Health, safety or emergency reasons.
2. An individualized education program (IEP).[8]
3. Classroom or instructional-related activities.
4. Other reasons determined appropriate by the building principal.

The building administrator may grant approval for possession and use of a telephone paging device/beeper by a student for the following reasons:[2]

1. Student is a member of a volunteer fire company, ambulance or rescue squad.
2. Student has a need due to the medical condition of an immediate family member.
3. Other reasons determined appropriate by the building principal.

BREAKFAST/LUNCH

All enrolled students of the Dunmore School District are eligible to receive a nutritious breakfast and lunch each day at no charge to your household. No further action is required of you. Your child(ren) will be able to participate in these meal programs without paying a fee or submitting an application.

Please refrain from delivering Fast Food lunches. (McDonald's, Burger King, etc.) as it caused a disruption.

MONEY/OTHER VALUABLES

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

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

DRESS CODE

The Dunmore School District will be continuing with its relaxed dress code. All clothing must be age level appropriate with no rips or tears. Clothing should not promote violence, the use of drugs or alcohol, or appear demeaning or degrading to others.

If your student does not follow the dress code a parent/guardian will be called to bring in a change of clothing that is appropriate.

We kindly ask parents to pack a change of clothes for students in grades K-3.

LOST/DAMAGED BOOK POLICY

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

Textbooks will be issued by subject matter teachers. These textbooks will be numbered and the condition of the textbooks will be recorded by the teachers. If the student loses or destroys the textbook assigned to him/her, they will have to make restitution. All books must be returned at the end of the school year before a student receives final grades and a report card.

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

Restitution Procedures

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

New Textbooks- 100% of the current purchase price

Used Textbooks- Replacement price is based on current replacement cost of text in question. Prices will be based on those contained in the used book catalog.

PARENT TEACHER ASSOCIATION

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

FIELD TRIPS

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

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

Students who choose not to accompany the class on the field trip are legally required to be present at school on the day of the trip.

Students may be denied the privilege of a field trip for any of the following reasons:

- * Student has been suspended from school.
- *Student has continuously displayed a lack of self-control in the classroom, which can prove unsafe to that student or fellow students, in a less structured environment.
- *Vandalism-the willful defacement or destruction of property.
- *Disrespect- rude, insulting or ill-manners towards others.
- *Truancy-absent without permission
- *Excessive Absenteeism-we consider 10% of the school year excessive at the time of field trips.

***NO 6TH GRADE STUDENT WILL BE ALLOWED ON THE CLASS TRIP IF HE OR SHE IS SUSPENDED DURING THE SCHOOL YEAR.**

VIDEOTAPING FOR INSTRUCTION

Videotaping is used within the curriculum to enhance educational outcomes. If there are any questions regarding videotaping in a school setting, please contact the principal's office. Parent's may exclude their child from this activity upon written request or refusal to sign the media release form that will be sent home with your child.

SCHOOL PICTURES

Individual pictures will be taken during the school year. Information will be sent home on the specific dates so that you can prepare your children for the picture. Pictures of your child may also be taken regarding accomplishments, activities, and school events. At times these pictures may be posted on the Dunmore Elementary Center Facebook page or district website. Parent's may exclude their child from these pictures upon written request or refusal to sign the media release form that will be sent home with your child.

ATTENDANCE AND TARDINESS TO SCHOOL

DAILY ATTENDANCE

Attendance will be taken by all homeroom teachers upon the students entering the classroom. Each student must be in their homeroom when attendance is taken to be considered present for school that day.

STUDENT ABSENCE

When a student returns to school after an absence, the parent must submit an excuse to the homeroom teacher. This note will be sent to the main office. This note must include the date of the absence and the reason for the absence.

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

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

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

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

Students must be in school to attend and participate in extracurricular activities. All medical and dental appointments should be scheduled for after school hours. All requests to leave early must be submitted to the office by 9:00 a.m. on or before the day of the appointments so that the validity of the request can be verified. On the day of the appointment, if the student returns to school before the end of the day, he/she must report directly to the main office in order to be marked present.

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

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

The following reasons constitute lawful and excused absences.

*Student illness

*Student medical appointments

*Death in the immediate family

*Extreme weather conditions

*Religious obligations/holidays

*Family emergencies that are approved by the principal should be of sufficient urgency to warrant students' absence from school.

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

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

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

A warning letter will be mailed home.

Any illegal absence after that starting with the 5th illegal absence will result in a meeting between the parents and student along with administration.

Failure to comply will result in magisterial district judge referral.

TARDINESS TO SCHOOL

Students who are tardy for homeroom (come after 8:19 a.m.) must report to the office. If the student does not report to the secretaries he/she may be marked absent for the day.

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

MCKINNEY-VENTO HOMELESS EDUCATION PROGRAM

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT:

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

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

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

DEFINITION OF HOMELESS (MCKINNEY-VENTO ACT SEC. 725(2); 42 U.S.C 11435(2)): CHILDREN WHO LACK A FIXED, REGULAR, AND ADEQUATE NIGHTTIME RESIDENCE:

- "Doubled up"- Sharing the housing of others due to the loss of housing, economic hardship, or similar reasons.
- Living in motels, hotels, trailer parks, camping grounds, due to lack of adequate alternative accommodations.
- Living in emergency or transitional shelters.

- Living in a public or private place not designed for humans to live.
- Migratory children living in above circumstances
- Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Unaccompanied Youth- Children or youth who meet the definition of homeless and not in the physical custody of a parent or guardian.

Residency and Educational Rights:

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

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

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

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

TRANSPORTATION

BUS REGULATIONS

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

1. The bus driver has the right to assign permanent seats to students and is the sole authority while the bus is in route
2. Students will not be permitted to leave their seats or get on or off the bus while it is in motion
3. Students must pass in front of the bus to cross the street
4. A student will not be permitted to leave the bus except at his/her regular stop without prior permission from school administration
5. Safety drills will be conducted at least twice a year under the supervision of administration
6. Students must not stand on the roadway while waiting for the bus
7. Upon boarding the bus, students must immediately take their seats
8. Students shall remain seated until the bus has come to a complete stop
9. When getting on and off the bus, students must wait their turns
10. The student shall not fight, push, kick, or trip another student while on the school bus or the bus stop
11. Students must keep their hands inside the bus at all times and are prohibited from throwing anything out of the school bus windows
12. Foul language on the bus or bus stop will not be tolerated
13. No cell phones in use on the bus
14. No food, drink, gum, or candy on the bus

15. Students are not to open/close windows unless directed by the bus driver
16. No animals, firearms, explosives, or anything else of a dangerous or objectionable nature
17. The student is not at any time to light matches or smoke on the bus. No alcoholic beverages or controlled substances will be permitted on the bus

It is imperative that a parent/guardian be present at the bus stop. No child in grade K-2 will be released from the bus without an adult present. Students with siblings in 4th grade or older may escort the student home with prior notification to the school office.

Please note that **each bus has 2 or more surveillance cameras** which will be reviewed by the bus company and/or administration in the event that a student violates the regulations listed above. The following penalties will be applied:

First Offense: warning by driver and/or administration, parent notification and up to 3 days bus suspension

Second Offense: Parent Notification and up to 5 days bus suspension

Third Offense: Parent Notification and up to 10 days bus suspension

Fourth Offense: Parent Notification and bus privileges suspended for the remainder of the school year

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

Penalties for Damaging Bus Company Property

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

TRANSPORTATION CHANGES

All changes in transportation must go through the main office. If a student needs to be a walker a note must be handed in to the homeroom teacher, which will then go to the secretaries in the main office. No child can switch buses for playdates or after school activities.

SCHOOL WIDE POSITIVE BEHAVIOR SUPPORT PROGRAM

The concept of discipline in the Dunmore Elementary Center is based on the premise that a cooperative effort among teachers, administrators, and parents is needed to create an effective discipline policy. Dunmore Elementary Center implements a School-wide Positive Behavior Intervention Support System. The PBIS system is designed to teach and model positive behavior on a daily basis in the school community.

Students are Ready, Responsible and Respectful, and are encouraged by all administration, faculty and staff members in order to maintain an environment that is safe, pleasant and well organized. The school climate should be one of security and consistency through the establishment of reasonable rules and guidelines allowing all students an opportunity to learn.

APPROACH TO STUDENT BEHAVIOR

Our goal is to create a safe and supportive environment where all students can develop the academic, social, and emotional skills needed to become engaged citizens. Therefore, we are committed to addressing challenges in student conduct in the most constructive way possible. The goal of school discipline is to be instructional and corrective so as to reduce the likelihood of behaviors reoccurring. *Out-of-school suspensions and expulsions are the most serious form of disciplinary consequence and should be used only as a last resort and for legitimate educational purposes.*

When an incident occurs, consideration shall be given first as to whether the incident **can be appropriately addressed using a restorative practice, through our SEL Second Step Program, behavior support practices, or through another available, appropriate intervention that will enable the student to remain in school.** To prevent students from being excluded from school unnecessarily, school staff must attempt non-exclusionary discipline prior to using out of school suspensions or expulsions, except in exigent and emergency situations involving school safety.

Our discipline approach is tailored to the individual incident and varies in method and severity according to the nature of the behavior, the age and developmental level of the student, and the student's history of problem behaviors and performance.

Our District or School Does Not...

- Use zero-tolerance policies that require school staff to suspend or expel students for certain behaviors except if required by law (for example, for certain offenses involving weapons). This means out-of-school suspension cannot be a minimum or required consequence for any other offense. Therefore, our district encourages the use of alternative approaches to zero tolerance

with a focus on restorative practices and the teaching of desired behaviors that will promote future success. .

- Advise or encourage students to drop out voluntarily due to behavioral or academic difficulties or to leave the school voluntarily in order to avoid formal disciplinary proceedings through either formal or informal “push out” procedures.

· Issue a monetary fee or fine as a disciplinary consequence, although students can be asked to pay for lost, stolen or damaged property.

· Use corporal punishment.

· Use restraint or seclusion for punishment or discipline.

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

STUDENT REWARDS

Daily Rewards

- **Dunmore Dollars:** Students collect Dunmore Dollars to shop at the school store each month

Weekly Rewards

- **Classroom Rewards:** Students are rewarded weekly in their classrooms in various ways chosen by the teacher (ie: fuzzies, reward bins, extra recess, games, etc)

Monthly Rewards

- **Little Bucks:** Students are awarded “Little Bucks” and celebrated via social media outlets and our welcome screen in the main hallway
- **School Store:** Students use their Dunmore Dollars to shop at the school store for prizes and certificates

Quarterly Rewards

- **School-wide Blowouts:** At the end of each quarter, all student positive behavior is celebrated with a school wide “Blowout”.

DISCIPLINARY INFRACTIONS

Little Bucks Tier 1 Infractions

General classroom infractions primarily handled by the teacher

Tier 1 Infractions are defined as minor misbehavior on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school. These behaviors are primarily handled by staff members before administration would be involved. Students' Tier 1 infractions are managed and recorded through the use of the Tier 1 Infraction form and classroom management system which will be sent home to the parent/guardian to be signed.

- Running
- Loud Voices/Yelling
- Off-Task Behavior
- Noise Making
- Out of seat
- Missing or Late work
- Incomplete Work
- Inappropriate bathroom behavior
- Chewing gum, eating candy, etc without teacher permission
- Talking out/disrupting class
- Minor verbal disrespect to other students or staff
- Lying/Cheating
- Name calling
- Non direct profanity
- Throwing small objects

- Not following playground or cafeteria rules
- Refusal to work
- Minor electronic device violation
- Not keeping hands and feet to self
- Any other behavior deemed Tier 1 by building administrators

Little Bucks Tier 2 Infractions

Immediate referral to administration

Tier 2 infractions are defined as misbehavior whose seriousness tends to disrupt the learning climate of the school, interferes with the students' educational, social, or personal growth. Misbehavior directed against persons or property whose consequence is a serious and definite threat to the individual, to others, or to the school. These acts may be considered criminal, self-destructive or seemingly irrationally motivated. Misbehavior at this level may require the removal and or isolation of the student. The nature of these misbehaviors is more serious than those of a Tier 1, and immediately involves administration. Student's Tier 2 infractions are to be documented through the Sapphire Discipline Referral system by the referring teacher.

- Direct/Inappropriate language/gestures
- Fighting/physical aggression to cause harm
- Spitting, biting, throwing/turning over objects
- Overt defiance (refusal to follow directions of adult)
- Major verbal or physical disrespect to students or staff
- Property destruction/misuse
- Reference in conversation, writing or drawing pictures to weapons of acts of violence
- Lying/Cheating (second offense)
- Severe internet/technology misuse
- Forgery/theft
- Drug Use/ Possession

- Weapon Possession
- Extreme threat to harm
- Physical/verbal assault
- Any other behavior deemed Tier 2 by building administrators

Consequences for Tier 2 Infractions

Students who incur 1 or more Tier 2 infraction will lose their reward for the month and the quarterly School wide “blowout”.

Students who incur 2 or more Tier 2 infractions will have infractions reviewed by administration to determine participation of the class field trip and lose their reward for the month and the quarterly School wide “blowout”.

Students who incur 3 or more Tier 2 infractions are not permitted to attend class field trips nor the quarterly School wide “blowout”..

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

NONDISCRIMINATION IN SCHOOLS AND CLASSROOM PRACTICES

The Board strives to provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the schools without discrimination on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability.

The district strives to maintain a safe, positive learning environment for all students that is free from discrimination. Discrimination is inconsistent with the educational and programmatic goals of the district and is prohibited on school grounds, at school-sponsored activities and on any conveyance providing transportation to or from a school entity or school-sponsored activity.

The district shall provide to all students, without discrimination, course offerings, counseling, assistance, services, employment, athletics and extracurricular activities. The district shall make reasonable accommodations for identified physical and mental impairments that constitute handicaps and disabilities, consistent with the requirements of federal and state laws and regulations.

The Board encourages students and third parties who believe they or others have been subject to discrimination to promptly report such incidents to designated employees, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances.

The Board directs that verbal and written complaints of discrimination shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of discrimination brought pursuant to this policy shall also be reviewed for conduct which may not be proven discriminatory under this policy but merits review and possible action under other Board policies.

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with this policy and the district's legal and investigative obligations.

Retaliation

The Board prohibits retaliation against any person for making a report of discrimination or participating in a related investigation or hearing, or opposing practices the person reasonably believes to be discriminatory. A complaint of retaliation shall be handled in the same manner as a complaint of discrimination.

Definitions

Discriminatory Harassment

Harassment by students, employees or third parties on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, handicap/disability or for participation in reports or investigations of alleged discrimination is a form of discrimination and is subject to this policy. A person who is not necessarily an intended victim or target of such harassment but is adversely affected by the offensive conduct may file a report of discrimination on his/her own behalf.

For purposes of this policy, harassment shall consist of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance and which relates to an individual's or group's race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability when such conduct is:

1. Sufficiently severe, persistent or pervasive; and
2. A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by a school.

Sexual Harassment

Sexual harassment is a form of discrimination on the basis of sex and is subject to this policy. For purposes of this policy, sexual harassment shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, nonverbal, written, graphic or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of a student's status in any educational or other programs offered by a school; or
2. Submission to or rejection of such conduct is used as the basis for educational or other program decisions affecting a student; or
3. Such conduct deprives a student or group of individuals of educational aid, benefits, services or treatment; or
4. Such conduct is sufficiently severe, persistent or pervasive that a reasonable person in the complainant's position would find that it unreasonably interferes with the complainant's performance in school or school-related programs, or otherwise creates an intimidating, hostile, or offensive school or school-related environment such that it unreasonably interferes with the complainant's access to or participation in school or school-related programs.

Federal law declares sexual violence a form of sexual harassment. Sexual violence means physical or sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual may also be unable to give consent due to an intellectual or other disability. Sexual violence includes but is not limited to rape, sexual assault, sexual battery and sexual coercion.

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Human Resources Director as the district's Compliance Officer. All nondiscrimination notices or information shall include the position, office address, telephone number and email address of the Compliance Officer.

The Compliance Officer shall publish and disseminate this policy and complaint procedure at least annually to students, parents/guardians, employees and the public to notify them of where and how to initiate complaints under this policy.

The Compliance Officer is responsible to ensure adequate nondiscrimination procedures are in place, to recommend new procedures or modifications to procedures and to monitor the implementation of the district's nondiscrimination procedures in the following areas:

1. Curriculum and Materials - Review of curriculum guides, textbooks and supplemental materials for discriminatory bias.
2. Training - Provision of training for students and staff to prevent, identify and alleviate problems of discrimination.
3. Resources - Maintain and provide information to staff on resources available to alleged victims in addition to the school complaint procedure, such as making reports to the police, available assistance from domestic violence or rape crisis programs and community health resources including counseling resources.
4. Student Access - Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
5. District Support - Assurance that aspects of the school program receive support as to staffing and compensation, facilities, equipment, and related areas.
6. Student Evaluation - Review of tests, procedures, and guidance and counseling materials for stereotyping and discrimination.
7. Complaints - Monitor and provide technical assistance to building principals or designee in processing complaints.

The building principal or designee shall be responsible to promptly complete the following duties upon receipt of a report of discrimination or retaliation from a student, employee or third party:

1. If the building principal is the subject of the complaint, refer the complainant to the Compliance Officer to carry out these responsibilities.
2. Inform the complainant about this policy including the right to an investigation of both oral and written complaints of discrimination.
3. Obtain consent from parents/guardians to initiate an investigation where the complainant or alleged victim is under age eighteen (18). Inform parents/guardians and students who are complainants or accused of violating this policy that s/he may be accompanied by a parent/guardian during all steps of the complaint procedure.
4. Provide relevant information on resources available in addition to the school complaint procedure, such as making reports to the police, available assistance from domestic violence or rape crisis programs and community health resources including counseling

resources.

5. Immediately notify the Compliance Officer of the complaint. The Compliance Officer shall assess whether the investigation should be conducted by the building principal, another district employee, the Compliance Officer or an attorney and shall promptly assign the investigation to that individual.
6. After consideration of the allegations and in consultation with the Compliance Officer and other appropriate individuals, promptly implement interim measures as appropriate to protect the complainant and others as necessary from violation of this policy during the course of the investigation.

Guidelines

Complaint Procedure – Student/Third Party

Step 1 – Reporting

A student or third party who believes s/he has been subject to conduct by any student, employee or third party that constitutes a violation of this policy is encouraged to immediately report the incident to the building principal. Any person with knowledge of conduct that may violate this policy, is encouraged to immediately report the matter to the building principal.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal, as well as properly making any mandatory police or child protective services reports required by law.[27]

If the building principal is the subject of a complaint, the student, third party or employee shall report the incident directly to the Compliance Officer.

The complainant or reporting employee may be encouraged to use the district's report form, available from the building principal or Compliance Officer, or to put the complaint in writing; however, oral complaints shall be accepted, documented and the procedures of this policy implemented. The person accepting the verbal or written complaint may provide factual information on the complaint and the investigative process, the impact of choosing to seek confidentiality and the right to file criminal charges. In all other respects, the person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the complainant or those accused of a violation of this policy.

Step 2 – Investigation

Where an attorney is not used to conduct an investigation into a discrimination complaint, only individuals who have received basic training on the applicable law, this policy and how to conduct a proper investigation shall be authorized to conduct an investigation of a complaint made pursuant to this policy.

The investigator shall work with the Compliance Officer to assess the anticipated scope of the investigation, who needs to be interviewed and what records may be relevant to the investigation.

The investigator shall conduct an adequate, reliable and impartial investigation. The complainant and the accused shall be provided the opportunity to present witnesses and other evidence during the course of the investigation. When the initial complaint involves allegations relating to conduct which took place away from school property, school-sponsored activities or school conveyances, the investigation may include inquiries related to these allegations to determine whether they resulted in continuing effects such as harassment in school settings.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the allegations. The investigator may also evaluate any other information and materials relevant to the investigation. The person making the report, parties, parents/guardians and witnesses shall be informed of the prohibition against retaliation for anyone's participation in the process and that conduct believed to be retaliatory should be reported. All individuals providing statements or other information or participating in the investigation shall be instructed to keep the matter confidential and to report any concerns about confidentiality to the investigator.

If the investigation reveals that the conduct being investigated may involve a violation of criminal law, the investigator shall promptly notify the Compliance Officer, who shall promptly inform law enforcement authorities about the allegations.^{[27][28][29]}

The obligation to conduct this investigation shall not be negated by the fact that a criminal or child protective services investigation of the allegations is pending or has been concluded. The investigator should coordinate with any other ongoing investigations of the allegations, including agreeing to requests for a short delay in fulfilling the district's investigative responsibilities during the fact-finding portion of a criminal or child protective services investigation. Such delays shall not extend beyond the time necessary to prevent interference with or disruption of the criminal or child protective services investigation.

Step 3 – Investigative Report

The investigator shall prepare and submit a written report to the Compliance Officer within twenty (20) days of the initial report of alleged discrimination, unless the nature of the allegations, anticipated extent of the investigation or the availability of witnesses requires the investigator and the Compliance Officer to establish a different due date. The parties shall be

notified of the anticipated date the investigative report will be completed and of any changes to the anticipated due date during the course of the investigation.

The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual, the information and evaluation that formed the basis for this determination, whether the conduct violated this policy and of any other violations of law or Board policy which may warrant further district action, and a recommended disposition of the complaint. An investigation into discriminatory harassment or sexual harassment shall consider the record as a whole and the totality of circumstances in determining whether a violation of this policy has occurred, recognizing that persistent and pervasive conduct, when taken together, may be a violation even when the separate incidents are not severe.

The complainant and the accused shall be informed of the outcome of the investigation, including the recommended disposition within a reasonable time of the submission of the written report. The accused shall not be notified of the individual remedies offered or provided to the complainant.

Step 4 – District Action

If the investigation results in a finding that some or all of the allegations of the complaint are established and constitute a violation of this policy, the district shall take prompt, corrective action designed to ensure that such conduct ceases and that no retaliation occurs. The district shall promptly take appropriate steps to prevent the recurrence of the prohibited conduct and to address the discriminatory effect the prohibited conduct had on the complainant and the school or school program environment. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant. The Compliance Officer shall follow up by assessing the effectiveness of the corrective action at reasonable intervals.

If an investigation results in a finding that a different policy was violated separately from or in addition to violations of this policy, or that there are circumstances warranting further action, such matters shall be addressed at the conclusion of this investigation or through disciplinary or other appropriate referrals where further evaluation or investigation is necessary.

Disciplinary actions shall be consistent with the Code of Student Conduct, Board policies and administrative regulations, district procedures, applicable collective bargaining agreements, and state and federal laws.

Appeal Procedure

1. If the complainant or the accused is not satisfied with a finding made pursuant to the policy or with recommended corrective action, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days. If the Compliance Officer investigated the complaint, such an appeal shall be made to the Superintendent.

2. The individual receiving the appeal shall review the investigation and the investigative report and may also conduct or designate another person to conduct a reasonable supplemental investigation to assess the sufficiency and propriety of the prior investigation.
3. The person handling the appeal shall prepare a written response to the appeal within twenty (20) days. Copies of the response shall be provided to the complainant, the accused and the investigator who conducted the initial investigation.

BULLYING

Dunmore School District recognizes that bullying of students has a negative effect on the educational environment of its schools. Students who are bullied, intimidated or fearful of other students may not be able to take full advantage of the educational opportunities offered by the school district. Bullying means to treat abusively. At no time is any student to use browbeating, language or behavior. A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more students. (Olweus 1986 and 1991). Bullying occurs when there is an imbalance of power. A conflict in which both parties are equally matched in their actions does not constitute bullying.

Definitions

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

1. Substantially interfering with a student's education.
2. Creating a threatening environment.
3. Substantially disrupting the orderly operation of the school.

Bullying, as defined in this policy, includes cyberbullying.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.^[1]

Authority

The Board prohibits all forms of bullying by district students.

The Board encourages students who believe they or others have been bullied to promptly report such incidents to the building principal or another staff member. Students and staff members are encouraged to use the district's report form, available from the building principal, or school guidance counselor or to put the complaint in writing; however, oral complaints shall be accepted and documented by staff. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.

The Board directs that verbal and written complaints of bullying shall be investigated promptly, and appropriate corrective or preventive action be taken when allegations are substantiated. The Board directs that any complaint of bullying brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be bullying under this policy but merits review and possible action under other Board policies.

Title IX Sexual Harassment and Other Discrimination

Every report of alleged bullying that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a bullying investigation, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged bullying.[2][3]

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with applicable law, regulations, this policy and the district's legal and investigative obligations.

Retaliation

Reprisal or retaliation relating to reports of bullying or participation in an investigation of allegations of bullying is prohibited and shall be subject to disciplinary action.

Delegation of Responsibility

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

Consequences for Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include

1. Counseling within the school.
2. Parental conference.
3. Behavior-Change Plan/Safety Plan
4. Reteaching Behaviors
5. Loss of school privileges.
6. Check in/out
7. Transfer to another school building, classroom or school bus.
8. Exclusion from school-sponsored activities.
9. Detention.

10. Suspension.

11. Expulsion.

12. Counseling/Therapy outside of school.

13. Referral to law enforcement officials.

THREAT ASSESSMENT POLICY

The Board is committed to protecting the health, safety and welfare of its students and the school community and providing the resources and support to address identified student needs. The Board adopts this policy to address student behavior that may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.

The Board directs the Superintendent or designee, in consultation with the School Safety and Security Coordinator, to establish a threat assessment team and develop procedures for assessing and intervening with students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.[1]

Definitions

Behavioral service providers – includes, but is not limited to, a state, county or local behavioral health service provider, crisis intervention center or psychiatric hospital. The term includes a private service provider which contracts with a state, county or local government to act as a behavioral health agency.[2]

Bias – the attitudes or beliefs we have about a person or group that affects our understanding, actions and decisions in a conscious or subconscious manner.[3]

Individualized Management Plan – a plan developed for a student who is referred to the threat assessment team that documents the concerns that brought a student to the team’s attention, as well as the resources and supports a student might need based on the information gathered during the assessment.

Threat assessment – a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.

Delegation of Responsibility

The Superintendent or designee, in consultation with the School Safety and Security Coordinator, shall appoint individuals to a district threat assessment team.[1]

The Superintendent or designee shall designate a member of the team as team leader for the threat assessment team.[1]

The threat assessment team shall include the School Safety and Security Coordinator and individuals with expertise in school health; counseling, school psychology or social work; special

education and school administration; members of the Student Assistance Program team; school security personnel; law enforcement agency representatives; behavioral health professionals; members of the Safe2Say Something crisis team; suicide prevention coordinators and/or members of the crisis response/crisis intervention team; and juvenile probation professionals.[1][4][5][6][7]

The Superintendent or designee may assign additional staff members or designated community resources to the threat assessment team for assessment and response support.

The Superintendent or designee shall develop and implement administrative regulations to support the threat assessment process.

Guidelines

Training

The Superintendent or designee shall ensure that threat assessment team members are provided individual and/or group training on:[1]

1. Responsibilities of threat assessment team members.
2. Process of identifying, reporting, assessing, responding to and intervening with threats.
3. Identifying and avoiding racial, cultural or disability bias.[3][8]
4. Confidentiality requirements under state and federal laws and regulations, and Board policies.[4][6][9][10][11]
5. Student Assistance Program process.[4]
6. Youth suicide awareness, prevention and response.[7]
7. Trauma-informed approach.[12]
8. Safe2Say Something procedures.[6]
9. Positive Behavioral Intervention and Support.

Threat assessment team training shall be credited toward professional education requirements and school safety and security training requirements for staff, in accordance with applicable law and Board policy.[1][6][13][14][15][16]

Information for Students, Parents/Guardians and Staff

The district shall notify students, staff and parents/guardians about the existence and purpose of the threat assessment team through posting information on the district website, publishing in handbooks and through other appropriate methods.[1]

The threat assessment team shall make available age-appropriate informational materials to students regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Informational materials shall be available for review by parents/guardians.[1][7][8][17][18][19]

The threat assessment team shall make available informational materials for school employees regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Information for school employees shall include a list of the staff members who have been appointed to the threat assessment team.[1][7][8][17][19]

Reporting and Identification

The threat assessment team shall document, assess and respond to reports received regarding students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.[1]

The threat assessment team shall assist in assessing and responding to reports that are received through the Safe2Say Something Program identifying students who may be a threat to themselves or others.[1][6]

The threat assessment team shall assist in assessing and responding to reports of students exhibiting self-harm or suicide risk factors or warning signs, as identified in accordance with applicable law and Board policy.[1][7]

When the threat assessment team has made a preliminary determination that a student's reported behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others, the team shall immediately take the following steps:[1]

1. Notify the Superintendent or designee and School Safety and Security Coordinator of the reported threat.
2. Notify the building principal of the school the student attends of the reported threat, who shall notify the student's parent/guardian of the reported threat.

When a reported student's behavior indicates that there may be an imminent threat to the safety of the student or others, or an emergency situation, a threat assessment team member shall take immediate action, which may include promptly reporting to the appropriate law enforcement agency and school administration.[1][5][6][20]

Where a threat assessment team member has reasonable cause to suspect that a reported situation indicates that a student may be a victim of child abuse, the member shall make a report of suspected child abuse in accordance with law and Board policy.[1][21][22]

Inquiry and Assessment

In investigating, assessing and responding to threat reports, the threat assessment team shall make a determination if the report should be addressed under one or more specific Board policies or administrative regulations, based on the subject matter of the report and the requirements of law, regulations and Board policy, including, but not limited to, reports involving:

1. Discrimination/Title IX Sexual Harassment.[8][17]
2. Bullying/Cyberbullying.[19]
3. Suicide Awareness, Prevention and Response.[7]
4. Hazing.[23]
5. Dating Violence.[24]

Members of the threat assessment team shall engage in an assessment of the reported student behavior that may indicate a threat, in accordance with training and established procedures. This process may include, but is not limited to:

1. Interviewing the student, other students, staff, parents/guardians or others regarding the subject(s) of the reported threat.
2. Reviewing existing academic, health and disciplinary records and assignments, as appropriate, regarding the subject(s) of the report.
3. Conducting searches of lockers, storage spaces, and other possessions on school property as applicable, in accordance with applicable law, regulations and Board policy.[25]
4. Examining outside resources such as social media sites, in coordination with law enforcement, or contacting law enforcement, juvenile probation, or community agencies

to request additional information about the subject(s) of the report, in accordance with law, regulations and Board policies.

5. Where appropriate, convening the appropriate team to assess and/or address the situation that is the subject of the report, such as the Individualized Education Program (IEP) team, Section 504 Team, Behavior Support team, Student Assistance Program team, or others.[4][26][27][28][29][30]

The threat assessment team shall establish and implement procedures, in accordance with the district's Memorandum of Understanding, to address situations where the investigation of a reported threat shall be transferred to the appropriate law enforcement agency.[5][20]

The threat assessment team may request that the county agency or juvenile probation department consult and cooperate with the team in assessing the student who is the subject of a preliminary determination regarding a threat.[1]

When assessment of a student's behavior determines that it is not a threat to the student, other students, school employees, school facilities, the community or others, the threat assessment team shall document the assessment and may refer the student to other appropriate resources such as a child study team, the Student Assistance Program team, an IEP or Section 504 Team or other district supports and services.

Response and Intervention

The threat assessment team shall develop an Individualized Management Plan for each student identified and assessed as posing a threat to the student, other students, school employees, school facilities, the community or others. The plan should document the team's evaluation of the threat and recommendations for disposition of the threat, including the information gathered during the assessment and recommendations for response and intervention.

Following notification to the student's parent/guardian, the threat assessment team may refer the student to an appropriate program or take action to address the reported situation in accordance with applicable Board policy, which may include, but is not limited to:[1]

1. A referral to the Student Assistance Program.[4]
2. A referral to the appropriate law enforcement agency.[5][6][20]
3. An appropriate evaluation to determine whether the student is a qualified student with a disability in need of a Section 504 Service Agreement or in need of special education services through an Individualized Education Program (IEP), in accordance with applicable law and Board policy.[26][27][30]

4. A referral to the student's IEP Team to review and address the student's IEP and/or Positive Behavior Support Plan. This could include, but is not limited to, a manifestation determination or functional behavioral assessment in accordance with applicable law, regulations and Board policy.[27][28][29][30]
5. A referral to the student's Section 504 Team to review and address the student's Section 504 Service Agreement and/or Positive Behavior Support Plan.[26]
6. With prior parental consent, a referral to a behavioral service provider, health care provider or county agency.[31]
7. Addressing behavior in accordance with applicable discipline policies and the Code of Student Conduct.[32][33][34][35]
8. Ongoing monitoring of the student by the threat assessment team, a child study team, Student Assistance Program team or other appropriate school personnel.
9. Taking steps to address the safety of any potential targets identified by the reported threat.[6][36]

Safe Schools Incident Reporting –

For Safe Schools reporting purposes, the term incident means an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.[20][37][38][39]

When a reported threat also meets the definition of an incident under the Safe Schools Act, in accordance with reporting requirements, the Superintendent or designee shall immediately report required incidents, if not previously reported by district staff, and may report discretionary incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the Memorandum of Understanding with local law enforcement and Board policies.[20][32][37][38][40][41][42]

The Superintendent or designee shall notify the parent/guardian, if not previously notified by district staff, of any student directly involved in an incident on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, who is a victim or suspect, immediately, as soon as practicable. The Superintendent or designee will inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the

incident. The Superintendent or designee will document attempts made to reach the parent/guardian.[20][38][43]

Students With Disabilities –

When reporting an incident committed by a student with a disability or referring a student with a disability to a law enforcement agency, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student’s special education and disciplinary records.[9][11][44][45][46][47]

Monitoring and Management

If a student has an Individualized Management Plan, the threat assessment team shall monitor the Individualized Management Plan and coordinate with the designated team or resource to provide support and follow-up assessment as necessary. Follow-up assessments, referrals, re-entry plans and other supports shall be documented as part of the student’s Individualized Management Plan.

The threat assessment team, in coordination with other appropriate teams and supports, shall determine when the student’s Individualized Management Plan is no longer needed for disposition of the threat(s), and may transfer appropriate information in accordance with applicable law, regulations and Board policy.[4][7][9][11][26][27]

Records Access and Confidentiality

In order to carry out their duties and facilitate the timely assessment of and intervention with students whose behavior may indicate a threat, the threat assessment team shall have access to the following student information to the extent permitted under applicable law and regulations:[1]

1. Student health records.[48][49]
2. Prior school disciplinary records.[9][11][50]
3. Records related to adjudication under applicable law and regulations.[50][51][52][53][54][55]
4. Records of prior behavioral or mental health or psychological evaluations or screenings maintained by the district.

5. Other records or information that may be relevant to evaluating a threat or determining treatment or referral options for a student that are maintained by the district.

The threat assessment team shall use all information or records obtained in fulfilling the team's duty in accordance with law to evaluate a threat or to recommend disposition of a threat. Team members shall not redisclose any record or information obtained or otherwise use any record of a student beyond the purpose for which the disclosure was made to the team, in accordance with law.^[1]

The threat assessment team shall maintain confidentiality and handle all student records in accordance with applicable law, regulations, Board policy, the Student Records Plan and the district's legal and investigative obligations.^{[4][7][9][10][11][19][44][46][50][56]}

Threat assessment members whose other assignments and roles require confidentiality of specific student communications, in accordance with law, shall ensure that all confidential communications and information are addressed in accordance with applicable law, regulations, Board policy and administrative regulations.^{[10][57][58][59][60]}

Annual Board Report

The threat assessment team shall provide the required information to the Superintendent, in consultation with the School Safety and Security Coordinator, to annually develop and present to the Board, at an executive session, a report outlining the district's approach to threat assessment, which shall include:^[1]

1. Verification that the district's threat assessment team and process complies with applicable law and regulations.
2. The number of threat assessment teams assigned in the district, and their composition.
3. The total number of threats assessed that year.
4. A summary of interactions with outside law enforcement agencies, juvenile probation and behavioral service providers.
5. An assessment of the district's threat assessment team(s) operation.
6. Recommendations for improvement of the district's threat assessment processes.
7. Any additional information required by the Superintendent or designee.

The annual threat assessment report shall be presented as part of the annual report to the Board by the School Safety and Security Coordinator on district safety and security practices.^{[1][5]}

The threat assessment team's information addressing verification of compliance with law and regulations, the number of threat assessment teams assigned in the district and their composition, the total number of threats assessed that year, and any additional information required by the Superintendent or designee shall be included in the School Safety and Security Coordinator's annual report on district safety and security practices that is submitted to the state's School Safety and Security Committee.^{[1][5][61]}

WEAPONS POLICY

Purpose

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

Definitions

Weapon - the term shall include but is not limited to any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, replica of a weapon, and any other tool, instrument or implement capable of inflicting serious bodily injury.^{[1][2]}

Possession - a student is in possession of a weapon when the weapon is found on the person of the student; in the student's locker or assigned storage area; or under the student's control while on school property, on property being used by the school, at any school function or activity, at any school event held away from the school, or while the student is coming to or from school.

Authority

The Board prohibits students from possessing and bringing weapons and replicas of weapons into any district buildings, onto school property, to any school-sponsored activity, and onto any public vehicle providing transportation to or from school or a school-sponsored activity, or while the student is coming to or from school.^{[2][3]}

The Board shall expel for a period of not less than one (1) year any student who violates this weapons policy. Such expulsion shall be given in conformance with formal due process proceedings required by law and Board policy.^{[2][4][5]}

The Superintendent may recommend modifications of such expulsion requirement on a case-by-case basis.^[2]

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.^{[2][4][6][7][8][9][10][11]}

Delegation of Responsibility

The Superintendent or designee shall react promptly to information and knowledge concerning possession of a weapon. Such action shall be in compliance with state law and regulations and with the procedures set forth in the memorandum of understanding with local law enforcement officials and the district's emergency preparedness plan.^{[11][12][13]}

When the behavior of a student in possession of a weapon indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy.^[14]

Guidelines

The Superintendent or designee shall immediately report incidents involving weapons on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.^{[2][11][12][15][16][17]}

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving weapons as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.^{[11][16][18]}

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents involving possession of a weapon to the Office for Safe Schools on the required form.^{[11][15]}

The building principal shall annually inform staff, students and parents/guardians about the Board policy prohibiting weapons and about their personal responsibility for the health, safety and welfare of the school community.

An exception to this policy may be made by the Superintendent, who shall prescribe special conditions or administrative regulations to be followed.^[2]

Transfer Students

When the district receives a student who transfers from a public or private school during an expulsion period for an offense involving a weapon, the district may assign that student to an alternative assignment or may provide alternative education, provided the assignment does not exceed the expulsion period.^{[2][21]}

SMOKING/VAPING/TOBACCO

Smoking includes the use of all tobacco products (cigars, cigarettes, pipes, smokeless tobacco, electric cigarettes and vapor devices). The Dunmore School District has a zero-tolerance policy in regards to the use of tobacco products. (Act 128)

The use or possession of tobacco products or devices including electronic cigarettes while on school premises or while in the custody and control of the school -- A) field trips, B) sporting events/practices, either as a participant or spectator, C) using district provided transportation/ waiting at bus stops ---is prohibited.

Possession or Use of Tobacco Products/Vaping devices:

1st offense – 2 days out of school suspension, parent notification, confiscation of device and a private criminal complaint filed with the Magistrate. A student who violates this policy shall be subject to the prosecution initiated by the district and, if convicted, shall be required to pay a fine for the benefit of the district, plus court costs. In lieu of the imposition of a fine, the court may admit the student to an adjudication alternative.

2nd offense – 3 day out of school suspension, parent notification, confiscation of device and a private criminal complaint filed with the Magistrate.

Any violation thereafter will be dealt with on an individual basis at the discretion of the Administration. Smoking/Vaping detectors have been installed in our lavatories. Tampering with devices installed to detect use of tobacco or vaping products shall be deemed a violation of this

policy and subject to disciplinary action. 18 Any items or material found during a search or inspection, the student's possession of which is in violation of law, district policies or otherwise is evidence of such violation, may be confiscated, and may be used as evidence in student discipline proceedings or a criminal investigation, even if such items or material were not the original objective of the search or inspection. Any student who refuses to be searched will automatically be presumed to be in violation of this policy.

ACADEMICS

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

TITLE I

The Title I Reading and Math Programs are designed so that any student experiencing difficulty can receive extra reading or math help in and outside the classroom. The Title I Reading Specialists and Math teachers in the Dunmore Elementary Center co-teach with classroom teachers as well as work with students using a more individualized approach. The following indicators may be used to determine which students and classes could benefit from supplemental Title I instruction: reading or math benchmark assessments, reading or math state assessments, classroom teacher recommendation, or the student's reading or math report card grades. The goal of our school wide program is to have each student perform at his/her appropriate grade level in Reading and Math and/or show growth throughout the school year in these subjects. Often, these additional Title I supports are all that is necessary to keep a student at, or near the pace of the rest of his/her class.

HOMEWORK

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

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

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

ESL PROGRAM DESCRIPTION

ESL Program Philosophy and Approach

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

ESL Program Goals

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

***For more information, you may visit our website to view the ESL Handbook.
Identification/Placement**

Screening procedures

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

GUIDANCE PROGRAM

The Guidance program for the Dunmore Elementary Center is developmental in nature. We believe that this developmental approach helps the child to become a well-adjusted individual. Our program is not crisis oriented; it is for all pupils, regardless of their academic achievement or behavior.

Functions of the Guidance Counselor

The elementary school counselor functions in three major areas of responsibility:

Guidance

- a. Pupil
- b. Parent

Consultation

- a. Pupils
- b. Parents
- c. Teachers
- d. Administrators

Coordination

- a. Pupil Personnel Services
- b. Community

In addition to the above-mentioned functions, the following programs, services, or activities are scheduled, coordinated, supervised, or administered by the guidance counselors.

REPORT CARDS

Cards are distributed four times a year. Parents are asked to examine the card thoroughly, (Academic and Social-Work habits), sign the card, and return it promptly to the school. Parents may also check the back of the card if they desire a conference.

SOCIAL PROMOTION

In the event that a child does not merit an academic promotion, a social promotion at times can be justified. This decision is reached after the teacher, guidance counselor, administration, and the parent have decided that a social promotion is in the student's best interest. All kindergarten students are promoted; there are no retentions in kindergarten.

SOCIAL RETENTION

A parent may request or a teacher may recommend that a child repeat a grade even though the pupil has met the requirements for an academic promotion. In most cases, the reason for this retention is immaturity (physical and social development).

A decision on social promotion or social retention must be made by the end of the school year.

PARENT-TEACHER CONFERENCES

Conferences are scheduled upon request at any time during the school year. They may be arranged by contacting the teacher or the Guidance Counselor.

SPECIAL EDUCATION

CHILD STUDY TEAM

The Child Study Team addresses the challenges of elementary students (K-6) who are experiencing academic, behavioral, or speech concerns. Teachers and/or parents can request assistance and then become directly involved in the process. A federally mandated 60 Pre-Day Referral Process provides the opportunity for assessing a student's strengths and weaknesses, determining appropriate interventions to aid the student in regular education, and then to assess the effectiveness of the intervention. If the student has not shown measurable progress during this period, a psychological evaluation may be warranted to aid in the identification of eligibility of one of the 13 disability categories under IDEA.

PSYCHOLOGICAL TESTING

A certified School Psychologist is assigned to the DEC. Teacher referral and parental permission are necessary in order for a pupil to be tested. Within 60 days of permission being granted, parents will receive a copy of the results of testing, as well as a meeting with the School Psychologist to explain the results.

LEARNING SUPPORT

Four Learning Support classes are currently in place at the DEC. Students may attend these classes on an itinerant, supplemental, or full-time basis depending on degree of need. State regulations regarding identification determine which pupils are eligible and in need of this service.

AUTISTIC SUPPORT

Two Autistic Support classes are currently at the Dunmore Elementary Center. Students may attend these classes on an itinerant, supplemental, or full time basis depending on the degree of need. State regulations regarding identification determine which pupils are eligible and in need of this service.

EMOTIONAL SUPPORT

One Emotional Support class is currently at the Dunmore Elementary Center. Students may attend these classes on an itinerant, supplemental, or full time basis, depending on degree of need. State regulations regarding identification determine which pupils are eligible and in need of this service.

SPEECH

Two speech therapists are assigned to service students at the DEC. State guidelines determine which pupils qualify for this program. The severity of the deficit determines the number of sessions.

HEARING

A therapist from the N.E.I.U. #19 is assigned to the DEC on a part-time basis. State guidelines determine which pupils qualify for this program. The severity of the deficit determines the number of sessions.

VISION

A specialist from N.E.I.U. #19 is assigned to the DEC on a part-time basis. His/her role is to screen children with suspected vision problems and help children with diagnosed problems by supplying special materials, equipment, and instruction to the students who qualify for this service.

PHYSICAL/OCCUPATIONAL THERAPY

Therapists have been assigned to the DEC by an independent agency on a part-time basis to service students who qualify for this program under state guidelines. The severity of the deficit determines the number of sessions.

COMMUNITY CARE BEHAVIORAL HEALTH (CCBH)

In school counseling services for students who qualify with Scranton Counseling. Housed in our school, this program works with students and families to ensure the student's needs are being met.

GIFTED PROGRAM

The Dunmore School District's gifted program requires that appropriate instructional programs be conducted to meet the needs of academically gifted students of school age. The district's program shall encompass expansion of academic attainments and intellectual skills, stimulation of intellectual curiosity, independence and responsibility, and career exploration and awareness. These students will have the opportunity to develop their own academic capabilities and have their needs addressed on an individual basis within the regular education classroom.

HEALTH PROGRAMS

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

Permission for Physical and Dental Examinations

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

Physical Examinations

Physical Examinations-Grades 1, 6 and 11

Screenings

Visual Testing-Grades K to 12 (annually)

Audiometer Testing-Grades K, 1, 2, 3, 7, and 11, (annually)

Height and Weight-Grades K to 12 (annually)

Scoliosis Screening-Grades 6 and 7

Medication Policy

Medication may be dispensed according to the following policy:

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

Physical Disability

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

Pediculosis Management (Head Lice)

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

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

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

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

RECEIPT OF PARENT/STUDENT HANDBOOK

Receipt of Parent/Student Handbook

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

Student Name (Printed): _____ Homeroom: _____

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

ALL STUDENTS MUST HAVE A SIGNED FORM ON FILE AT SCHOOL. PLEASE SIGN AND COMPLETE ALL SECTIONS OF THIS PAGE AND RETURN TO YOUR HOMEROOM TEACHER.

