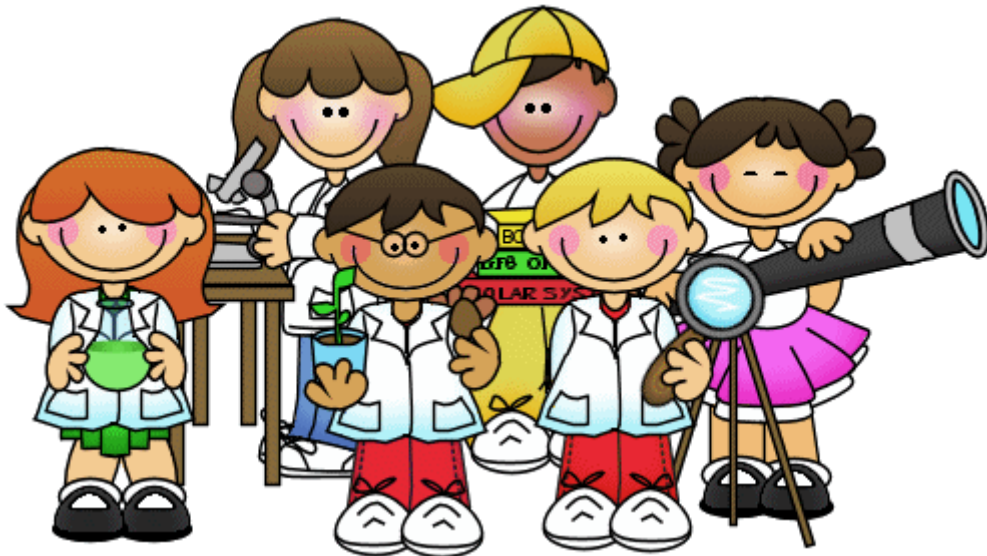


STUDENT HANDBOOK

2023 – 2024



SHALER AREA ELEMENTARY SCHOOL

SHOWS TITAN PRIDE!

TABLE OF CONTENTS

| | |
|--|-------------|
| Shaler Area Principals/Counselors | Page 3 |
| Welcome to SAES | Page 4 |
| Links to Parent Info | Page 5 |
| Shaler Area School District Calendar | Page 6 |
| Shaler Area School District Administrative Staff/Board of Directors | Page 7 |
| Notice of Nondiscrimination | Page 8 |
| Access to Student Records/Arrival & Departure | Page 9 |
| Attendance | Pages 9-10 |
| School Bus Safety and Bus Rules | Page 10 |
| Riding Unassigned Bus/Traffic Pattern | Page 11 |
| Arrival and Dismissal/Early Dismissals | Pages 12-13 |
| Traffic Maps AM & PM | Page 13 |
| Birthday Invites/Call/Cellphones/Childcare | Page 14 |
| Communications/Publications | Page 15 |
| Infinite Campus/Discipline | Page 16 |
| District Parent Council/Dress Code | Page 17 |
| Early Dismissal Days for Staff Development | Page 18 |
| Educational Travel/Vacation Forms | Page 18 |
| Emergency Closings | Page 18 |
| Food & Beverage | Page 18 |
| Fire, Severe Weather and Disaster Drills | Page 19 |
| Food Service | Page 20 |
| Health Information | Pages 21-23 |
| Homebound Instruction | Page 23 |
| Homeless/SAFE2SAY SOMETHING Safety Program | Pages 24-25 |
| Crisis Hotlines | Pages 25-26 |
| Homework/Lost & Found | Page 26 |
| Parent-Teacher Conferences | Page 27 |
| Photo Identification Cards | Page 27 |
| Promotion and Retention | Page 27 |
| Grading Scale | Page 27 |
| PSSA TESTING | Page 28 |
| Residency Requirements | Page 28 |
| School Pictures | Page 28 |
| Six Day Rotation | Page 28 |
| School Counseling Office | Pages 28-29 |
| Bullying/Cyberbullying | Page 29 |
| Student Assistance Program | Pages 29-34 |
| Federal Programs Title I, II, III, IV | Page 35 |
| IPADS | Page 36 |
| Shaler Area Elementary School-Wide Positive Behavior Support Program | Pages 37-38 |
| Shaler Area Elementary School HOUSE SYSTEM | Pages 39-40 |
| Shaler Area Elementary Activities/ Titan Shop | Page 41 |
| Shaler Area Elementary PTO | Page 42 |
| School Code of Conduct | Pages 43-46 |
| Board Policy Chart | Page 47 |

SHALER AREA ELEMENTARY SCHOOL

700 SCOTT AVE
GLENSHAW, PA 15116
412) 492-1200 x8-3500

Students' School Day is 8:11 a.m. – 3:08 p.m.

ADMINISTRATIVE STAFF

| | |
|--|---------------------------------|
| Mrs. Venice Piveronas, Assistant Principal | 4 th Grade Principal |
| Mr. Ian Miller, Principal | 5 th Grade Principal |
| Ms. Heather Berney, Assistant Principal | 6 th Grade Principal |

SCHOOL COUNSELORS

| | | |
|-------------------|---------------------------------|----------|
| Mr. James Jowers | 4 th Grade Counselor | x 8-3521 |
| Mrs. Beth Zelinko | 5 th Grade Counselor | x 8-3522 |
| Mr. Andy Sieber | 6 th Grade Counselor | x 8-3523 |

SOCIAL WORKER

Ms. Laurie Cortazzo x 8-3508

NURSE

Mrs. Jessica Wilson x 8-3511

ACTIVITIES DIRECTOR

Mrs. Heather Oros x 8-3531

IMPORTANT PHONE NUMBERS

| | |
|--|----------------|
| District Office | (412) 492-1200 |
| Main Office | x 8-3500 |
| Attendance Secretary/ School Counseling Office | x 8-3501 |
| Attendance Line Recording | x 8-3525 |
| Activities | x 8-3530 |
| Activities Hotline | x 8-3999 |
| Library | x 8-3515 |
| School Bus Hotline | x 8-3998 |

EMAIL www.shalerarea.org

To locate a staff member's email address: Choose the Elementary School. Click on Staff Directory on the left side of the webpage. Scroll to the bottom of the page. Enter the last name of the staff member. Choose an appropriate name and click on email.

WELCOME TO SAES!

Welcome to Shaler Area Elementary School where our teachers, students, and families work together to make a positive impact in our children's lives. We welcome our new and returning students and their families to our learning community. We are very proud of the caring, nurturing, and academically challenging climate and culture we have established in our school. This handbook was developed to facilitate school and home communication by informing students and their families of the policies, practices, and procedures in place at Shaler Area Elementary School and in the Shaler Area School District. We strive to create a respectful environment in our school. By outlining our practices, procedure, and expectations, we can provide a learning environment that is safe, stable, and conducive to effective learning.

We look forward to the 2023-2024 school year and envision a year filled with excitement.

RESPONSIBILITIES

All members of our school community play an important role. We all have responsibilities for ensuring the success of our students. Shaler Area School Board Policy #218 identifies the responsibilities of our students and their parents.

RESPONSIBILITIES OF THE STUDENTS:

1. Obey the rules of the school.
2. Pursue the prescribed course of study.
3. Respect and respond to the authority of all school personnel.
4. Be alert and responsive to directions.
5. Be courteous to fellow students and all school personnel.
6. Respect the rights and property of others.

RESPONSIBILITIES OF THE PARENTS:

1. Send children to school in the proper state of health and cleanliness.
2. Encourage proper attitudes toward learning and respect for school authority.
3. Cooperate with school personnel in efforts to improve their students' attitude and behavior.
4. Assume responsibility for their children's misbehavior or damage to school property.
5. Assume full responsibility for their children's punctual and regular attendance at school.



For the latest on what is happening at SAES, go to...

Our SAES home page can be accessed through www.sasd.k12.pa.us, clicking on “Schools” and then clicking on “Shaler Area Elementary School.”

Please visit the SAES homepage to access our SAES handbook. Click on the “Handbook” link on the left side of the page (many other helpful links are located there as well)

For up-to-date SAES news visit: [Twitter@SAESTITANS](https://twitter.com/SAESTITANS)

For classroom information and homework updates visit: www.remind.com

Each grade level team will have a unique code to access their Remind information – that code will be given to parents at the start of the school year

To access SAES Activities information visit: www.remind.com (Access code is db3dfa)

To access SAES INFO 23-24 visit: www.remind.com (Access code is c3dbbF)

Grades, attendance, progress reports and student schedules can be accessed by visiting: infinitecampus@shalerarea.org

If you do not have a login for Infinite campus, please email infinite@shalerarea.org



Shaler Area School District

2023-24 School Calendar

| August 2023 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| September 2023 | | | | | | |
|----------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| October 2023 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| November 2023 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

| December 2023 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| January 2024 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| February 2024 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | | |

August

- 16, 17 – New Teacher In-Service
- 18, 21, 22, 23 – K-12 Teacher In-Service
- 22 – SAES Back to School Night
- 23 – Orientation for K, 4, 7, & 9
- 24 – First Day for Students
- 31 – BUR/MAR/RES/SCOTT Curriculum Night

September

- 4 – Labor Day – School Closed
- 7 – SAMS Back to School Night
- 29 – Early Dismissal K-12
- 30 – Homecoming

October

- 3 – SAHS Curriculum Night
- 9 – Teacher In-Service No School
- 27 – End of 1st 9 weeks

November

- 7 – Election Day (Act 80) Parent Conferences K-8
In-Service Teachers 9-12
- 22 – Early Dismissal K-12
- 23-27 – Thanksgiving Break – School Closed

December

- 22 – Early Dismissal K-12
- 25-29 – Holiday Break – School Closed

January

- 1, 2 – Holiday Break – School Closed
- 12 – End of 1st Semester
- 15, 16 – Teacher In-Service – No School
- 17 – Beginning of 2nd Semester
- 31 – K-3 Parent Conferences

February

- 19 – Teacher In-Service – No School
- 22 – SAHS Curriculum Night

March

- 1 – Teacher In-Service – No School
- 22 – End of 3rd 9 weeks
- 25-29 – Spring Break

April

- 23 – Primary Elections (Act 80)

May

- 24 – Prom (Early Dismissal – High School Only)
- 27 – Memorial Day – School Closed
- 29, 30, 31 – Early Dismissal K-12
- 31 – Last Day for Students
- 31 – Graduation

June

- 3 – Teacher Clerical Day

| March 2024 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| April 2024 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| May 2024 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| June 2024 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

| KEY | |
|---|--|
| No School – Teachers & Students | |
| Teachers' In-Service – No School for Students | |
| Early Dismissal | |

| School Cancellations – Make-up days will be used in the following order: | |
|--|--------------|
| #1 – 3/25/24 | #3 – 3/27/24 |
| #2 – 3/26/24 | #4 – 3/28/24 |

| TESTING | |
|---|--|
| PSSA: Grades 3-8: April 22-May 3 | |
| Keystone Exams: Winter 2023 – December 4-15, 2023 Spring 2024 – May 13-24, 2024 | |

Approved: 2/15/2023

SHALER AREA SCHOOL DISTRICT

1800 Mt. Royal Blvd.
Glenshaw, PA 15116

ADMINISTRATION

| | |
|----------------------|------------------------------------|
| Dr. Sean Aiken | Superintendent of Schools |
| Dr. Bryan O'Black | Deputy Superintendent |
| Mrs. Sherri Jaffee | Director of Business Affairs |
| TBD | Director of Student Services |
| Mrs. Eloise Milligan | Coordinator of Academic Services |
| Mr. Josh Palmquist | Data Information Specialist |
| Mr. Mitch Stivason | Coordinator of Technology |
| Mr. John Dolny | Network Administrator |
| Ms. Sue Cook | Food Service Director |
| Mr. John Kaib | Supervisor of Building and Grounds |

BOARD OF SCHOOL DIRECTORS

| | |
|-----------------------|----------------|
| Ms. April Kwiatkowski | President |
| Mr. James Tunstall | Vice President |
| Mrs. Sherri Jaffee | Secretary |
| Ms. Elizabeth Dunn | Board Member |
| Mr. James Fisher | Board Member |
| Mr. Tim Gapsky | Board Member |
| Mr. Jason Machajewski | Board Member |
| Mrs. Jeanne Petrovich | Board Member |
| Mrs. Eileen Phillips | Board Member |
| Mr. Edward Kress | Board Member |
| Mr. John Vogel | Solicitor |

SHALER AREA SCHOOL DISTRICT

NOTICE OF NONDISCRIMINATION ([Board Policy #103](#))

The Shaler Area School District is obligated to comply with the regulations implementing Title VI of the Civil Rights Act of 1964 (Title VI), Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504).

The District does not discriminate on the basis of race, color, national origin, sex, age or disability in its programs, activities, or employment practices, as required by Title VI, Title IX, and Section 504.

The person responsible for the District's effort to meet its obligation is:

| | |
|------------------------|---|
| NAME: | Contact the Office of Human Resources, extension 8-2803 |
| TITLE: | Title IX Coordinator |
| OFFICE ADDRESS: | 1800 Mt. Royal Boulevard Glenshaw, PA 15116 |



ACCESS TO STUDENT RECORDS

Federal law and state and federal regulations govern access to student education records. This law states that parents/guardians have the right to inspect, review, copy and request corrections of their child's records. Federal regulations give both natural parents the right to access their child's education records unless there is a court order, state statute or legally binding document specifically prohibiting access. Where guardianship is an issue, or where parents are separated or divorced, notice and verification of any court order denying either parent access to the records must be provided to the school district.

It is the duty of the parent seeking to deny access to the records to provide the school district with a copy of the court order or other document that limits or controls access to student records. Because the burden is on the parent wishing to deny access, in the absence of an order or other document, the school district must presume that the requesting parent has the authority to inspect and review the child's records.

ARRIVAL AND DEPARTURE

Students walking to school or those in carpools should not arrive before 8:00 a.m. Homeroom begins at 8:11 a.m. Walkers/Riders are dismissed at 3:08 p.m. Buses depart from the campus at 3:12 p.m. Busing is provided to and from school for all students. Students are advised to use the school provided transportation. It is important that all students ride their assigned bus for safety reasons.

Students requesting to be walkers will need a written note for the school office. Phone calls concerning walkers must come into the school office ext. 8-3501 no later than 2:00 p.m. so that we may have ample time to locate the student and give the message. Please do not text students concerning the matter. The office must be contacted first in order to provide safety for all students.

ATTENDANCE ([Board Policy #204](#))

Regular attendance in school is extremely important and should be reinforced early. Children achieve more and feel better about themselves when instruction is continuous and when a sense of belonging is established within the classroom. Those who learn the importance of regular attendance as young children tend to stay more actively involved and do better throughout their school years than those whose attendance is poor. Being timely to school is just as important as regular attendance.

The Board recognizes that attendance is an important factor in educational success and supports a comprehensive approach to identify and address attendance issues.

The schools Laws of Pennsylvania classify absences as illegal.

Attendance shall be required of all students during the days and hours that school is in session, except that authorized district staff may excuse a student for temporary absences upon receipt of satisfactory evidence of mental, physical, or other urgent reasons that may cause the student's absence.

For more information, please refer to Board Policy #204.

When children return to school after any absence, they must bring with them an excuse signed by their parent/guardian and/or a written doctor excuse stating the reason for and the dates of the absence. This written excuse must be submitted within three days of the absence; otherwise, it will be counted as illegal. Students exceeding more than ten days absent will be required to provide medical excuses for all absences, excused or illegal.

When it is necessary for a child to be absent from school, parents/guardians should call the attendance office by 8:30 a.m. This phone call does not serve as an official excuse for a child's absence or tardiness. The official excuse must be written or emailed. Call each day your child is absent. This call helps to ensure your child's safety.

When it is necessary for a child to be tardy due to a doctor appointment, or illness in the morning, a parent must accompany the child into the school office to sign the child in tardy. They must have a written excuse.

SHALER AREA ELEMENTARY SCHOOL BUS SAFETY BUS RULES

- Students should report to the bus stop at least five to ten minutes ahead of the scheduled pick-up time.
- Students should form an orderly group while avoiding traffic lanes.
- Students should board the bus in an orderly manner and go directly to their seats.
- Students should never distract the driver from his/her driving; they should avoid loud talking and confusion.
- Books and parcels should be kept on the student's lap and the aisle should be kept clear for safety reasons.
- Students should obtain permission from the driver to open windows; arms and heads must be always kept inside the bus.
- Throwing objects inside or outside of the bus is prohibited.
- Students must remain seated until the bus comes to a complete stop at each destination.
- Students **MUST** ride their assigned bus. Students may ride an unassigned bus only with written permission from the building principal, (see below for details).
- Emergency doors and exit controls may be used only during supervised drills or actual emergencies.
- Students are required to identify themselves when requested by the driver or school officials.
- Students will always use appropriate language and volume. Profanity will not be tolerated.
- Students must keep their hands to themselves. Kicking, hitting, spitting, bothering, bullying, harassing, and assaulting another student are not tolerated. These acts will be answered with disciplinary actions.
- Violation of rules or conduct that jeopardizes the safety of students may be considered sufficient cause to suspend the offending student(s) from school transportation privileges.
- When a student acts inappropriately on a school bus, the safety of every person on the bus is jeopardized. Progressive discipline will be enforced. First time offenders may receive more than a warning from the bus driver, bus monitor, or building administrator (depending on the seriousness of the student's inappropriate behavior).

REQUEST TO RIDE A BUS OTHER THAN YOUR ASSIGNED BUS

Students may not request to ride another bus unless there is an emergency. Prior to boarding a bus other than his/her own, the student must complete the following steps:

- Submit to the main office a written note by the parent/guardian of the student requesting to ride a different bus for the day.
- Submit to the main office a written note by the parent/guardian where the student will be going after school. Phone calls, emails or faxes will not be accepted.
- Receive a bus pass approved by the main office. The pass must be given to the bus driver, or the student will not be permitted to board the bus.
- Due to the fact that many buses are filled to capacity, parents are discouraged to seek permission for their child to ride a bus other than their own except in an emergency.

All precautions are being taken out of concern for the welfare of the students. We appreciate your cooperation in these matters.

PLEASE NOTE:

Parents/guardians are not permitted to ride to or from school with students or to board school vehicles. Parents are only authorized to enter or ride a school bus when they are chaperoning a school-sponsored trip and are approved by the corresponding school.

School bus drivers cannot hold conversations at bus stops, as this can create dangerous conditions taking the driver's attention away from the safety of the children and the traffic situation. This can also cause a delay in the driver's schedule and tie up traffic.

Parents with questions or concerns about transportation must contact the school or the district transportation office at extension 8-x2824. For more information on Pennsylvania law regarding school buses, please visit School Bus Safety-PennDOT. Adherence to this law will mean a safe journey to and from school for all students. Thank you for your cooperation.

SHALER AREA ELEMENTARY TRAFFIC PATTERN AND ROUTINES

To increase safety and efficiency during the beginning and dismissal of the school day, the following traffic pattern will be enforced during the school year. Please refer to the attached map on page 11 for details. To provide maximum efficiency, families are strongly encouraged to use the district provided transportation.

AM DROP OFF OF STUDENTS

Please use caution when entering the school driveway because buses will also be exiting from this same point.

The front of the school will be for CARS ONLY. The lane closest to the school is for student drop off only. Please pull forward in a single lane as much as possible to maintain a steady traffic flow. Students should enter through the main entrance door. If it is necessary to park, visitors may park in the front parking lot. Spaces will be designated for this purpose.

NO CARS will be permitted in the rear or side parking lots for dropping off or picking up students. These areas have been designated for bus traffic only.

Please do not allow students to exit from cars directly on Scott Avenue or from Scott Primary School. Please avoid dropping off students in the front or back lots at this time. This will ensure the safety of the students and will limit the interaction between cars and buses.

PM DISMISSAL OF WALKERS

Students that walk home from school will be dismissed by a staff member.

PLEASE NOTE:

The main entrance of the building will not be accessible to anyone other than buses from 2:30 p.m. to 3:30 p.m.

PM DISMISSAL OF RIDERS

To maintain a safe dismissal for everyone please be aware of our AM and PM dismissal schedule. Please refer to the Shaler Elementary home page for details.

**For safety reasons, do not enter rear parking lot or canopy area prior to 2:20 p.m. for pick up.*

A colored map of our PM dismissal has been posted on the SAES webpage. Our dismissal procedure has been communicated via Twitter and Global Connect. The front of the building will no longer be accessible to visitors from 2:30 p.m. – 3:30 p.m.

Students being picked up by a parent or guardian will be released through our canopy exit, door 11 only. This procedure has been implemented to ensure the safety of all students. The following details will be helpful to parents:

- Parents will be required to remain in the lineup at the rear of the building and will be unable to pick their child up at any door other than the canopy exit, door 11.
- Parents will be asked to stay in their car as they wait to reach the canopy area for pickup, allowing for a safe and quick PM dismissal.
- Students are required to enter their vehicle from the curbside only.
- We are requesting that parents not park their car and/or leave their vehicle.
- In order to maintain safety for all students, please do not pass cars.
- SAES is a smoke free campus.

EARLY DISMISSAL:

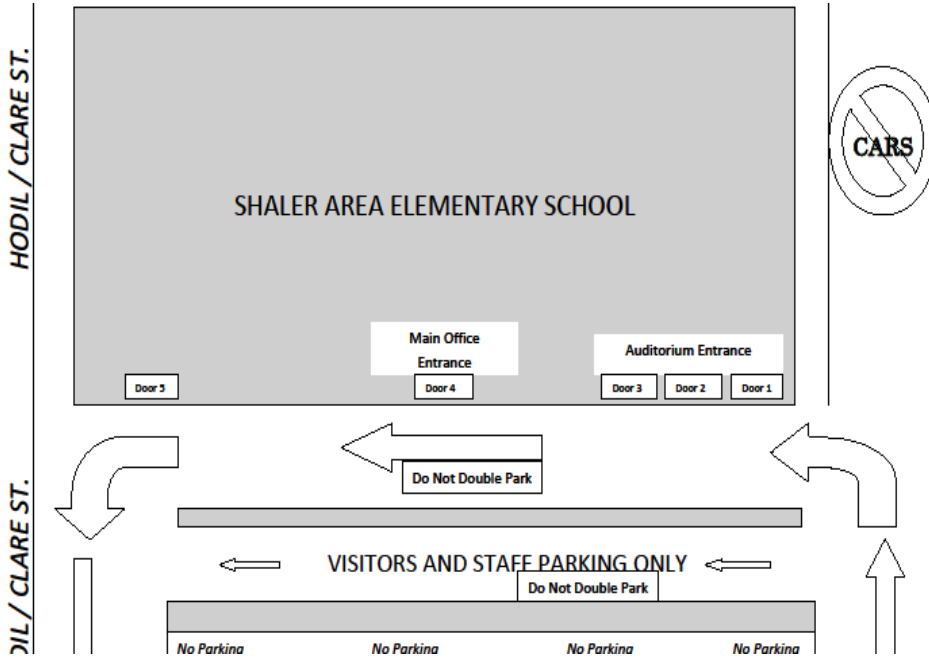
- The front of the building will no longer be accessible to parents after 2:30 pm.
- We are encouraging parents to schedule all early dismissals from school prior to 2:30 pm.
- Parents will be required to use the Clare Avenue entrance to the rear of the building and will exit on to Scott Avenue. The front of the building will not be accessible to parents. This area is for buses only from 2:30 p.m. – 3:30 p.m.

Reminder: Please do not access school property for PM dismissal prior to 2:20 p.m.

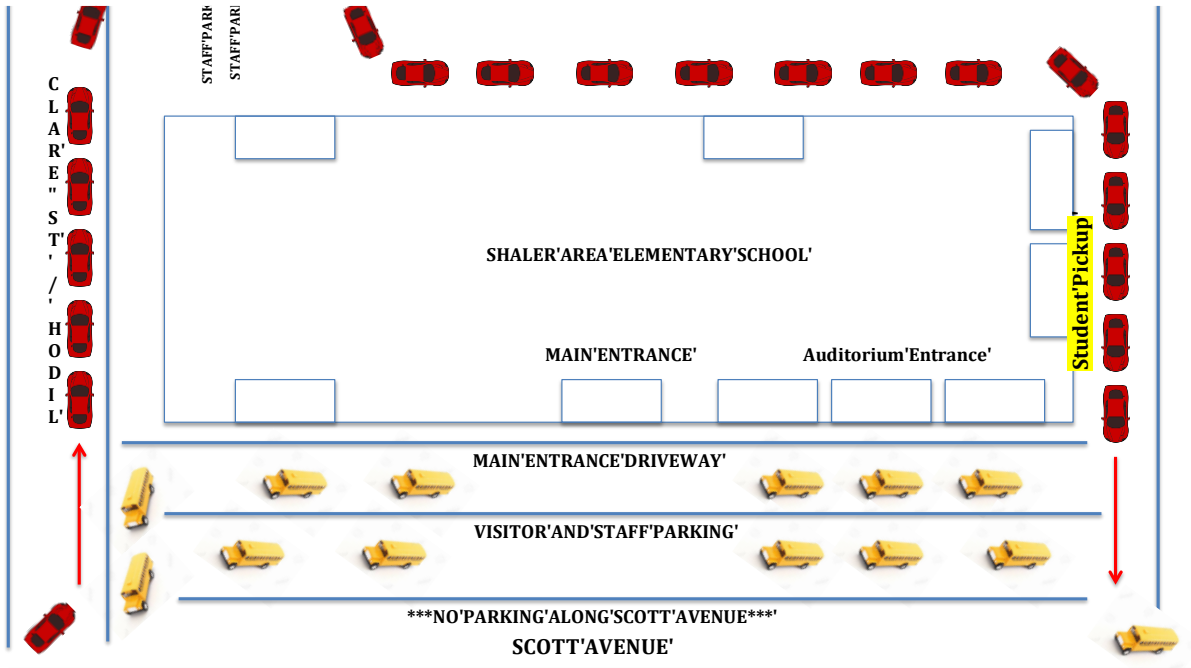
Local law enforcement, security guards, crossing guards and SAES staff will be visible throughout our Dismissal to direct parents, students and ensure a safe environment for all.

Traffic Maps AM and PM

AM ARRIVAL TRAFFIC PATTERN MAP



PM DISMISSAL TRAFFIC PATTERN MAP



BIRTHDAY INVITATIONS

Students are not permitted to hand out personal birthday or party invitations at school. This practice can sometimes cause ill feelings among the students.

BIRTHDAY/SPECIAL OCCASION TREATS

While we understand the importance of being able to share a treat for special occasions such as birthdays, we strongly encourage non-edible treats, like pencils, erasers, or stickers.

CALLS AND MESSAGES

Students may not make calls from the school office except in cases of emergency. Parents/guardians, of course, may call the office if it is necessary to get in contact with their child. A message will then be delivered. If a parent/guardian has a message for a teacher that requires a telephone reply before 3:30 p.m. please contact the school before noon. The teacher will then attempt to call back in a timely fashion.

Always feel free to contact your child's teacher first when you have any questions or concerns.

CELL PHONES (BOARD POLICY #237)

Parents are requested to help encourage appropriate use of cell phones during school hours. It is important to have the least number of disruptions during the educational process. It is unacceptable for students to be using cell phones for calls and/or text messaging throughout the school day. Phones are available for student use in the main office if needed. Cell phones must be turned off and secured in the students' locker during the school day. Students may not send or receive calls or text messages during the school day. Cell phones will be confiscated if they are being used or found on a student. Parent/guardians may need to retrieve the phone from the office.

CHANGE OF RESIDENCE/TELEPHONE NUMBER

If there is a change of address, home telephone number, or emergency card information, notify the school counseling office secretary at extension 8-3501 as soon as possible. Submission of two proofs of residency is required for a change of address. A change of information form is available on the Elementary School Counseling web page and/or the district web page at www.shalerarea.org or at the school counseling office. It is critical that we are able to reach you when your child is here at school.

CHILD CARE

Parents must contact the individual providers to make arrangements for childcare. Additional information is available on the Shaler Area School District website at www.sasd.k12.pa.org.

SHALER AREA ELEMENTARY SCHOOL COMMUNICATIONS/PUBLICATIONS

ASSIGNMENT TRACKER

The school provides an assignment tracker. Students are expected to use their trackers as an organizational tool. Teachers may also choose to write notes home to parents when necessary. Please check your child's assignment tracker daily.

PEACH JAR

Please visit this website for any district information and fundraising events. To access Peach Jar go to the Elementary page and click on the Peach Jar icon on the right side.

HOMEWORK HOTLINE/REMIND APP

Teachers use the Remind App to update homework and important reminders on a daily basis. Your homeroom teacher will provide you with further information.

DISTRICT WEBSITE

Please visit the Elementary School's page on the www.sasd.k12.pa.us site. The daily announcements are posted each morning.

TWITTER

Follow us on Twitter at <https://twitter.com/saestitans>

GLOBAL CONNECT

This system enables the district and/or individual buildings to distribute important information to a specified parent/guardian group via an automated telephone call. This program is also used to inform parents and guardians of a student's absence for that school day. At Shaler Area Elementary school we use Global Connect to contact the parents/guardians of our students to verify that they are absent. Each morning Global Connect will make an automated phone call to the designated contact number to notify parents/guardians that the student was marked absent from school that day. Parents/guardians will receive this phone call whether or not they have already notified the school of the student's absence that day. The phone call helps to ensure the safety of each student in our Elementary school.

STUDENT HANDBOOK

Each family should review the school handbook at the start of the school year. The handbook outlines the procedures and policies for the school. www.sasd.k12.pa.us and clicking the Elementary Handbook link on the left hand side.

INFINITE CAMPUS

Online grades, progress reports, report cards, and assignments can be accessed by visiting www.sasd.k12.pa.us and clicking the Infinite Campus link. For Technical Support email INFINITECAMPUS@shalerarea.org.

TEACHER EMAIL/VOICEMAIL

Teachers check their email and voicemail throughout the day. Email links are available on the District web site. Click “Staff Directory” on the left side of the webpage. Enter the last name of the teacher and click “submit.” Click on the e-mail address to send an e-mail.

SCHOOL BUS HOTLINE

When it is reported that a school bus is behind schedule, the school will record the number of the school bus and basic information on the bus hotline. Please dial 412-492-1200 x 8-3998 to get information regarding late buses. You will be able to get a rapid response by accessing the dedicated hotline. If no information has been reported to the school, the hotline message will state that all buses are running as scheduled.

DISCIPLINE ([Board Policy #218](#) and [Board Policy #233](#))

Students need to attend school regularly, make a conscientious effort with all their schoolwork, and follow school rules. The students, faculty, and administration share a responsibility to make the school a good place in which to live and learn. As part of our continuing effort to keep Shaler Area Elementary School safe, physical abuse or aggression, verbal abuse, harassment, extortion, blatant disrespect and disregard for school rules will not be tolerated.

Shaler Elementary School has implemented a “School Wide Positive Behavior Plan.” The plan will be described and sent home to each family at a later date.

The administration and faculty are aware of the “Student Bill of Rights” and adhere to these rights and responsibilities as they would apply to all students.

DISTRICT PARENT COUNCIL (DPC)

District Parent Council is helpful in supporting each individual school as well as the entire Shaler Area School District. Members from each of the seven Shaler Area School District buildings select parents/guardians to represent their school on the DPC. The District Parent Council representative then reports back to the individual building parent groups following each monthly meeting. Further information on DPC will be distributed through the parent group at each building.

DRESS GUIDELINES

Students are required to wear school appropriate attire throughout the school day. Students wearing any attire that is determined by administration to be unsafe, inappropriate, or disruptive to the educational process will be given the opportunity to secure a change of clothing from their locker or from home and be subjected to discipline under the Code of Conduct.

The following items are prohibited and post a significant disruption to the educational process:

1. Head coverings such as: Hats, Hoods, and Bandana headbands.
2. Clothing that inappropriately expose the chest, shoulders, buttocks and/or stomach such as:
Halter tops, Midriff tops, Muscle shirts and Strapless tops.
3. Items that expose undergarments or create a tripping hazard, including: Sagging pants, Low-cut pants, See-through clothing, excessively short or revealing clothing.
4. Chains and spiked jewelry.
5. Sunglasses and any items that cover the face.
6. Apparel or jewelry that promotes sexual activity, violence, weapons, use of alcohol and drugs and gang affiliation.
7. Apparel that demeans any of the following: Race, Sex, Religious persuasion National origin and Disability.
8. Costumes (including costume wigs).
9. Bare feet – shoes must be worn at all times.
10. Face Painting.
11. Earbuds and headphones while in the hallways.
12. Other items deemed inappropriate by administration.

Students who violate the dress code may:

- Be asked to change their clothes or call their parents for a change of clothes.
- Receive a discipline consequence.
- Future infractions will necessitate progressive discipline.

Food and Beverages

Students are not to eat any food or drink beverages in the hallways, at their lockers or during regular classes. No food or beverages (open or unopened) may leave the cafeteria unless going to lunch detention. Glass bottles must never be brought to school, even as part of a packed lunch. Any exceptions to this rule must be approved by the administration. Students purchasing items from the school store may only consume them with permission from the teacher. No glass containers are permitted. Gum is not permitted in the school setting.

EARLY DISMISSAL DAYS

The Shaler Area School District will have several early dismissal days for students. The purpose of these early dismissals for students will be to allow staff to receive training that are important to further assist our students' academic growth. Walkers/Riders are dismissed at 12:30 p.m. Buses depart from the campus at 12:35 p.m. The early dismissal dates are as follows:

| | |
|-----------|--------------------|
| Friday | September 29, 2023 |
| Wednesday | November 22, 2023 |
| Friday | December 22, 2023 |
| Wednesday | May 29, 2024 |
| Thursday | May 30, 2024 |
| Friday | May 31, 2024 |

EDUCATIONAL TRAVEL/VACATION FORMS (Board Policy #204.1)

A request form must be secured from the school counseling office if a student is planning to be absent from school to travel with his/her parent/guardian. This form will then be completed by the parent/guardian two weeks prior and submitted to the principal for a decision before the student takes the trip. Requests for vacation during the last two weeks of school will not be approved. Requests for vacation/travel during the PSSA testing window will not be approved.

A copy of this form can be obtained from the school counseling office or on Shaler Area's website at www.sasd.k12.pa.us Shaler Area Elementary web page This form is necessary. If not submitted, absences of this nature will be registered as illegal. Students are expected to complete assigned class work during absences for travel or vacation.

EMERGENCY CLOSINGS (Board Policy # 805)

If it becomes necessary to close school after the day has begun, the Global Connect will be used to call parents/guardians who have registered through the email newsletter and on the SASD Homepage for Global Connect. Announcements will also be made over WTAE - TV & Radio, KDKA – TV, WPXI – TV. An announcement will also appear on the District web page at www.sasd.k12.pa.us. Be sure that your child knows what to do /where to go in emergencies.

IN CASE OF A SCHOOL–BASED EMERGENCY

There are a number of key details about which parents should be informed in the unlikely event of a school-based emergency:

- First and foremost, the safety of our students and staff is our primary focus and responsibility.
- Across the District, building plans and procedures for crisis response are regularly reviewed and updated. District personnel are trained.
- Our building is staffed by a nurse or a nurse’s assistant. Personnel with CPR and medical emergency certifications are identified.
- As a health/safety precaution, a school campus may be closed to all visitors except emergency and law enforcement personnel. If the school campus is closed, parents will be directed to an identified staging area.
- Parents should check the website, SATV, cable and local television and radio channels for information. Parents may telephone the main switchboard at District’s Central Office, if necessary, until a staging area for communication is in place and operational. Parents should not call the school building. Any available school telephone lines should be kept open for emergency communications.
- If a student is injured during an emergency situation, every effort will be made to contact the parent/guardian as soon as possible. It is the parent/guardian’s responsibility to complete and submit emergency care cards to the school office and to keep the information current.
- Every family should devise a personal plan to be put into place in the event of a community-based emergency crisis. This plan should include where to meet family members, and the location of necessary supplies.

FIRE, SEVERE WEATHER, AND DISASTER DRILLS (Board Policy # 805)

In an effort to prepare for the unexpected, we will carry out several drills throughout the year. We will use fire drills, severe weather drills, and school evacuations as ways to practice for emergency situations. The students will become familiar with our procedures and emergency codes.

FIRE DRILLS are held monthly to practice evacuating the building and moving to a safe distance in a timely and safe manner. Students, staff and visitors exit the building through designated doors and assemble at assigned areas to practice being a safe distance from the school.

BUS EVACUATION DRILLS are held twice a year to practice the emergency exiting of buses. Bus evacuation drills are generally held in the morning upon student arrival at school, wherein students exit the buses that morning through either the side or rear emergency doors. The bus driver and school staff assist students with this drill.

LOCKDOWN DRILLS are practiced so that all students and staff know where to go and what safety precautions to take in the event of a crisis situation or an intruder either inside or outside of the building.

SEVERE WEATHER DRILL is mandated by the state in early spring each year. Students and staff practice going to a safe location in the building and getting into a safe physical position.

FIELD TRIPS/SPECIAL EVENTS/CLEARANCES (Board Policy #121 and #916.1)

The Elementary Instructional Staff may plan educational field trips and special events for students. Principals approve field trips and special events when the experience is appropriate for the age and instructional needs of the children. Individual students or building parent groups assume the expenses involved. Any parent/guardian who wishes to serve as a chaperone on a field trip must obtain the appropriate clearances. Please refer to SASD Homepage for more information concerning being a chaperone and to obtain the clearance forms. Permission slips from parents/guardians are required. All students must have a written slip; no verbal permission will be accepted.

FOOD SERVICE

| | |
|--------------------------------|---------|
| Primary/Elementary Breakfast | \$ 1.20 |
| Reduced Breakfast | 0.30 |
| Primary/Elementary Lunch | 2.15 |
| Reduced Lunch | 0.40 |
| Milk (if purchased separately) | 0.60 |

PREPURCHASED MEALS

Parents/guardians are encouraged to pay for student's meals in advance. Meal accounts are a simple, quick service experience. Pre-payments will be applied to your child's designated meal account. When a student purchases a meal they will enter their student ID# and the meal or dollar value will be deducted from the pre-paid balance. Checks are to be made payable to "SASD Cafeteria Fund" and can be sent to school. To manage your account online or to pay with a credit card. Shaler Area families are encouraged to utilize **SchoolCafe**- a FREE tool to manage their children's meal accounts. **SchoolCafe is available online and as an app from the AppStore & Google Play.** A small fee is applied to credit card payments.

BREAKFAST PROGRAM

(Board Policy #808.2)

SASD participates in the National School Breakfast Program (NSBP) Breakfast is available to all students daily. As in the lunch program, milk is provided with each breakfast.

FREE AND REDUCED LUNCHESES

Children need healthy meals to learn. Shaler Area School District offers healthy meals every school day. Your student(s) may qualify for free or reduced-priced meals and may also qualify for other discounted or free benefits. For the fastest way to apply or see if you qualify, visit: www.compass.state.pa.us

Applications are available in each school office and on the SASD website. **All students who were previously in this program must RE-APPLY every year.** If your economic status changes during the year, you can apply at any time. Applications remain confidential.

If you need additional information or assistance with the online application, please contact Sue McElhinny at mcelhinnys@shalerarea.org or your building social worker.

HEALTH INFORMATION

MEDICATIONS ([Board Policy #209, #209.1, #210 and #210.1](#))

Medication at School

According to Shaler area School District Policy, NO medication (prescription or over-the-counter) can be administered at school except by written order of a physician to the School Nurse. All medications are to be kept and dispensed from the Health Office. Students are not permitted to carry prescription or over-the-counter medication on them or keep medications in lockers.

If your child needs to take medication during the school day:

1. The medication must be in the original pharmacy container. The pharmacist can divide a prescription into home and school bottles if you request it. Over the counter medication must be in the original bottle.
2. Sign the parent permission statement on the Medication Procedure Form.
3. Have the student's doctor sign the physician's order section of the Medication Procedure Form or write a physician's order for the medication. Medication orders must include:
 - Name of student
 - Name of medication
 - Dose of medication to be given
 - Time(s) medication is to be given
 - Side effects

Don't worry; doctors are used to providing an order for school. The doctor may also fax a medication order to the school. SAES fax number is 412-492-1317.

Shaler Area School Board Policy prohibits students from carrying medication in school with the exception of medications needed for potentially life-threatening conditions (such as inhalers, Epi-Pens, insulin). Students at SAMS and secondary buildings may carry life-saving medications at the discretion of the school nurse.

Please do not send any medication with a student to school. All medications must be brought to school by the parent/guardian only. Medication may not be transported on the school bus. Failure to abide by this will be subjected to discipline under the Code of Conduct.

SICK AND INJURED STUDENTS

For the protection of your child and consideration for other children, please use the following guidelines for determining when you should keep your child home:

Temperature of 100 degrees or higher; should be fever free for 24 hours without the use of a fever reducing medicine, such as Tylenol or Ibuprofen before returning to school.

- Vomiting or diarrhea; especially if this started the night before or upon awakening
- Strep throat—must be on antibiotics for 24 hours before returning to school
- Pink eye—must be on eye drops for 24 hours before returning to school

- Head lice—notify School Nurse; treatment must be completed, and child must be re-checked by School Nurse before re-entry to school. Following District policy, the child must be nit-free.

First aid is available to any student who is injured at school or who becomes ill at school. You will be notified if the school nurse or health room assistant feels that further treatment is advisable. The following steps are to be taken before any student can leave the building.

- The parent or guardian will be notified by the school nurse or health room assistant that their child is ill or injured. Please note that in the interest of your child's safety, students can only be released through the health office or principal's office for illness or injury.
- Once the parent/guardian has been contacted, the parent/guardian will need to make arrangements for transporting their child home.

SPECIAL MEDICAL/HEALTH CONDITIONS

Please call your child's school nurse prior to the start of the school year, so that accommodations can be arranged to meet the needs of your child.

Please visit the Health Services area on the SASD web page <http://www.sasd.k12.pa.us> for more information and resources.

EMERGENCY TREATMENT CARD

A complete emergency treatment card is kept for each student. In the event your child has an accident or becomes ill and you are not available, it is very important that you have a designated adult who will come to school for him/her. At least two current telephone numbers are required. Please contact the secretary or school nurse immediately if this information changes. Each year we use the emergency medical card for emergency contact information for your child. Please complete both sides of the enclosed card and return it to school as soon as possible. The card is also a means of communicating student health conditions and/or medications your child is taking at home. Please call the school nurse if any health information changes during the school year.

EXAMINATIONS

In compliance with the requirements of the Commonwealth of Pennsylvania each student will receive the following state mandated screenings each year:

- Vision
- Height, weight, and BMI
- Hearing (grades K-3, 7 and 11)
- Scoliosis (grades 6 and 7)

PHYSICAL EXAMINATIONS ARE REQUIRED:

- Kindergarten or entry to school
- 6th and 11th grade

Physical exams may be done by the student's physician or by the school doctor with parent permission. Physical exams may be submitted up to one school grade before the grade in which they are required.

DENTAL EXAMINATIONS ARE REQUIRED:

- Kindergarten or entry to school
- 3rd and 7th grade

Dental exams may be done by the student's dentist or by the school dentist with parent permission. Dental exams may be submitted up to one school grade before the grade in which they are required.

IMMUNIZATION REQUIREMENTS FOR 2023– 2024 SCHOOL YEAR

(As required by PA School Code 23, 83 and Board Policy #203)

Students entering kindergarten are required by the Allegheny Health Department to have a lead level test completed by their pediatrician. Any previous lead level tests are acceptable, with date and blood level. This must be submitted on or before the first day of school.

All students, grades K-12, must have the following immunizations:

- At least four doses of diphtheria/tetanus vaccine (one dose must be on or after the fourth birthday)
- At least four doses of polio vaccine (one dose must be on or after the fourth birthday and at least 6 months after previous dose)
- Three doses of hepatitis B vaccine
- Two doses of measles and mumps vaccine; First dose on or after the first birthday (MMR preferred)
- Two doses of varicella (chicken pox) or written statement from physician indicating month and year of disease

All students in grades 7-12 must have the following additional immunizations:

- 1 dose of tetanus/diphtheria/pertussis (Tdap) (for seventh grade)
- 2 doses of meningitis vaccine (MCV) (1 dose for seventh grade and one dose prior to twelfth grade or after 16th birthday)

All required doses for each grade level must be completed within the first 5 days of school.

HOMEBOUND INSTRUCTION

Students who are unable to attend regular school classes due to injury or illness may qualify for homebound instruction. If a child is absent from school for an extended period of time, and if a physician recommends homebound instruction, the school may employ a teacher to instruct the student during the period in which he/she is homebound, which involves instruction in the home. Parents/guardians should contact the principal when this service is warranted.

HOMELESS EDUCATION FOR CHILDREN AND YOUTH EXPERIENCING HOMELESSNESS (ECYEH)

The McKinney-Vento Homeless Assistance Act was established in 1987 and amended by the Every Student Succeeds Act of 2015. The Act defines the term “homeless children and youths” as individuals who lack a fixed, regular, and adequate nighttime residence. The federal mandate ensures that homeless children and youth have access to the same free and appropriate public education as other children. Children who are homeless may qualify for assistance with school lunch, school supplies, tutoring and transportation so that they can remain in their school of origin.

In compliance with the federal McKinney-Vento Homeless Assistance Act, as reauthorized in 2015 by the Every Student Succeeds Act (ESSA), Shaler Area School District is attempting to identify all children within the district that may be experiencing homelessness.

The term homeless children and youth is defined as individuals who lack a fixed, regular and adequate nighttime residence. This includes individuals:

- Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
- Living in a motel, hotel, trailer park or campground due to lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Living in cars, parks, public spaces, abandoned buildings, bus or train stations or similar settings;
- Living in substandard housing (no running water or working utilities, infestations, etc.).

Children who are experiencing homelessness may qualify for assistance with free school lunch, school supplies/materials, tutoring and transportation so that they can remain in their school of origin throughout the duration of their homeless episode.

If you believe your child(ren) may qualify for this service or if your living situation changes during the school year and you and your children become homeless, please contact Laurie Cortazzo, School Social Worker and Homeless/Foster Liaison. She can be reached at: 412-492-1200 ext. 3508 or by email at cortazzol@sasd.k12.pa.us. We will work with you so that your child(ren)’s education is disrupted as little as possible.

SAFE2SAY SOMETHING Safety Program

S2SS is part of ACT 44, a law that was signed into effect on June 12, 2018, by the PA General Assembly that contains multiple enhanced provisions for school safety and security.

S2SS is designed to help students and school staff recognize risk factors and signals of those who may be a threat to themselves or others. From a student perspective, S2SS teaches students to treat every warning sign seriously and to act quickly to get help by talking to a trusted adult and/or by reporting it anonymously to the Pennsylvania S2SS Crisis Center via telephone, mobile device, or website.

The program is based on the following three-step system:

- 1) An anonymous tip is submitted via one of the following options:
 1. Website: www.safe2saypa.org
 2. Tip Line: 1-844-SAF2SAY
 3. Mobile App

- 2) All calls and tips are received by the 24/7 S2SS Crisis Center.
 1. An S2SS Crisis Center analyst receives and reviews tip information.
 2. The tip is triaged and categorized as either life safety or non-life safety.
 3. The tip is then sent to school officials and law enforcement / 911 call center (as needed) via text, email, and/or phone call.

- 3) School officials and law enforcement intervene and/or offer assistance.
 1. School officials and law enforcement (as needed) investigate, assess, and intervene with reported at-risk individuals.
 2. School officials report their outcomes into the Safe2Say Something platform and close out the tip, ensuring accountability for every tip submitted.

The S2SS program and curriculum are fully funded and managed by the Pennsylvania Attorney General's office through a partnership with Sandy Hook Promise, a national non-profit organization working to improve school safety. The curriculum is designed to be age-appropriate and research-based.

CRISIS HOTLINES

National Suicide Prevention Lifeline

(<http://suicidepreventionlifeline.org/>) is a 24-hour, toll-free, confidential suicide prevention hotline available to anyone in suicidal crisis or emotional distress.

1 (877) 235-4525 – Talk or Text

HopeLine

(<http://www.hopeline-nc.org>) is a suicide prevention and crisis intervention hotline that can be called or texted. They operate by using active listening to support and reflect through any kind of crisis, even if not suicide related.

1 (877) 235-4525 – Talk or Text

Resolve Crisis Network

(www.upmc.com/resolvecrisis) is a local crisis response team available only to residents of Allegheny County that provides confidential phone counseling, mobile crisis teams that travel anywhere in Allegheny County, walk-in assistance with no appointment necessary and overnight/crisis residential support (up to 72 hours)

1 (888) 796-8226 – Talk via phone or in person when you request a team come to you.

Crisis Text Line

(<https://www.crisistextline.org/>) is the only 24/7, nationwide crisis-intervention text-message hotline.
Text: HOME to 741741 – Text only option

The Trevor Project

(<http://www.thetrevorproject.org/>) is a nationwide organization that provides crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender and questioning youth.
1 (866) 488-7368 – Talk, Text or Online Chat options

Center for Victims Helpline

(<http://www.centerforvictims.org/services/victim-services/>) is a 24/7 helpline available to meet the needs of crime victims and provide linkages to support. They do not have a mobile component for most individual calls. Mostly, their phone support can help link victims to support services they may need and provide emotional support in the moment.
1 (866) 644-2882 - Talk

HOMEWORK

Check your student's tracker book each night. Be sure he/she is filling the book with upcoming assignments and tests. If there is a question concerning what is written in the tracker, call the homework hotline. Homework hotline is updated each day. It is a good way to know what is going on in the classrooms. Parents/guardians need to set aside time each evening for students to read, practice spelling or math, or do assigned homework. It is important to establish these routines from the beginning of a student's school career. After an absence, it is the students' responsibility to see each teacher and arrange for making up work. Please do not call the office and ask for assignments unless your student's absence will be three or more days. Please call the school counseling office (ext. 8-3525) before 10:00 a.m. with your request. Upon return, students are required to make up all missed work and tests in a time period equal to the same number of days absent.

ITEMS OF VALUE

Students should not bring to school items of high monetary or sentimental value due to the potential that they might be lost or stolen. These items include, but are not restricted to: jewelry, large amounts of cash, trading cards, collectibles, electronic devices, and other items deemed valuable. The school is not responsible for the loss of any items. There will not be an investigation of these items. No replacement will be made.

LOST AND FOUND

All items found on school property will be kept in the Activities Office. To avoid the loss of personal belongings, parents/guardians are asked to mark their child's clothing and other possessions. Found items not claimed after a one-month period will be donated to a charitable organization. Items found on the school buses will be kept at the bus garage. Contact Shaler transportation for more information.

PARENT-TEACHER CONFERENCES

Parent-Teacher conferences are scheduled throughout the school year. When a concern or question arises at any time of the year, you are encouraged to get in touch with your child's teacher to arrange for an appointment. Teachers may be reached, or a message left at school from 8:20 a.m. until 3:00 p.m., or through the teacher's voice mail, or the teacher's e-mail at any time. Please do not call staff members at home.

PHOTO IDENTIFICATION CARDS

The student's Photo ID card must be used to check out library books. It can also be used to access the lunch POS system and for admission to school functions.

PROMOTION AND RETENTION [\(Board Policy #215\)](#)

The promotion or retention of a student is considered on an individual basis. Parents/guardians will be involved in a conference to help determine the best placement. Promotion or retention is the ultimate responsibility of the principal.

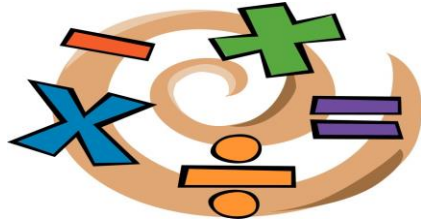
GRADING SCALE

The following grading scale has been adopted by the Shaler Area School District Board of School Directors and will be used uniformly throughout the District in 2nd through 12th grade.

| | |
|----|-------------|
| A+ | 100-97.50 |
| A | 97.49-91.50 |
| A- | 91.49-89.50 |
| B+ | 89.49-87.50 |
| B | 87.49-81.50 |
| B- | 81.49-79.50 |
| C+ | 79.49-77.50 |
| C | 77.49-71.50 |
| C- | 71.49-69.50 |
| D | 69.49-59.50 |
| F | 59.49-0 |

TESTING PROGRAM [\(Board Policy #105/105.2/127\)](#)

Shaler Area School district has a comprehensive testing program. The information obtained using standardized assessments helps the district to counsel students in different areas, and to plan and make curricular adjustments on an ongoing basis to improve the quality of education. A variety of assessments may be administered to your child throughout the year. In addition, all students take the Pennsylvania Systems of School Assessment (PSSA).



RESIDENCY REQUIREMENTS (Board Policy #200)

All parents/guardians wishing to register their child/children in the Shaler Area School District must live within the boundaries of the District. Two proofs of residency will be required at the time of registration.

SCHOOL PICTURES

Notification concerning school pictures will be sent home very early in the school year.

SIX DAY ROTATION

The elementary school runs on a six-day rotation schedule. Each consecutive school day is assigned a number with the first day of school being Day 1 the second day being Day 2 and so forth.

All days run on a number basis. If the district has either a scheduled or unscheduled closing of school, the following day will take the number of that day.

The number of the rotation day will be printed on the monthly lunch menu and will also be available on the elementary school's web page.

SCHOOL COUNSELING PROGRAM AND OFFICE STAFF

| | | |
|------------------------------|---------------------|----------|
| 4 th Grade: | Mr. Jim Jowers | x 8-3521 |
| 5 th Grade: | Mrs. Beth Zelinko | x 8-3522 |
| 6 th Grade: | Mr. Andy Sieber | x 8-3523 |
| School Social Worker: | Ms. Laurie Cortazzo | x 8-3508 |
| School Counseling Secretary: | Mrs. Dolly Stampfle | x 8-3501 |

SCHOOL COUNSELING DEPARTMENT (Board Policy #112)

At the Elementary School, the three grade-level school counselors are committed to supporting academic, social, and emotional growth of all students. Through their delivery of classroom lessons, facilitation of skill-building groups, and work with students and parents on an individual basis, they strive to make school a meaningful and successful experience for all.

The school counselors also assist with coordinating two important weeks; No Name Calling, an anti-bullying awareness campaign, and Red Ribbon Week, an anti-drug and alcohol prevention program. Important information concerning these topics is shared and fun activities are planned during these weeks.

The school counselors also play an integral role in assisting teachers and parents when a student encounters difficulty in the classroom in any of these important areas of development. In the role of a case manager, the

school counselors are responsible for coordinating student-focused meetings to discuss a particular student's concerns, managing student data, and participating in the Elementary Student Assistance Program. Also, the school counselors are an active part of the special education process and serve as members of the IEP team. The school counselors are always willing and able to discuss any questions and concerns your child has as well as direct you to the appropriate resources if necessary. These middle childhood years are exciting years, and each of the school counselors feel fortunate in being able to experience your child's growth with you as they progress through these next three years.

BULLYING / CYBERBULLYING

The **Shaler Area School Board Policy #249** states:

Bullying is an aggressive behavior which may be verbal, non-verbal, or physical which creates an imbalance of power between the aggressor and the victim.

The Shaler Area School Board Policy #249 states: The Board is committed to providing a safe, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by district students.

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

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Shaler Area Code of Student Conduct, which is approved annually by the School Board. The level of discipline will be commensurate with the infraction and at the discretion of the school principal.

The US Department of Health and Human Services provides some information about bullying and how to prevent bullying: [Click here for more information](#).

EDUCATIONAL SUPPORT SERVICES

ELEMENTARY STUDENT ASSISTANCE PROGRAM (Board Policy # 236)

The Elementary Student Assistance Program (SAP) is a supportive, tiered program designed to assist school personnel and parents in identifying issues which pose a barrier to a student's learning and overall success. Referral to SAP occurs when the student continues to struggle even when traditional, academic strategies and other supports have been implemented by the teacher in the classroom, through the school counselor, and support at home by the parents.

A student-focused meeting is convened to determine the need to refer to SAP. Classroom teachers directly involved with the student along with parents, grade-level principal and school counselor, and other school support staff may participate in this meeting and through the entire SAP process.

Once a student is referred to SAP, the school social worker coordinates any meetings to be held. Through this collaborative process, additional interventions may be suggested including engaging the student with the intervention coach for more intensive academic support, participation in a skill-building group, or referral for consultation with the school psychologist or community resource. Parents are an integral, welcome part of this process as they work hard to support the school's efforts on the home front. Parent permission is required to proceed once the referral has been made. Further questions concerning this program may be directed to the school social worker, and your grade-level school counselor.

ENGLISH LANGUAGE LEARNERS

The district recognizes the need to provide programs and services that meet the needs of students of all racial and ethnic backgrounds. Students who, by reason of foreign birth or ancestry, speak a language other than English and who have limited English proficiency will be provided with instruction specifically designed for English language learners.

The primary goal of ELL instruction is to equip students with the language skills they need to participate successfully in grade-level classes in English Language Arts. To meet this goal, the objectives of all instruction involve the development of speaking and listening skills in English, and the development of corresponding reading and writing skills at the appropriate level of difficulty.

GIFTED AND TALENTED EDUCATION (GATE)

The Shaler Area School District is committed to a program that provides gifted students the opportunity to develop according to their potential. Inherent in this commitment is the recognition of the unique abilities, talents, interests and needs of the intellectually gifted student. Shaler Area Elementary school students meet with the GATE teachers during Titan Time. The frequency varies depending on the student's availability. GATE teachers also work with teachers to provide enrichment support within the regular education classroom. They participate in a variety of individual and group projects that include classes in research and thinking skills as well as occasional special events.

The identification and screening of potentially gifted students is done on the basis of student performance on both standardized and non-standardized tests and also on the basis of the teachers' recommendations regarding the student's academic and social behavior. Parents/guardians who feel that their child is of superior ability have the right to request an evaluation.

INTERVENTION SUPPORT

The Shaler Area School District is committed to the academic success of all students, specifically in the areas of reading and mathematics. Reading Support Teachers and Academic Support Teachers provide small group instruction as well as working with the classroom teachers to provide additional supports for students

SPEECH-LANGUAGE SUPPORT

Speech and Language services are provided in the Shaler Area School District by ASHA certified Speech Language Pathologists. Every public school in the district offers services in Speech-Language Support.

Speech and language screenings for all kindergarten students are conducted. New students or students referred by a teacher, parent or doctor are also screened for possible speech/language concerns in the areas of articulation, fluency, voice and language. If the screening indicates a possible symptom in any of these areas, the appropriate procedure will be initiated which may include intervention through Instructional Support. Prior to the evaluation, a Permission to Evaluate

Form will be sent to the parent/guardian for approval. Eligibility for Speech-Language Support will be based on the outcomes of a comprehensive evaluation. Students qualifying for Speech-Language Support are scheduled in a variety of ways that best meet the student's needs including consultation, collaboration, or a combination of both. The Speech Language Pathologist coordinates these schedules with the classroom teacher, as well as any special area teachers that may be involved.

SPECIAL EDUCATION

Special Education in the Shaler Area School District is a collaborative effort involving the school, family and community in developing an appropriate educational program which supports inclusionary practices and provides the opportunity for every student to maximize his/her potential and become a productive community member. A variety of special education programs and services are available to all eligible students including academic support, speech and language services, occupational therapy, physical therapy, vision, hearing, and social work services. Brochures outlining evaluation procedures and descriptions of various programs are available upon request.

Process to Identify Students with Disabilities

The Shaler Area School District engages in several identification procedures to ensure that students with disabilities receive an appropriate educational program consisting of special education supports and services that is individualized to meet the students' needs.

Screening Activities

To identify students who may be eligible for special education, various screening activities are conducted on an ongoing basis. These screening activities include a review of data Including (but not limited to):

- o Cumulative Records
- o Attendance Records
- o Health Records
- o Grade Records
- o Behavior Records
- o Ability and Achievement Test Scores such as:
 - Hearing Screening
 - Vision Screening
 - Speech/Language Screening

- STAR Assessment Data
- DIBELS Assessment Data
- PSSA Data
- Keystone Exam Data

Evaluation Process

- When screening results suggest that a student may have a disability, the District will seek parental consent to conduct an evaluation by issuing a *Permission to Evaluate* (PTR).
- Parents who suspect that their child may have a disability may request an evaluation at any time through a written request to the school principal.
- A PTR will be issued by the district seeking permission to complete a full *Multidisciplinary Evaluation* (MDE).
- This evaluation is conducted by a certified school psychologist.
- The district has 60 calendar days from the date we receive the signed PTE to complete the *Evaluation Report* (ER).

Students Qualifying for Special Education

Should a student qualify for special education, supports and services will be designed to meet the needs of disabled students including:

- Annual development of an *Individualized Education Plan* (IEP) **and**
- Reevaluation of the student conducted at least once every three (3) years for students with disabilities or at least once every two (2) years for students who are identified as intellectually disabled.
- The district must convene the qualifying student's IEP Team within 30 calendar days from the date of the ER to develop the student's IEP.
- Required members of the IEP Team are the student's:
 - Parents/guardians
 - Special Education Teacher
 - Regular Education Teacher (minimum of one)
 - Principal
 - Student - if Age 14 or Older (must be invited to all IEP meetings)
 - Related Services Staff (Speech, OT, PT, Vision, Hearing, etc.)
 - Other members of the IEP Team can be a collection of staff who work closely with the student but are not required to attend IEP Meetings such as:
 - School Counselor
 - School Social Worker
 - School Nurse
 - Behavior Specialist
 - Transition Coordinator

○

- A *Notice of Recommended Educational Placement* (NOREP) will be issued at the student's IEP Meeting noting the type of placement agreed upon by the IEP Team.
 - The NOREP must be signed by the parent/guardian and returned within 10 days of the IEP Meeting noting their agreement with the recommended placement.
 - Should the parent/guardian not agree with the recommended placement, they may choose one of the following options on the NOREP:
 - *I request an informal meeting with school personnel to discuss this recommendation; or*
 - *I do not approve of this recommendation. My reason for disapproval is _____; or*
 - *Mediation; or*
 - *Due Process*
 - At the IEP Meeting, the District will present the parent/guardian with a copy of the *Procedural Safeguards Notice* describing their rights as outlined by the Pennsylvania Department of Education, Bureau of Special Education.

Educational Services

The extent of special education services and the location for the delivery of such services are determined by the student's IEP team and are based on:

- assessment data included in the ER; *and*
- student's identified needs and abilities; *and*
- student's chronological age

The District is required to:

- educate disabled students in their Least Restrictive Environment (LRE) with their non-disabled peers to the maximum extent that is appropriate; *and*
- ensure that special classes, separate schools, or removal from the Regular Education class should only happen when a child's disability is such that supplementary aids and services cannot provide the child with an appropriate education while in the Regular Education setting.

Location of Services

Levels of support are based on the percentage of time in a school day that the disabled student spends receiving special education supports and services. The LRE categories include:

- Itinerant Level – special education supports and services provided for 20% or less of the school day; *or*
- Supplemental Level – special education supports and services provided for more than 20% or less than 80% of the school day; *or*
- Full-time Level – special education supports and services provided for 80% or more of the school day

Related Services

The district also provides related services required for the student to benefit from the special education program at no charge to the parent for such services including:

- Specialized Transportation
- Physical Therapy
- Occupational Therapy
- Speech Therapy
- Audiology Services
- Interpreting Services
- Psychological Services
- Counseling Services
- Orientation and Mobility Services
- School Nurse Services
- Social Work Services
- Parent Counseling and Training

Parents of students with disabilities should know that their children have the same rights to participate in extracurricular activities as do non-exceptional students.

The parents may obtain additional information regarding special education services and programs and parental due process rights by contacting the student's school principal or the Student Services Department at (42) 492-1200 ext. 2815.

Federal Programs (Title I, II, III and IV)

The district receives an allotment of Federal Funds to provide supplemental service to support our K-12 learners. Determination of the use of funds is reviewed each year by the district and Federal Programs' Committee.

- Title I – Federal funds are used to provide supplemental reading services to identified students in grades K-3. Marzolf Primary and Reserve Primary are the designated Title I schools that receive this money. Burchfield Primary and Scott Primary receive Title I Like services. These programs are supported with district funds. Title I does not take the place of the regular classroom reading curriculum.
- Title II – Federal Funds are used to reduce class size in a K-3 Title I building and/or to provide professional development to the staff of these buildings specific to parent involvement or reading support.
- Title III – Federal Funds are used to provide supplemental services to our K-12 English Language Learners. Title III does not take the place of the regular classroom curriculum.
- Title IV – Federal Funds are used to support the K-12 program. These funds provide professional development to staff, support social and emotional wellness programming, and supplement other identified instructional needs.

iPads

The District has provided Apple iPads to all students. All students enrolled at Shaler Area School District will be issued an iPad.

The initiative at SASD allows teachers and students to utilize technology as a tool for personalizing instruction. We strive to engage students in their learning, provide authentic ways for instruction, maximize learning opportunities, allow critical thinking and exploration, and challenge students.

Students are issued:

- iPad Device
- Charger
- Protective Case
- Preloaded, District approved apps
- Devices are Wi-Fi capable
- GPS tracking

Students are responsible for the iPad once it is issued to them. Student iPads, power supplies, and iPad cases must be returned at the end of each school year. This return process will take place during the final week of school so they can be checked and serviced. If a student leaves the District, the device must be returned to school on the date the student withdraws.

The District reserves the right to charge the family for any and all components that are not returned or that are damaged, up to and including the full cost of replacement.

Acceptable Use

The Shaler Area School District Board Policy #244 “Acceptable Use of Internet” Agreement states that students are expected to comply with ethical-use guidelines and abide by federal copyright laws. Further, students will comply at all times with Board Policies, the SASD Code of Conduct, the Responsible Use of Technology, the Internet Safety Agreement, and this Handbook.

Device Safety & Best Practices

- iPads should not be left with a student 24/7 — Encourage time away from screens.
- Charge iPads nightly in a parent/guardian’s bedroom.
- Update iPads regularly. To update an iPad, go to “Settings,” choose “General,” then tap “Software Update.”
- When properly set up, access to the app store is restricted. If a family discovers the app store is accessible on a student device, please bring it to the Main Office to correct the issue.
- Home Wi-Fi is not filtered on student devices. If desired, families should add appropriate filters to their home Wi-Fi. Please contact your internet provider for details.

Shaler Area Elementary School School-Wide Positive Behavior Program

We strive to create a safe and effective environment for all students at SAES. Our School-wide Positive Behavior Support Program (SWPBS) enables us to achieve this goal. It is a program designed to teach all students to be SAFE, RESPECTFUL and READY in all areas of the school.



The “Give me Five, Titan Pride” symbol will be used throughout the school setting. We have developed important expectations to foster a positive learning environment. We have developed important rules relating to this theme. You will notice these rules posted throughout Shaler Area Elementary School.

We will be teaching and modeling these expectations in all areas: classroom, café, playground, auditorium, restroom and on the school bus.

Consequences for Inappropriate Behavior

SWPBS: Also emphasizes that students understand the consequences which will incur if they exhibit inappropriate behavior. Our SWPBS program is aligned with our District policies concerning inappropriate behavior. Our goal is to intervene before a student’s inappropriate behavior becomes increasingly problematic.

For more information about our School-Wide Positive Behavior Program, please contact us at **ext. 8-3500 or visit our website at www.sasd.k12.pa.us**

412-492-1200

SWPB – Shaler Area Elementary School Behavior Matrix

| Shaler Area Elementary School Behavior Matrix | | | | | | | | |
|---|---|---|--|---|---|---|---|------------|
| Expectations | Hall | Classroom | Cafeteria | Playground | Auditorium | Restroom | Bus | Online (?) |
| Safe | Walk on the right side of the halls Pay attention to where you are going Have permission to be in the hallway | Stay in your seat Use appropriate volume Raise your hand | Walk Use appropriate volume and language Stay seated at your table | Walk quietly with the group to the playground Listen to adults | Walk Stay seated Use appropriate volume and language | Do not throw things Take responsibility for your actions Wash your hands with soap | Act appropriately Remain seated Nothing out window | TBD |
| Respectful | Keep hands, feet and objects to yourself Use appropriate language and volume Allow for personal space | Keep hands, feet and objects to yourself Use appropriate language and volume | Keep hands, feet and objects to yourself Use appropriate language and volume Clean up after yourself | Keep hands, feet and objects to yourself Use appropriate language and volume | Keep hands, feet and objects to yourself Use appropriate language and volume | Leave and enter the classroom appropriately Report damage or misbehavior to an adult Respect privacy and personal space | Keep hands, feet and objects to yourself Use appropriate language and volume | TBD |
| Ready | Get to your destination quickly Be aware of your surroundings | Come to class prepared: pencil, books | Stay in seat Listen to adults | Be kind Listen to adults Be aware of your surroundings | Be kind Listen to adults Be aware of your surroundings | Leave and enter the classroom appropriately | Stay seated and quiet Listen to the driver | TBD |

SAES House System



Why did we adopt the House System?

The House System brings a sense of unity to the building and reinforces positive behavior. All grade levels of students and all faculty members can work together as a family creating relationships and supporting each other to reach common goals. The House System is also a way to promote a positive school environment and hold every individual accountable.

What is the House System?

The House system is a way to connect students and adults across classes, grades, and professions to interact with others they may not normally have a chance to encounter. It allows us to create a “family” atmosphere and a culture of friendship in our school. In addition, the house system is a way to support positive behaviors in our school and emphasize chosen, rotating social emotional themes (respect, honesty, etc.). There are 12 Houses, each with its own theme, color, and traits.

Who is included in our Houses?

Everyone in the building! Just like in a family, every person is a member and contributes to the family dynamic. All students and staff members are sorted into one of each of the 12 Houses.

When do meetings and rallies happen?

House meetings are held once a month. They last for one hour in the morning, and we will run a one-hour delay schedule for the remainder of the day. Each House meets in a separate location. We plan to hold three rallies each year: one at the beginning, one in the middle, and one at the end of the year. All Houses participate together in the rallies.

What do meetings and rallies look like?

Meetings and rallies will create an opportunity for everyone to come together. We all wear our House t-shirts and House colors for House meetings and rallies. House meetings are where we establish expected behaviors as well as develop healthy relationships with others who they would not normally be acquainted with in their traditional school day. The House meetings are where we integrate our School-Wide Positive Behavior Interventions and Supports (SWPBIS) program to review, teach, and practice behavior expectations for each area of the building based on our Behavior Matrix. They will be fun and informative with a chance for the students and adults to collaborate and cooperate with a sense of community and “family”. Rallies are our large, whole school gatherings where all Houses come together to celebrate our school. Rallies will feature fun and interactive activities that strengthen our school community and bring us all closer.













How can students earn House points?

Students earn points by demonstrating the targeted positive behaviors, following the school rules, showing kindness and, generally, being a good school citizen. Any adult in the building can award points to any student.

How did we choose our house names?

The twelve Elements of Nature were chosen as House names because of their importance to all of us in everyday life. Some elements of nature are essential for life itself and some are extremely rare. Other elements are unique in their own way and play important roles in creating and supporting life. We feel like the students and adults involved in the House System each bring their own uniqueness and necessity to our school by playing vital roles in the overall life of the group.

Our Houses

| House Name | Earth | Fire | Flower | Force | Ice | Light |
|--------------|---|---|---|--|---|---|
| Definition | grounded in the presence of loyalty and honesty | illuminating the way to creativity and ambition | keeping us rooted in respect and empathy toward all | empowering, uplifting, and supporting our community | solidly leading with integrity and humility | illuminating the path to excellence and optimism |
| House Color | Green | Red | Orange | Purple | Light Blue | Yellow/Gold |
| House Traits | Loyal Honest | Creative Ambitious | Respectful Empathetic | Motivating Supportive | Integrity Humility | Excellence Optimism |
| House Symbol |  |  |  |  |  |  |
| House Name | Moon | Shadow | Thunder | Time | Water | Wind |
| Definition | pulling us to utilize our imagination and intellect | echoing trust and devotion to others | booming with self-confidence and purpose | learning from the past, living in the present, and planning for the future | pouring generosity and kindness wherever we go | swiftly moving us toward our goals and dreams |
| House Color | Light Gray | Black | Charcoal Gray | Maroon | Cobalt Blue | Carolina Blue |
| House Traits | Imaginative Curious | Trustworthy Devoted | Confident Purposeful | Thoughtful Organized | Generous Kind | Driven Inspiring |
| House Symbol |  |  |  |  |  |  |

SAES ACTIVITIES OFFICE

Activity Director: Mrs. Heather Oros - x8-3531

Activity Secretary: Mrs. Amy Bodenlos - x8-3530

Titan Shop Coordinators: Mrs. Stephanie Giordano and Mrs. Amy Quatman

The Activities Office is in the front hallway, 109 North Ave. The after-school activities program is intended to provide all students an opportunity to participate in group activities according to individual interest. All activities, clubs, and intramurals are subject to approval based on the interest of the students and available funding.

All activities are supervised by a faculty member. Upon completion of each session, students are expected to promptly exit the building via the main entrance. Transportation is to be provided by the student. All events are to be booked in advance through the Activities Office. Any event planned without permission through the activities director is subject to cancellation. Students who have excessive out of school suspensions will lose all extracurricular privileges. Students who are disruptive during any activity will be eliminated from that activity and possibly not be permitted to attend school functions.

Please refer to the Activities link on the Shaler Area Elementary School homepage for updates and changes in schedules for clubs, intramurals, publications, and announcements.

TITAN SHOP

The Titan Shop is the school store. It is located in the Activities Office at 109 North Ave. School supplies, clothing items, and tickets for school events may be purchased at the Titan Shop. The Titan Shop is open before the start of school every morning. A few items available at the Titan Shop include:

| | | | |
|----------------------|---------|--------------|-----------|
| T-Shirts | Goggles | Sweatshirts | Notebooks |
| Lanyards | Pencils | Bathing Caps | Folders |
| Long Sleeve T-Shirts | Pens | Erasers | Snacks |

SMOKE FREE/DRUG FREE/WEAPON/FREE SCHOOL (Board Policy #222)

It is the policy of the Shaler Area School District that the use of smoking or smokeless tobacco products is prohibited at all times on school district property. School property is defined as owned, leased by, or under the control of the Shaler Area School District. Federal and state law require public school campuses to be alcohol, tobacco, drug and weapon free. Please do your part to set an example for our students.

STUDENT ACCIDENT INSURANCE

Shaler Area School District insurance does not provide coverage for accidents which take place during the school day. Student accident insurance may be purchased at the beginning of the school year. Specific details concerning this coverage will be available upon request at your school office.

SAES PARENTS AND TEACHERS' ORGANIZATION

A message from the Elementary School PTO:

The Shaler Area Elementary School Parents and Teachers Organization (SAESPTO) is very excited about the new school year. Our purpose is to provide programs and activities to help enrich each student's education as well as promote open communication among the administration, faculty, and parents.

Fundraising is a way to provide incentives, assemblies, graduation celebrations, student and staff recognition and other activities that benefit all SAES students.

SAESPTO also provides help to teachers through our Homeroom Parents program. Homeroom parents will be responsible for helping teachers when needed, as well as coordinating two Holiday Parties sponsored by the PTO.

We encourage every family to join SAESPTO and to participate in as many school activities as possible. The membership fee is only \$7.00 per family and is open to anyone with an elementary school student. Check the school website for a schedule of meeting times and dates.

Please visit our web page on the district website to stay updated on current activities. The minutes from our meetings and the monthly Newsletter will be posted on the webpage. Please get involved and let's all work together to make Shaler Area Elementary School a school to be proud of.

2023 – 2024 SAES PTO Officers

President – Jamie Druga
Co-Vice President - Kristi Lutz
Co - Vice President - Jenifer Hannan
Secretary - Stacy Grana
Treasurer - Sarah Loomis

**SHALER AREA SCHOOL DISTRICT –
STUDENT CODE OF CONDUCT
2023-2024**

Levels of student behavior and Corresponding Disciplinary Consequences:

LEVEL I

LEVEL I is minor misbehavior on the part of the student which impedes orderly classroom procedure or interferes with the orderly operation of the school.

These misbehaviors can usually be handled by an individual staff member but sometimes require the intervention of other school personnel.

1. Examples of LEVEL I student behavior:

- a. Unacceptable social behavior
- b. Disrespect
- c. Classroom disturbances
- d. Classroom tardiness
- e. Cheating and lying
- f. Abusive or offensive language
- g. Failure to complete assignments or carry out directions

2. Staff Procedures:

There is immediate intervention by the staff member who is supervising the student or who observes the misbehavior. Repeated misbehavior may require a conference with the counselor or administrator. An accurate record of the disciplinary action is maintained by the staff member.

3. Disciplinary options/responses:

- a. Verbal
- b. Special assignment
- c. Behavioral contract
- d. Counseling
- e. Withdrawal of privileges
- f. Detention

LEVEL II

LEVEL II is misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school.

These infractions, which usually result from the continuation of Level I misbehaviors, require the intervention of personnel on the administrative level because the execution of Level I disciplinary options has failed to correct the situation.

Also included in this level are misbehaviors which do not represent a direct threat to the health and safety of others, but whose educational consequences are serious enough to require corrective action on the part of the administrative personnel.

1. Examples of LEVEL II student misbehavior:
 - a. Unmodified Level I misconduct
 - b. School tardiness
 - c. Truancy
 - d. Smoking
 - e. Using forged notes or excuses
 - f. Disruptive classroom behavior
 - g. Cutting class
 - h. Leaving school grounds
2. Staff procedures:
 - a. The student is referred to the administrator for appropriate disciplinary action
 - b. The administrator meets with the student and/or teacher and effects the most appropriate response
 - c. A record of the administrator's action is available for teacher review
 - d. An accurate record of the disciplinary action is maintained by the administrator
 - e. Parents will be notified
 - f. A parental conference may be held
3. Disciplinary options/responses:
 - a. Continuation of Level I responses
 - b. Student behavior change
 - c. Behavior modification
 - d. Loss of social privileges
 - e. Peer counseling
 - f. Referral to an outside agency
 - g. Temporary suspension
 - h. In-school suspension
 - i. Time-out procedures

LEVEL III

Level III are acts directed against persons or property but whose consequences do not seriously endanger the health or safety of others in the school.

These acts might be considered criminal but most frequently can be handled by disciplinary mechanism in the school.

1. Examples of Level III student misbehavior:
2.
 - a. Throwing objects
 - b. Unmodified Level II misconduct
 - c. Insubordination
 - d. Fighting (simple)
 - e. Vandalism (minor)
 - f. Theft
 - g. Threats to others which do not explicitly state or imply serious bodily injury or harm
 - h. Violation of Policy #220 Student Expression (re: unauthorized publications such as underground newspapers)
 - i. An initial complaint of sexual harassment of a covert nature. This may include jokes with sexual overtones, suggestive behavior, obscene gestures, insulting sounds, picture(s) which are graphic, sexually explicit, degrading or humiliating, and/or comments emphasizing sexuality or the sexual identity of an individual.
 - j. Other forms of harassment which include ethnic, racial, or religious intimidation
3. Staff procedures:
 - a. The administrator investigates the infraction and confers with the staff to determine the severity of infraction.
 - b. The administrator meets with the student and confers with the parent about the student's misconduct. A letter concerning the disciplinary action is issued to the parent.
 - c. An accurate record of offenses and disciplinary action is maintained by the administrator.
 - d. There is restitution of property and damages.
4. Disciplinary options/responses:
5.
 - a. Continuation of Level I and Level II responses
 - b. Temporary removal from class
 - c. Temporary (1-3 days) suspension
 - d. Full (4-10 days) suspension
 - e. Involvement of the police

LEVEL IV

LEVEL IV are acts which result in violence to another's person or property or which pose a direct threat to the health or safety of persons in the school jurisdiction.

These acts are clearly criminal and are so serious that they always require administrative actions which result in the immediate removal of the student from school.

Possession and/or use of tobacco products can impair the health of students and, as such, will be considered to be a threat to their individual safety and the health of others as it relates to second-hand smoke. Refer to Policy #222 – Tobacco Use – for progressive discipline as it relates to tobacco possession or use.

It shall be a violation of School District Policy for any student or employee to possess, handle, transmit, keep, use, or threaten to use a weapon at any time while on School District property or while going to or returning from school or a school activity, event, or function by any form of transportation including a school bus, vehicle, or on foot.

1. Examples of LEVEL IV student misbehavior:

- a. Unmodified LEVEL III misconduct
- b. Bomb threat/arson/false fire alarm/dangerous weapon(s)
- c. Assault/battery/both with or without a weapon
- d. Vandalism (major)
- e. Theft/possession/sale of stolen property
- f. Possession, use distribution, attempted distribution or being under the influence of alcohol or any controlled substance (drug) while under the school jurisdiction
- g. Threat of the use of a weapon to inflict serious bodily injury or harm including, but not limited to, the use of a weapon or toxic agents
- h. Sexual harassment of an overt nature or recurring incidents of LEVEL III sexual harassment. Overt sexual harassment may include requests for sexual favors, physical touching, fondling, pinching, kissing, exposing oneself, or sexual assault.

2. Staff procedures:

- a. The administrator verifies the offense, confers with the staff involved, and meets with the student. The student is read his/her constitutional rights.
- b. The student is immediately removed from the school environment. Parents are notified.
- c. A complete and accurate report is submitted to the Superintendent.
- d. The student is given a hearing before the Board.

3. Disciplinary options/responses:

- a. Level III disciplinary options
- b. Hearing (Superintendent)
- c. Expulsion (Board)
- d. Other Board action which results in appropriate discipline
- e. Involvement of legal/police authority

BOARD POLICY AND KEY TOPICS RELATED TO STUDENT ISSUES AND PROGRAMS

| POLICIES | RELATED STUDENT TOPICS |
|-------------------------|---|
| 101 | Mission statement of school and/or district. |
| 103/103.1/104 | Statement of equal opportunity in employment and education. |
| 103/103.1/248 | Unlawful/Sexual harassment and discrimination policies and the name(s) and contact information of person(s) designated to receive complaints of discrimination or harassment. |
| 103.1 /113 | Child Find information and services provided under IDEA and Section 504. |
| 105.1/105.2/127 | Review and opt-out provision and procedures for curriculum and assessments. |
| 121/121.1/121.2 | Field trips and Domestic & Foreign Travel. |
| 122 | Student Organization and Equal Access. |
| 122/123 | Eligibility for extracurricular activities and interscholastic athletics. |
| 130 | Homework. |
| 137.1 | Extracurricular participation by home education students. |
| 150 | Comparability of services. |
| 200/201/206 | Enrollment/Placement of Students. |
| 203/209/209.1/210/210.1 | Health services including administration of medication/inhalers, communicable/infectious diseases, head lice, immunizations and physical examinations and screenings. |
| 204 | Attendance Policy/truancy/absence procedures/make-up procedures. |
| 212/213/214/214.1/217 | Grading system including class rank, graduation requirements, report cards and progress reports. |
| 215 | Promotion/Retention of students. |
| 216/250 | Notification of student and parental rights under FERPA and opt-out of directory information for military recruiters. |
| 218/233 | Code of Conduct/discipline/suspension/expulsion. |
| 218/810 | Transportation including conduct rules and disciplinary procedures. |
| 218.1 | Dangerous weapons and instruments. |
| 220 | Distribution of materials by students and student expression. |
| 221 | Dress Code. |
| 222/227/227.1 | Substance use and abuse policies and procedures including tobacco use. |
| 223 | Student automobile and/or bicycle use. |
| 224 | Property, lockers, and equipment including responsibility for loss or damages and care of school property by students. Textbook care and obligations. |
| 226 | Search and seizure including locker, personal possessions, and parking lot (vehicle) searches, as applicable. |
| 236 | Student Assistance Program information. |
| 237 | Use of cell phones/electronic devices. |
| 246 | Student Wellness policy and information. |
| 249 | Bullying policy and information including cyber bullying |
| 804 | Student dismissal precautions. |
| 805 | Emergency procedures including emergency drills, procedures for illness or injury, and school cancellations. |
| 806 | Child/Student Abuse. |
| 808.1 | Free/Reduced-Price lunch and/or breakfast information. |
| 815 | Computer and Internet use and user agreement form. |
| 907 | Visitors to the schools. |