

SELINGSGROVE AREA ELEMENTARY SCHOOL

TEACHER HANDBOOK



2024-2025

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The Selinsgrove Area School District, an equal opportunity employer, will not discriminate in employment, educational programs, or activities, based on race, sex, age, handicap, or because a person is a disabled veteran of the Vietnam Era. This policy of nondiscrimination extends to all other legally protected classifications. Publication of this policy is in accordance with state and federal laws including Title IX of the Education Amendments of 1972 and Section 503 and Section 504 of the Rehabilitation Act of 1973. Inquiries concerning possible discrimination should be directed to Jeff Hummel, Title IX Officer and Section 504 Coordinator, Telephone 570-374-1144 extension 2209

MISSION

The Selinsgrove Area School District is committed to providing quality education for life-long learning.

VISION

We envision the Selinsgrove Area School District to be a premier, exemplary student-centered organization where everyone shares the commitment to the education and development of each student.

Our graduates will be problem solvers, critical thinkers, self-directed learners, effective communicators, collaborative workers, quality employees, proficient users of technology, and contributing members of a global society.



SHARED VALUES

1. We believe all students can learn and succeed given appropriate standards-based curriculum and research-based instruction.
2. We believe staff and physical facilities should provide a supportive, safe, and secure environment in which to learn.
3. We believe each student is unique and the educational experience should encourage and develop creativity and imagination.
4. We believe educational excellence must be supported by continuous evaluation of facilities and resources, effective instructional practices, and competent use of technology.
5. We believe education is a life-long pursuit and students must be equipped with the skills for success to meet the challenges of an ever-changing global society.
6. We believe in dedication to excellence and high academic expectations while maintaining fiscal responsibility.
7. We believe academic excellence is achieved through quality instruction supported by continuous, focused staff development which models life-long learning.
8. We believe education should promote character development, ethical behavior, and a positive self-image leading to being responsible citizens.
9. We believe effective leadership at all levels is essential to the success of our educational program.
10. We believe encouragement and support of innovation, flexibility, and creativity is necessary in order to successfully adapt to change.
11. We believe that the school, students, family, and community should have shared responsibility and shared decision-making in the educational process through collaboration and communication.
12. We believe excellence in all areas is identifiable, measurable, achievable, and worthy of pursuit.

PROFESSIONAL CONDUCT:

STATEMENT ON FACULTY DRESS

Faculty members are expected to be familiar with the “**STATEMENT OF DRESS**” for students in the handbook (posted on the district website) and adhere to those general guidelines. In addition, as professionals, the following dress code will also apply.

On regular work days faculty is expected to wear professional attire. For women this entails dress pants or capris, dresses, skirts, and appropriate tops. For men, dress slacks, khakis, dress shirts or polo shirts are required.

On days designated as Casual for a Cause, the following garments are appropriate: Structured shorts in good condition, denim jeans and capris in good condition. T-shirts with writing must be in good condition with messages appropriate for working with young people.

On in-service days, the casual day dress code applies. Athletic shorts, jean shorts, sweat pants, yoga pants, shower shoes and rubber flip flops are not permissible on any day of school service.

Summer work days are exempt from the statement on faculty dress.

Determination of adherence to this professional dress code is at the discretion of building administrators. A review panel for the Dress Code Committee will arbitrate any grievances.

FYI: NOTIFICATION OF INTENT TO LEAVE THE BUILDING

After notifying the building principal or designee and receiving authorization to do so, employees may leave the building of their employment during their scheduled lunch period. Please follow building sign out procedures.

PROCEDURES AND POLICIES:

SAFETY, CONFIDENTIALITY, & ACCOUNTABILITY INFORMATION

IDENTIFICATION CARDS

Identification cards are issued to all school employees. **They should be worn and visible at all times.** The building can be accessed from 6:00 AM to 11:30 PM. Do not use anyone else's card or allow anyone to use your card. If you lose your card, tech services must be notified immediately. Cost of a replacement card is \$7.00.

VISITORS TO THE SCHOOL

All visitors to the school are required to report to the building office to sign in and to wear a visitor's badge. This procedure is required for parents, as well as other visitors.

If you know you are having visitors in your classroom, please notify the office staff at least three days prior so they know you are expecting them. It is the responsibility of each staff member to question any unauthorized person in the building and direct them to the office. If the person refuses to report to the office, please inform the office immediately. Teachers should not permit entrance to the building through doors other than the main entrance. No one may walk students to their classrooms in the morning.

PHOTOGRAPHS/VIDEO

Each teacher has on file an **Image Release and Consent Form** granting or denying student photographs for use in the school yearbook, school print publications and on the internet or school website. Teachers are given a listing for the entire elementary school. It is each teacher's responsibility to review this information and use photographs accordingly.

MEDICATIONS

A licensed nurse shall administer all medications or treatments.

PETS/ANIMALS

Due to the possibility of allergies along with liability issues, students are not permitted to bring pets or any other animals to school for any reason.

Due to the possibility of allergies and illnesses along with liability issues, teachers are not permitted to have a class pet other than a fish.

BUILDING CLEANING SCHEDULE

Basic cleaning schedule for teachers to be aware of:

1. Monday, Wednesday and Friday chairs should be up so the floors can be cleaned.
2. Tuesday and Thursday the chairs should be down so desks can be cleaned.
3. Trash bags will be changed every Friday.
4. Please let the custodians know at least one day in advance of any activity that may require extra trash bags.
5. Teachers are asked to monitor the amount of soap used by students as students are using so much soap it gets slippery under the dispensers and the soap is beginning to take the color out of the tiles.
6. All trash cans should be placed by the classroom door at the end of the day.
7. All windows must be closed and locked and blinds shut before leaving at the end of the day.
8. Please make sure your classroom door is locked when you leave at the end of the day.
9. **Doors should remain locked at all times and pulled shut with a magnet in place. Please keep doors closed when leaving the classroom.**

NO CHEMICALS

Teachers should not bring in any type of chemical based product for use within the school environment without prior approval of the administration due to the need for Material Safety Data Sheets (MSDDs) for any chemical based products. This would include items such as mercury based thermometers or any type of cleaning product.

PLEASE NOTE: Purchasing a product with school funds by using a school charge account does not make the product acceptable. Only those items with a MSDS sheet on file are acceptable.

DUPLICATING AND LAMINATING

A. Duplicating:

- Please send it to the office giving 2-3 days for turnaround time.
- You can also send copies from your computer to the Copy machine in the Teacher Planning room.
- Please do not send any print jobs to the office copier, send a hard copy to Bonnie to make copies.
- There are black and white and color printers throughout the building.
- **If you need more than five (5) copies use the Copy machine in the main office.**
- **DO NOT USE CONSTRUCTION PAPER, OAKTAG OR OVERHEAD TRANSPARENCIES IN THE COPIERS.** We do have Index stock paper available which can be used in the copiers. The office will also make sure the correct transparency paper will be inserted into the machine.

B. Copier Use:

- Please fill paper as needed.
- Please un-jam if possible.
- If there is a problem that you cannot fix. Please let the office know.

C. Laminating:

- The office will be laminating every Tuesday and Thursday.
- Please place your laminated items in the “Laminating Box” in the Office work room. Make sure your name is attached.
- Items laminated must be items that will be used for multiple years. The only exception is holiday gifts. Signs may only be laminated if they are going to be used again.

D. Copy pick up/mail pick up

- Should be picked up by classroom teachers only.

SUPPLIES

A form is available in the office or the Teacher Planning Room for general supplies. Give the form to the clerical assistant or principal's secretary. They will fill the order as soon as she can.

BUDGET PREPARATION

Teachers are asked to submit supply requisitions for the upcoming school year as per building level procedures. Forms and guidelines will be made available.

MILEAGE

We use the IRS mileage rate. All mileage reports must be recorded on the Mileage Form and submitted for payment the first (1st) Monday succeeding the month in which it was incurred. Mileage forms can be found in the Teacher Planning Room. The mileage rate usually changes in January at the start of a new year.

MAIL

- A. Mail:** Teachers have an assigned mailbox in the office area which can be accessed from the lobby hallway. Teachers should check their mail regularly. All messages will be placed in the mailbox unless it is an emergency. For confidentiality purposes, please send students designated to pick up mail to the office with a manilla envelope. Inter-District mail is placed in the office and delivered daily. Please do not send students to the office to pick up your mail due to confidentiality reasons.
- B. Email:** Please check your e-mail regularly for important messages.

ELEMENTARY SCHOOL CALENDAR

An elementary calendar is available for all staff members to view. The year at a glance calendar was distributed for staff reference. Please remember to check your calendar. To view the SAES School Calendar, click on calendar on the left-hand side when you go into your e-mail account.

If you need to sign up for the conference room, contact the principal's secretary at 1093 or by email. There is a Conference Room calendar to reserve the rooms.

ABSENCE REQUEST PROCEDURES

PROCESS FOR ENTERING ABSENCES INTO AESOP

You must call AESOP before 6:50 AM for a substitute.

IF YOU ARE UNABLE TO ACCESS AESOP FOR ANY REASON OR IN CASE OF AN EMERGENCY, PLEASE GET IN TOUCH WITH AN ADMINISTRATOR.

ASSOCIATION DAY – Employee fills out Absence Pre-Approval Form and gives to the building principal. The principal approves the date and gives it to the principal's secretary. The principal's secretary will enter the absence after it is approved.

PROFESSIONAL DEVELOPMENT – CONFERENCE/WORKSHOP -

Process for Attending Professional Development

1. Familiarize yourself with the Professional Development Guidelines.
2. Fill out a PD Pre-Approval Form and submit it to Building PD Representative (Cindy Davis) along with a conference brochure or a printout of the conference web page. If you do not include the brochure or printout, the form will be returned to you for re-submission.

Note that this needs to be done at least three weeks before the event.

The principal will approve or deny the day off (if the event requires missing school) depending on how many teachers are already scheduled to be out that day.

The form will then be given to the building principal's secretary who will arrange for a substitute if one is needed. The form will then be forwarded to Donna Wagner in the district office who will earmark enough money to cover the costs. The form will be returned to you, usually within a week of your submitting it.

3. After receiving your signed Pre-Approval Form back, you may then proceed with registration, hotel reservations, etc. It is best to wait until this point to spend any money, as nothing will be reimbursed if your request is denied for any reason. Also, keep the Pre-Approval Form, as you will need to submit a copy of it when you request reimbursement.
4. During the event, keep all receipts for any expenses which will be reimbursed. Note that meal receipts must be itemized, primarily because the district is not allowed to reimburse the purchase of alcoholic beverages.
5. After the event, you **must** submit a Professional Development Summary Form, along with a copy of your signed Pre-Approval Form, to Donna Wagner in the district office. If you need to be reimbursed for expenses, you must also submit a Professional Development Reimbursement Form along with all pertinent receipts. All of these must be submitted together, and they must be submitted within thirty days of the event.

If you have any questions or need assistance at any point during the process, please ask your building PD representative.

BEREAVEMENT – Entered by employee. **You must enter family member/relationship in the notes field.** Employee must present proof of relationship upon return. This can be the obituary or memorial card from the service. The documentation should be given to Principal's secretary to send with her pay period report or directly sent to Susie McCollum. Documentation must be handed in asap. You cannot use Bereavement for someone not directly related to you.

DEDUCT DAY – Must send written request to Dr. Jankowski asking for a specific day off. Contact Susie McCollum to enter AESOP an approved Deduct Day.

EMERGENCY DAY – Employee enters absence in AESOP and notifies superintendent's office. You must have Superintendent's approval for an Emergency Day. See contract for information. **Please type in a reason in the notes box. Susie McCollum needs this info.**

FMLA – (Family Medical Leave Act) Contact Susie McCollum in business office at 3612. Needs school board approval.

JURY DUTY – Contact Susie McCollum in business office.

PERSONAL DAY – Employee enters absence into AESOP at least three days in advance. If the day needs to be cancelled, contact Susie McCollum at extension 3612. Personal Days

cannot be taken the first or last five work days of the school year and must be full days. The maximum number of professional personal days allowed on a given day is five (5) per building.

SICK DAY – DENTIST/DOCTOR/SICK – Employee enters absence into AESOP. If absence is more than three (3) days, employee needs to provide a Physician’s Certificate of Illness or Injury.

SUBPOENA – Building Secretary enters absence (under other).

SPORTS COMPETITON/STUDENT ACTIVITY – Complete Pre-Approval Request form. The Principal’s secretary will enter the absence when approved.

SUPERVISION INFORMATION

School Day

The teacher day begins at 7:35 am and ends at 3:15 pm. Students begin reporting to classrooms at 8:00 and the student day begins at 8:25 am and ends at 3:00 pm.

Morning Arrival

Teachers assigned to morning arrival duty are responsible for:

- supervising students arriving to school (both walkers and car riders)
- reporting any consistent problems to the school office

Indoor Recess

If a student is in for recess for reasons of health, they must have an excuse from their parents. Each excuse will be honored for a period of up to three (3) days. If the request exceeds (3) days, there must be a physician’s excuse.

Guidelines for Outdoor Recess

Recess is an opportunity for students to have physical activity which is an essential component of healthy growth and development. Research shows that physical activity is not only beneficial to a child’s physical development but also their mental development. Physical activity lessens symptoms of mild ADD, improves learning, lowers anxiety, helps reduce colds and illness, and lowers childhood obesity. Physical activity also improves social and motor skills, improves behavior, and increases academic achievement. It is important that all children be able to participate in outdoor recess. Children should not be excused from outdoor recess except with a written medical reason from a physician or a compelling parental request.

The following guidelines will be used to determine if outdoor recess will occur:

1. The outdoor “feels like” temperature as determined using wind chill is
 - a. No lower than 24- full recess
 - b. Less than 15- no outdoor recess

2. The outdoor “feels like” temperature as determined using heat index is
 - a. No higher than 90- full recess
 - b. Over 100- no outdoor recess
3. The weather conditions are
 - a. Light mist/drizzle or snow flurries- outdoor recess
 - b. Light to heavy rain or snow- no outdoor recess
 - c. Play surfaces are icy, muddy, or snow covered- no outdoor recess

Note: Students must wear coats at recess if the RealFeel is below 50 degrees. When the RealFeel is between 50 and 60 degrees, students must either wear a coat or have long sleeves.

Cafeteria Duty

The teachers on duty need to be in the cafeteria before the first class arrives.

- Circulate and supervise the students.
- Wear gloves
- Assist students in opening containers.
- See Cafeteria Expectations on SWPB matrix posted in cafeteria.
- Follow process for maximizing a safe environment, increase time on task, and providing opportunity for appropriate socialization of peers.

Dismissal

Students are dismissed at 3:00 PM.

- A. Bus Riders: Teachers on duty will supervise the students and help to assure they get onto the correct bus.**
 - Kindergarten bus riding students exit the building using **Door #6**. Students walk up the sidewalk along Seals Blvd to the high school parking lot.
 - First and second grade students exit using **Door #3** and walk down the paved area to the high school parking lot.
- B. Walkers: Teachers on duty will supervise and verify the student is being released to authorized person(s).**
 - Kindergarten students will be dismissed from the Kindergarten Playground exit. **Door #11**
 - First Grade Students will be dismissed from the Main Entrance. **Door #1**
 - Second Grade will be dismissed from the Kindergarten exit on Seals Avenue. **Door #2**
 - If you have multiple students in the building, please pick up the youngest first.

TRAFFIC PATTERNS

I. Morning Drop Off Procedure

Parents dropping their children off can use BOTH loops in front of the school:

- A. Vehicles coming from the North (Rte. 522 Cole’s Hardware area)** are encouraged to use the parent loop near Cole’s Hardware. They will pull next to the curbing as far forward on the right side as they can in the “drop off

zone.” The student(s) should exit the vehicle and walk to the main entrance using the sidewalk. All traffic, using either of the Elementary school loops, must exit by turning right onto Broad Street between 7:45-8:25 AM.

- B. **Vehicles coming from the South (High School area)** are asked to use the staff loop. They will pull next to the curbing as far forward on the right side as they can in the “drop off zone.” The student(s) should exit the vehicle and walk to the main entrance using the sidewalk. All traffic must exit by driving around the middle row of cars and back onto Broad St. **NO** traffic will be permitted to exit onto Seals Avenue. Seals Avenue will become one way (in the morning only) going towards the Middle school. Buses will use the right lane and all other vehicles will use the left lane. All traffic, using either of the Elementary school loops must exit by turning right onto Broad Street between 7:45-8:25 AM.
- C. **If a child needs assistance getting out of the vehicle**, parents will use the loop by the parent parking lot (near Cole’s Hardware) or park in this lot. If using this loop, parents will pull next to the curb and pull up as far as they can while remaining in line following vehicles in front of them. They will assist their child out of the vehicle and onto the sidewalk as quickly as possible.
- D. **If a parent needs to come into the school with their child**, they need to park in one of the stalls in the parent parking lot and cross at the marked cross walk.

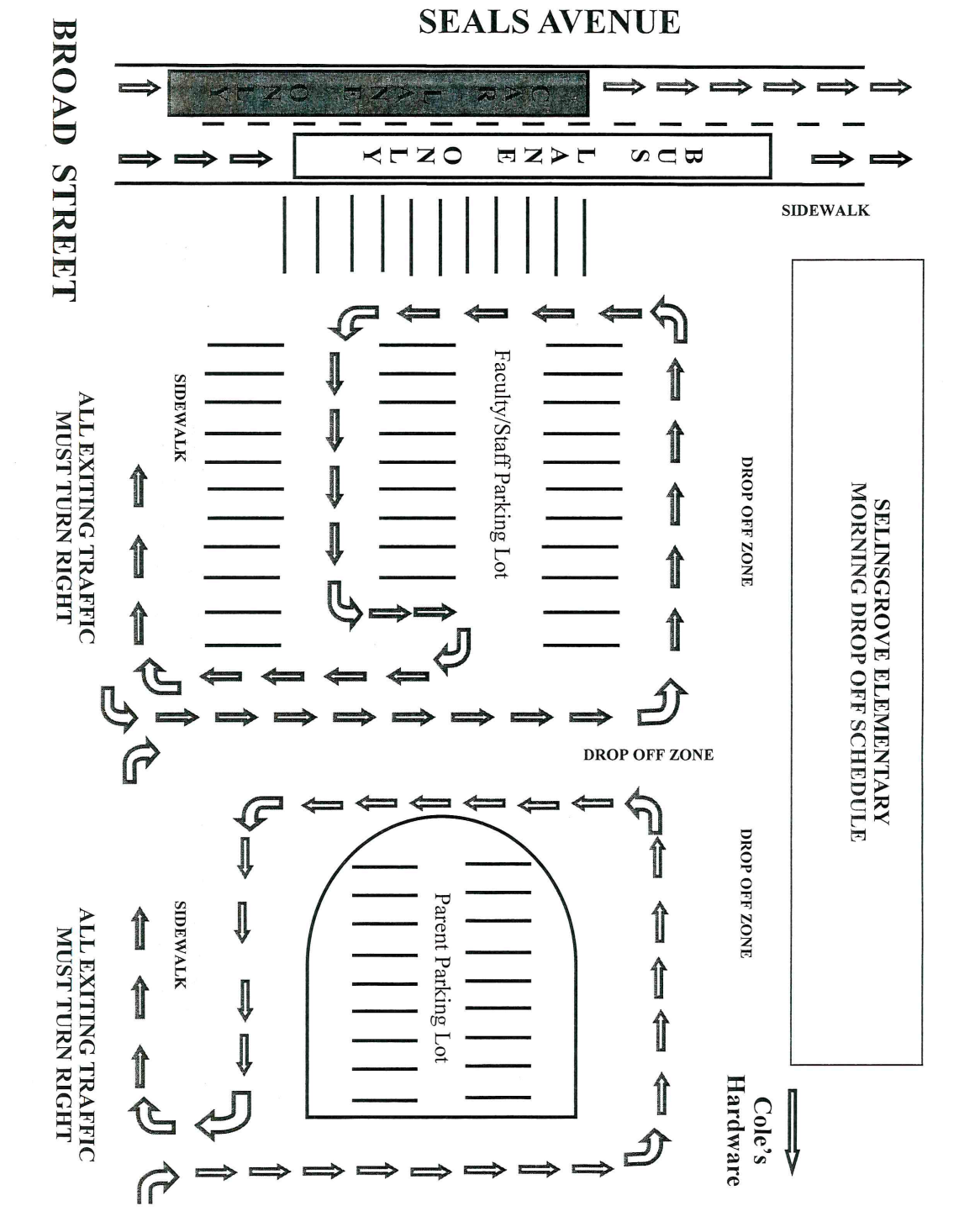
II. Afternoon Dismissal/ Pick Up Procedure

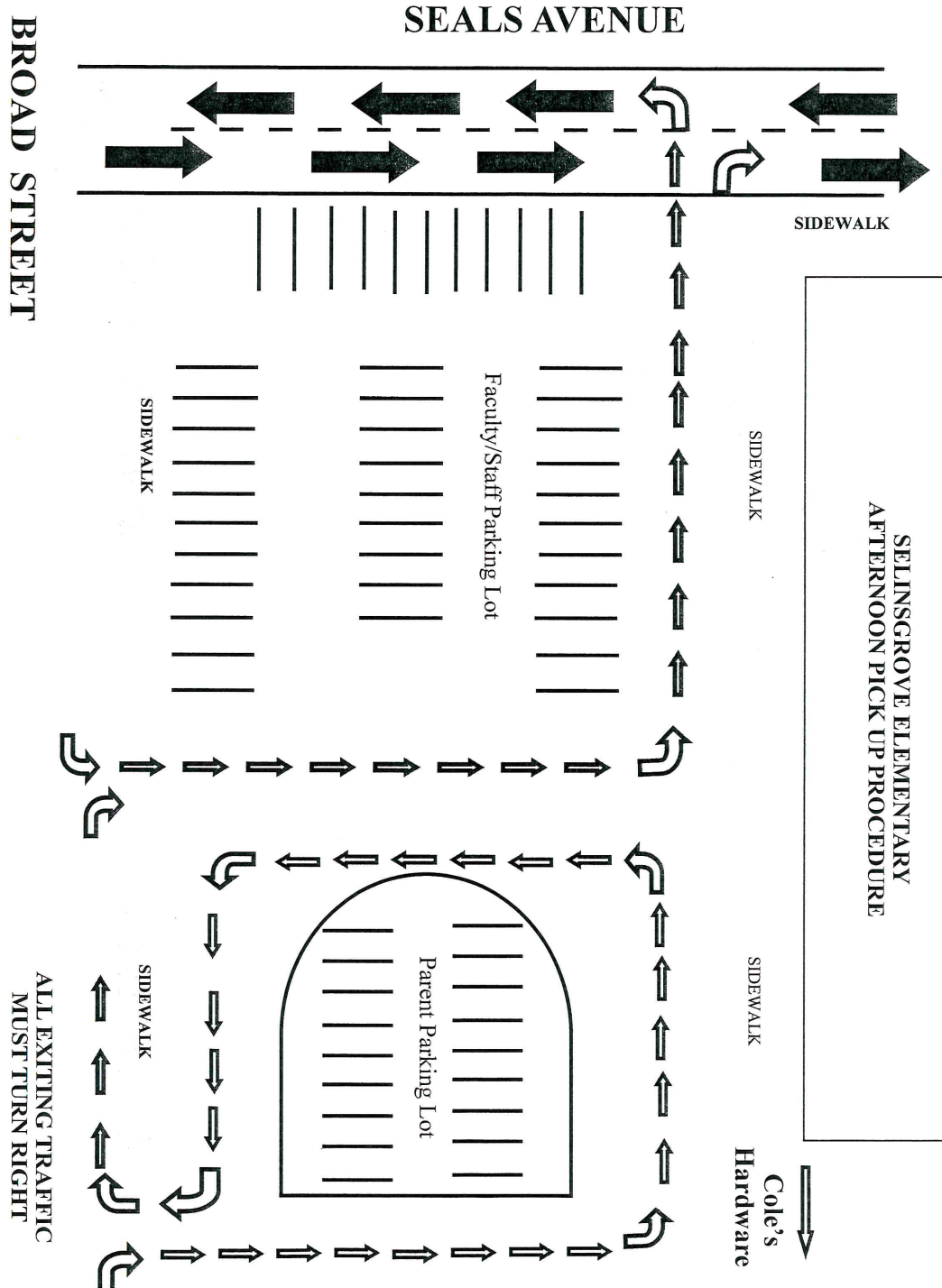
During the afternoon dismissal/pick up, parents may remain with or park their vehicles in either loop.

- A. **Vehicles that utilize the loop closest to Cole’s Hardware** (around the parents’ parking lot) must exit the same way they entered turning right onto Broad Street (just like in the mornings).
- B. **Vehicles using the loop closest to the High School** (around the faculty parking lot) **MUST** exit onto Seals Avenue. They may turn left to exit onto Broad Street or right to the High School.

CAUTION is to be used on Seals Avenue as this is now two-way traffic. It is one way in the morning between 7:45-8:25 AM from Broad Street to the High School but will be two way traffic the rest of the day.

Please note the **NO PARKING** signs posted on both sides of **SEAL AVENUE** from when entering off BROAD STREET to the tennis courts.





PRE-SERVICE TEACHER INFORMATION

GUIDELINES FOR STUDENT TEACHER PLACEMENT

The Selinsgrove Area School District recognized the importance of providing opportunities to college/university students to obtain firsthand experiences in student teaching and other types of fieldwork. All student teacher placement requests will originate from the Assistant Superintendent's Office and should be in writing. Should you be contacted by Colleges/universities, direct them to the Assistant Superintendent's office. Students seeking placement must be placed through their college or university and may not contact district schools or personnel directly.

EDUCATIONAL OBSERVATIONS Educational observations are scheduled through the principal's office. These observations may be done by college students in either the first or second semesters (fall or spring). These observations occur over the school year. The student must complete a certain number of hours of observation in the classroom based upon course requirements. Students completing education observations can review material with students, read with students, and help with small group instruction while the coordinating teacher is in the classroom. They should not be grading papers or doing clerical work for the teacher. Ideally, they are there to observe students and their interactions with one another as well as the teacher.

RECORD KEEPING, DOCUMENTATION, AND GRADING PROCEDURES

STUDENT ATTENDANCE PROCEDURES

Each teacher must submit daily attendance via Sapphire each morning between 8:30-8:40 AM. **Do not submit your attendance prior to 8:30 AM.** Do not submit tardies through Sapphire. A late pass will be given to students entering the building after 8:25 AM. If a student arrives late and does not have a pass, please contact Teresa Moyer at x1089 to make sure the student is not marked absent. **Please do not send students to the office for a late pass, please call Teresa.** Please ask students for an excuse when they return to school. Send all excuses to the office the day they are turned in.

GRADING GUIDELINES

Pupils Moving into District:

A pupil entering our schools from another school must be present for six (6) weeks of the marking period before a grade has been given for that marking period. Any student in the district not receiving grades for a subject will receive a written narrative to account for the student's progress.

Assessment:

In arriving at a marking period grade, test results shall be averaged with the daily class work.

REPORT CARDS

Report cards will be issued four (4) times during the school year. A skill development section is listed on the report card. Teachers are required to check these statements to better explain the subject mark grade earned.

- End of Marking Period One: October 24, 2024
- End of Marking Period Two: January 13, 2025
- End of Marking Period Three: March 24, 2025
- Last Day of School for Students: May 30, 2025

Report cards of pupils transferring from schools outside the district will be kept on file in the building office. At the end of the school year, these report forms will be attached to our district form and the grades of both used to determine promotion or retention.

PARENT-TEACHER CONFERENCES

Parent-Teacher conferences are scheduled at the end of the first marking period. Forms will be provided to teachers to place in the classroom at Open House for parent sign-up. Please provide a copy of your conference schedule to the principal's secretary prior to conferences.

- Schedule to be determined

All parent conferences need to be completed during the window above to be approved to use the exchange day.

RETENTION PROCESS

In some instances, parents and/or school personnel may feel it is in the student's best interest to spend an additional year in the same grade. Recommendations for retention require:

- The recommendation of the classroom teacher shall be required for promotion or retention of a student.
- Parents shall be informed well in advance of the possibility of retention of a student.
- The building principal shall be assigned the final responsibility for determining the promotion or retention of each student.

Furthermore, the student should have been involved with Intervention services through our MTSS and discussed at our regularly scheduled MTSS data team meetings. For instance, parents currently receive written notice when their child receives Tier II and/or Tier III services and a Personal Literacy Plan is developed for students receiving services through our reading specialists. When concerns arise about a child's readiness to go on to the next grade, parents and school personnel will work together to reach a team decision. See Board Policy 215.

RECORDS MAINTENANCE

Permanent record cards are housed within the guidance office. Teachers are asked to observe the following procedural guidelines:

1. Contact the guidance secretary to access student files.
2. All staff members must sign the Student Access Form inside the permanent record card each time the folder is pulled. Record the date and purpose of the review on the access form.
3. Files may not leave the office.
4. File cabinets and the room in which the files are stored will be locked at the end of each day.
5. Filing and/or copying of student records will be done by administrative and/or guidance personnel.
6. No records may be removed from the student's file unless procedures are followed as set forth in Policies and Guidelines for Student Records.

PLANNING AND INSTRUCTION:

SPECIAL AREA SUBJECTS

As per the Selinsgrove Area School District general curriculum, pupils are scheduled for Art, Library Science, Guidance, Music, and Physical Education classes. Classes should receive related subjects as per their grade level.

LESSON PLANS

Each teacher is required to develop lesson plans and have them available in a consistent location, electronically or in the classroom, that is shared with administration.

Teachers shall make thorough preparation for all daily lessons and shall prepare plans reflecting such preparation. It is expected that you have a substitute teacher folder with access to your daily lesson plans and necessary materials.

The following components are encouraged be on lesson plans. Note that all components may not be appropriate for every lesson plan.

Teacher
Dates
Standard number/ statements
Lesson Essential Question(s) or Student Learning Objective (s)
Materials/ Resources/ Technology
Lesson Procedures with Instructional Strategies listed <ul style="list-style-type: none">• Whole group• Small group/ Collaborative• Personalized/ Differentiated• Higher order thinking questions
Assessment <ul style="list-style-type: none">• Formative

- Summative

Please be sure to include the activities that the students will be completing throughout the day during center time.

A district focus this year will be on differentiation for students.

BULLYING/CYBERBULLYING (Board Policy #249)

PURPOSE

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.

DEFINITIONS

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

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

Bullying, as defined in this policy, includes cyberbullying.

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

AUTHORITY

The Board prohibits all forms of bullying by district students.

The Board encourages students who have been bullied to promptly report such incidents to the building principal or designee.

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

DELEGATION OF RESPONSIBILITY

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

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

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.

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

District administration shall annually provide the following information with the Safe School Report:

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

GUIDELINES

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.

This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district web site, if available.

EDUCATION

The district may develop and implement bullying prevention and intervention programs. Such programs shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.

CONSEQUENCES FOR VIOLATIONS

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

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

CHILD ADVOCACY/ MTSS

REPORTING SUSPECTED ABUSE/NEGLECT

All school personnel are mandated reporters and required by law to make a report when they have reason to SUSPECT that a student is being abused and/or neglected.

Reports of child abuse shall immediately be made by:

- a) Telephone to Childline at (800) 932-0313 or
- b) Complete the online report using the following link:
<https://www.compass.state.pa.us/cwis/public/home>.

The building principal shall be notified that a report was made regarding suspected abuse or neglect.

The form CY 47 shall be completed and distributed as indicated on the form and a copy provided to the building principal, within 48 hours after the oral report. If you have further questions, check Board Policy 806. Go to the school web page, click School Board, go to Policies.

ELEMENTARY STUDENT ASSISTANCE PROGRAM (ESAP)

The Elementary Student Assistance Program (ESAP) is designed to assist school personnel in identifying student difficulties, including mental health issues and substance abuse, which pose a barrier to a student's success. The primary goal of the ESAP is to help students overcome these barriers in order that they may achieve, remain in school, and make progress. ESAP is a school-based program where the primary role is to identify, intervene, refer, and follow-up with students at risk. It does not diagnose or provide treatment. It simply identifies students with at risk behavior and provides an avenue to help overcome those barriers to learning. ESAP is a state-mandated process.

The core of the ESAP is a professionally trained team, including school staff, such as principal, school counselor, teachers, speech/language therapist, school psychologists, etc. The ESAP Team members are trained to identify problems, determine whether the presenting problem can be met with the use of school resources, and to make recommendations to assist the student and the parent(s). When the problem lies beyond the scope of the school's own resources, the ESAP Team will assist the parent and student so they may access services within the community from other providers.

Four Phases:

1. Referral to ESAP by school staff, parent, family member, community member, etc. Anyone can refer a student to ESAP when they are concerned about the student's behavior. Referral forms can be accessed through the share drive or in the faculty work room.
2. Team Planning involves the ESAP Team gathering objective information about the student's performance in school from all school personnel that have contact with the student and from the student's parent(s). Strategies for

removing the barriers to learning and promoting academic and personal success may include in-school and/or community-based services and activities. These strategies are discussed and the ESAP team will make recommendations.

3. Intervention and Recommendations are put into action. The ESAP Team assists in linking the student to in-school and/or community-based services and activities.
4. Support and Follow-Up is provided by the ESAP Team to support the student and their family. Follow-up includes monitoring, mentoring, and motivating for academic success.

MTSS

MTSS is a strategy that is being utilized in the grades K-2 in the Selinsgrove Area School District. MTSS provides all students with standards-aligned concepts and competencies, data-driven instruction and the additional support needed to achieve strong academic results. The Core Characteristics of our MTSS strategy are:

- ***Standards aligned instruction:*** High quality instruction and behavioral support in general education for **all** students (the core curriculum) that is supported by research and aligned to Pennsylvania Core Standards and Pennsylvania Academic Standards. Our core curriculum consists of English Language Arts (Reading, Writing, Listening and Speaking), Mathematics, Integrated science and social studies, music, art, health and physical education for all students.
- ***Universal screening/ Benchmarking:*** All students are screened throughout the school year (three times per year) to determine which students are “at risk” for not meeting grade level academic standards and benchmarks. Benchmark assessments are identified in the Selinsgrove Area School District Assessment Plan.
- ***Shared ownership:*** All staff (general education teachers, special education teachers, reading specialists, reading tutors, ESL teachers) assume an active role in students' assessment and instruction in the standards-aligned system. We demonstrate shared ownership through collegial planning and delivery of services to our students and parents.
- ***Data-Based Decision Making:*** A public, objective, and normative framework is used to analyze student performance data and to guide school decisions on instructional changes, choices of interventions, and appropriate rates of progress.
 - ***Progress Monitoring:*** We utilize continuous progress monitoring of student performance and use of progress monitoring data by team members to determine intervention effectiveness and drive instructional adjustments, and to identify/measure student progress toward instructional and grade-level goals.

Tiered Intervention and Service Delivery System: Students with academic and behavioral need(s) receive increasingly intense levels of targeted, scientifically, research-based interventions dependent upon student need. Instruction is differentiated to meet learner needs and consists of research-validated interventions with proven effectiveness based on the assessed skill area and level of need.

REFERRAL FOR SPECIAL EDUCATION EVALUATION

When a student has not responded to Tier III interventions that have been implemented consistently and with fidelity over the course of multiple data review cycles, the Student Level DAT may determine that a meeting with the building principal and school psychologist is needed. The Director of Special Education shall assign school psychologists to each student and notify the principal. The principal shall schedule a meeting to include: classroom teacher, Reading Specialist, School Psychologist and others as deemed appropriate to the case. This meeting will include the review of all intervention strategies implemented and data. A determination will be made as to whether additional strategies are to be implemented or a referral for a special education evaluation is warranted. If a special education referral is warranted a meeting will be scheduled with the parent and the district special education process will proceed from this period forward.

IEP/SDI ACCOMODATIONS

At the beginning of the school year, Specially Designed Instructional requirements will be presented to regular education teachers of all students with IEP's. The SDI requirements must be reviewed via Sapphire, and a report is run to check for full compliance. Regular education teachers are encouraged to work closely with the Special Education teachers to ensure that all SDI requirements are implemented consistently and with fidelity, and in compliance with the legally binding IEP's and/or 504 Plans.

SCHOOLWIDE ORGANIZATIONS, COMMITTEES, & SUPPORT TEAMS

Kindergarten Lead Teacher – Julie Prusch

First Grade Lead Teacher – Mara Diehl

Second Grade Lead Teacher – Lindsay Harris

Related Arts/Special Education/Intervention/Guidance – Kristin Hoover

PTSO (PARENT TEACHER STUDENT ORGANIZATION)

SAES has a Parent Teacher Student Organization. Teachers are encouraged to attend their school's monthly meetings and be an active member of this group.

Officers: President – Nikki Snyder

Vice President – Emily Wendt

Treasurer – Brittany Snyder

Coordinators – Chelsey Davis, Erin Eberle, Tara McGuire, Julie Sutfin

FOSTER GRANDPARENT VOLUNTEERS (SENIOR CORPS)

We participate with the Snyder/Union Foster Grandparent Program. We budget to place several Foster Grandparents each year. If you are interested in having a foster grandparent in your classroom, pick up a Foster Grandparent handbook in the office. If after reading the information you are still interested, contact the principal.

BUILDING SAFETY COMMITTEE

Our Building Safety Committee is represented by the District Safety Committee, building principal(s), guidance counselor, school nurse, head custodian, guidance secretary, and grade level representatives. They meet monthly to evaluate building safety procedures, identify emergency response teams, maintain updated lists of personnel that increase capacity, such as staff trained in First Aid/CPR, Epi-Pen Use, Concussion Management, Safe Crisis Management Certified, etc.

SAFE CRISIS MANAGEMENT

We are committed to the welfare of at-risk students and to safe and professional intervention by adults when an individual's behavior is harmful to themselves or others. If a situation arises in your classroom where you need help, send a student to a neighboring classroom to call the office and get help.

CULTURE COMMITTEE

The Cultural Committee is a group dedicated to boosting morale and uplifting our team at SAES. This committee works to find creative ways to bring people together and support those in need.

MTSS COMMITTEE

The MTSS Committee works to improve our MTSS processes, analyze, and refine them on a continual basis throughout the school year.

CROSS CURRICULAR EXPERIENCES COMMITTEE

The Cross-Curricular Experiences Committee (CCE) will design interactive experiences and assemblies for individual grade levels as well as for the whole school. The CCE consists of several teachers from each of the three grade levels as well as representatives from special education, related arts, and administration. The committee works closely with the PTSO to plan, coordinate, and facilitate a variety of experiences designed both to take our students into the community in the form of field trips, as well as to bring the community to our students in the form of assemblies and activities. The CCE works to ensure that activities, field trips, and assemblies are tied to curricular goals, filled with engaging experiences, and accessible to all students.

SCHOOL-WIDE POSITIVE BEHAVIOR COMMITTEE:

Our SWPB Committee is represented by a CSIU coordinator, school psychologist, the principal, guidance counselor, a grade level representative, a related arts representative, and our guidance secretary. Currently our guidance counselor serves as our SWPB Coach. The committee created our current SWPB program and meets periodically to revisit the core beliefs and philosophy, determine if revisions are needed, identify when retraining is

needed for students, and to evaluate and enhance our recognition programs for individual students, the entire student body, and all stakeholders who support our program.

SCHOOL-WIDE POSITIVE BEHAVIOR PROGRAM

To train students on the expectations of conduct in school, extensive modeling will occur at the beginning of the year, when students return from the winter holiday break, and when the SWPB Committee recognizes a need for review of the expectations throughout the year. The building-level School-Wide Positive Behavior team has identified “hot spots” within our elementary building. These targeted areas include: classroom, hallway, playground, cafeteria, bus, bathroom area, dismissal, as well as when students are at assemblies. Teachers will still be responsible for creating classroom rules and expectations with their students. A matrix has been created to identify “what it looks like” when students are meeting the standard of conduct in each of these areas.

In addition to stating clear expectations, students can be recognized for exhibiting good conduct and for exercising good judgment. As part of the process to develop our School-Wide Positive Behavior Plan, a teacher-led team from K-2 defined what SEAL will stand for at Selinsgrove Elementary School.

Our Seals Code

S: Show Respect

E: Exercise Safety

A: Act Responsibly

L: Listen to Learn for Success

Selinsgrove Elementary School offers a variety of programs throughout the entire school year to help promote positive behaviors both inside and outside of the school.

- a. **Large SEAL Cents:** Class recognition by other teachers and staff in the building

Note: When 10 SEAL Cents are earned, class gets announced, we move our “Razzle Dazzle” point on the bulletin board in the main hallway (*100 Razzle Dazzle Points= School Reward*).

- b. **SEAL CENTS:** Individual students are recognized for demonstrating an area identified by our SEAL Code. SEAL Cents are traded for a prize.

Rule Matrix - SEAL for Success (SEALS)

	Classroom	Hallway	Stairs	Playground	Cafeteria	Bus	Bathroom	Dismissal	Assembly
Show Respect	Be honest Wait your turn Stay in your own space Use appropriate volume	Voice level at 0 Smile and wave at friends and adults	Voice level at 0 Smile and wave at friends and adults	Voice level at a 4 while playing and a 0 when in line, walking in the building, and in hallway in return Use kind words Be honest Ask first Practice good sportsmanship	Use kind words. Voice volumes: > 1 while in line > 0 in the kitchen > 2 at tables Raise your hand for help	Obey the driver Use good manners Voice level 2	Voice level at a 0 Respect each other's privacy Wait your turn	Maintain personal space Voice level at a 0 or 1	Voice level is a 0 Applaud appropriately and at appropriate times
Exercise Safety	Use walking feet Keep hands, feet, and objects to yourself Use materials safely/appropriately	Keep your body to yourself Face forward and walk on the correct side of the hallway Use walking feet	Keep your body to yourself Face forward and walk on the right side of the stairs - follow the arrows Keep one hand on the railing and take one step at a time Use walking feet	Keep hands, feet, and other objects to yourself Use walking feet to and from the playground Use equipment properly Call a person's name before throwing a ball to them	Keep hands, feet and objects to yourself. Use walking feet, facing forward with 2 hands on tray Follow the traffic pattern Keep seated while eating with feet under the table	Stay seated and keep aisle clear Keep hands and feet to yourself	Keep hands, feet, and objects to yourself Use bathroom and sinks properly Wash Hands > 1 pump of soap > 1-2 paper towels	Use walking feet Stay on the correct side of the hallway/ stairs Keep hands and feet to yourself	Keep your body to yourself Keep hands and feet still Walk to your space
Act Responsibly	Keep your area clean Raise your hand to speak Use materials properly	Hands off of walls Walk in a straight line and stay behind the person in front of you Pick up after yourself	Walk in a straight line and stay behind the person in front of you Carry your backpack on your back on the steps Pick up after yourself	Clean up your space Return recess equipment back into the building	Know your lunch choice and remain in the correct order Eat only your lunch Get materials before sitting down Take tray and garbage to the trash area. Clean up your area, including the floor.	Be on time for the bus. Take all belongings with you Keep bus and seats clean	Properly dispose of trash Go directly where you need to go If there is a problem, report it to a teacher	Keep all objects in backpacks Backpacks are to be worn on backs	Stay in your space If there is a problem - tell a teacher
Listen to Learn	Listen when the teacher/ your peers are speaking Follow directions	Follow directions Go directly to your destination	Follow directions Go directly to your destination	Follow directions Listen for the whistle Line up facing the school	Follow directions Remain in your area Be ready when your teacher arrives	Listen to the bus driver's directions the first time	Be prepared to follow direction Be honest	Follow teacher directions Walkers - be ready to look for grown-ups Bussers - listening for the "okay" to walk to bus	Follow directions Listen when others are speaking Be a good participant

24-25 2 hr Delay/Compressed Schedule

All lunches will remain the same. Specials have been shortened and the order has been slightly adjusted. Interventionists will pull their lowest students to work with them at different times throughout the day. Please do not send students to intervention unless you receive a request from the interventionists.

Special Schedule:

10:30 – 11:00 – 1st grade – Diehl, Underhill, Wetzell, Fogle
11:05 – 11:35 – 2nd grade – Hoover, Harris, Sheaffer, Rahauser
11:40 – 12:10 – 1st grade – Will, Hammaker, Snarski, Deppen
12:13 – 12:43 – Specialists Lunch
12:46 – 1:16 – 2nd grade – Gabel, McCabe, Burdett, Brown
1:20 – 1:50 – Mixed grades – Klingler, Rodriguez, Nava, Richmond
1:53 – 2:23 – K – Rice, Fiedler, Prusch,
2:25 – 2:55 – K -- Davis, Sprenkle, McGuire, Musser

24-25 Compressed Schedule for Afternoon Assemblies

8:35 – 9:08 – 2nd Grade Specials – (Hoover, Harris, Rahauser, Sheaffer)
9:10 – 9:43 – 2nd Grade special (Brown, Burdett, McCabe, Gabel)
9:44 – 10:17 – Mixed special (Klingler, Rodriguez, Nava)

10:19 – 10:52 – 1st Grade special (Diehl, Underhill, Wetzell, Fogle)

10:54 – 11:27 – 1st Grade special (Deppen, Hammaker, Snarski, Will)

11:29 – 11:59 – Specialists' lunch
12:01 – 12:34 – Kindergarten special (Rice, Fiedler, Prusch, Richmond)
12:36 – 1:09 – Kindergarten special (Davis, Sprenkle, McGuire, Musser)
1:10 – Assembly Prep and Specialists' Prep
1:50 – Assembly begins