



*Maple Avenue Campus/
Schuylkill Learning
Academy*

Parent/Student Handbook

2022 - 2023





Maple Avenue Campus / Schuylkill Learning
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The administrators of these programs reserve the right to revise this handbook throughout the school year. Changes to the stated policies and procedures will be properly communicated to students and their parents/guardians.

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A Message from the School Community

The Board of Education, administration, faculty, and staff of the Maple Avenue Campus and Schuylkill Learning Academy welcome you to our programs.

The policies and procedures contained in this handbook are the result of a concerted effort on the part of the faculty and administration. This information has been carefully prepared and presented to help you as you become part of the IU family.

The ultimate purpose of education is to help each student become an effective and contributing citizen of our community. To develop and accept the responsibilities and obligations of good citizenship will help students participate successfully in the world of tomorrow. Remember that student success in school is directly proportional to student effort and parental involvement.

Our school welcomes you and we hope that you will always be conscious of its traditions and requirements. Help us to continue to make it outstanding by working cooperatively with us throughout the year.

Maple Avenue Campus/
Schuylkill Learning Academy
Administrators, Faculty, and Staff

Information about our programs, Schuylkill Intermediate Unit 29 and policies are available at www.iu29.org.

I.

TRANSPORTATION

Any students provided with transportation services by IU29 will receive a pamphlet with driver information and procedures from the driver on the first day. Please refer to the pamphlet for detailed information.

If the student is transported via district transportation, contact the home district's transportation for additional information.

Any changes with addresses, please notify the school immediately for a smooth transition in bussing.

For any issues or questions regarding transportation, please call the Transportation Supervisor, Michelle Rose at 570-544-9131 ext. 1240.

II.

INDIVIDUALIZED EDUCATION PLAN (IEP)

IEP meetings are scheduled by teachers in conjunction with parents/guardians as well as program and home school district administration.

- Meetings are scheduled at least one time per year.
- Parents/Guardians should make every attempt to participate in the meeting either in person, via phone conference or Zoom.
- Parents/Guardians MAY also request a meeting at any time by contacting the student's teacher.
- The IEP Team will be contacted regarding a meeting.

III.

EMERGENCY EVACUATION AND DRILLS

Fire/Emergency Drills occur once per month and are announced by an alarm and strobe lights inside the building indicating that a fire or other danger exists in the building.

Students are to:

- Leave the building (escorted by staff) by way of the nearest exit, following the floor plan indications located in each room.
- Exit quickly in a quiet, calm, orderly manner, following staff directions.
- Stay with their class.

Attendance will be taken immediately upon reaching the outside destination.

Weather Emergencies/Drills indicate a danger outside of the building. Drills of this type are used to plan for weather emergencies such as tornadoes or excessively high winds.

Students are to:

- Report to the center halls of the building (escorted by staff) and stay away from windows/doors.
- Sit on the floor and follow adult directions.

It is a misdemeanor to cause a false alarm. Charges will be filed with the police against anyone tampering with alarms or causing a false alarm.

Emergency Lockdown/Lockdown Drills indicate a danger either inside or outside of the building.

- Drills of this type are used to plan for threats to the safety of students and staff by an interior or exterior source.
- Lockdowns are initiated by administrative or office staff in the case of an emergency.
- Students are to follow directions as provided by staff members.
- Students have/will be trained for the instance of an intruder in the building.

Restricted Movement indicates a need to limit movement throughout the building due to medical, mental health, or behavioral incidents. Students are to go to a classroom until restricted movement is lifted.

IV.

ATTENDANCE

Arrival and Dismissal

- **Maple Avenue Campus** students will be permitted to enter the building through the main entrance at 8:00AM and should proceed to the cafeteria, if they eat breakfast at school, or directly to their classroom.
- **Schuylkill Learning Academy** students are permitted to enter the building at 8:00 AM. Students enter through the main entrance and report directly to their classroom.

When dropping off students during bus arrival times, please pull to the curb in front of the school and drop off the students.

After 8:25AM you must come into school with your child and sign him/her in. Visitor parking is available in the parking lot. Please park in parking spaces marked for visitors or along the guardrails. All parents/guardians are to enter the building through the main entrance.

All students are dismissed between 2:20PM and 2:30 PM in accordance with each school district's transportation schedule. The students will remain in their classrooms until his/her assigned dismissal is called. If you need to pick your child up from school for a doctor's appointment or other reason a note should be sent to school indicating the date, time and reason for your pick up. Upon arrival, you must come into the school to sign him/her out.

Students will NOT be dismissed at any time to walk home. Additionally, students will not be permitted to be transported on any transportation other than their

assigned bus/van. It is not permissible for students to drive to school.

Early Individual Dismissal

- Early dismissal will be granted for dental or doctor appointments; **Written parental approval is required for students to be dismissed with individuals other than the parent/guardian.**
- Individuals responsible for picking up students are required to enter the building and sign students out at the entrance area with the secretary; students will not be dismissed to individuals who are waiting outside in their vehicle. Identification will be required by school personnel before releasing students to individuals other than parent/guardian. Individuals will be required to sign in at the computer kiosk when entering the building.

Upon returning students to school after an appointment, the students must report to the main office to receive a pass before returning to class.

Attendance/Absence

- Regular attendance is important to student success and for the purpose of continuity in learning; Parents/Guardians should call the school office before 9:00AM to inform school personnel of a student's absences and the reason why he/she will not be attending school.

- **Maple Avenue Campus**

570-544-4737 x1900

If a call is not received, school personnel will contact the parent/guardian to obtain this information.

Written Excuse

- A parent/guardian must submit a written excuse for any absence within three days of the student's return to school, even if they had called the school to confirm the reason for the absence. All absences are recorded as illegal/unexcused until a note is

received. Failure to return a written excuse will result in the absence being declared illegal/unlawful/unexcused. If a student is absent for three or more consecutive days, a note is required from a doctor in order for the days of absence to be declared legal.

- Student attendance is reported to the student's home school on a weekly basis; Home school districts may then use the provided information in accordance with the County Truancy Policy.
- When a student is tardy, he/she must enter the building through the main doors and report to the main office before going to class; If the reason for being tardy was a doctor's appointment, a late bus or some other valid reason, a late pass will be issued and marked excused.
- When there is no legal excuse, such as "overslept," "missed the bus," etc., the tardy will be classified as unexcused. Excessive tardiness will be reported to the student's home school district and dealt with according to the disciplinary policy of the home school district.

Please refer to the Schuylkill County Truancy Policy included in the student packet for additional details and information. Additional copies may be requested through our school or the student's home district.

V.

Procedure for Homeless Students

Definitions

The McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular or adequate nighttime residence will be considered homeless. 42 U.S.C. §11434A(2)(A)

- Fixed: Securely placed or fastened; not subject to change or fluctuate. A fixed residence is one that is stationary, permanent and not subject to change.
- Regular: Normal, standard; Constituted, conducted or done in conformity with established or prescribed usages, rules or discipline, recurring

attending or functioning. A regular residence is one which is used on a regular basis.

- Adequate: Sufficient for a specific requirement; lawfully and reasonably sufficient. Fully sufficient; equal to what is required; lawfully and reasonably sufficient. An adequate residence is one that is enough for meeting both the physical and psychological needs typically met in home environments.
- Living situations include shelters, transitional housing programs, cars, parks, substandard housing, sharing the housing of others (doubled-up or couch surfing), hotels/ motels, campgrounds and migrant youth living in the above situation.

Homeless Students' Rights

- Right to continue at the school of origin, the school they attended before coming homeless or the school in which they were last enrolled.
- Right to transfer to the school of residence.
- Right to immediate enrollment even if they lack normally required documents such as immunization records or proof of residence.
- Right to receive transportation to and from their school of origin for the duration of homelessness or for the rest of the school year after becoming permanently housed.
- Free school breakfast and lunch
- Assistance with fees/ fines including field trips, physical education, lab fees, school sponsored extracurricular activities and other school fees.
- Assistance in obtaining educational items including school supplies.
- Assistance with connecting to social service agencies in the community.

Red Flags of Homelessness

- Attendance at several schools/ preschools
- More than one family at the same address

- Hotel, motel or shelter address
- Hostel when asked about address or current living situation
- Unable to share current address
- Sleeping in class
- Inappropriate dress for the weather
- Hunger and hoarding of food
- Attention seeking behavior
- Missing class for a long period of time

General Procedure for Displaced Students

- Staff will be informed/ trained on the red flags of homelessness and rights under the McKinney-Vento Act.
- Each family/ student will fill out a student residency questionnaire to determine homelessness upon registration.
- The point of contact (POC) in each program/ building will identify a student experiencing homelessness at enrollment or throughout the school year. The POC will connect with the homeless liaison to determine eligibility. If homeless, the POC will complete the intake form and return it to the homeless liaison.
- If homeless, the student will be enrolled immediately. If the parent does not have required documents for enrollment, the district/ IU will begin obtaining the documents from the previous district/ IU.
- The district/ IU homeless liaison will complete a best interest determination.
- The district/ IU homeless liaison will set up transportation immediately, if needed.
- The district/ IU homeless liaison will set up free breakfast and lunch.
- During a personal interview, the POC will provide the family/student with an ECYEH brochure and will discuss rights under the McKinney-Vento Act.

- The POC will support the family by providing the following:
 - Assistance with educational needs (school supplies, activity fees, etc.)
 - Assistance with personal supplies (clothing, bookbags, coats, etc.)
 - Assistance with family support (counseling, housing, meals, health care, etc.)
- The POC will make necessary referrals to the family throughout the school year and will reassess the family's needs on a monthly basis.
- The district/ IU homeless liaison will add the student to the ECYEH data system.
- At the end of the school year, the district/ IU homeless liaison will send home a reverification of homelessness questionnaire. If needed, the district/ IU homeless liaison will call the parent or conduct a home visit to verify homelessness for the next school year.

Specific Scenarios:

Unenrolled Homeless Students

- If parents opt to enroll the child in the school of residence, follow the general procedures above.
- If the parent opts to remain in their school of origin,
 - Notify the homeless liaison from the district/ IU of the family's situation.
 - Work with the district/IU of origin to set up transportation.

Enrolled Student Becomes Homeless

- Family decides to withdraw from school of origin and enroll in school of residence
 - Inform the residing district of family's homeless status.
 - Set up transportation with the school of residence.
 - Forward all paperwork to the school of residence.

- Family residing temporarily in another school and continues to attend the school of origin
 - Inform residing district of family’s homeless status.
 - Set up transportation with residing district.

Best Interest Determination Considerations

Under the McKinney-Vento Act, you must presume keeping a student in the school of origin is in their best interest. The following questions should be considered prior to making a homeless determination:

- Is the student remaining in the school of origin?
- Does the school have proper programming to meet the need of the student (special education, gifted education, etc.)?
- Is the student best served moving to the district of residence due to his/ her academic or behavioral history?
- Would the distance to and from the school of origin impact the student negatively?
- Do the parents have a permanency goal that would support a change in placement?
- Will the timing of a school transfer undermine school success?
- Will changing schools undermine the child’s ability to stay on track to graduate?

Local Contacts

- District/ IU homeless liaison:
- Building/ program level liaisons:
- Online homeless liaison directory in Pennsylvania: <https://directory.center-school.org/homeless>
- ECYEH Region 2: 610-987-8509 or www.berksiu.org/ecyeh

Local Resources

- Homeless Coalition: <https://www.berksiu.org/students-families/k-12-education-student-services/ecyeh/resources/>

- Online shelter directory: <https://directory.center-school.org/homeless/shelter/search>

VI.

EMERGENCY CLOSING, DELAYED STARTS AND EARLY DISMISSALS

Adverse weather conditions could result in school closings, delays or early dismissals. Parents/guardians and students are encouraged to listen to local radio and/or television stations for the most current information regarding school closings, delays, or early dismissals. Students should abide by the weather schedule posted for their home school district. The following television stations are contacted with information:

- WNEP- Channel 16, WHTM, ZIPP SLIP and WGAL. Information is also posted on our school website www.iu29.org.

Phone calls are made to every home for an unplanned early dismissal. Parents/guardians need to make sure that contact information is up to date for themselves and emergency contacts.

VII.

BEHAVIOR/DISCIPLINE

Bullying/ Cyberbullying–

- Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself. As outlined in Board Policy 249, bullying that is severe, persistent and pervasive has the ability to interfere with a student's education, create a threatening environment, and disrupt the operation of the school. This policy will be reviewed with students annually. Students are encouraged to utilize the reporting process by completing the forms located in each classroom, as well as the office. Completed forms should be placed in the office bully box.

- <https://go.boarddocs.com/pa/iu29/Board.nsf/Public?open&id=policies#>
Hardcopy available from MAC Office upon request.

Hazing –

- Hazing is defined as any activity that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or membership in or affiliation with any organization. Board Policy #247_
<https://go.boarddocs.com/pa/iu29/Board.nsf/Public?open&id=policies#>
Hardcopy available from MAC Office upon request.

Our School’s Anti-Bullying Rules:

1. We will not bully others.
2. We will help students who are bullied.
3. We will include students who are left out.
4. If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

Level 1 Bullying Offense –includes behaviors such as, but not limited to:

- **Verbal** (teasing, name calling, profanity, insulting remarks, verbal harassment)
- **Physical** (pushing, shoving, hitting)
- **Social/Relational** (purposeful exclusion, telling others not to be someone’s friend, gossiping, spreading/starting rumors)
 - 1:1 discussion with staff member, review of bullying rules.
 - 2nd time –office referral.
 - 3rd time within a 45-day period – move to Level 2 consequences.

Please refer to the **CODE OF CONDUCT** section beginning on page 21 for consequences.

Level 2 Bullying Offense –includes behaviors such as:

- **Verbal** (purposely embarrassing or humiliating another student, slander, insulting comments about

intelligence, size, ability, race, color, religion, ethnicity, gender)

- **Physical** (biting, scratching, tripping, threatening physical harm, threatening gestures, damaging/stealing/hiding property)
- **Social/Relational** (purposefully embarrassing or humiliating another student, teasing publicly about clothing, looks, relationships, economic status), Sexual (sexual comments, leering, gestures, actions or comments based on a person's sexual orientation, sexual harassment)
 - 1st time –office referral
 - 2nd time –office referral, disciplinary consequences, parent conference
 - 3rd time –office referral, disciplinary consequences, parent conference

Please refer to the **CODE OF CONDUCT** section beginning on page 20 for consequences.

In-school suspension –

- Students who violate school rules/policies may be assigned in-school suspension at the discretion of the program administration and in accordance with state regulations for students with special needs. During this time, the student will report to a designated location and will be given the opportunity to process the incident privately with staff away from peers using Restorative Practices. Lunch will be provided in the event that it coincides with the student's scheduled lunch.

Out-of-School Suspension –

- Out-of-school suspension may be used in response to, but not limited to:
 - Violent physical acts by students against employees or other students
 - Possession of weapons, drugs, vapes or alcohol
 - Chronic, uncontrollable disruptive behavior, when other interventions are deemed inappropriate or ineffective

- Out-of-school suspension is a last resort and will be used at the discretion of the program administration and in accordance with state regulations for students with special needs.

Temporary Change of Schedule –

- Students may be temporarily assigned, by administration, to an alternate classroom as a result of inappropriate or disruptive behaviors; Students will continue to receive special education supports and services provided by certified special education teachers during this change of schedule.

Police Referral –

- A police referral may be initiated if a student:
 - Assaults other students or a staff member
 - Participates in a fight
 - Causes property damage or vandalism
 - Possesses drugs, alcohol, or weapons
 - Has become disruptive to the point that all interventions have been ineffective
 - Jeopardizes or threatens the safety of members of the school – staff/ student
 - Or any other serious infractions

Parents will be required to meet to discuss the offense

Aversive Techniques –

- The following aversive techniques of handling behavior are considered inappropriate and may not be used in educational programs: corporal punishment, punishment for a manifestation of a student’s disability, locked rooms/boxes/other structures/spaces from which the student cannot readily exit, noxious substances, deprivation of basic human rights such as withholding water, meals, or fresh air, serial suspensions, treatment of a demeaning nature, electric shock, methods implemented by untrained personnel, and methods which have not been outlined in a plan.

VIII.

SCHOOL WIDE LEVEL SYSTEM FOR SECONDARY STUDENTS

Level System/Reward Program – The Maple Avenue Campus and Schuylkill Learning Academy operates a positive reward program for secondary students which is designed as a way to reward students for completing schoolwork, displaying appropriate behavior, and attending school regularly.

- The Level System is designed to assist students with positive decision making and progress monitoring in order to improve behavior
- As students' progress through the level system, they will learn to take ownership of their actions and self-monitor their behavior
- At the start of each day, students will be provided with a choice sheet to use in tracking their choices throughout the day. Rewards for making positive choices as well consequences for making negative choices are explained under "Level System"
- Weekly and other periodic incentives are offered to students as they progress throughout this program; Weekly rewards include school-based activities such as games in the gym and movies. Periodic activities include field trips to places such as the bowling alley and movie theatre. A parent/guardian is required to sign a permission slip when students enter the program in order for students to be able to participate when the privilege is earned
- **At the start of a new school year, the students will return to Day 1 of the level where he/she left off the previous school year.** Students enrolled in the Schuylkill Learning Academy who participated in the required summer programming will maintain their consecutive earned days. Students enrolled in the Schuylkill Learning Academy who did not participate in the required summer programming will return to Level 1, Day 1

**ALL NEW STUDENTS START ON ORIENTATION
PHASE (LEVEL 1, DAY 1)**

LEVEL I: ORIENTATION PHASE

Students are expected to:

- Respect staff
- Follow norms for acceptable behavior
- Complete schoolwork
- Earn Daily Points
- Maintain 80 of 100 possible daily points for five (5) consecutive school days
- Students will gain an understanding of the school handbook by participating in weekly group sessions to learn about and discuss program norms and the level system
- No participation in weekly (Friday) school/class wide reward activities (i.e. gym, cafeteria free time, movie)
- No participation in periodic school/class wide reward activities (i.e. bowling, movie theatre)
- Students will be under close staff supervision at all times
- Students escorted by staff to any/all areas in building/academy and for restroom breaks
- Students will be closely supervised during all activities/transitions
- Students work with staff (Behavioral Interventionists, Case Manager) to learn handbook rules and consequences of actions

LEVEL II

Students are expected to:

- Respect staff
- Follow norms for acceptable behavior
- Complete schoolwork
- Earn Daily Points
- Maintain 85 of 100 possible daily points for ten (10) consecutive school days
- Students will remain under close staff supervision at all times
- Students escorted by staff to any/all areas in building/academy and for restroom breaks
- Students will be closely supervised during all activities/transitions
- Students will earn modified weekly (Friday) reward activities

- Opportunity to participate in/play educational games/activities within a designated classroom
- No participation in monthly out of the building reward activities (i.e. bowling, movie theatre, etc.)

LEVEL III

Students are expected to:

- Respect staff
- Follow norms for acceptable behavior
- Complete schoolwork
- Earn Daily Points
- Maintain 87 of 100 possible daily points for ten (10) consecutive school days
- Staff will generally be further away from student during transitions
- Students escorted by staff to any/all areas in building/academy and for restroom breaks
- Students will be supervised during all activities/transitions
- Students will earn modified weekly (Friday) reward activities
- Opportunity to participate in/play educational games/activities within a designated classroom or opportunity to watch a movie
- No participation in monthly out of the building reward activities (i.e. bowling, movie theatre, etc.)

LEVEL IV

Students are expected to:

- Respect staff
- Follow norms for acceptable behavior
- Complete schoolwork
- Earn Daily Points
- Maintain 90 of 100 possible daily points for fifteen (15) consecutive school days
- Students will be supervised, with lessened proximity, during all activities/transitions
- If students maintain daily average of points, they will be able to eat lunch in an alternate location one time per week (day selected by staff, location voted on by eligible students) such as the courtyard, occupational suite, etc. During this lunch time, additional privileges may be awarded (opportunity to listen to provided music, play Wii, etc.)

- Students may earn participation in weekly (Friday) rewards (i.e. gym, cafeteria free time, outdoor activities, movie, utilization of game systems such as Wii, etc.)
- Students may earn participation in a special monthly in the building reward activity (party in the cafeteria)
- Students may sign up for special work mentor activities to take place during rewards time such as assisting in other classrooms or doing special assignments
- No participation in monthly out of the building reward activities (i.e. bowling, movie theatre, etc.)

LEVEL V

Students are expected to:

- Respect staff
- Follow norms for acceptable behavior
- Complete schoolwork
- Earn Daily Points
- Maintain 95 of 100 possible daily points for fifteen (30) consecutive school days
- Students will require minimal supervision
- Students will continue to be able to eat lunch in an alternate location one time per week (day selected by staff, location voted on by eligible students) such as the courtyard, occupational suite, etc. During this lunch time additional privileges may be awarded (opportunity to listen to provided music, play Wii, etc.)
- Students may continue to earn and participate in weekly and monthly rewards
Students may earn participation in periodic out of the building reward activities (i.e. bowling, movie theatre, attendance at a baseball game, etc.)
- Students can sign up for special work mentor activities to take place during rewards time such as assisting in other classrooms or doing special assignments

LEVEL VI

Level VI is reserved for the students who have met all requirements to complete the level system (through 30 days of Level V.)

- Expectations and privileges continue as if he/she were on the Level V
- Students on Level VI are not required to complete choice sheets; however, they are subjected to the level system consequences of previous levels if necessary
- Students will earn a 1x prize selection from the Principals' Rewards Club awards/prizes upon reaching Level VI for the first time

CHOICE SHEETS:

- A copy of the daily choice sheet WILL BE SENT HOME DAILY for a parent/guardian signature
- Students will hold the responsibility for his/her choice sheet during the school day
- If students destroy or lose choice sheet during the day, a new choice sheet will be distributed, but all points earned up to that time will be lost
- Students must have choice sheet with them to be granted access to the cafeteria each day
- Students must have choice sheets with them in order to participate in any reward activities in order to verify their level of achievement
- If students are participating in related services (speech, occupational therapy, social work, physical therapy, etc.) that staff member will report points earned upon returning the student to class
- If students bring their choice sheets from the previous day to school, they will receive one bonus point. If students do not bring their choice sheet back, they will not earn the bonus point nor will they earn a point in homeroom for not being prepared for class
- Students are not permitted to choose to participate in a reward designated for a point in homeroom for not being prepared for class
- Students are not permitted to choose to participate in a reward designated for a lesser color level. Students are to participate in/attend rewards appropriate to their level of achievement unless otherwise approved by administration

MOVING UP IN THE LEVEL SYSTEM:

- Students must achieve the daily point requirement for number of days required by each level
- Students must be in attendance daily (or provide written excuse for absence)

LEVEL FREEZE:

A level freeze indicates that students maintain the earned points and continues to earn points for that day; however, the points do not count toward advancement within the level system

- If students do not maintain the daily point requirement as set forth by the level, the students return to day 1 of the current level (a level freeze prevents advancement, however, it does not limit implementation of additional consequences)
- A level freeze also freezes all rewards/privileges for the day(s) on which the freeze is in effect

Level Freezes can be administered for behaviors including but not limited to: not responding to staff direction/re-direction; blatant defiance of staff; leaving assigned area, continual disruptions, etc.

- A level freeze may be based on the “three strikes you’re out” principle – if students are redirected three or more times by staff, a level freeze may be assigned
- A level freeze may be assigned in place of detention

MOVING DOWN IN THE LEVEL SYSTEM:

Automatic Level Drop –

The following behaviors will result in the automatic drop to Level 1 and student will start the level system over from beginning

- Physical aggression (toward staff and/or peers)
- Serious property damage
- Threats towards staff or peers
- Possession of a weapon
- Involvement of law enforcement
- Incidents requiring the utilization of safe crisis management
- Possession of a weapon

- Involvement of law enforcement
- Incidents requiring the utilization of safe crisis management
- Possession, or under influence of drugs, alcohol, tobacco
- Theft
- Elopement from building
- Any behavior which results in the assignment of an out-of-school suspension
- Or other serious infractions

Insufficient Daily Points:

- If students do not meet point requirements on a given day, students are returned to day one of that level
- Three re-starts of the same level will result in a level drop (to previous level)

Attendance:

- Students must have consistent attendance to maintain status of level
- If students are absent, they will follow the handbook guidelines to bring in a note for absence
- Any absence, excused or unexcused, does not count as a day in the level system

Excused Absences:

- Students who have an excused absence(s) will not earn points for the day(s) absent
- This does not negatively affect progress in the level system

Unexcused Absences:

- Students who have unexcused absences will not earn points for the day and could potentially start the level over if an excuse note is not brought in
- Students that have more than two (2) unexcused absences, within a level, will be required to drop one level

Late Arrival/Early Dismissal:

- For excused late arrivals/early dismissals, choice sheets will be adjusted based on the

number of points a student was eligible to earn that day

- For unexcused late arrivals/early dismissals, no adjustment will be made and points will be lost for that time

IX.

DRESS AND GROOMING

In accordance with Board Policy 221, the board has the authority to impose limitations on students' dress in school to as to avoid disruption of the educational process. As a result, all clothing must be sized to fit the student (+/- 1 size to the student's measurements) and may not have excessive holes or frays.

- Clothing may not contain any of the following content, either explicitly displayed or insinuated: drugs, alcohol, violence, profanity, and sex.
- Clothing may not expose or reveal Undergarments.

Shirts:

Shirts may be pullover, golf style shirts, oxford style button down shirts or blouses, turtlenecks or mock turtlenecks, sweaters, sweatshirts, Henley shirts and t-shirts.

- All shirts must have sleeves which cover the shoulders.
- Coats or other outerwear are not permitted to be worn during the school day.
- Hooded sweatshirts are permitted to be worn; **however, hoods are not permitted to be covering students' heads at any time during the school day.**
- **Strapless blouses, mesh shirts, sleeveless shirts, bare midriff or backless blouses or shirts, and pajama tops are not permitted.**

Pants:

Pants, capris, shorts, skorts, skirts, and dresses may not have pockets below the hips, loops, straps, or other comparable adornments.

- Pants must be worn at the waist and may not drag on the floor.
- Shorts/skorts/skirts/dresses may not be shorter than 3 inches above the knee.
- **Pajama pants are not permitted.**

Shoes:

All shoes, sandals (beach/sport), boots and sneakers must have at least a secured strap in the back.

- **Flip flops (with or without straps), bedroom slippers, Crocs and footwear with heels greater than 2 inches high are not permitted.**
- **Styles of flip flops known as “slides” are not permitted.**

Accessories:

Backpacks are not permitted to be carried throughout the school building. Students must leave backpacks, hats, and other accessories in their homeroom upon arrival each day.

Female students may carry purses throughout the building as long as they are not more than eight (8) inches by eleven (11) inches in size.

- Clothing or accessories may not include items that may cause harm to others including but not limited to: spikes, safety pins, etc.
- Bandanas, doo rags, hats, skull caps and sunglasses are not permitted to be worn in school.

Blankets are not to be brought to school to be used during school hours. Students should dress appropriately for the weather conditions.

Dress Code Discipline Infractions

1st offense: Students will be permitted to call home for appropriate clothing and given a warning. If no clothing is

brought to school, the student will be offered appropriate clothing or assigned to the Restorative Room or another location designated by administration for the remainder of the day.

2nd offense: Students will be permitted to call home for appropriate clothing and given a warning. Staff will also contact the students' home. If no clothing is brought to school, the student will be offered appropriate clothing or assigned to the Restorative Room or another location designated by administration for the remainder of the day. Student will not be eligible for rewards for the week.

3rd offense: Students will be permitted to call home for appropriate clothing and given a warning. Staff will also contact the students' home and a discipline notice will be completed. If no clothing is brought to school, the students will be offered appropriate clothing or assigned to the Restorative Room or another location designated by administration for the remainder of the day. Student will not be eligible for rewards for the week.

X.

TOBACCO PRODUCT USE / POSSESSION POLICY #222

The Schuylkill Intermediate Unit is a drug/alcohol free zone, therefore use and possession of any tobacco products or paraphernalia is strictly prohibited. Any violation of this policy will result in referral to the magisterial district judge and a fine of up including court costs.

XI.

ELECTRONIC DEVICES

The use of phones or other electronic devices can be disruptive to the education of students and peers in the classroom; they also present concerns regarding the privacy and confidentiality of our students. Therefore, the use of electronic devices, including phones, is not permitted during the school day as per Board Policy 237 and the following

procedures will apply. Devices in secondary classrooms will be locked in a secure technology bin.

Schuylkill Learning Academy –

- All electronic devices will be given to an assigned staff member upon student’s daily arrival to the program.

Maple Avenue Campus –

- All electronic devices will be given to an assigned staff member upon student’s daily arrival to the program.

The following consequences apply for both programs:

- **1st Offense** – caught with device
Device confiscated by staff and parent/guardian notified.
- **2nd Offense** – Caught with device
Device confiscated by staff for 5 days and parent/guardian must pick up device; device will not be sent home with student.
- **Additional Offenses** – caught with device
If students refuse to surrender phone or electronic device, students will be subject to suspension.

XII.

STUDENT SEARCHES

The safety of all staff and students is of prime importance. When administrators have reasonable suspicion that a student possesses weapons, drugs, alcohol, tobacco, or other illegal or prohibited items/materials, the student will be asked to voluntarily produce the item(s).

- If students refuse to voluntarily produce any suspected evidence, the building administrator and/or his/her designee(s) in the presence of a witness shall order the students to empty their

purse, backpack, pockets; remove outer jacket, coat, and/or vest; remove shoes and socks; roll up his/her pant legs to the knee, and/or shirt sleeves to the elbow; and turn over to the person conducting the search any and all items in the students' possession or within the students' control.

- The refusal of students to submit to a search of their persons and/or of items shall be immediately reported to the appropriate law enforcement officials for further investigation.
- A student's desks, storage cubicles, and lockers are property of the Schuylkill Intermediate Unit and may be searched at any time.
- Administration reserves the right to use a handheld wand-style metal detector to screen students in accordance with Board Policy 226.2; This includes: screening if there is suspicion that a student possesses contraband of any kind, as well as random searches on an individual or group.

LOCKER SEARCHES Board Policy #221

<https://go.boarddocs.com/pa/iu29/Board.nsf/Public?open&id=policies#>

Hardcopy available from MAC Office upon request.

XIII.

INTERNET USAGE

Computer usage is an important part of the curriculum and educational programming within the school.

- Students must adhere to the acceptable usage policy established by IU29.
- A Parent/Guardian and the students must sign an acceptable use agreement form, provided at the start of the school year or upon entry into the program, in order for the student to be permitted to use the Internet.

XIV.

INTERVENTIONS AND STRATEGIES

Behavior interventions:

Appropriate school behavior is essential for students' success. Students who exhibit inappropriate behavior in the classroom jeopardizes his/her own chances of success and negatively impact the education process for other students. All attempts are made to solve behavior problems using school personnel and approved de-escalation techniques.

PBIS- Positive Behavior Interventions and Supports

PBIS will be implemented beginning the 2021-2022 school year. The premise of the program is to provide more positivity, thus lessening negative behaviors. Students will earn tickets that they will "cash in" for different items on a regular basis. Behavior expectations are posted throughout the building. Staff will teach lessons that provide students with the expectations for each of the areas throughout the school

Principal's Rewards Club –

- Students will be given a reward card, when students are caught doing something good, a faculty/staff member may initial the reward card.
- When students have enough initials (10) to fill the card, they may bring the card to the office for a small reward and to have their name placed in a bucket for a monthly drawing.
- At the end of each month, 5 students' cards will be pulled and the winning students will have the opportunity to select a prize. All cards will be removed for the beginning of the new month.

Restorative Practices - Restorative Practices are a positive approach to students' behavior which focuses on staff working with each student with negative behaviors, rather than doing things to or for the student. Through the use of classroom circles and meetings, they proactively build a sense of community and positive relationships between all members of the staff and each student. A series of strategies

are used when dealing with negative behavior. These strategies hold students accountable for their behavior and engage them in repairing harm and building a positive school community.

De-escalation strategies – De-escalation techniques have been shown to help students regain control over his/her behaviors.

- Strategies may include: non-verbal techniques (i.e. removing the “audience”), planned ignoring (for behaviors that pose no major threat and may be a behavior that students can self-control, given the opportunity), signals (i.e. eye contact or hand gestures that the behavior has been acknowledged and the students are on “notice”), verbal intervention (i.e., control your verbal rate, tone, and pitch, don’t use judgmental labels or descriptions when discussing behavior, don’t threaten consequence for behavior, don’t interpret behavior for the students).

Individual student support - When students’ behavior escalates to the point where removal from the classroom setting is deemed appropriate, students will be escorted to the Restorative Room or PACE (Problems, Alternatives, Course of Action, Evaluation) Room.

- A staff member will assist in de-escalating the students through counseling and the use of the Restorative Questions.
- Every attempt will be made to help the students reflect on the effect that the behavior has had on themselves and others, to repair the harm, and return successfully to the classroom within a reasonable amount of time.

XV.

STUDENT ASSISTANCE PROGRAM

The Student Assistance Program (SAP) is an intervention program to assist troubled students. Every school in Pennsylvania has a Student Assistance Program. The

purpose of the program is to identify students having problems of any type that interfere with the learning process.

How does the SAP Process Work?

- Once referred, the SAP team will contact the students' parents and develop a plan of action to achieve success in school.
- The SAP team will also assist the students and parents in contacting community agencies.
- The SAP team will continue to work with and support the students and will monitor progress.

Who should be referred?

- Students who show any of these behaviors can be referred to the SAP team:
 - Withdrawn, unexplained injuries, alcohol or drug abuse, eating disorder, anger, suicidal tendencies/behavior, drop in grades, change in peer group or appearance, lying/cheating.
- If students are dealing with any of these issues they can also be referred: divorce, pregnancy, incarceration, family problems, abuse, death, peer pressure, mental health issues.

XVI.

SAFE CRISIS MANAGEMENT

Selected staff members from the Maple Avenue Campus and Schuylkill Learning Academy have been trained in the utilization of Safe Crisis Management (SCM). SCM includes training in techniques and strategies for prevention, de-escalation, and emergency safety intervention.

Physical intervention is viewed as a last resort to be used in a crisis situation in order to ensure the safety of the student, peers, staff, and property and only after less restrictive measures and techniques have proven to be or is less effective.

- Any utilization of Safe Crisis Management techniques will be reported to the parent/guardian

as well as the home school district. If the student has an IEP, the parent/guardian will be contacted to come into school for an IEP meeting.

- Following the use of Safe Crisis Management techniques, students will be evaluated by a nurse.
- Video and/or pictures may be taken in order to protect the child and the staff members involved in the event.
- Safe crisis management interventions are followed up with a debriefing session which allows students and staff the ability to process feelings related to the use of physical hold of Safe Crisis Management techniques.

XVII.

MEDICATION / NURSES INFORMATION

Some students are required to take medication during the school day. The school nurse will dispense the medication. Teachers will be notified of students in their classrooms who require medication and the time it is to be dispensed.

Prescription Medication

- Must complete the Student Health/Information/Permission Form to the best of his/her ability. **This form must be on file in order to administer any non-prescription medication (Tylenol, Advil, etc.).** We are not permitted to accept verbal permission to administer these items.
- Provide a copy of your student's most recent immunization record. The school is required to track immunizations which are regulated by law.

A student prescription medication form must be returned to the school nurse. This form should be completed whether medication is dispensed inside or outside of school in order to keep school personnel informed of student medications in the event of an emergency.

- This will also enable school personnel to assist in monitoring side effects. If the medication is to be

administered in school, a physician's signature is required on the form.

- Notify the school nurse of any medication changes.

ALL prescription medication must be in its original labeled pharmacy container. It must display the most recent order and refill date on the bottle. Prescription medication must be accompanied by a health professional's written request for administration, which includes:

- **Name of student, name of medication, name of qualified healthcare professional, dosage and route of administration, date, time or indication of administration.**
- **This information can be faxed from the healthcare professional directly to the school nurse at 570-544-8207.**

Transportation of Medication-

- All medications must be brought to school by a parent/guardian or arrangements made with the student transportation to deliver the medication to a staff member at the school; **Under no circumstances should a student transport any medication.**
- This requires completion of a form to designate the student's driver to deliver medication to the school.
- Forms will be provided at the start of the year and upon parent request; The driver will turn in the form and medication to designated school personnel upon arrival at school.

If there is a medication change or medication is needed at home, it is the parent's/guardian's responsibility to pick up the medication at school or decide for retrieval. **Under no circumstances will medication be sent home with a student.**

NO students are permitted to carry any medication (prescription or non-prescription) while at school.

- The only exception is a medication prescribed by a doctor for emergency situations (i.e. inhalers,

Epipen™ pens). Please contact the school nurse to complete necessary requirements in this situation.

Screenings -

State law requires students to have the following:

- Physical examinations in grades K, 6, & 11
- Dental examinations in grades K, 3, & 7

Screenings for:

- Scoliosis – grades 6 & 7
- Hearing, vision, growth – all grades

Screenings will be provided once a year by the school at no cost to parents with a completed permission form which is provided at the beginning of the school year. Students arriving after the school offered opportunities will be responsible for having these completed privately.

- Any abnormal results will be reported to the parent/guardian who then assumes responsibility to follow through with referrals and return necessary forms to the school.

Illness of students-

Students who become ill or sustain an injury during the school day will be seen by the nurse. Staff will call the nurse before sending a student.

- If the nurse feels that students should be sent home, she will make the necessary arrangements. Parental notification must occur before students can be released.
- If students become ill on the way to school, they should report to the nurse's office immediately upon arrival.
- The nurse has the right/obligation to contact emergency services if the professional believes that the students require immediate medical attention.
- Parents/guardians will be notified as soon as possible and required to meet the student at the emergency room designated on the Emergency Form completed by the parent/guardian.

Students with a fever -

If students become ill during the school day and exhibit symptoms of fever (temperature >100.5 degrees F), diarrhea or vomiting, a parent/guardian will be notified to pick the students up from school.

- Parents are asked to keep the student's home from school the next day and not return to school until symptom-free for 24 hours, without the aid of medication (Tylenol™, Advil™, Pepto™, etc.). Students exhibiting these symptoms are more susceptible to other illnesses and run the risk of infecting other students and staff. Parental support and understanding in this situation is greatly appreciated.

Suspected contagious illness -

If the nurse suspects a child of having a health condition which may be contagious or may warrant examination by the child's physician:

- A note from the physician will be necessary for re-admittance to school.
- In order to help prevent the spread of contagious and infectious diseases, parents are to keep their child home and notify the child's physician when symptoms are first noticed.
- Conditions considered contagious by the state of Pennsylvania include, but are not limited to:
 - Chicken Pox, Ringworm, Impetigo, Strep Throat, Pink Eye and Head Lice

XVIII.

VISITORS/BUILDING ACCESS

In order to maintain the safety and security of the students and staff in the building, visitors will be required to provide photo identification to gain admittance to the building.

- Acceptable forms of identification include, but are not limited to a valid driver's license or photo identification.
- **Families and friends attending special events such as the Holiday Show, Talent Show, Graduation, etc. will not be admitted into the**

building any earlier than 15 minutes prior to the start of the event.

XIX.

CAFETERIA

It is important that students are offered healthy meals which we serve each day. In order to assist students in taking advantage of these meals, we will be participating in the Community Eligibility Provision (CEP) program offered by the state this year.

Hand sanitizer and cleaning wipes will continue to be available in the cafeteria.

Free Breakfast/Lunch

- The CEP program allows us to offer free breakfast and lunch to each student, regardless of eligibility. Therefore, no applications will be needed this year. Students will be offered a full breakfast and lunch at no cost.
- This program covers the cost of the FIRST MEAL ONLY.
- If students wish to have a second meal, second milk or other items, they will be charged the appropriate price.
- Lunch rates. First meal free,

Breakfast/Lunch prices are as follows:
(These prices are for additional meals purchased)

- Regular Student Breakfast \$1.00
- Regular Student Lunch \$2.35
- Milk (1/2 pint) \$.50

Peanut Butter

Peanut butter products are no longer served in the school cafeteria for the safety of students/staff with severe peanut allergies.

- Students who bring peanut butter products from home or are required to eat peanut butter by a doctor or dietician will be required to eat in an alternate location designated by administration.

Seating

Students may not leave their assigned seats without permission.

- Restrooms should be used before/after lunch.
- Students will not be excused to use the restroom during lunch except in emergencies.

Procedures

Established traffic patterns will be adhered to.

- Traffic within the cafeteria will move along the outside walls.
- When lining up to leave the cafeteria, students will line up in the hallway along the right-hand wall.
- Classes are escorted to/from the cafeteria.

Alternative Lunch – Alternate seating will be provided within the cafeteria for students who violate cafeteria/school rules/procedures.

- If students are removed from the cafeteria for behavioral reasons, he/she will be provided lunch in an alternate location.

XX.

BEVERAGE AND TREAT RESTRICTIONS

Open Containers/Restricted Beverages

- **Open containers or drinks may NOT be brought into the school building.**
- **All drinks must be factory sealed.**
- **Energy drinks, sodas and other drink flavorings including, but not limited to Mio™, Minute Maid™, Kool Aid™, etc. are not permitted.**

Students may bring in containers that are empty to have filled at the water fountains.

Outside Treats and Snacks for a Class

- Any treats or snacks brought for a class for special occasions such as birthdays, holiday celebrations, etc. should be store bought and sealed.
- Homemade treats may contain ingredients that may be harmful to a student with particular diets and allergies.

XXI.

ACTIVITIES

Field Trips/School Events

Students are given opportunities throughout the school year to participate in special events/activities, dances and field trips.

- Students are required to meet level system and behavioral expectations in order to participate in any of these activities.
- Trips such as going to the movies, the end of the year trip, Senior Trips, dances and monthly planned activities and games require appropriate behavior and no excessive absences for students to be eligible to attend.
- End of year and Senior Trips require a student to be in good academic standing, no major behavioral issues and no excessive absences.
- Dances require a student to be in good academic standing, no major behavioral issues and no excessive absences in order to attend.
- Planned activities outside of the building require students to be in good academic standing, no major behavioral issues and no excessive absences.

Physical Education

Physical education provides students with an opportunity to attain good physical health, higher self-esteem, and athletic skills.

- Students will learn good sportsmanship, rules of games, possible leisure activities, and good hygiene.
- Physical education grades are based on: behavior/attitude, progress on educational objectives, participation, and preparedness for class (appropriate dress).
- Students are notified via daily and class announcements when swimming will take place.
- Students are allowed two excused absences from physical education class with a parent/guardian note. After that, a doctor's note will be required. If

a doctor's note is not received, the missed class will be unexcused.

Recess

Recess is provided for elementary students daily as a reward and an opportunity for social interaction with peers. If weather permits, students will go outside for recess; if not, recess will be held in either the gym, if available, or in the classroom. However, if students violate school rules or becomes a danger to themselves or others, those students may be removed from recess privileges.

XXII.

REUNIFICATION PURPOSE/PROCEDURES

In the event of an incident, students will be evacuated to a safe and secure location.

- Parents/Guardians will report to the assigned reunification area as directed through school communication via the TV, Internet, radio announcement or electronic devices; **DO NOT** call or travel to your child's school. Phone lines and staff are needed to attend to emergency response efforts.
 - Parents/Guardians will report to the assigned reunification area and give the name of their child/children.
 - **Picture identification will be required** by the person in charge of the Reunification Area to insure the person requesting the child/children is a match to the name on the Emergency Contact Information form; Phone calls will not be accepted authorizing people who are not listed on the form to pick up the child.

XXIII.

MEDIA

Throughout the year, efforts are made to highlight the students through the use of video, social media or photographs. This may include, but is not limited to special events, classroom activities, field trips, ceremonies, and graduation.

- These pictures may be used within the school, at community activities, published in the newspaper, Social Media or on the IU website.
- Parents/Guardians are asked to sign permission forms authorizing the use of video or photographs at the start of the year or upon entry into the program.
- If the permission form is not on file, students will not be highlighted in any media presentations.

XXIV.

USE OF SURVEILLANCE CAMERAS

The Board of School Directors and school officials recognize the need to provide a safe learning environment for students and staff and to protect school property and equipment. Therefore, video cameras will be used as a security measure at the Schuylkill Intermediate Unit and the Schuylkill Technology Center. The cameras are not continuously monitored. Video cameras will also be used to ensure that students' behavior on school property is consistent with the established safety and conduct rules. Video monitoring assists discipline codes, particularly in areas which are difficult to monitor or have high numbers of students congregated in one area. If unacceptable behavior is recorded, timely and appropriate corrective actions will occur.

XXV.

SUICIDE PREVENTION/WARNING SIGNS

**SUICIDE AWARENESS, PREVENTION, AND
RESPONSE**

Risk Factors and Warning Signs:

May include but not limited to the following:

RISK FACTORS

- Behavioral Health Issues/Disorders:
 - Depression.
 - Substance abuse or dependence.
 - Self-injury.
- Personal Characteristics:
 - Hopelessness/Low self-esteem.
 - Loneliness/Social alienation/isolation/lack of belonging.
 - Poor problem-solving or coping skills.
 - Impulsivity/Risk-taking/recklessness.
- Adverse/Stressful Life Circumstances:
 - Interpersonal difficulties or losses.
 - Disciplinary or legal problems.
 - Bullying (victim or perpetrator).
 - School or work issues.
 - Physical, sexual, or psychological abuse.
 - Exposure to peer suicide.
- Family Characteristics:

WARNING SIGNS

- Expressions such as hopelessness, rage, anger, seeking revenge, feeling trapped, anxiety, agitation, no reason to live or sense of purpose.
- Recklessness or risky behavior.
- Increased alcohol or drug use.
- Withdrawal from friends, family, or society.
- Dramatic mood changes.

- Family history of suicide or suicidal behavior.
- Family mental health problems.
- Divorce/Death of parent/guardian.
- Parental-Child Relationship.

Warning signs and factors can occur in isolation or in combination.

**Crisis Intervention Help Line
1-877-9WE-HELP (1-877-993-4357)**

For more information on suicide prevention and resources, visit www.iu29.org and use the Parent & Student tab. Then select the link for Suicide Prevention and Awareness.

XXVI.

NON-DISCRIMINATION POLICY

The Schuylkill Intermediate Unit does not discriminate in its educational programs, activities or employment practices based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, union membership, or any other legally protected category. This policy is in accordance with state law, including the Pennsylvania Human Relations Act, and with federal law, including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967 and the Americans with Disabilities Act of 1990. The Schuylkill Intermediate Unit’s commitment to non-discriminatory practices extends to prospective students and employees, current students and employees, parents of students, community members, and representatives of outside agencies. Schuylkill Intermediate Unit employees, community members, and agency representatives who have a complaint of harassment or discrimination or who seek information about accommodations for individuals with disabilities should contact Dr. Gregory S. Koons, Executive Director and Equal Rights and Opportunities Director, at

Schuylkill Intermediate Unit 29, P.O. Box 130, 17 Maple Avenue, Mar-Lin, PA 17951, telephone number (570) 544-9131 or fax number (570) 544-2169.

Nondiscrimination in Services

The provision of enrollment, services and referrals of students shall be made in a nondiscriminatory ancestry, religious creed, disability, or age.

Program Services shall be made accessible to eligible persons with disabilities through the most practical and economically feasible methods available. These methods include, but are not limited to, equipment redesign, assistive technology, the provision of supports and aides, and the use of alternative services and curriculum in various locations. Structural modifications shall be considered only when appropriate with available resources.

Any individual/student (and/or their parent/guardian) who believe they have been discriminated against, may file a complaint of discrimination with:

Schuylkill Intermediate Unit 29
17 Maple Avenue
PO Box 130
Mar Lin, PA 17951

Commonwealth of Pennsylvania
Department of Human Services
Bureau of Equal Opportunity
Room 225, Health & Welfare Building
PO Box 2675
Harrisburg, PA 17105

PA Human Relations Commission
Philadelphia Regional Office
110 N. 8th Street
Suite 501
Philadelphia, PA 19107

Commonwealth of Pennsylvania

Department of Human Services
Bureau of Equal Opportunity
Southeast Regional Office
801 Market, Street, Suite 5034
Philadelphia, PA 19107

U.S. Department of Health and Human Services
Office for Civil Rights
Suite 372, Public Ledger Building
150 South Independence Mall West
Philadelphia, PA 19106-9111

During school events we would ask visitors to respect the privacy of others and not post or live stream pictures or videos with other children included.

XXVI.

ADOPTION OF TEXTBOOK POLICY

- Policy number 108 on IU29.org Website under Board Policy Manual

XXVII.

RESOURCE MATERIALS

- Policy number 109 on IU29.org Website under Board Policy Manual

XXVIII.

STANDARDS FOR VICTIMS OF VIOLENT CRIMES

- Policy number 144 on IU29.org Website under Board Policy Manual

XXIV.

ACT 18 THREAT ASSESSMENT

Act 18 mandates that each school entity must establish at least one team for the assessment of – and intervention with – students whose behavior may indicate a threat to the safety of themselves or others.

IU29 has established a team and the members are as follows:

Jacqueline Wapinsky, Principal – School Safety and Security Coordinator/Administration
570-544-9131 ext. 2353
or email at wapij@iu29.org

Kate Herb, Supervisor of Special Education – Special Education/Administration
570-544-9131 ext. 2369
or email at herbk@iu29.org

Rene’ Evans, Ed.D., Director of Special Education – Special Education/Administration
570-544-9131 ext. 1211
or email at evanr@iu29.org

Melissa Recla, School Nurse – School Health
570-544-9131 ext. 2346
or email at reclm@iu29.org

Lynda Yordy, Supervisor of Early Intervention – Administration
570-544-9131 ext. 1201
or email at yordl@iu29.org

Barbara Wilkinson, Supervisor of School
Improvement and District Support Consultant –
Administration
570-544-9131 ext.1215
or email at wilkb@iu29.org

If a parent, family member, friend, member of the community or staff member who feels there is reason to believe that a student is demonstrating behavior that may indicate a threat to the safety of themselves or others, they should immediately report it in any of the following manners:

- Report to Safe2Say anonymously by calling 1-844-SAF2SAY (1-844-723-2729), through the mobile app or online at SAFE2SAYPA.ORG.
- Notify the school SAP (Student Assistance Program).
- Contact any of the above team members.
- Contact your local law enforcement